

THE EFFECT OF THE INTEGRATION OF TALKING TOYS
ON PRESCHOOLERS' VOCABULARY LEARNING IN ENGLISH

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ABSTRACT

THE EFFECT OF THE INTEGRATION OF TALKING TOYS ON PRESCHOOLERS' VOCABULARY LEARNING IN ENGLISH

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Appropriate conditions and suitable materials can inspire young children to learn a new language effortlessly. The present study attempted to investigate the effects of English talking toys as teaching materials on vocabulary learning of very young learners (VYL) based on their gender. The study was conducted at one of the public preschools in Yenimahalle/Ankara with 48 five-year old children from two classes. The first group of students was the experimental group and they were instructed using English talking toys as a teaching material. On the other hand, the other class was the control group and was instructed using flashcards. The target vocabulary for this study, which was incorporated into a Vocabulary Checklist Test, was developed after a close scrutiny of the relevant literature (i.e. vocabulary learning in young learners) and examination of the theme-related curriculum employed in the chosen preschool. To assess preschoolers' learning of target words in English, a new Vocabulary Checklist Test was developed by the researcher. The results of a series of t-tests showed that the class instructed with English talking toys performed better on both receptive and expressive/productive vocabulary. The results also indicated that

there was not any significant difference between males and females in terms of the effect of English talking toys on preschool children's vocabulary learning. The findings suggest that English talking toys are not only used for entertainment and recreational purposes, they can also be used as teaching material particularly when it comes to teaching basic English vocabulary. The current study contributed to areas such as early childhood education, foreign/second language learning, foreign language testing and evaluation.

Keywords: Talking toys, English teaching materials, English vocabulary assessment in early childhood

ÖZ

İNGİLİZCE KONUŞAN OYUNCAKLARIN OKUL ÖNCESİ ÇOCUKLARININ İNGİLİZCE KELİME GELİŞİMLERİNE ETKİSİ

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Okul öncesi eğitiminde, çocuklara uygun şartların ve materyallerin sağlanması yabancı bir dili kolayca öğrenmelerine yardımcı olabilir. Bu çalışmanın amacı, İngilizce konuşan eğitici oyuncakların bir öğretim materyali olarak okul öncesinde anasınıflarında, İngilizce kelime öğretiminde kullanılmasının, çocukların yabancı dil kelime öğrenimleri üzerinde olumlu etkisinin olup olmadığını cinsiyet değişkenine bağlı olarak incelemektir. Bu çalışma, Ankara'nın Yenimahalle semtinde devlete bağlı bir anaokulunun iki ayrı sınıfında bulunan 48 öğrenci ile yapılmıştır. İlk grup deneysel grup olup, öğretim materyali olarak İngilizce konuşan oyuncaklar kullanılarak ders yapılmıştır. Diğer yandan, ikinci grup kontrol grubu olup, flaş kartlar kullanılarak öğretim yapılmıştır. Veri toplamak amacıyla oluşturulan Kelime Testinin içine yerleştirilmiş kelimeler, gerekli kaynak taraması yapıldıktan sonra ve uygulama yapılacak anaokulunun müfredat programı incelendikten sonra belirlendi. Öğretilmesi hedeflenen kelimeler araştırmacı tarafından geliştirilen resimli kelime testi ile ölçüldü. Uygulanan t-testlerin sonuçları, İngilizce konuşan oyuncakların küçük yaş grubu çocukların İngilizce kelime öğrenimlerinde olumlu etkisi olduğunu

göstermiştir. Çalışmanın sonuçları, İngilizce konuşan oyuncakların sadece çocukları eğlendiren bir araç olarak değil, aynı zamanda temel İngilizce kelimeleri öğretmede bir öğretim materyali olarak da kullanılabileceğini göstermiştir. Çalışmanın sonunda, okul öncesi, yabancı dil öğrenimi, yabancı dil testi ve değerlendirme gibi alanlara ışık tutacak bulgulara ulaşılmıştır.

Anahtar Kelimeler: İngilizce konuşan oyuncaklar, İngilizce öğretim materyalleri, okul öncesinde İngilizce kelime öğretimi ölçümü

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TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	v
DEDICATION.....	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF ABBREVIATIONS.....	xii
CHAPTER.....	1
1. INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 The Aims and Significance of the Study.....	11
1.3 Research Questions.....	13
1.4 Definitions of Terms.....	13
2. REVIEW OF LITERATURE.....	15
2.1 Teaching English to VYL as a Foreign Language	15
2.1.1 Characteristics of Very Young Learners.....	18
2.1.2 Studies on Foreign/Second Language Teaching to VYL.....	21
2.2 The Place of Vocabulary in Foreign Language Teaching.....	24
2.2.1 Assessment of Young Children's Foreign Language and Vocabulary Test.....	29
2.3 English Language Teaching Materials.....	34
2.3.1 Flashcards.....	37
2.3.2 Toys and Talking Toys as Teaching Materials.....	38
3. METHODOLOGY.....	41
3.1 Participation.....	41
3.2 Data Collection Tools	42
3.2.1 The Design of the Vocabulary Checklist Tool and Pilot Study.....	42
3.3 The Teaching Material and the Target Words.....	50

3.4 Treatment Implementation.....	53
3.5 Data Collection Procedure.....	54
3.6 Data Analysis.....	57
4. DATA ANALYSIS AND RESULTS.....	58
4.1 Descriptive Statistics of the Receptive/Expressive Vocabulary Pretest and Posttest.....	58
4.2 Statistical Analysis and the Comparisons of the Receptive Vocabulary Test Results.....	62
4.3 Statistical Analysis and the Comparisons of the Expressive Vocabulary Test Results.....	63
4.4 Statistical Analysis of the Gender Factor.....	65
4.4.1 Assumptions of Multivariate analysis of variance.....	66
4.5 Summary of the Results.....	67
5. CONCLUSION AND IMPLICATIONS.....	69
5.1 Summary.....	69
5.2 Conclusions and Discussion.....	70
5.3 Implications.....	74
5.4 Further Research.....	75
6. REFERENCES.....	76
APPENDICES.....	89
A. CONSENT FORM FOR DATA COLLECTION.....	89
B. RECEPTIVE VOCABULARY PART IN THE CHECKLIST.....	90
C. EXPRESSIVE VOCABULARY PART IN THE CHECKLIST.....	100
D. VOCABULARY RECORD FORM.....	110
E. VOCABULARY CHECKLIST TEST IMPLEMENTATION GUIDE.....	112
F. LESSON PLANS.....	115
G. PERMISSION FORM FOR THESIS PHOTOCOPY.....	121

LIST OF TABLES

TABLES

Table 2.1 Teaching English to young learners.....	17
Table 2.2 Knowing about a word.....	26
Table 2.3 Implicit and explicit instruction	28
Table 2.4 Word category for early childhood children.....	30
Table 2.5 Dimensions of vocabulary assessment.....	31
Table 3.1 The summary of the procedures of material development.....	52
Table 4.1 Descriptive Statistics of the PREREC and PREEXP.....	60
Table 4.2 Descriptive Statistics of the POSTREC and POSTEXP.....	61
Table 4.3 T-test results of receptive vocabulary test.....	62
Table 4.4 T-test results of expressive vocabulary test.....	63
Table 4.5 The distribution of the children's correct/wrong answers for each question in receptive vocabulary part.....	64
Table 4.6 The gender of the participants.....	65
Table 4.7 Results of the comparison between the VYLs' gender and receptive/expressive vocabulary.....	66
Table 4.8 Box's test of equality of covariance matrices.....	66
Table 4.9 Levene's test of equality of error variances.....	67
Table 4.10 Manova Results.....	67

LIST OF FIGURES

FIGURES

Figure 3.1 English Musical Carpet	51
Figure 4.1 Scale I, II on preschoolers' receptive and expressive vocabulary knowledge in English	59

LIST OF ABBREVIATIONS

MONE	Turkish Ministry of National Education
PPVT	Peabody Picture Vocabulary Test
EVT	Expressive Vocabulary Test
EFL	English as a Foreign Language
ESL	English as a Second Language
VYL	Very Young Learners
YL	Young Learners
NAEYC	National Association for the Education of Young Children
PREREC	Receptive Vocabulary Pretest Scores
POSTREC	Receptive Vocabulary Posttest Scores
PREEXP	Expressive Vocabulary Pretest Scores
POSTEXP	Expressive Vocabulary Posttest Scores
M	Mean
MD	Mean Difference
SD	Standard Deviation
ED	Error Difference
p	Significance value

CHAPTER 1

INTRODUCTION

In this chapter, the background of the study is presented and discussed by focusing on the advantages of learning a foreign language in early ages, the role of appropriate teaching materials in language teaching and the importance of using suitable assessment techniques with very young language learners. In this part of the thesis, the contributions of the current study to the field of teaching English to very young learners (VYL) and the research questions are also introduced and discussed.

1.1 Background to the study

The teaching and learning of English has never been as important as it is today because English has become a global language, the lingua franca of the world (i.e., the means of communication among people with different native languages). Nowadays, English is an essential prerequisite for being successful in doing scientific research, communicating with other people in the world, understanding the literature in various fields of science and technology and doing international trade (Konig & Çağlar, 1990). In Turkey, English has gained importance due to its membership with NATO and the United Nations in which English is the official working language (MONE, 2006) and its efforts in the process of modernization and westernization and the process of joining the European Union (EU) (Doğançay-Aktuna, 1998; Kefeli, 2008). Apart from the aims of developing and maintaining its international relations, Turkey gives priority to teaching and learning English because of the country's economic benefit and strategic and geopolitical status. More specifically, having good English knowledge provides adults some advantages such as earning more money, having a better position in their jobs and a good career at the national level (Doğançay-Aktuna & Kızıltepe, 2005; Kırkgöz, 2009). Considering the fact about the benefits of learning a foreign language, Turkish educational policy gives the utmost care and significance to English language teaching and learning at

all levels in various types of schools. One of the best indicators is that English is the most widely taught foreign language and inseparable part of curriculum at all levels of education (Doğançay-Aktuna, 1998). Within the framework of eight-year compulsory primary education, in 1997/1998 school year, foreign language courses have started in the fourth and fifth grades, which previously started in the sixth grade in the secondary schools (Tebliğler Dergisi, 1997:2481). Later, in the year 2000, the Ministry of National Education (MONE) published an official document, which declared that foreign language education in primary school might start in the earlier grades in formal education such as kindergartens, the first, the second and the third grades of the primary schools (Tebliğler Dergisi, 2000; 2511). After this process, teaching and learning English in childhood starts to become important in Turkey like in many other parts of the world; not only private schools but also state schools have English lessons in primary level. In addition, there are some opportunities that children can start English education before they enter the primary school such as private preschools where English is introduced as a lesson.

According to MONE (2006), learning a foreign language at earlier ages has both personal and social benefits. The personal benefits are: lifelong abilities to communicate with other people, improved overall school performance and superior problem-solving skills, additional job opportunities and career possibilities. The social reasons for teaching English in primary school are enhanced economic competitiveness of the country (Turkey) abroad, improved global communication, and maintenance of political and security interests (MONE, 2006).

Teaching English to primary school or kindergarten students is not the same as teaching adult because they have different characteristics and motivation. As a result of this, the way of teaching must be different. Researchers agree that children who are learning a foreign language in primary or preschool levels should be called “young language learners”. They disagree, however, on the lower and upper limits to be included while defining this group. Phillips (1993), for instance, defines “young learners” (YL) as “the children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” (p. 3) while Slatterly and Willis (2001:4),

YL are “children who are 7–12 years old” and “Very Young Learners” (VYL) are children under 7 years of age. The English Curriculum presented by MONE (2006) in Turkey defines YL as the children from the first year of formal schooling (6 years old, in our case) to 12 years of age. Additionally, MONE (2006) states that language teaching may take place at a younger age (e.g., 3-6 years of age) in some cases and these children are usually referred to as VYL and their language education should be differentiated from the other student groups' language education.

What the appropriate age to introduce foreign language learning is a controversial issue, a number of studies in linguistics and education have suggested that foreign languages should be taught to children as early as possible. There are many studies showing that language learning is more effective in the early childhood (Hakuta, 1990; Muro & Kottman, 1995; Lenneberg, 1967; Klein, 1993 & Moon, 2000). Chomsky (1980) claims that humans have the inborn capacity to learn languages and that newborn babies can learn any (human) language they are exposed to at earlier ages. Lenneberg (1967) who is known as the "father" of the Critical Period Hypothesis (CPH) claims that the "Critical Period" of language acquisition begins at the age two and ends around puberty and this is, according to him, the “ideal window” of time to acquire languages. Hakuta (1990) supports Lenneberg (1967) and also states that children's foreign language acquisition will be more efficient between four to seven years of age. After revising a series of studies on child's language development and foreign language education, Muro and Kottman (1995) conclude that young children have higher ability to learn foreign languages when compared with adults. According to Harmer (2001:40) and Cameron (2001), this is because children learn languages differently from adults. Harmer (2001:38) argues that (a) young children respond to meaning even if they do not understand the words, (b) they often learn explicitly, (c) their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) they have a need for individual attention and approval from their teacher, (g) they have limited attention span, unless activities are extremely engaging they can easily get bored and lose interaction after about ten

minutes. In addition, Cameron (2001) states that YL are keen, enthusiastic, uninhibited, and easily motivated learners, characteristics which help them in learning foreign languages.

The implementation of foreign language classes into primary and preschool education started to take place in most of the European countries and in the USA in the early 1960s (Stone & Bradley, 1994). In relation to this, Moon (2000) states that the number of English classes at earlier ages both in state and private schools has increased so much in the last ten years in Europe and South America. This concern affects the education policy of young children in Turkey as well and some kindergartens and preschools especially the private ones have started to offer the opportunity of foreign language learning, usually of English language. However, as other English curriculums for different grades, there is not an English language curriculum stating its goals, contents, instructional methods/materials and evaluation procedures for preschoolers. For this reason, the teachers introducing English education in preschools in Turkey may not provide every child access to an equal education for lack of a national curriculum which set forth a basic set of standards for what is to be taught. As a result, the language teachers in preschools teach English according to their points of views and potentials (Sert, 2004) and this causes the English teachers to apply different weekly course hours and to use different methods and instructional materials. Besides, they have difficulty in finding appropriate teaching materials or developing their own materials for their classes. Consequently, it can be said that in spite of the efforts for early introduction of English in Turkey, the content, the methods/materials and the ways of transferring knowledge which suit very young learners should be examined by taking their age and characteristics into consideration. However, when the related literature is reviewed, it is observed that there has been scarce number of studies dealing with "what", "to what extent" and "how" to teach English to VYL. Based on the facts above, the researcher considers important to highlight English to VYL in why, what, and how aspects. Besides, the other reason why the researcher has decided to study with children in early childhood setting is that even though other subjects such as science, technology, math, physical

education teaching are studied in the field of early childhood education (Lowe, 1988), foreign language teaching is underrated for VYL in Turkey.

In teaching English to VYL, in the first place, the emphasis should be on teaching vocabulary which is the crucial component of learning a foreign language. Based on this, Celce–Murcia and Rosensweig (1989) claim that vocabulary should be recognized as a central element in foreign language instruction at early stage. Due to the characteristics and learning style of VYL who are mostly illiterate and who are English learner as-a-foreign language (EFL) students in an non-English speaking country, it is necessary for them to start to learn a foreign language from vocabulary. Laufer and Hulstijn (2001:3) summarize what to teach first to the VYL by stating that "all language learners are well aware of the fact that learning a target language starts with the learning words".

As for the classification of vocabulary development in the field of foreign language learning, Melka (1997) suggests that it could be sub-categorized as receptive vocabulary and productive vocabulary development. Receptive vocabulary involves the recognition of a concept or meaning of a particular word while productive vocabulary, a more cognitively demanding task, requires the retrieval and verbalization (i.e. production) of a particular word (Schmitt & McCarthy, 1997). Children in the initial stages of learning English as a foreign language tend to have greater knowledge of the meaning of words spoken to them when compared to the words that they are able to produce.

The reason of this, according to Cameron (2001), is foreign language learners' limited amount and type of exposure to the target language. Cameron (2001) points to the fact that usually there is very little language learning experience outside the classroom in these contexts, and the learners are exposed to the target language only for several hours during the school week. Therefore, it is not easy for the children to learn some basic vocabulary without explicit instruction in the language classrooms. Rosenshine (1987) describes this form of instruction as "a systematic method of teaching with emphasis on proceeding in small steps, checking for student

understanding, and achieving active and successful participation by all students” (p. 34). Hiebert and Kamil (2005) highlight the consciousness of the structure being learned in the explicit learning process by stating learners are aware that they have learned something and they verbalize what they have learned. In the case of Turkey, the vocabulary teaching of VYL should be done explicitly since there is limited exposure to English outside the language classroom even though access to English speaking channels on TV, internet and other mass media has increased. Irujo (1984:122) argues for instance that television and movies do not allow for opportunities to clarify the meaning and receive feedback on use, which are necessary for language acquisition. That is why, explicit instruction on vocabulary teaching is essential when working with VYL who are at the beginning of the language learning process in a non-English-speaking country.

Another important characteristic of the EFL setting is that the responsibility to provide maximum exposure to the new language and many opportunities for learning via classroom activities and appropriate age-level materials lies in the majority of the situations with the language teacher. Among language teachers’ responsibilities in the classroom, the most difficult one is to provide suitable conditions and teaching materials according to their level which enable children to make progress (Allwright, 1990 & O’Neill, 1990). The reason why language teachers in kindergartens spend too much time for choosing suitable instructional materials is because they have difficulty in finding appropriate materials for their students.

In the light of this background, it is critical to understand how VYL learn English vocabulary and which teaching materials are more effective for them. Demirel’s research (2004) also pinpoints to the enormous demand for high quality language teaching and language teaching materials in Turkey. Even though there are some “classic” teaching materials such as flashcards, pictures and photographs that are used by the foreign language teachers in preschools (Nation, 1990), teachers of VYL are usually forced to look for alternative techniques and materials that will help them teach languages in the most enjoyable and effective manner. It is a common belief that children's work is play and fun activities which can be the basic tools for foreign language learning as they lose attention easily and they like game-like activities

rather than traditional lessons. Phillips (1993:6) argues that “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”. Appropriate techniques, strategies and materials that make the learning meaningful for that age group should be chosen in the process of teaching foreign language.

During the last two decades, professionals and researchers tended to work on the teaching materials used in the language classrooms rather than scrutinizing the teaching techniques and strategies to be employed in these contexts because the materials have the means of presenting and practicing the new language in a meaningful manner and thus, leading to successful teaching of English (Larsen-Freeman, 1996). Materials are important both at the initial presentation of the words and in the follow-up activities because they give teachers a chance to talk about “here and now” and contextualize what they are saying. In addition, materials give teachers opportunities for bringing the outer world into the classroom and making the concepts more comprehensible (Krashen, 1998). For instance, when students touch a piece of cotton while at the same time hearing that it is soft, they can easily associate the meaning with the vocabulary and structure. Besides, through the materials learners can be introduced to real language as it is used by its native speakers; authentic listening and reading texts, films, movies, as well as talking toys peculiar to the target language and culture can get the learners familiar with the target culture and its language. In summary, the materials are indispensable tools to create a purpose, meaning and context in foreign language learning. They are also best ways to bring variety and fun to the YL’s and VYL’s language classroom.

The Natural Approach, developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s is a method of language teaching. According to Natural Approach, teaching materials that meet the needs of the YL are pictures, realias and toys which are visual. Nation (1990) also lists pictures from books, photographs, flashcards, pictures, objects or a cut-out figure which are visual as basic materials that can be used by teachers to explain the meanings of the new words to adult as

well as YL or VYL in language classrooms. Among these, flashcards are the commonly used materials for young learners to teach vocabulary. In regard to this, Hopewell, McLaughlin and Derby, (in press) state that flashcards have been employed generally to teach young children. Apart from flashcards, in this study, “talking toys” that have the ability to engage VYL with playfulness, education, and conversation are considered as audio-visual teaching aids and examined. One of the reasons why talking toys are selected as the focus of the study is that working as an English teacher in a private preschool where only flashcards and photographs are used to teach English words, the researcher has observed that children fall short of constructing the meaning and the purpose and VYL are unwilling to learn and use language because of the lack of the enjoyment and fun. Regarding this, Kedde (1997) and Scott and Ytreberg (1990) indicate that flashcards do not provide learners to hear, see and experience together for effective learning and YL's comprehension. Another reason is that they are not given place in the literature concerning language teaching materials despite the advantages they can bring to the classroom by providing more exposure and more experience with the target vocabulary and helping VYL to practice in different times and places. Cameron (2005:84) emphasizes the importance of practice by stating that "vocabulary needs to be met and recycled at intervals in different times and contexts in early language learning stage". Within these perspectives, this study aims to examine the effects of the integration of English talking toy as a teaching material on five-year old children's English vocabulary learning.

Since play is children's work (Piaget, 1981) and through toys, games and the imaginative use of equipment and materials, children develop physically, intellectually, linguistically, emotionally and socially (Rivera, 2009), English talking toys can be suggested as practical, entertaining and educational language materials to be used with VYL to present some basic target words in the classroom. An advantage of these toys, most of which are usually known universally, is that children can guess most of the vocabulary items from the familiar context enrich with extra picture clues. In addition, they are better involved in the process due to the feeling of security and entertainment to be able to discover the sounds and the picture

in the toy. Thus, they can attract children's attention by sounding some main English words when they are pressed on and practicing with them in their plays with fun and entertainment. They can also impact significantly on preschool children's attitudes toward their English learning and their English vocabulary learning to a certain extent. Furthermore, they may be really helpful in teaching English words at the early stages because children are intrinsically motivated to play with toys and they can be used as one of the main means for teaching (Singer & Singer, 2005). Most importantly, "English talking toy" can enable VYL to have more enjoyment and more authentic language use in foreign language learning process. Due to the VYL's limited language skills and scarce vocabulary knowledge in target language in the first place, English talking toy which is educational and enjoyable can be very effective in providing some basic English vocabulary. VYL can learn and practice English target words accurately in the formal or informal setting on their own or with their friends/parents by means of this talking toy. Consequently, the toy can help language teachers in preschools create the context for comprehensible input developed by Krashen (1989) in the language-learning classroom.

The Natural Approach proposed by Krashen (1989) highlights the importance of presenting target language input at the right structural level and in adequate amount with challenging materials. Based on this, the integration of "talking toys" as teaching materials in this study is an important concern for English teaching since by this way English can be an enjoyable and attractive process for the VYL. Furthermore, they can feel curiosity about the target culture and language. It can be beneficial to improve and develop children's understanding and the use of the target words with the help of these toys' friendly voice, fun music and sound effects. Integration of talking toys to the VYL's learning setting paces the way to the learners' involvement with rich, authentic uses of the foreign language (Collie & Slater, 1987). This integration can be possible by two ways such as in preschool English lessons as a teaching or learning material and at home under parental guidance as an educational toy.

As well as the significance of teaching English vocabulary to VYL with age-level and challenging teaching materials, assessing VYL's success and the effectiveness of the materials with a reliable and valid assessment tool is also crucial. With regard to this, Cameron (2001:220) emphasizes the positive effects of assessment as:

- the process and outcomes of the assessment can motivate learners
- the assessment activity can provide a helpful model of language use
- the assessment activity, and the feedback from it, can support further learning
- the outcomes of the assessment can help teachers plan more effective lessons
- the outcomes of the assessment can inform the evaluation and improvement of course or instructional materials

Specifically, for foreign language learners, vocabulary assessment is necessary in terms of their receptive and expressive knowledge about target words (Read, 2000:1) since vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it (Schmitt, Schmitt & Clapham, 2001). Due to the priority and significance of vocabulary in language teaching, language teachers and linguistic researchers devote a great deal of time to exploring ways of teaching and testing vocabulary more effectively. Thus, from various points of view, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learner's progress in vocabulary learning and to assess how adequate they get the target words receptively and productively (Read, 2000:2) In this study, in order to examine the effectiveness of talking toys when used as teaching materials for preschoolers and VYL's receptive and expressive vocabulary success on target words, a picture vocabulary test is designed. In designing of this vocabulary test, Bachman's and Palmer's (1996) framework which explains the key steps of design of test tasks and Read's (2000) suggestion about dimensions of vocabulary test (i.e. discrete-embedded, selective-comprehensive, context-independent-context-dependent) is taken as the springboard. Furthermore, VYL's characteristics are also taken into consideration to be able to design the test which is developmentally appropriate in design and purpose.

1.2 The Aims and Significance of the Study

To the best knowledge of the researcher, while there are several studies focusing on different language teaching materials (Chamot & El-Dinary, 1999; Lan & Oxford, 2003, Kalaycıoğlu, 2011), at the national level, no analysis has focused on talking toy as teaching material in terms of its effectiveness on receptive and productive vocabulary retention and its effectiveness on male and female VYL. There is therefore a need to study this aspect in order to see whether English receptive and expressive vocabulary learning of VYL would be influenced by English talking toy. Consequently, one of the aims of this experimental study is to demonstrate the educational impact of using English talking toy as a teaching material on preschoolers' English receptive and productive vocabulary learning. The other one is to examine English talking toy's effectiveness on male and female VYL.

This study is expected to contribute to filling the gap in the literature regarding the study of teaching materials in VYL's foreign language education. Owing to the fact that it is an empirical study, it is supposed that the findings of this study can bring enhancing contributions to language classrooms at kindergartens. It is also expected to bridge the gap between early childhood education and foreign language education.

As it is well known that there are some periods during childhood such as breast feeding period, formula feeding period, periods that children eat by using spoons like us, at the same time there are also some periods that they even bite off rigid dishes with their teeth. Parents who are conscious about these different feeding periods dish up appropriate food to their children according to discrepancy in their children's feeding period. This discipline about their feeding can be applied for their foreign language learning. According to children's age and characteristics "what should be taught" and "in which way it should be taught" show an alteration; that's why, the depth of the language knowledge and the way or style of giving it should be changed. Like the conscious parents, early childhood educators, linguists and researchers who can contribute to children's foreign language learning by dishing up appropriate knowledge with attractive and effective materials according to their level should try

to find answers to “which component of English should be taught in early childhood?” and “in which way should it be taught?” by taking the characteristics of preschool children into consideration. With regard to this, Siraj-Blatchford and Clarke (2000) state that early childhood professionals, language teachers and researchers have a vital role in ensuring that children are exposed to as many positive language experiences as possible to learn a foreign language. At this point, this study tries to present some basic English vocabulary at an earlier age through English talking toys which can be considered as an helpful teaching and learning in preschools and at home. Apart from these, the findings of this study can be useful for a large group of early childhood teachers and administrators who know the importance of teaching English at earlier ages and feel need new effective ways to teach it and parents who are the first and the most important educators of their children. In addition to this, it can be beneficial to support the idea of integrating language education and entertainment with the help of English talking toy during preschool period and thus, it provides the improvement of preschool children’s receptive and expressive vocabulary knowledge and positive attitudes toward English learning at a certain level. Finally, this paper can reflect whether English talking toy that is educational and purposive can support VYL’s vocabulary learning and increase their attitudes toward English as from little ages with fun and enjoyment.

The assessment of young children's achievement in learning English as a foreign language is an issue of great concern in early childhood education in non-English-speaking countries (Lin, 2009). Although there are some standardized tests for measuring language development such as Peabody Picture Vocabulary Test (PPVT), Expressive Vocabulary Test (EVT) or Receptive Vocabulary Test (RVT) in early childhood, researchers and language-teaching specialists with a specific interest in vocabulary learning have a continuing need for assessment tools. According to Read's (2000) study about dimensions of vocabulary assessment, discrete, selective and context-independent tests are needed to design generally by researchers in foreign language learning with a special interest in how learners develop their knowledge about target-language words. Based on this, a vocabulary checklist test is designed by the researcher by taking Bachman's and Palmer's (1996) framework into

consideration. The attractiveness of this test lies in its potential to provide not only information about learners' receptive vocabulary in the target language but also about productive vocabulary knowledge of VYL.

1.3 Research Questions

The research questions examined in this study are:

1. Is there any difference between preschool children instructed through English talking toys and flashcards in their receptive English vocabulary?
2. Is there any difference between preschool children instructed through English talking toys and flashcards in their expressive English vocabulary?
3. Is there a difference between males and females in terms of the effect of English talking toys on preschool children's vocabulary learning?

1.4 Definitions of Terms

The working definitions of the basic terms presented and examined in this study are given below:

Very Young Language Learners (VYL) refers to children whose age range is three to six. In this study, 5-years old children are chosen as the informative group.

Vocabulary is the store of words children know. "Vocabulary is organized into two large types: (1) expressive/productive vocabulary, words children can use to express themselves, and (2) receptive vocabulary, words they can understand when heard" (Roskos, Tabors & Lenhart, 2005, p. 10). Dönmez (1993) states that the words which are perceived and produced at the earlier stages of the children's language development are mostly nouns. Based on this, the target words are nouns which are selected from theme-related curriculum followed in the program. They are from the children's field of experience and they are frequently used by them in their daily lives.

Flashcard is one of the materials that have been used as an easy way to teach students discrete skills such as sounds, letter names, dates in history, sight words, and spelling (Heron, Heward, Cooke & Hill, 1983; Maheady & Sainato, 1985; Kaufman et al., 2011; Olenick & Pear, 1980; Van Houten & Rolider, 1989; Young, Hecimovic & Salzberg, 1983).

Talking toy is defined as a kind of electronic toy whose sound is usually produced by means of a recording disc which is located in a voice box inside the toy. The English-speaking toy used in this study is a small musical carpet that attracts children's attention by sounding the names and sounds produced by ten different vehicles (e.g., train's sound, car's horn or police siren) when children press them. The children can practice the target words by seeing the pictures on the carpet, touching or pressing them and hearing the pronunciation of the names of the words and some music at the same time.

CHAPTER 2

REVIEW OF THE LITERATURE

Language teaching and learning is a large field about which many studies have been conducted to search different aspects of this process. In the present study, the researcher specifically reviews the literature focusing on teaching English to YL and VYL, the vocabulary teaching and assessment and lastly, English language teaching materials. Therefore, this chapter includes three main parts. In the first part, teaching and learning English as a foreign language at earlier ages and the theoretical background of teaching English to YL/VYL will be presented.

The second part specifically involves the studies on vocabulary teaching and assessment in YL's/VYL's foreign language and it ends with studies related with vocabulary tests in foreign language.

Finally, the third part includes the place of English language materials used in teaching English to YL/VYL. Moreover, the theories and researches relevant to children's language learning will be examined in this chapter.

2.1. Teaching English to VYL as a Foreign Language

In any setting, the most important factor in teaching and learning is the learner. Learners of different age groups vary in significant ways (Lazear, 2007). It is highly important to know the specific features peculiar to these groups to plan the language learning process. For example, individuals may learn best through listening or reading, they may learn more easily alone or within a small group, they may require heavy visual reinforcement or learn better through verbal explanations, or they may respond better to a sequential or to a random organization of materials or experiences. With regard to this, Harmer (2007) asserts that age plays a crucial role in what we teach and how we teach it and that's why, a young learner class must be different from an adult and/or a teenager class in terms of their learning needs,

language competences and cognitive skills. Harmer (2001) explains the reason of the differences between YL and adult learners by stating that they progress through stages of development. To put it in a nutshell, it can be said that age is strongly related to learning a foreign language since language learners' learning style range from children to adults depending on their general developmental characteristics.

The language learners are generally categorized into three groups as “young learners”, “adolescent learner” and “adult learners” in the literature. As well as these categorizations, Ersöz (2007) argues that as one year of age makes a huge difference among children, the generalizations made for young learners may need more detailed analysis and some subcategorization. As a result, Ersöz (2007) specifically examines the concept of young learner which is dominantly used in foreign language literature under three subcategories as "very young learners", "young learners" and "older/late young learners" (See Table 2.1).

The interest of this study is “VYL” who are defined differently in various researches. For instance, Phillips (1993:3) states that although YL are defined as children from the first year of formal schooling (i.e., five or six years old) to eleven or twelve years of age, VYL are defined as those who are under five or six. However, Slattery and Willis (2003:4-5) define VYL who are aged under 7 years and YL who are aged 7 to 12 and mention the reason of this classification by stating that children show different characteristics at different ages, that's why, the distinction should be drawn between them.

Although different studies classify YL by taking the different ages or grade levels into account as mentioned earlier, the following grouping in Table 2.1 determined by Harmer (2007) and adapted by Ersöz (2007) reflects the EFL teaching environment and the learners of English in the primary and preschool education in Turkey.

Table 2.1**Teaching English to young learners (Ersöz, 2007:32)**

<i>Very Young Learners</i>	<i>Young Learners</i>	<i>Older/Late Young Learners</i>
Age: 3-6 years old Grade: Preschool	Age: 7-9 years old Grade: 1st – 3rd grade	Age: 10-12 years old Grade: 4th- 6th grade
Language Focus/Skills Used: - Listening & Speaking - Vocabulary Items (concrete & familiar objects) - No Grammar Teaching or metalanguage (cannot analyze language but may be exposed to chunks through songs, classroom language) - No reading & writing (may recognize letters or short words)	Language Focus/Skills Used: - Listening & Speaking - Vocabulary Items (concrete & familiar and new objects) - New in Reading and Writing (word to sentence level) - No grammar teaching or metalanguage (chunks through songs and classroom language)	Language Focus/ Skills Used: -Listening/Speaking/ Reading/ Writing - Vocabulary Items (concrete & abstract) - Grammar (inductive)
Characteristics: - Low concentration span but easily excited - High motivation; active involvement - Love talking but problems in sharing - Short memory: Learn slowly Forget easily - Repetition and revision is necessary - Limited motor skills (using a pen and scissors) but kinesthetic and energetic - Learn holistically - Love stories, fantasy, imagination, art, drawing and coloring	Characteristics: - Low concentration span -Wide variety of activities needed Short memory: frequent revision is needed - Logical-analytical: Asking questions - Problems in sharing in group work - Developing confidence in expressing themselves - Developing world knowledge - Limited motor skills (left-right) - Reasonable amount of input - Love stories, fantasy, imagination, drawing & coloring	Characteristics: - Longer attention span but still children - Taking learning seriously - World knowledge - More cooperation in groups and in pairs - Developed social, motor and intellectual skills - Learning strategies are used and developing

Similarly, in the English Curriculum designed by MONE (2008), the term “YL” refers to children from seven to twelve of age. MONE (2006) mentions the possibility of starting to learn English at a younger age such as three to six in some cases and describes this age group as VYL who have distinctive features. Thus, when applied to Turkish setting, it can be said that YL mean children attending to the first five grades of primary school and VYL refer to children learning English in the preschool.

In comparison with all the descriptions of VYL mentioned above, Scott and Ytreberg (1990) use the concept of “*an average child*” for definition of YL. It means that there are children at the age of five to ten or eleven years old. There is a big difference between children at the age of 5 and the age of 10. In other words, Scott and Ytreberg (1990) indicate that it is not possible to determine what exactly children can do at certain age because every child develops differently. Some children are very clever and bright since they are five and some children develop at the age of ten or even later. However, there are common characteristics that make VYL's language learning process different from adults.

2.1.1. Characteristics of Very Young Children

The language theories and language learning research provide insights into the young children's learning of a foreign language. They develop a set of principles that language teachers and linguists can use in the learning and teaching process. For example, the teaching a foreign language to YL has been profoundly affected by the work of Piaget who identified four stages of cognitive and affective development in childhood and adolescence. The implications of Piagetian theory are also important for language teachers working with children to keep the characteristics of each cognitive stage in mind (Piaget, 1963). They are as follows:

- The stage of sensory-motor intelligence (age 0 to 2 years)
- The stage of preoperational thought (age 2 to 7 years)
- The stage of concrete operations (age 7 to 11 years)
- The stage of formal operations (age 11 to 15 years or older)

According to a Piagetian viewpoint, VYL are situated in preoperational stage and they learn best with concrete experiences and immediate goals. In addition, new concepts and vocabulary are presented with visuals to make the meaning clear. Furthermore, children like to name objects, define words and learn about the things which are in their own world (Piaget, 1963). Similarly, Cameron (2001:81) adopts these characteristics stated by Piaget (1963) to VYL foreign language learning process and states that they “need concrete vocabulary that connects with objects they can handle or see”

YL and VYL are different from adult language learners in terms of their characteristics and learning style (Cameron, 2001). For instance, YL are usually less anxious and less inhibited than older learners. As commonly known, the well-known features of VYL are their limited amount of language knowledge and their illiteracy. In addition, Cameron (2001:1) illustrates YL’s and VYL's distinctive features from adults by giving example that "VYLs are more enthusiastic and lively as learners". Based on these, one of the most important things in teaching to VYL is being aware of their characteristics and their way of learning. Concerning this issue, Harmer (2007) states that VYL understand mostly when they see, hear, touch and interact rather than from explanations although older learners can get the meaning from verbal explanation. The other characteristic is asserted by Dunn (1990) that YL/VYL are willing to use language and to experiment with sounds, without worrying about mistakes. Donaldson (1978), Tizard and Hughes (1984) and Montessori (1983) mention another characteristic of them by indicating that they are such active learners, processing new experiences, asking questions, trying things out, experimenting, practicing over and over until they master new skills. Similarly, Wells (1999) states that VYL are actively involved in language learning process as well as repeating what they hear. The other VYL’s characteristic is asserted by Weir (1972), Garvey (1982) and Chukovsky (1963) that they have fun with language. In other words, they enjoy playing with sounds, rhythms, rhymes, word structures and meanings of the foreign language. Regarding this, Pinter (2006:26) states that VYL are sensitive to the sounds and the rhythm of new languages and they enjoy copying

new sounds and patterns of intonation. Pinter (2006:19) concludes by stating a number of reasons why children can benefit from learning a foreign language. It can:

- develop children's basic communication abilities in the language
- encourage enjoyment and motivation for language learning
- promote learning about other cultures
- develop children's cognitive skills
- develop children's metalinguistic awareness
- encourage learning to learn

On the other hand, it is admitted that children have low attention and concentration span which make them distinctive from the other language learners in general terms. Regarding this, Georgiou (2011) indicates that very younger children have shorter attention spans than older children. To put in another way, they might not be able to keep focused for a long period. Nevertheless, they can achieve longer attention spans when they are dealing with something they really enjoy.

As for VYL's cognitive ability which plays a crucial role in determining the teaching objectives and selecting age-level activities and materials, VYL may not yet be able to carry out logical or abstract thinking and cognitive abilities are not very advanced (Georgiou, 2011) as stated in Table 2.1. According to Piaget (1963), VYL's logical thinking starts to develop after seven years old. The other most frequently mentioned characteristic of VYL is that they are in great need of physical activity (Georgiou, 2011). It is very difficult and frustrating for young children to sit for a long time without any activity because they are regularly physically active. For these reasons, physical activities should be integrated into their daily plan in foreign language learning process since this gives VYL more opportunities to move around while learning.

One of the studies about "English Education during Early Childhood" was conducted by Sığirtmaç (2009) and she revealed that children have the curiosity in second language learning and parents are also willing to their children's learning English in the early childhood. Moreover, her study also revealed that the classroom should

have suitable materials or well-designed centers to attract YL/VYL attention to practice the language because the classroom is the only place that they can expose to English for a long time.

Considering the definitions and the characteristics mentioned above about VYL, it can be said that teaching English to VYL effectively without taking the account of their needs and characteristics cannot be successful or effective. To be aware of the VYL's needs and characteristics is very important during the process of contributing language instruction. For instance, it can be helpful for expert commission in creating an English curriculum for these age groups. In addition, linguists and language teachers can design appropriate lesson plans and select/develop age-level techniques and material. In summary, the language teachers are supposed to know certain teaching methods, teaching styles and to be able to use various materials effectively according to the characteristics of different age-group learners (Pinter 2006) since there are certain differences among various levels of language learners.

2.1.2 Studies on Foreign/Second Language Teaching to VYL

Teaching English to YL/VYL is a rapidly growing field around the world, and English education is increasingly found at the primary and preschool levels. As one of this reason, Cameron (2001) indicates that YL learn a foreign language better than adult learners and as a result, this supports the early introduction of the foreign language teaching. There have been relatively many studies emphasizing the importance and advantageous of teaching and learning English at earlier ages (Harley, 1995). For instance, Kotulak (1996) states that early childhood and more specifically, the first three years of life are the foundations for thinking, first and second language learning, vision and attitudes. Even though language learning is an enriching experience for all ages, children make the most of this language learning process. One of these gains is that starting to learn a foreign language earlier provides the correct accent, rhythm and the style of this foreign language (Krashen, 1988). However, as commonly known, some important parts of language such as pronunciation, accent and rhythm are difficult for the adults who want to learn the

language in older ages. Moreover, Krashen (1988) states that the ones exposed to a foreign language during childhood generally achieve higher foreign language proficiency than those beginning as adults. Curtain (1990) also mentions about the benefits by indicating that foreign language learning enhances cognitive development and basic skill performance in young children.

Apart from the studies about the necessity of language teaching at earlier ages, there are some studies examining the appropriate approaches, methods and materials for these age groups. However, more specifically, these studies are merely about YL's foreign language process (Yıldırım & Şeker, 2004; Aküzel; 2006; Mersinligil, 2002; İspınar, 2005). These studies in primary EFL contexts in Turkish public schools generally point out that there have been problems in a range of areas including syllabus, course materials, physical conditions, teacher training and methods and strategies used for YL language instruction. Nevertheless, to the best knowledge of researcher, English teaching to VYL has not received enough attention in foreign language context in Turkey yet.

Doğançay-Aktuna (1998) emphasizes the importance of English teaching in Turkey by saying that English is the most studied foreign language. However, learning English as a foreign language in the school settings in Turkey differs from learning English as a second language both in and out of the classroom. This difference between two terms is revealed by Littlewood (2001) that in the case of an English-as-a-second-language (ESL) situation, learners in the classroom are those whose native languages are any language other than English. ESL students are studying English in an English-speaking country. In this environment, students expose to the target language both in the community and in the school. On the other hand, EFL students are studying English in their home countries where English is not the native language (Littlewood, 2001). In short, whereas ESL learners have more exposure and more experience with the language and even they study school subjects through the second language in the naturalistic contexts, EFL learners such as the students in Turkey expose to school-based learning and their learning depends on their teacher and texts. This seems to result in teacher for EFL students giving more importance to "what",

"to what extent", "how" and "in what period" should be taught and providing a wide range of opportunities for hearing and using the language through classroom activities.

In EFL settings, time spent in language instruction and the intensity of that instruction are significant means of foreign language teaching in a way to make lesson plans and to present the subjects effectively. With regard to this, Swender and Duncan (1998) carried out a study to find out the suitable time allocation for different level language learners and their study revealed that the suitable time allocation for VYL is 30 to 40 minutes per day, three to five days per week.

As well as the amount of time for instruction, it is also important to determine the first essential component of English for teaching to VYL in their language learning process. According to Hiebert and Kamil (2005), one of the greatest challenges of a foreign language teacher of YL is teaching them vocabulary. Harley's (1995) and Schmitt's (1997) emphasize the importance of vocabulary instruction initially in their study by stating that when faced with talk in the new language, VYL pay more attention to the items of foreign language vocabulary that they are familiar with. In addition, due to their being illiterate and not having well-developed literacy skills in their first language, the foreign language primarily should focus on listening and speaking (Richards, 1976). On the other hand, researches into vocabulary learning generally concern about how words are learned in the literature. Regarding this, Schmidt (1994) mentions about "how to teach" vocabulary to YL by stating that games, plays, role-plays, and small-group activities motivate learners while they enhance their vocabulary learning. Among these, play is very effective way to teach English and that's why, it can be said that play should be an active part of the teaching in the EFL classroom for VYL. In the literature, there are a number studies about toys and plays which indicate that toys and plays are indispensable of their life and their learning process (Fromberg & Bergen, 2006; Kleine, 1993; Mayall, 2002; Çelebi, 2006). The existing literature about plays and toys inspires such a study by stating that toys and plays make the process of learning enjoyable for the children in a natural atmosphere.

There are also studies about the VYL's need for recycling of the language learned (Hatch and Georgiou, 2011). Cameron (2001:84) emphasizes the importance of repetition with a definite sentence as “recycling makes recall more probable”. Therefore, the language should be used again and again in various contexts by using various skills and materials. In conclusion, the literature on foreign language teaching to YL suggests that the objectives of the language instruction, teaching approaches and materials that suit VYL should be investigated by taking their characteristics into consideration.

2.2. The place of Vocabulary in Foreign Language Teaching

There are some definitions of vocabulary that have been offered by some researchers. One of them is given by Hatch and Brown (1995:1) who define vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Laufer (1998) states that vocabulary learning is one of the important aspects of the language learning. In fact, it is what makes the essence of a language. Vocabulary is examined into two main categories: receptive and expressive/productive vocabularies which are explained by researchers in various ways in the literature. Nation (2004) clearly describes receptive vocabulary as “perceiving the form of a word while listening or reading and retrieving its meaning”; productive vocabulary as “wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” (p. 25). Another vocabulary classification as “active and passive vocabulary” is suggested by Meara and Jones (1990). They are used alternatively with productive and receptive vocabulary in the literature. Regarding this, Schmitt (2000) states that active and passive are alternative terms for productive and receptive. Nation (2004) also agrees that passive and active are sometimes used as synonyms for receptive and productive. Similarly, Read (2000) describes passive vocabulary as having knowledge of a word; and active vocabulary as being able to use this knowledge in speaking or writing.

Hiebert and Kamil's (2005:3) explanation of the passive and active words, alternatively receptive and productive words, provide a good summary of the two aspects of vocabulary discussed so far:

Whereas passive vocabulary (receptive) consist of those words that the students may recognize and understand when they see/hear the target word, but which he/she cannot produce or use correctly them in different contexts, the active vocabulary consists of those words which the student understands, recall at a will, write with correct spellings, can pronounce correctly, and use constructively in speaking and writing.

These definitions indicate that recognition stage comes before the production stage. Without recognition, production cannot take place in vocabulary teaching/learning process (Lee and Muncie, 2006). In a similar line of thought, Yong (1999) indicates that children's first and second language vocabulary development move from receptive to expressive one. Furthermore, the results of the Hatch and Brown's (1995:372) study in which he describes "5 essential steps" in vocabulary learning confirm the movement of children's first and second language development from receptive to expressive. The steps are as follows:

- having sources for encountering new words;
- getting a clear image, whether visual or auditory or both, for the forms of the new words,
- learning the meaning of the words,
- making a strong memory connection between the forms and meanings of the words,
- using the words,

On the other hand, Nation's (1990) analysis of what it means to know a word which is widely known and used comprehensively is accepted conceptual framework for second/foreign language vocabulary and Nation's framework (See Table 2.2) is taken as the base in this study.

Table 2.2
Knowing about a word (Nation, 1999, as cited in Cameron, 2001:77)

<i>Type of Knowledge</i>	<i>What is Involved</i>	<i>Example</i>
Receptive knowledge	to understand it when it is spoken or written	-
Productive Knowledge	to recall it when needed	-
Conceptual Knowledge	to use it with the correct meaning	not confusing <i>protractor</i> with <i>compasses</i>
Phonological Knowledge	to hear the word and pronounce it acceptably	to hear and produce the endings of verb forms, such as the /n/ sound at the end of the <i>undertaken</i>
Grammatical Knowledge	to use it in a grammatically accurate way	<i>she sang very well</i> not <i>she sang very good</i>
Collocational Knowledge	to know which other words can be used with it	<i>a beautiful view</i> not <i>a good-looking view</i>
Orthographic Knowledge	to spell it correctly	protractor not protracter
Pragmatic Knowledge	to use it in the right situation	<i>would you like a drink?</i> is more appropriate in formal situation than <i>what can I get you?</i>
Connotational Knowledge	to know its positive and negative associations	to know that <i>slim</i> has positive connotations
Metalinguistic Knowledge	to know explicitly about the word; e.g., its grammatical properties	to know that <i>protractor</i> is a noun and <i>pro</i> is a prefix

Different aspects of word knowledge are mentioned in Table 2.2. In summary, knowing a word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use). However, among these types of vocabulary knowledge, only receptive and productive knowledge is taken as

the base for teaching and testing in this study due to the fact that the sample is VYL who are absolute beginners.

At this point, it needs to be pointed out that it is not easy to learn basic words of a foreign language without explicit instruction in the beginners' language classroom particularly in EFL setting since VYL don't have opportunities to learn English implicitly outside the classroom in Turkey due to the limited exposure to English. One of the necessities of the explicit learning in VYL's foreign language learning process is that it is a lot easier to demonstrate by asking learners to report what they have learned. The other necessity is emphasized by Gass (1999) and Schmidt (1990) by stating that a certain amount of consciousness must be involved in vocabulary learning especially for foreign language learners. Researches on two types of vocabulary instructions -implicit and explicit- are important to consider since they have some implications for vocabulary teaching and testing. A number of studies have examined the relative effectiveness of implicit and explicit learning. The general finding is that explicit learning is more effective than implicit learning (Ellis, 1993; Rosa & O'Neill, 1999; Gass, 1997). It is also emphasized in National Institute of Child Health and Human Development Panel (2000) that it is important to teach vocabulary both explicitly and intentionally. With regard to this, Housen and Pierrard (2006) provide a more elaborate definition of the two types of instruction in terms of a number of differentiating characteristics, as shown in Table 2.3.

Table 2.3
Implicit and explicit instruction (Housen & Pierrard, 2006: 10)

<i>Implicit FFI</i>	<i>Explicit FFI</i>
Attracts attention to target form	Directs attention to target form
Is delivered spontaneously (e.g. in an otherwise communication-oriented activity)	Is predetermined and planned (e.g. as the main focus and goal of a teaching activity)
Is unobtrusive (minimal interruption of communication of meaning)	Is obtrusive (interruption of communicative meaning)
Presents target forms in context	Presents target forms in isolation
Makes no use of metalanguage	Uses metalinguistic terminology (e.g. rule explanation)
Encourages free use of the target form	Involves controlled practice of target form

Considering the characteristics of the two instructions above, using explicit instruction in VYL’s English vocabulary teaching process is more suitable because each word are taught in isolation and practiced in a controlled way and teachers use direct intervention and they have lesson plans which are predetermined and planned before. On the other hand, the classroom practices and lesson plans in foreign language vocabulary teaching process are based upon developmentally appropriate practices which are a set of assumptions about the teaching and learning of young children, developed by NAEYC in the United States (Bredekamp & Rosegrant, 1992, p.14-17). They are listed as follows:

- Children learn best when their physical needs are met and they feel psychologically safe and secure
- Children construct knowledge
- Children learn through social interactions with adults and children
- Children’s learning reflects a reoccurring cycle that begins in awareness and moves to exploration, to inquiry and finally to utilization
- Children learn through play
- Children’s interest and “need to know” motivates learning

- Human development and learning are characterized by individual variation

In summary, the theoretical background of teaching English vocabulary to preschoolers in this study is based upon the “developmentally appropriate practices” and “explicit vocabulary instruction hypothesis”.

2.2.1. Assessment of Young Children's Foreign Language and Vocabulary Tests

Assessment of YL’s achievement in EFL setting is an issue of great concern in early childhood education in non-English-speaking countries (Brassard & Boehm, 2007). As mentioned before, vocabulary is an essential part of mastering a foreign language for language learners especially for YL/VYL who are at the beginning of foreign language learning (Schmitt, 2008). Hence, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learners' progress in vocabulary learning and to assess how adequate their vocabulary knowledge.

As it is generally accepted, vocabulary testing means assessing knowledge of words which are defined into two groups by Ellis (1997) as function and content words. Function words have little meaning in isolation and they serve more to provide links within sentences such as articles, conjunctions and prepositions. In contrast to this, content words don't need any other word type to have meaning such as nouns, adjectives and adverbs. Even though a vocabulary test may include both function and content words, the vocabulary tests designed to measure YL/VYL vocabulary knowledge usually include content words which children are familiar with (Read, 2000). Among the content words, according to Ellis and Beaton (1993), nouns are taught more easily than verbs, because learners can form mental images of them more readily. Rodgers (1969) also confirms that nouns are easiest to learn, following by adjectives; on the other hand, adverbs and verbs are the most difficult; that's why, nouns are selected for teaching and testing for this study. The other reason why nouns among the content words are selected is because VYL are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. In planning and teaching a foreign language, VYL's first

language background which generally includes nouns needs to be taken into account (Read, 2000).

In designing vocabulary testing and selecting appropriate words to teach, some principles might be used. One of the principles in selecting words for teaching and testing is to determine the suitable word category used in early childhood education (Cameron, 1994). Research into the types of categories used in early childhood has shown that the middle of a general to specific hierarchy is particularly significant for children, and hence for their foreign language learning (Lakoff, 1987 & Cameron, 1994). Here are two examples of hierarchies with the most general concept, or superordinate, at the top, and the most specific, labeled subordinate, at the bottom:

Table 2.4
The word category for early childhood children (Lakoff, 1987 & Cameron, 1994) (as cited in Cameron, 2001:79)

<i>Superordinate</i>	<i>Basic Level</i>	<i>Subordinate</i>
Furniture	Chair	Rocking chair
Animal	Dog	Spaniel

In each case, the hierarchies could be extended upwards and downwards. However, it is the middle, or "basic" level that is of interest because the words for basic level concepts are the most commonly used words, they are learned by children before the words higher or lower in the hierarchy and they are the shortest words.

The other principle is about the classification of vocabulary as receptive and productive. As mentioned before, Carter (2001) puts forward that knowing a word involves knowing it actively and productively as well as receptively. Based on Carter's (2001) and Nation's (1990) study, vocabulary test used in this study are aimed to assess both receptive and productive vocabulary knowledge of the samples.

Vocabulary tests assess whether learners have some knowledge of a series of target words and/or specific vocabulary skills that researcher is interested in (Read, 2000). In doing this, three dimensions of vocabulary assessment suggested by Read (2000)

in his book "Assessing Vocabulary" -discrete-embedded, selective-comprehensive, context independent-context dependent- are taken as the base and framework in this study.

Table 2.5
The dimensions of vocabulary assessment (Read, 2000:9)

<p><i>Discrete</i> A measure of vocabulary knowledge or use as an independent construct</p>	<p>↔</p>	<p><i>Embedded</i> A measure of vocabulary which forms part of the assessment of some other, larger construct</p>
<p><i>Selective</i> A measure in which specific vocabulary items are the focus of the assessment</p>	<p>↔</p>	<p><i>Comprehensive</i> A measure which takes account of the whole vocabulary content of the input material or the test-taker's response</p>
<p><i>Context-independent</i> A vocabulary measure in which the test-taker can produce the expected response without referring to any context</p>	<p>↔</p>	<p><i>Context-dependent</i> A vocabulary measure which assesses the test-taker's ability to take account of contextual information in order to produce the expected response</p>

The dimensions presented in Table 2.5 represent ways in which the researchers, language teachers can expand their traditional ideas about what a vocabulary test is in order to include a wider range of lexical assessment procedures. More specifically, they provide reasons for assessing vocabulary knowledge and use. To explain these dimensions in a detailed way, Bachman and Palmer (1996) states that discrete dimension focuses on measuring only test-takers's vocabulary knowledge that help the researcher or teacher interpret the scores on a vocabulary test as a measure of some aspect of the learners' vocabulary knowledge, such as their progress in learning words. Then, the second dimension concerns the range of vocabulary to be included in the assessment (Bachman & Palmer, 1996). For example, a conventional vocabulary test is based on a set of target words selected by teacher or test writer and test-takers are assessed according to how well they demonstrate their knowledge of the meaning or use those words. Lastly, context-independent means that target words are presented as an isolated element not in a sentence (Bachman & Palmer, 1996).

Based on these dimensions, the vocabulary test for VYLs' foreign language vocabulary knowledge on specific target words should be relatively discrete, selective and context-independent based on their characteristics. On the other hand, as mentioned before receptive and productive vocabulary learning require receptive (recognition) and productive (recall) vocabulary testing that represent aspects of vocabulary knowledge which can be assessed by selective and relatively context-independent test items.

Mondria and Wiersma (2004:87) define the terms "receptive and productive vocabulary testing" below:

Receptive vocabulary testing: testing a person's knowledge of the meaning of a new word. Prototypically: requiring a person to translate a word from the second language to the first language.

Productive vocabulary testing: testing a person's ability to express a concept by means of a new word. Prototypically: requiring a person to translate a word from first language to the second language.

As well as the importance of determining the appropriate testing procedures, the design of the test is also important. The discussion of vocabulary test design is based on the framework for language-test development presented in Bachman and Palmer's (1996) book "Language Testing in Practice". Following Bachman and Palmer's (1996) framework, an essential first step in language test design is to define the purpose of the test. The three dimensions of vocabulary knowledge clarified by Henriksen (1999) shed light to determine the aim of the test. They are as follows:

- partial-precise knowledge refers to vocabulary size measures.
- depth of the knowledge refers to a process in which learners build a network of links between one word and the other words.
- receptive-productive: the distinction here is between having some knowledge of a word and being able to use it in speech or writing (as cited in Read, 2000:93).

Henriksen's (1999) analysis provide a better basis for conceptualising quality of vocabulary knowledge and for sorting out what aspects of the vocabulary are being measured. The next step according to Bachman and Palmer's (1996) framework is

the design of the task which includes selection of target words, presentation of words including words in isolation and words in context and characteristics of expected response involving self-report or verifiable response.

Once vocabulary testing procedures and the sample of words are determined, it is necessary to decide on a suitable test format. In this respect, Read (2000) proposes a classification which includes multiple-choice items of various kinds, matching of words with synonyms or definitions, supplying an first language equivalent for each second language word and lastly the checklist test, in which test-takers simply indicate whether they know the word. To the best knowledge of the author, the standardized tests that have been used to assess learners' especially YL's/VYL's vocabulary development - EVT and PPVT - are all in checklist format which provides reliable basis for making estimates. The advantages checklists bring are that the checklist tests represent a low level of word knowledge (Read, 2000). In addition, according to Meara and Jones (1990), the checklist format produces satisfactory and objective results. Furthermore, Melka Teichroew (1982) asserts that the checklist test is the simplest possible format for testing vocabulary and this type has been used for YLs' vocabulary assessment in foreign language.

In addition to these, vocabulary assessment is highly related with objective testing which are defined by Spolsky (1995) as the ones in which the learning material is divided into small parts, each of which can be assessed by means of a test item with a single correct answer that can be specified in advance. Most commonly, these are items of the checklist type (Read, 2000). The checklist tests are objective in the sense that they can be scored without requiring any judgment by the scorer as to whether an answer is correct or not.

To put in a nutshell, discrete, selective and context-independent vocabulary tests have been an important part of the educational measurement scene for almost the whole of the twentieth century (Read, 2000). They have all the virtues of an objective language test and they are so well-established that for a long time they are almost taken for granted. As an example, the checklist vocabulary tests which are in

use today as standardized tests are very important for measuring the learners' especially the YL's/VYL's receptive and expressive vocabulary knowledge in a foreign language.

2.3 English Language Teaching Materials

One of the important points while teaching vocabulary to VYL is the "teaching materials" that are defined by Tomlinson (1999) as anything which can be used to facilitate the learning of language. Bolick (2003:16) points to a good relationship between effective teachings and the use of teaching materials by stating that teaching materials are integral components of the teaching-learning situations; it is not just to supplement learning but to complement its process. Based on this, it can be concluded that effective teaching-learning activities require the utilization of teaching materials.

Ema and Ajayi (2004:36) assert that, "teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups". Teaching materials are made up of objects such as printed, audio, visual that aid in the successful delivery of lesson (Chuba 2000:101). Similarly, in the YL's curriculum designed by MONE (2006), English language teaching materials fall into three main categories:

VISUAL MATERIALS:

- a. teacher, gestures, body and hand movements, facial expressions
- b. blackboard/whiteboard,
- c. magnetboards /flannelboards /pegboards,
- d. flashcards and/or index cards,
- e. wall charts, posters, maps, plans,
- f. board games, puzzles,
- g. mounted pictures, photos, cartoons, line drawings,
- h. puppets, objects/realia,
- i. pamphlets/brochures/leaflets/flyers,

- j. equipment operation manuals,
- k. newspapers/ magazines,
- l. overhead projector and transparencies, the opaque projector,
- m. slides, filmstrips, TV programs,
- n. computer software/hardware,
- o. DVD and video cassettes.

AUDIO MATERIALS:

- a. teacher,
- b. audio cassettes,
- c. records/record players,
- d. CDs/ CD players,
- e. radio programs,
- f. multimedia lab,
- g. language laboratory (not common today because it is extremely unnatural and not user friendly).

PRINTED MATERIALS: These are the course book, teacher's book, and workbook (or exercise book/ activity book).

Nation (1990:51) also lists a number of basic materials through which teachers can explain the meanings of new words, all of which can be used in the YL's or VYL's classroom. These materials range from the use of pictures, photographs to drawings or diagrams on the board.

Due to the fact that VYL are complete beginner in English and they have distinctive characteristics, they need different teaching methods, techniques and materials when compared with adult learners. To begin with, VYL start to learn English with some basic English vocabulary defined by Lakoff (1987) and Cameron (1994) as mentioned before. Moreover, the types of words vary according to different level language learners. For instance, five year olds learning a foreign language need very concrete vocabulary that connects with objects they can handle, hear or see, whereas older learners can cope with words and topics that are more abstract and remote from

their immediate experience (Read, 2000). Accordingly, the instructional materials used at the beginners' level vary according to learners' need and characteristics. With regard to this, Nilawati (2009) puts forward that the way of teaching vocabulary to YL/VYL is not the same as teaching vocabulary to adult learners. In brief, Oxford (2002:57) summarizes the difference between teaching materials used by adults and VYL and proposes the aim of ideal material as:

As different learners learn in different ways, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from.

There are a great deal of studies that examined the effect of various teaching materials such as cartoons, realias, songs, flashcards, games on YLs' vocabulary learning in English and it was found that they foster YL' imagination and fantasy (Drake, 1990; Sert, 2004; Pinter, 2006; Arıkan & Ulaş-Taraf, 2010; Yolageldili & Arıkan, 2010). In addition, the other studies about tongue twisters, riddles and storytelling reveal that they are effective activities to attract YL's attention and to make language learning process enjoyable as well (Damar, 2009; Ekşi, 2009). Furthermore, brightly colored visuals, toys and puppets are quite effective for keeping them engaged in activities during foreign language learning process (Linse, 2005).

Literature review on various teaching materials used for YL/VYL has shown that almost all of the materials including certain senses such as hearing, seeing and touching address to learner's visual/spatial, body/kinesthetic and musical/rhythmic intelligences and thus, yield to fostering a positive environment as well as lengthening their attention span (Ekşi, 2009). The other benefit of these materials is to make language input comprehensible for YL. Based on this, Krashen (1998) indicates that one important way of learning some English words in the early ages is to provide comprehensible input to language learners. To put it another way, Krashen's Input Hypothesis (1989) assumes that vocabulary learning takes place so long as the appropriate teaching materials or environmental ingredients are provided. To illustrate this, Krashen (1995) asserts that the teaching materials such as picture, realia, tape, textbook and other aural media are very valuable especially for the

beginners since they provide the language input to be comprehensible and enjoyable. Similarly, Pearson (2007) and Hoff (2006) indicate that language input plays the most important role in children's foreign language development.

2.3.1 Flashcards

It is known that the use of visuals in language teaching have always been favored by learners and teachers. In teaching any topic, teachers can support presentation visually with big colorful pictures, posters, drawings or flashcards, puppets or real objects. As a result of the study conducted by Ogott, Indoshi, Okwara (2010), the majority of teachers use flashcards, textbooks, activity books, posters and photographs in the lesson because the language teachers prefer to use easily available materials in order to help the students in understanding the meaning of words. Ogott, Indoshi and Okwara (2010) also emphasizes that flashcards as visual materials are one of the most widely used teaching materials especially in YL's/VYL's language classroom (Ogott, Indoshi & Okwara, 2010). Wright (1976: 14) clearly mentions the benefits of flashcards to both students and teachers in his study by stating “flashcards motivate students to speak and assist teachers by giving them time for necessary classroom activities”. Besides, flashcards evoke an immediate response from learners in a class which is the vital seed of all meaningful language-learning in general and vocabulary in particular (Hill, 1990).

The studies specifically related to flashcards among visual materials display the advantages of them in foreign language teaching process. To illustrate, Hill (1990) stated that the use of flashcards in teaching vocabulary increases the young language learners' intrinsic motivation. For instance, flashcards arouse interests of the learners by appealing to several senses; that's why, they have the power to make learning more permanent, and their aesthetic character makes the teaching-learning process pleasant and enjoyable. Besides, the finding of the study conducted by Harmer (2001:135) indicates that “one of the most appropriate uses for pictures is for the presenting and checking of meaning.

However, McCullough (1955) argues that the use of flashcards is not quite effective in foreign language vocabulary teaching due to the fact that it stresses memorization over comprehension and that's why, Klein and Salisbury (1987) suggest that alternatives to the use of flashcards should be investigated.

2.3.2. Toys and Talking Toys as Teaching Materials

By definition in its broad sense, toy is defined by Reiber, Luke and Smith (1988) as an object or thing that can be used or manipulated to encourage playfulness and they emphasize one of the features of the toys in learning/teaching process by stating that toys make learning fun and more effective. The other feature of the toys is proposed by Abrams and Kaufmann (1990) that toys are intrinsically motivating. More specifically, Cuffaro (1995) defines the toys as the text of early childhood classrooms. An analysis of the literature shows that toys have been widely used to teach and illustrate some various subjects in different areas (i.e., physic, English, general science). For example, Guemez, Fiolhais and Fiolhais (1990) reveal that the use of toys is very effective in physic teaching in order to motivate students. Lowe (1988) also revealed the positive effect of toys and games on science and technology education. In addition, Sarquis and Sarquis (2005, p. 1450) claim that toys are a very good teaching resource based on the suggestion that they are non-threatening to all children and that they present foreign language in a more friendly manner than the traditional teaching materials.

Among the toys, the ones that have some educational value are called educational toys and they are very popular right now. Based on this, English talking toys can be considered as educational toys in countries where English is spoken as foreign language because they provide children to hear the sounds of some basic English words and to practice them in their plays with fun and entertainment. Talking toy is defined as a kind of electronic toys whose sound is usually produced by means of a recording disc which is located in a voice box inside the toy. It may impact significantly on preschool children's attitudes toward their English learning and their English vocabulary development to a certain extent. It may be really helpful in

teaching English at early stages because children are intrinsically motivated to play and toy (Abrams & Kaufmann, 1990), besides it is one of the most important ways they learn about and explore everything around them (Singer & Singer, 2005).

One of the advantages English talking toy can bring as teaching or learning tools is that VYL can hear the sounds of English word and get the meaning from the pictures on it at the same time. In other words, the children can make memory links between target words and the colorful pictures (i.e., they visualize the words while listening to or hearing), and they can learn vocabulary better which are associated with the pictures and daily sounds of them. With regard to VYL's vocabulary learning, Kean and Personke (1976) asserts "...the best way to promote vocabulary learning is through experience, children learn from activities/materials that encourage them to experiment with words in an open-ended manner" (p.187). The other advantage of talking toys is that VYL can feel positive attitudes toward English. Chambers (1999:48) discusses the attitude as a factor that affects language learning in his book "*Motivating Language Learners*" and states that "a young child who considers foreign language as useful and/or enjoyable is more likely to feel positive attitudes toward learning process." Another particularly important advantage is that English talking toys provide continuous repetitions of target English words in different times. With regard to this, Nation (1990) suggests that a new word needs to be met at least five or six times in any place to be able to be learned. In this case, Slattery and Willis (2003:64) mention about the opportunities that teacher can make students practice the new vocabulary by:

- encouraging them to repeat the new items
- using pictures, sounds, and other senses, e.g. touch and feel materials, to support meaning
- using gestures, movement, and actions
- getting the children to color the pictures of the new things they can name
- repeating new words as often as possible and using them in context.

It can be concluded that learning a new word is not a simple task in foreign language that is done once and then completed. It needs to be met and recycled at intervals, in different activities, with materials. All the benefits mentioned above show that

talking toys are audio-visual teaching material. Regarding this, Scott and Ytreberg (1990) emphasize the importance of audio-visual teaching materials for VYL by indicating that VYL's understanding comes through hands and eyes and ears. In summary, it is seen that the advantages that the talking toys provide for the VYL's language learning are supported by the researches in the literature.

From all these, it can be speculated that in teaching target language to VYL, English lessons with talking toys which offer meaningful learning, various repetitions of the target language items, and joyful learning atmosphere can be more effective and enjoyable than lessons with other teaching materials.

CHAPTER 3

METHODOLOGY

In the previous chapters, the problem and the hypotheses of the study were given, the related literature was reviewed, and the significance of the study was presented. In this part of the study, firstly, the participants of the study and data collection tools will be introduced. Second, the pilot studies carried out while developing of measurement/data collection tools and the teaching/learning materials utilized in this study will be explained in detail. Lastly, the chapter will be finished with the presentation of the data analysis procedures and the detailed description of the categories used in the analysis of the gathered data.

3.1 Participants

Children who are 5-years-old and attend a public preschool are selected as subjects for this study. The aim of the study was to examine whether or not carefully selected English talking toys when used as foreign language teaching materials have any effects on the development of the vocabulary knowledge of VYL. In order to reveal the exact effects of the talking toys on VYL's English vocabulary learning, private preschools which usually offer English lessons to their students were not included in this study and a specific public preschool that had not included any English lessons in its curriculum up to the start of the current study was particularly selected for the research.

Total of 48 children in a public preschool in Ankara/Turkey participated in the study. Half of them (i.e., 24) were in the control group that was instructed using flashcards and 24 of whom were in the experimental group instructed with talking toys as teaching materials. Since this was an experimental study, special attention was taken to control any extraneous variables in order to ensure the internal validity of the study. While doing this the principle put forward by Fraenkel and Wallen (2005) was followed. That is, the researchers conducting experimental studies should try

their best to control all of the subject characteristics that might affect the outcome of the study. It is possible to achieve this goal by ensuring that the compared two groups are as equivalent as possible on all variables other than independent ones. In this study, children with almost identical educational and English learning backgrounds were selected. Even though the duration of preschool education for the students in both of the groups varies slightly, it should be pointed out that all of the selected children attended only public preschools and none of them was exposed to formal English training till the beginning of the experiment. Therefore, the two groups can be regarded as homogenous groups in terms of their English learning experience.

Some other precautions were taken to provide the equality between the two groups. First, children with behavioral problems such as hyperactivity were not included in the sample. Then, to ensure the effect of the teaching materials on the success of the learning process a pre-test scrutinizing learners' knowledge of the target words was administered. Regarding this, Read (2000) states that the use of a pre-test allows the researchers to select from a set of potential target words the ones that none of the subjects are familiar with. The pre-test was administered at the initial stage of the study in order to determine what the children knew about the target English words. In this way, the researcher tried to ensure that children in the experimental and control groups had similar English learning background.

Lastly, subject loss is a threat which is difficult to control in majority of the studies (Frankel & Wallen, 2005). In the current study, there was not any subject loss during the study and there was not any missing data. Therefore, the mortality threat was controlled.

3.2 Data Collection Tool

3.2.1. The Design of the Vocabulary Checklist Test and Pilot Study

In order to examine the effectiveness of talking toy on VYL's receptive and expressive vocabulary in English, it is necessary to assess what extent VYL can recall and recognize the target words. That is why, the researcher needed an assessment tool for VYL. The necessity of assessment was supported by Read (2000) who asserts that "assessing the vocabulary knowledge of foreign language learners is both necessary and reasonably straightforward". It is necessary in the sense that the vocabulary items are the basic building blocks of any language. In relation to this, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learner's progress in vocabulary learning and to assess how adequate they get the target words. However, knowing a word means both recalling the words and using them in a meaningful way when necessary, that's why; vocabulary knowledge is divided into two categories: receptive vocabulary knowledge and productive vocabulary knowledge which have clear distinction. Webb (2007) argues that while teaching and testing vocabulary both aspects of the vocabulary knowledge should be taken into consideration. Based on these, the researcher prepared her two-stage lesson plans based on the preschool education curriculum developed by MONE (2006) in Turkey: in the first parts of the lessons, activities including receptive vocabulary teaching and practice were included while the latter sections of the lessons included exercise that encouraged children to produce them appropriately and effectively. At the same time, for the same reasons, the researcher designed a vocabulary test to measure 5-year-old children's English vocabulary knowledge receptively and productively. Read (2000:87) lists the following techniques and states that they can be used to determine whether or not a vocabulary item has been learned by the target group or not:

- multiple-choice items in various kinds,
- matching of words with synonyms or definitions,
- supplying an L1 equivalent for each L2 target word,
- checklist, in which the test-takers simply indicate whether they know the word or not.

Among these, checklist was preferred in this study because it is the simplest possible format for testing vocabulary (Read, 2000). The appropriateness of checklists as an assessment tool for VYL who had distinctive characteristics was discussed in the literature. For instance, according to Melka Teichroew, (1982) it is very suitable to be used with VYL who are illiterate. Sims (1929) also emphasizes that the checklists can be used as valid instruments to measure children's familiarity with the words. Similarly, Beaty (1998) and Boehm and Weinberg (1997) support the use of checklists for obtaining the desired information related to the language development of young children. Consequently, the vocabulary checklist test was designed to measure VYL's receptive and expressive vocabulary knowledge about a specific subject, "vehicles", which were taught by the toys and flashcards during the treatment.

In designing the picture vocabulary test, the researcher first of all examined the language assessment tools that can measure preschool children's English vocabulary knowledge as a result of the need of the data collection tool for the study. After completing a comprehensive review of the literature in the field, the researcher was aware of the fact that an instrument that can be used to measure VYL's receptive and expressive vocabulary knowledge related to a specific area was unavailable. The scrutiny of the literature showed that there were a number of standardized tests such as PPVT which was originally developed by Dunn and Dunn (1997) and adapted to the Turkish context by Katz, Önen, Demir, Uzlukaya and Uludağ (1974) and EVT developed by Williams (1997). PPVT can not only screen for verbal ability, giftedness, and mental retardation in people for whom English is the spoken language in the home, community and school; but it can also measure learners' English language proficiency. However, it was not possible to utilize standardized tests such as PPVT in this study because they were not able to provide a meaningful measure of VYL's specific knowledge about vehicles. Moreover, the validity of the PPVT was harshly criticized by Duran (1989) because he pointed out that these instruments were misleading and are not suited for their intended purpose (i.e., he argued that they do not provide the kind of data researchers seek to obtain).

Therefore, in this study, the vocabulary checklist test was designed in accordance with the review on various aspects of the VYL and vocabulary assessment.

In developing an assessment tool, as it is generally known, there are some general issues related to the development of assessment tools such as reliability and validity and some criteria of reliable and valid preschool assessment are stated in some of the publications of the National Association for the Education of Young Children (NAEYC): “Reaching Potentials: Appropriate Curriculum and Assessment for Young Children” (Bredekamp & Rosegrant, 1992) and “Early Childhood Curriculum, Assessment and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8” (NAEYC & the National Association of Early Childhood Specialists in State Departments of Education, 2003). With reference to this, American Educational Research Association, American Psychological Association, and National Council of Measurement in Education (1999) suggested that any formal assessment tool or method should meet some basic criteria for validity and reliability. Some criteria were listed: a) the items on an instrument should be representative of the key aspects of the domain it is supposed to measure, b) the performance items being measured should be developmentally suitable for the children being assessed, c) assessment of young children should be pursued with the necessary safeguards and caveats because the individual and situational factors affect reliability and validity. Keeping these in mind, the researcher did her best to develop an ideal testing tool which had specific assessment purposes, sufficient reliability and to eliminate possible threats to measurement validity.

Three dimensions of vocabulary assessment suggested by Read (2000) in his book "Assessing Vocabulary" (i.e., discrete-embedded, selective-comprehensive, context independent-context dependent) helped the researcher design the vocabulary test. Among these dimensions, it was decided to design a discrete and selective checklist test to measure VYL's receptive and expressive vocabulary, because the aim of the test was to measure merely VYL's vocabulary knowledge of target words which were selected consciously by the researcher. While designing the vocabulary

checklist test, the key steps in the test-development process suggested by Bachman and Palmer (1996) in their book, "Language Testing in Practice" were followed.

The 5 stages/steps which were followed while designing the vocabulary checklist test in this study were the following:

Stage 1: An essential first step in language-test design is to define the purpose of the test and to determine the characteristics of the given population of children (Bachman & Palmer's, 1996). It is crucial to determine the purpose of the assessment because it guides the design and the selection of the appropriate features of test formats. The characteristics of VYL are also important in designing an assessment instrument to measure the sample effectively. Based on these, some procedures and cautions are explained as follows:

- Stated differently, an assessment tool able to measure how effective "talking toys" as teaching materials in teaching English words to very young children was needed. The tool had to be able to assess young language learners' receptive and productive vocabulary gain related to the selected words. In order to this, the researcher prepared two-stage tests for receptive and expressive parts and each part comprised 10 questions.
- Although experts working in the field state that that techniques such as observations and portfolios can be used as informal assessment tools (Wortham, 2006) with preschool children, the researcher decided to design a vocabulary test like standardized tests which allow fair comparisons among groups.
- Due to the fact that VYL is illiterate, the vocabulary test included pictures which were appropriate to their level.

Stage 2: The design of the test tasks that includes the characteristics of input and expected response is the next step in test development, according to Bachman and Palmer's model (Bachman & Palmer, 1996). In the design of test tasks, the characteristics of input provide a basis for selecting a set of words to be tested (Read,

2000). Based on this, the words selected for assessment were among the content words the children were exposed to in their recent lessons.

Assessing the word knowledge of the learners is the main aim in vocabulary assessment; however, it is not easy to define the “words” as theoretical terms or for varied applied purposes. Read (2000:13) classifies the words into function and content words. Function words such as -articles, pronouns, conjunction, preposition, auxiliaries- are seen as belonging more to the grammar of the language than to its vocabulary while content words are categories such as -nouns, full verbs, adjectives and adverbs- (i.e., words that have meaning in isolation). Read’s (2000) classification was used for the selection of the words in this study and only content words were included in the test. On the other hand, Rea-Dickins and Rixon (1999) carried out an interesting survey which found that many tests focusing on testing language items at the word level with VYL use variety of physical and visual contextual clues. Based on these, the researcher incorporated the 10 target words about “vehicles” into the vocabulary checklist test. The decision to focus on nouns in this study came after a close examination of two important studies related to the language development of young children. The first one was conducted by Schlichting (1996) who reported that the majority of the words in the early vocabulary of children were nouns and their speech included almost no function words such as determiners, conjunctions or pronouns. Similarly, Dönmez (1993) found that the words which were received and produced at the earlier stages of the children’s language development were mostly nouns.

The other point that should be emphasized in relation to the design of the test is the presentation of the words. The selected items were presentation in isolation not in context to the children (Palmer, 1996). That’s why, target words were presented in the test with pictures in isolation. In choosing the pictures for the test, the researcher tried to be consistent with the pictures on the toy in order not to distract children and in order to ensure the content validity. For example, due to the fact that the talking toys had a toy car, toy train, etc. on it, toy train/car that had similar colors and size was placed in the test. By this way, developmental validity explained by Epstein,

Schweinhart, Parcki and Robin (2004:38) “the items in the test should be developmentally appropriate for the children” were provided.

The format of the test was similar to the PPVT in which the pictures were presented in a multiple-choice format of three pictures per item in the receptive part and VYL were asked to point the correct one among them. Furthermore, the original multiple-choice format of four pictures per item in PPVT was reduced to three pictures per item to make the test more comprehensible for the participants. Regarding this, Brassard and Boehm (2007) suggested that preschoolers could understand three options given in the answers more clearly; therefore, multiple choices with three options are more suitable for VYL. In the expressive part, the pictures were presented individually and VYL were asked to recall them correctly.

Stage 3: In this stage, initial piloting was carried out with three experts’ approval to ensure high reliability and validity. The vocabulary checklist was designed by the researcher and initial piloting was fulfilled. In the process of initial piloting, the experts were asked to mark any items that were not clear and necessary and to suggest any improvement (Dörnyei, 2003). Based on this, the experts were asked about the quality and suitability of the test to measure VYL’s foreign language vocabulary knowledge. As a result of the feedback received from them, the researcher made the necessary corrections and improvements. Some of the feedback given and the improvements made each time are explained as follows:

- The pictures were selected based on their toys and materials used in their lessons and curriculum. One of the experts warned the researcher about “train” picture on the test because it looked like high-speed train which could be confusing for some students to understand. Piloting procedures confirmed what expert said since train was not clear and comprehensible for the children. As a result, the picture symbolizing high-speed train was replaced with a toy train picture.
- In order to make the steamboat clearer, the researcher replaced it with more childish one. These two changes helped the researcher to ensure the face validity of the test which deals with appearance rather than content.

- The instructions were checked for clarity and improved.

Stage 4: The vocabulary test was improved after the initial piloting and prepared for the final piloting. Regarding this, Gronlund and Linn (1990) and Popham (1990) state that the newly constructed instruments for specific reasons need to be pilot tested and validated. Standard test and measurement texts provide guidance for this requirement. This time, for final piloting, the vocabulary checklist test was administered to a group of 87 preschoolers who were 5 years old in a private preschool. The aim of the piloting was to see the applicability of the lessons and to try to ensure reliability and validity. The reason of piloting with private preschool children was that it was not allowed to apply in a public preschool without the permission of the Ministry of National Education. However, they were considered to be representative of the target group because it was their first year in learning English, they had only two hours English in a week and they had not learnt “vehicles” so far which could be threatening for piloting. The order of the piloting procedures can be explained as follows:

- Firstly, training was given to the English teachers for two days in chosen preschool about how to implement the lesson plans by using the same teaching materials. The researcher also introduced the test manuals including instructions in order to explain how the vocabulary checklist test was used and what should be paid attention during the implementation of this test in order to obtain valid results. It was designed in Turkish by the researcher in order to reduce the possibility of misunderstanding of the statements, questions and instructions.
- During the piloting process, all the students learned “vehicles” with the talking toys during three weeks and the researcher observed children in each classroom to assess and provide feedback on implementation during three weeks intervention. Moreover, to ensure the teacher fidelity to the intervention, teachers’ performance during the lesson were recorded by the computer and examined after each lesson.
- Then, the vocabulary checklist test was administered over two testing periods so that children were not overwhelmed by the number of the questions and

affected by the same type of questions. They were expected to complete checklist with the help of the researcher and to indicate anything that was not clear or appropriate.

- Assessments in early childhood took place in a natural setting such as in a classroom or playground (National Education Goals Panel, 1998). Based on this, the researcher used the same classroom that VYL used frequently and so that distracters (such as mirrors or other materials) were not easily visible or were removed. On the other hand, VYL were encouraged with candies by the researcher during the treatment and assessment. In the study of Espinosa and Lopez (2007), this is emphasized that assessors need to provide the necessary physical and verbal supports for children to be successful as well as the praise for children's efforts.

In the first section of the test, the assessors asked students "point to the car", "show me the car", "where is the car?" (i.e., according to children's acquaintance with questions from the lesson) and expect children to show one of the pictures by pointing to it. The assessment of each child lasted for approximately 5-10 minutes. At this point, Scott and Ytreberg (1990) suggest that the activities should be kept around 5 and 10 minutes long for ages 5-7 year-olds who have short attention spans.

Stage 5: After the analysis of the completed vocabulary checklist test for missing responses, inconsistencies, and misunderstandings, internal consistency in the last section was calculated to check the reliability by using SPSS 18 which is a statistical program. In doing this, the data were entered to SPSS and were scored as 1-0. Then, the Cronbach's Alpha was calculated for receptive and expressive vocabulary parts of the checklist test. The Cronbach's Alpha coefficient was found to be above 0.7 which is acceptable (the Cronbach's Alpha for receptive vocabulary = .840 and Cronbach's Alpha for expressive vocabulary = .905). Therefore, the scales can be said to have acceptable internal consistency.

As a result of all these processes, the checklist was finalized and prepared for actual administration.

3.3 The Teaching Material and the Target Words

In this study, English talking toy was considered as the teaching material. *English Musical Carpet* (See Figure 3.1) was carefully selected to teach ten vehicles to VYL. The talking toy has ten buttons that sound like the vehicles' real sounds in the daily life and English pronunciation of the vehicles. Thus, children learned the target English words by moving on it with their feet or pressing tightly on the buttons and they practiced the words with the game on the toy. One button on the toy asked "where is the car/bus/etc.?" and expected children to find the correct answer. When the children found the correct answer and pressed it, they heard a motivating sound to encourage them to go on the game. Moreover, with the help of talking toy, the target vocabulary items were recycled in different times during classes. Thus, children had a chance to learn and practice the target English words naturally and amusingly. The researcher aimed to provide meaningful teaching material for basic vocabulary learning in English.



Figure 3.1 English Musical Carpet

One of the reasons of using English talking toys as teaching materials in this study was that children who are 4-7 years old are slower to respond to formal language instruction than older ones (Piaget, 1981). It means that VYL can just pick-up a foreign language without much effort or systematic teaching. The language learning is due to the factors both within the child and in the child's learning environment (Espinosa, in press). When the child's aptitude for languages, interest and motivation interact with the comprehensible inputs (Krashen, 1981) and the appropriate materials, the foreign language learning can achieve its goal.

Another point was that the target words used in teaching and testing process was determined after a close scrutiny of the relevant literature (i.e. vocabulary learning in young learners) and examination of the theme-related curriculum employed in the chosen preschool. The selection of them to teach was based on some principles.

The first principle was to determine the appropriate word category used in early childhood. Regarding this, Lakoff (1987) and Cameron (1994) propose three categorizations (i.e., superordinate, basic level, subordinate) ranging from a general to specific hierarchy and they suggest that the basic level concepts are the most commonly used words and the shortest words, that's why, they are learned by children before words higher or lower in the hierarchy.

As a result, procedures of material development are summarized in Table 3.1 below:

Table 3.1
The summary of the procedures of material development

<i>Order</i>	<i>Procedure</i>
1	Deciding on the target vocabulary item
2	Deciding on teaching materials such as flashcards and educational toys containing the target vocabulary items inside
3	Preparing and shaping the lesson plans according to preschool education curriculum developed by MONE
4	Preparing vocabulary test assessing the knowledge of the 10 target new words
5	Piloting the lesson plans and the vocabulary test
6	Accomplishing the necessary modifications in the piloted items

3.4 Treatment Implementation

In teaching, how teaching materials are used effectively is important. The steps in the lecture were clearly explained in daily lesson plan as seen in Appendix F. This section clarifies how teaching and learning materials were used. Flashcards and talking toys were teaching and learning materials for the control and experimental group respectively in this study.

The daily lesson plans which were prepared for the two groups to follow up the instruction in the lesson included similar activities and games except teaching materials. The objectives and gains in each lesson plans were determined based on preschool education curriculum developed by MONE (2006).

In the first lesson, teacher showed and introduced the musical carpet to the students by saying “It is a musical carpet”. Then, she pressed the vehicles one by one from the carpet and let the children hear the sound of them and the English meaning of them. In the next lessons, the musical carpets were given to each child. The target words

were pronounced loudly and VYL were asked to press the picture of it from their musical carpets at the same time. They were praised when teacher heard the same sound from all the students and this increased the motivation.

VYL were given the opportunity to practice the target words in games. For instance, the teacher introduced the black and red flags on the musical carpet. The black flag sounded a dance music and the red one asked “where is the bus/car/etc.?” to practice. Firstly, children danced with the music for a while. When the teacher stopped and pressed the red flag, they tried to find the correct place of vehicles to hear a motivating sound. The other game included a race between two groups. Each child had a friend from the other group and the pairs sat face to face and they practiced by asking and responding the questions. One of the pairs asked “where is the bus?” If the other pair answered correctly by showing and telling it from the carpet, the winner got sticker. In this way, VYL can learn and practice the target words by making connections with the visual representations of them and hearing the correct pronunciation.

3.5 Data Collection Procedure

The researcher obtained official permission from Ethical Commission in Middle East Technical University and MONE before administering the research. A public kindergarten in Yenimahalle was selected based on the convenience of the researcher. The steps followed in collecting data for this study are explained as follows:

Stage 1: At first, the parents of the children filled out a consent form to let their children participate in pretesting, post-testing and being observed during the study with the help of class teachers. That’s why, parents were provided with a consent form and thus, they were informed about the content and the aims of the study and they indicated their approval more officially by signing the form. They were also informed that children were under rigid protection.

Stage 2: Since this was an experimental study that required two groups as control and experimental, the classes including 5 year-old children in preschool were divided into two groups as flashcard and talking toys treatment groups. There were two 5 year-old classes in the preschool, one of which was afternoon class and the other one was morning class. They were chosen and allocated as a sample of convenience which is one of the types of non-probability samples. However, the researcher's assumption was that the members of the target population were homogenous according to their English background. The reason why probability sampling cannot be used in this study is because of the small numbers of participants (fewer than 20) in each group. Regarding this, Fraenkel and Wallen (2005) indicate that if the researcher plan to collect data fewer than 20 individuals, a non-probability sampling is just as effective as a probability sampling. In this study, the two classes (i.e., one of them was morning class and the other one was afternoon class) were chosen for the study because they were available and the classes included only 24 children which were not crowded enough. Nevertheless, the researcher is aware that using convenience sampling which cannot be considered as the representative of any population is the limitation of the study, which is hoped to be overcome in further research.

Stage 3: Considering the significance of controlling the extraneous variables and eliminating subject characteristics threat that weaken the internal validity, the pre-test was applied before starting to treatment. It was important to ensure that children both in the control and treatment groups were equal in terms of their English background. The test was applied one by one in a silent classroom that was familiar with them. It was given verbally and it took approximately five minutes for each children. After a week, the treatment began and it took three weeks (six consecutive class hours) in the experimental and control groups.

Stage 4: The experimental group was instructed with English talking toys such as musical carpet in the preschool during three weeks that include four hours totally, forty minutes per day in their English lessons during two days in a week. On the other hand, students in the comparison group didn't receive any special instruction

and they were instructed with flashcards. To eliminate the data collector characteristics threat, the researcher was the teacher of both experimental and control groups during the treatment. The researcher instructed according to the lesson plans which consisted of the same activities, methods and strategies apart from the teaching materials to standardize the procedures. The first part of activities in these lesson plans were related to the recognition stage of vocabulary learning and the activities in the last part were based on the productive vocabulary learning. The length and duration of the intervention were held constant for the two conditions. The content was about vehicles (i.e., bus, car, police wagon, train, airplane, steamboat, helicopter, bicycle, motorcycle, fire-engine) which was in alignment with 5 year-old preschoolers' curriculum. There were two main reasons that the researcher chose this content in her intervention. First, this subject was found in their curriculum so that they were familiar with it before. Second, talking toy as teaching material chosen by researcher included vehicles. However, the toy also consisted of some cognate words (e.g., motorcycle, helicopter and police wagon), which brings out limitation in this study because children can easily learn and recognize the words.

Stage 5: In the last part, the posttests were administered to investigate the difference between VYL who were instructed with English talking toys as teaching materials and VYL who were instructed with flashcards in terms of their English vocabulary learning. There may be practice effect in the post-test due to taking the test before as a pre-test (Fraenkel & Wallen, 2005). Therefore, enough time (i.e., three weeks) was allotted between the pre-test and post-test. In the pre-test, no clues were given to children and no right answers were given to them to control the testing threat. The researcher did her best to provide guidance and she tried to create a friendly atmosphere with candies so that children were motivated to attend the test. In addition, the test was conducted in their first language by only asking “where is the car/bus/train, etc.?” which was a question format that children in the two groups practiced target words. Furthermore, the assessment was administered over two testing periods (i.e., one of them was to measure VYL's receptive vocabulary knowledge and the other one was to measure their expressive vocabulary knowledge) so that children were not overwhelmed by the number of the questions and confused

by the two different types of questions. The total score was summed at the end of the assessment.

3.6 Data Analysis

Quasi-experimental design was used in this study. The researcher is aware that not using true experimental design which requires the subjects' randomly assignment to the treatment groups is one of the limitations of the study. However, it is neither practical nor feasible to assign subjects randomly to treatments especially in the school-based researches (Ross & Morrison, 2005) where the classes are formed at the start of the year. The researcher had to use two intact classes as the experimental and control group because it was impossible for the researcher to apply random assignment due to the existence of only one morning class including 5 year-olds and one afternoon class consisting of 5 year-olds in the public preschool.

Furthermore, as a statistical technique, independent sample t- test was applied to insure that experimental group differed significantly in English vocabulary learning prior to and after experiment. At the end, treatment and control groups were compared to discover whether there was a significant difference between the groups. Moreover, the multivariate analysis of variance was conducted to test the impact of gender on VYL's receptive and expressive vocabulary learning with English talking toy.

In the analysis section, the probability of rejecting true null hypothesis (probability of making Type 1-error) was set to .05 mostly used value in educational studies. The study was analyzed with a sample of 48 preschool children. Students' gender, the pretest and posttest of receptive and expressive vocabulary achievement and also teaching materials used in the study were defined as variables.

CHAPTER 4

DATA ANALYSIS AND RESULTS

In this section, the descriptive statistics and preliminary analyses associated with the data obtained from receptive and expressive vocabulary Pretest and Posttest are presented firstly. Secondly, the results taken from the analysis of inferential statistics are presented and discussed in relation to the research questions. The end of the chapter includes a summary of the findings of the study.

4.1 Descriptive Statistics of the Receptive/Expressive Vocabulary Pretest and Posttest

In order to measure the receptive and expressive vocabulary knowledge of the two groups, the checklists below are used respectively (Figure 4.1). In line with the suggestions offered by Webb (2007), the vocabulary checklist test was designed as two parts to measure VYL's receptive and productive vocabulary knowledge of target words. The first part was designed to measure VYL's receptive vocabulary skills and the second part was designed to measure the expressive vocabulary knowledge of them. As a result, the scale was divided into two parts for analysis.

<i>Order</i>	<i>Words</i>	<i>Correct</i>	<i>False</i>
1.	Car		
2.	Police wagon		
3.	Airplane		
4.	Steamboat		
5.	Train		
6.	Bicycle		
7.	Bus		
8.	Fire-engine		
9.	Helicopter		
10.	Motorcycle		

<i>Order</i>	<i>Words</i>	<i>Said</i>	<i>Not said</i>
1.	Bus		
2.	Motorcycle		
3.	Train		
4.	Helicopter		
5.	Airplane		
6.	Police wagon		
7.	Car		
8.	Bicycle		
9.	Steamboat		
10.	Fire-engine		

Figure 4.1 Scale I, II on preschoolers' receptive and expressive vocabulary knowledge in English

All the students in the experimental and control groups participated in the test. In other words, the test including 20 questions was applied to 48 students in total. The scores of children on vocabulary checklist test change from 0 to 20 with higher scores which means greater achievement.

Descriptive statistics related to Receptive Vocabulary Pretest Scores (PREREC), Expressive Vocabulary Pretest Scores (PREEXP), Receptive Vocabulary Posttest Scores (POSTREC) and Expressive Vocabulary Posttest Scores (POSTEXP) of children for both experimental and control groups are given in Table 4.1.

Table 4.1
Descriptive Statistics of the PREREC and PREEXP

Variables	Treatment	N	M	SD	Min.	Max.	Skewness	Kurtosis
Prerec	Experimental	24	1,75	1,03	0	4	-,22	,12
	Control	24	1,7	1,26	0	4	,6	-,76
Preexp	Experimental	24	0	0	0	0	0	0
	Control	24	0	0	0	0	0	0

As seen from the Table 4.1, the means of the PREREC and PREEXP scores is 1,75 and 0 respectively for the experimental group and the means of the PREREC and PREEXP scores is 1,7 and 0 respectively for the control group.

Table 4.1 above summarizes the means of PREREC and PREEXP scores of two groups. They show that existing vocabulary knowledge scores of the students in the experimental and control groups are very close to each other. In other words, participants of both groups have similar knowledge of the target words prior to the implementation, and thus, any change afterwards on their vocabulary knowledge would give us information about the effect of the instruction on their vocabulary learning if all other variables are assumed to be under control. The results also verify the Read's finding (2000) that the pretest results allow researchers to get some ideas about how familiar people in the study are with the target words.

When compared to the pretest scores of receptive vocabulary (i.e., learner recognition of the form and meaning of a word encountered in hearing) and productive vocabulary (i.e., learner retrieval of the form and meaning of an item and its production for expression in speaking) (see Table 4.1), none of the children from the two groups seem to be successful in saying one of the words verbally in the

expressive vocabulary part (M: 0,0) although some children from the two groups could make sense of some words in the receptive vocabulary part (M: 1,75, M:1,7).

Table 4.2
Descriptive Statistics of the POSTREC and POSTEXP

Variables	Treatment	M	SD	Min.	Max.	Skewness	Kurtosis
Postrec	Experimental	9,70	,46	9	10	-,97	-1,14
	Control	7,25	,84	5	8	-,99	,56
Postexp	Experimental	9,29	,75	8	10	-,55	-,95
	Control	6,16	1,23	3	9	-,19	1,14

As seen from the Table 4.2, the means of the POSTREC and POSTEXP scores is 9,7 and 9,29 respectively for the experimental group and the means of the POSTREC and POSTEXP scores is 7,25 and 6,16 respectively for the control group.

Table 4.1 and Table 4.2 show some other basic descriptive statistics like standard deviation, skewness, kurtosis, minimum and maximum values. As it is seen from the tables above, the skewness values for the PREREC, POSTREC and POSTEXP for the experimental and control groups are between -2 and +2 which can be assumed as approximately normal (Kunnan, as cited in Ağazade, 2001). Due to the fact that there is no correct answer in PREEXP for the two groups, in other words, the scores are constant, there is no descriptive statistics.

When the mean scores of the POSTREC (M: 9,7, M: 9,25) and POSTEXP (M: 9,29, M: 6,16) of the experimental and control groups are examined, it is seen that children in both experimental and control group outperform in receptive part than expressive part. This is the indicative of the fact that recognition stage comes before the production stage in the language learning process (Mondria & Wiersma, 2004). Furthermore, the mean scores of POSTREC and POSTEXP mentioned above reveals that although both talking toy and flashcard as teaching materials are effective in

vocabulary teaching in VYL’s class, talking toy creates more meaningful learning environment and lead to more successful learning.

4.2 Statistical Analysis and the Comparisons of the Receptive Vocabulary Test Results

The first two research questions aimed to examine whether talking toys when used as teaching materials for vocabulary teaching to preschool children have any positive effects on children’s receptive and productive vocabulary learning.

In order to answer these questions, both prior to and following the treatment, children in the experimental and control groups are assessed on their receptive and productive knowledge of words targeted in the treatment. As aforementioned, in order to see whether there are any differences between the control and experimental groups in terms of their receptive and productive vocabulary knowledge at the beginning of the study, an independent sample t-test was applied to both groups. The receptive vocabulary test results of two groups are given below:

Table 4.3
T-test results of receptive vocabulary test

POSTREC	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	MD	Std. ED
	6,903	,012	12,468	46	,000	2,458	,197
			12,468	35,678	,000	2,458	,197

This analysis model has the assumptions of normality and homogeneity of variance. As seen from Table 4.1 and 4.2, skewness and kurtosis values of the POSTREC and POSTEXP are in approximately acceptable range in order to verify the normality assumption for this study. Homogeneity of variance means that variances for the two groups must be equal. Table 4.3 shows that the significance level for Levene’s Test for Equality of Variances is ,012 which is smaller than the cut-off of ,05. It indicates that the

assumption of equal variances has been violated; therefore, the significance value in the second line of the table must be used.

As represented in Table 4.3, the computed significance equals to ,000 which is smaller than the significance level set for the study (,05). This substantiated the fact that there was a statistically significant difference between the experimental and control group confirming the effect of English talking toy on improving VYL’s receptive vocabulary knowledge.

4.3 Statistical Analysis and the Comparisons of the Expressive Vocabulary Test Results

The table 4.4 shows the changes between the two groups in the scores of production tests. The difference between the experimental group and the control group is important because the improvement of students in vocabulary knowledge can be seen by examining this difference.

Table 4.4
T-test results of expressive vocabulary test

POSTEXP	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	MD	Std. ED
	2,868	,097	10,565	46	,000	3,125	,295
			10,565	37,87	,000	3,125	,295

In the table 4.4 above the significance level for Levene’s test is ,09 which is larger than the cut-off of ,05. This means that the assumption of equal variances has not been violated; therefore, the one provided in the first line of the table must be used.

The values written in bold indicate the significant difference between the groups in the table above. Table 4.4 reveals that there was a significant difference between the

groups with regard to the VYL's expressive vocabulary knowledge. Consequently, the results of this study show that the use of English talking toy as teaching material has positive effects on receptive and expressive vocabulary learning of VYL. Thus, the first two research questions find their answer in a positive way at the end of the study.

Additionally, it is examined in Table 4.5 in detail to find out and explain the difference between children in both groups partial success in receptive vocabulary that refers to comprehend the target words and complete failure in expressive vocabulary part that requires to recall them.

Table 4.5
The distribution of the children's correct/wrong answers for each question in receptive vocabulary part

		Mean	Correct	Wrong
1st question	Experimental	,17	4	20
	Control	,17	4	20
2nd question	Experimental	,44	11	13
	Control	,42	9	15
3rd question	Experimental	,08	2	22
	Control	,08	2	22
4th question	Experimental	,13	3	21
	Control	,13	3	21
5th question	Experimental	,17	4	20
	Control	,13	3	21
6th question	Experimental	,04	1	23
	Control	,04	1	23
7th question	Experimental	,21	5	19
	Control	,13	3	21
8th question	Experimental	,08	2	22
	Control	,13	3	21
9th question	Experimental	,42	9	15
	Control	,37	7	17
10th question	Experimental	,25	6	18
	Control	,21	5	19

Table 4.5 reveals that there is a huge gap between the correct answers of children in 2nd, 9th and 10th items and the number of the correct answers in other items. The possible reasons of this will be discussed in the discussion part in detail.

4.4 Statistical Analysis of the Gender Factor

After reviewing the relevant literature to identify the factors that affect the foreign language vocabulary learning of VYL/YL, the researcher found that gender was a significant effect on early foreign language learning in several studies. For instance, Piske, Mackay and Flege (2001) reported that girls outperformed boys on language vocabulary learning. In addition, Gaab, Keenan and Sclaug (2003) and Ho (2008) state that some works have been conducted on the gender differences in foreign language vocabulary teaching with toys. Based on this, the researcher examines the effect of the gender on teaching vocabulary to VYL with talking toys.

Table 4.6
The gender of the participants

Treatment	Gender	Frequency
Experimental	Female	11
	Male	13
Control	Female	10
	Male	14
Total		48

According to the data collected, among the 48 participants, 21 of them are female and 27 of them are male. More specifically, there are 11 females and 13 males in the experimental group and 10 females and 14 males in the control group (See Table 4.6).

4.4.1 Assumptions of Multivariate analysis of variance

This analysis model has the assumptions of normality, homogeneity of regression, equality of variances, multicollineriaty and independency of observations.

Table 4.7
Descriptive Statistics Related to the Gender and POSTREC/POSTEXP

Receptive	N	M	SD	Skewness	Kurtosis
Female	11	9,72	,46	-1,18	-,76
Male	13	9,69	,48	-,94	-1,33

Expressive	N	M	SD	Skewness	Kurtosis
Female	11	9,45	,68	-,93	-,3
Male	13	9,15	,8	,08	-1,2

As seen from Table 4.7, skewness and kurtosis values of the gender and POSTREC/POSTEXP were in approximately acceptable range in order to verify the normality assumption for this study.

Table 4.8
Box's test of equality of covariance matrices

Box's M	20,39
F	2,07
df1	9
df2	16554
Sig.	0,28

Table 4.8 shows the Box's Test of Equality of Covariance Matrices. It indicates that significance value is larger than ,001, that's why, the data have not violated the assumption of homogeneity of variance-covariance matrices.

Table 4.9
Levene's test of equality of error variances

	F	df1	df2	Sig.
POSTREC	2,42	3	44	,07
POSTEXP	1,35	3	44	,27

As seen from Table 4.9, Levene's Test of Equality of Error Variances was used to determine the equality of variance assumption. The error variance of the POSTREC and POSTEXP dependent variables across groups is equal.

Table 4.10
Manova Results

	Wilks' Lambada	F	Hypothesis df	Error df	Sig.	Eta Squared
Intercept	0,02	823	2	45	,000	,97
Gender	0,96	,773	2	45	,46	,03

A one-way between-groups multivariate analysis was performed to investigate the gender differences in preschoolers' receptive and expressive vocabulary knowledge. Two dependent variables were used; POSTREC and POSTEXP. The independent variable was gender. As seen from Table 4.10, there was not a statistically significant difference between males and females, $F(2, 45) = ,77, p = ,46$; Wilks' Lambda = ,96. This is indicative of the fact that the VYL's gender doesn't influence their receptive and expressive vocabulary knowledge.

4.5 Summary of the Results

According to the findings gained by the statistical analyses, the followings are the summary of the results.

As expected, there is no statistically significant difference between the overall PREREC and PREEXP results for the experimental and control group, which indicates a good indication to start the experiment.

When the VYLs' performance in receptive and expressive vocabulary knowledge is examined specifically, a significant difference is found between two groups in the POSTREC and POSTEXP scores of vocabulary test about vehicles since p value = ,00 < ,05 and p value = ,00 < ,05 for their receptive and expressive vocabulary respectively. The effects of the treatment was large (eta squared = 0.86). In other words, using talking toys as a teaching material for VYL lead more vocabulary gain than using flashcards at the recognition and production stage. In summary, the foreign language vocabulary teaching with educational toy talking in English to VYL in early childhood education is more effective to improve their receptive and expressive vocabulary knowledge when compared with flashcard.

Lastly, contrary to expectations, there is not any significant difference between gender and POSTREC, similarly gender and POSTEXP.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

In this chapter, the purpose, data collection and analysis procedure and the findings of the study are summarized. Then, some conclusions are drawn and the implications regarding vocabulary teaching in English to early childhood children with appropriate materials are discussed. Lastly, suggestions for further research about English talking toy as teaching material in English language teaching are presented.

5.1 Summary

This study investigates the effects of talking toy in English used as teaching material on VYL's English receptive and productive vocabulary learning. In a general sense, the study aims to draw the picture in VYL's classroom in preschools related to basic English vocabulary instruction and to examine whether the integration of talking toy into the 5 year-old children's English learning enables them to learn and practice vocabulary effectively. More specifically, considering the significance of teaching English to children as early as possible and the need of language teachers in preschools to appropriate and effective teaching materials, this study attempts to reveal to how effective the educational toys talking in English are in terms of VYL's foreign language vocabulary learning. The study also tries to uncover what extent success they show in receptive and expressive vocabulary learning. Lastly, this study also finds out the effects of gender on their vocabulary learning in English with talking toy.

This study was carried with two classes including 24 children who are 5 years old in a public preschool in Yenimahalle/Ankara. One group functioned as the control group and the other one functioned as the experimental group. The target words were selected especially from nouns because the words which are received and produced at the earlier stages of children's first and second language learning are mostly nouns (Dönmez, 1993) by examining of the theme-related curriculum and by taking the

words on the educational toy into consideration. The vocabulary checklist that was piloted tested and validated with 87 children to ensure the reliability and validity was applied to both groups in order to find out their knowledge about the target vocabulary items and examine whether the vocabulary level of the groups was the same or not. After that, the students in both groups were instructed with the help of similar lesson plans including games, fun activities and games. The only difference was that the target words were presented with English talking toy consisting of target words which were educational and enjoyable for these age groups. In the control group, target words were presented and practiced with the help of flashcards which were very traditionally used for YL/VYL. After three week intervention, the same vocabulary checklist was applied to the children in both groups as posttest.

As for the analysis of data, the checklist was analyzed using a descriptive statistics. The data was entered to SPSS 18 as a statistics program to calculate the frequency and percentage of the responses to the items in both receptive and expressive vocabulary part. The findings of the study demonstrated that there was a significant difference between the experimental and control groups in terms of their receptive and expressive vocabulary. On the other hand, there was no gender difference in experimental group who were instructed with English talking toy.

5.2 Conclusions and Discussion

This study shows a different dimension of English talking toys by integrating them into teaching materials that can be used in VYL's foreign language class. The language input in a language classroom should be comprehensible to students so that learners can understand the material, work on it, and turn it into output (Krashen, 1998). The findings of the study demonstrate that both teaching materials (i.e., flashcards and talking toys) can be comprehensible input because they make VYL achieve the desired learning outcomes successfully. However, to use English talking toys to teach basic English vocabulary to VYL leads more vocabulary learning than teaching vocabulary with flashcards at the recognition and production stage. Consequently, VYL in the experimental group are much better in their receptive and

productive vocabulary in English learning process when English talking toy is used as teaching material. The possible reasons of this might be the fact that even though flashcards are visual materials that merely provide VYL to associate the meaning with the vocabulary and structure, talking toys are audio-visual materials including certain senses such as hearing, seeing and touching address to learner's visual/spatial, body/kinesthetic and musical/rhythmic intelligences and thus, yield to fostering a positive environment as well as lengthening their attention span (Ekşi, 2009).

The results seem to be parallel with the findings of the study carried out by Nilawati (2009) who indicates the effectiveness of the puppet toys on vocabulary teaching in English. Similar to these results, Linse (2005) also find out that toys and brightly colored visuals are quite effective in keeping them engaged in activities about vocabulary teaching in English. As a result, the positive results of this study can be encouraging for teachers to give place to English talking toy in VYL language classrooms.

The main reason for the significant difference of the experimental group may be the educational and entertaining features of the English talking toy which provides a great contribution to the improvement of VYL's vocabulary learning in English. Due to the fact that English talking toy provides more exposure to VYL by touching, walking on it, hearing the sound of the items and the pronunciation of the target words and seeing the colorful pictures on it, it can make VYL's learning faster, easier and more effective.

Specifically, the results of PREEXP scores ($M=0,0$) which means children from both experimental ($M=0,0$) and control groups ($M=0,0$) didn't give any correct answer to the questions in the checklist verify the finding that initial L2 knowledge of children in preschools especially in public preschools in Turkey is very scarce or none (Sığirtmaç, 2009). This is expected considering the fact that English curriculum for early childhood education is non-existent in Turkey and children don't have any English background. This might also be related with the fact that MONE didn't and don't provide the formal teaching of English in public preschools prior to primary

education (Zorba & Tosun, 2011). These results also confirm that children have no background about target English words and they are at the same level which is very important to get a realistic result at the end of study. It also shed light on the pre-testing scores of the groups or the analysis of prior achievement to establish group equivalence which is one important component of quasi-experimental design (Ross & Morrison, 2005).

In this study, when the pre-test scores of the receptive and expressive vocabulary tests are examined, it is seen that even though both experimental and control groups demonstrate partial success in receptive vocabulary part (M: 1,75, M:1,7) at the beginning of the treatment, they show complete failure in expressive vocabulary part (M: 0,0) (See Table 4.1 and 4.5). The underlying reasons might be due to the fact that children can guess and understand some English words easily because they are cognates which mean they are similar in pronunciation in the two languages but different in their spelling. For example, some words in the vocabulary test such as police wagon, helicopter and motorcycle are the cognate words in Turkish and English languages. In a broad sense, Lemhofer and Dijkstra (2004) and Schwartz, Kroll and Diaz (2007) defines the cognate words as translation words that share phonology and/or orthography in the two languages. To illustrate, in English and Turkish, the words “cake” and “kek” are cognates: their pronunciation and meaning are the same. It is emphasized in many studies that cognate words facilitate the second language learning. For instance, Bastin (2000); Malkiel (2009); Schelesinger and Malkiel (2005) asserts that cognates are helpful, not only for novices but also for highly interpreters. Moreover, according to the study carried by Caramazza and Brones (1997), the cognates have positive effect on the speed of word recognition. The studies mentioned above verify the finding of this study that VYL recognize and recall the cognate words receptively with ease because of the similarity of the words in both languages. Secondly, the reason can be “the effect of chance” which means they might choose the correct answer accidentally because the answers are in multiple choice formats which require children to choose one of three pictures. This finding confirms Umay’s (1997) argument that the effect of chance in multiple choice tests is always seen as drawback and in many researches, some solutions are

tired to find to eliminate the effect of chance which is indispensable problem in multiple choice format questions.

The results of the POSTREC are higher than the results of POSTEXP in both groups. This is expected when considering the fact that recognition stage comes before the production stage (Mondria & Wiersma, 2004) and children's first and second language vocabulary development move from receptive to expressive (Yong, 1999). Besides, this result is parallel with the findings of Balçı (2006) who put forward that receptive vocabulary develops much faster than productive vocabulary during the earlier stages of first and second language learning.

Considering the findings of the previous studies trying to identify the positive effects of gender on foreign language vocabulary learning (Piske, Mackay & Flege, 2001), it is seen that the findings of gender analysis in this study are not compatible with them. This is the indicative of VYL's gender doesn't have any influence on their receptive and expressive vocabulary learning. The most important reason might be the scarcity of sample that includes only 24 children in experimental group.

As far as the researcher has observed during the treatment, VYL in early childhood education need for foreign language learning in Turkey since they have a great enthusiasm and talent to learn basic English words. Although the participants have not been exposed to English at home and in the school so far, their tendency, enthusiasm, positive attitudes and success in recalling and producing newly taught words highlights a need to start English instruction at earlier ages such as in early childhood education. Like many previous studies (Muro & Kottman, 1995; Harley, 1995; Krashen, 1988; Kırkgöz, 2009), this study shows that the younger the child is when learning a language, the closer the process comes to learning. Therefore, in a country such as Turkey where teaching and learning English is highly encouraged and English is the indispensable part of the curriculum because of its general educational value, it can be suggested that English language teaching should begin earlier than fourth grade. Although some private preschools try to teach English as a lesson, it can be better for Turkey to have an English language curriculum for early

childhood where appropriate and effective teaching methods, materials, techniques, task types and the ways of assessment and evaluation are presented and standardized for all types of the preschools.

Additionally, related to the findings of the piloting studies, the vocabulary checklist test designed by the researcher to measure preschooler's English vocabulary receptively and productively on a specific topic might contribute to foreign language testing in early childhood education. Epstein (2004) emphasizes the child assessment is a vital and growing component of early childhood education. This vocabulary test can be used as a tool not only in evaluating the effectiveness of the language teaching materials but also in understanding and supporting VYL's receptive and expressive vocabulary knowledge in a foreign language.

5.3 Implications

The implications based on the conclusions of this current study are classified according to English teachers, early education teachers, school managers, children, government and parents. This study can provide English teachers working in early childhood institutions to an alternative thinking and a teaching material to organize productive English lessons for VYL.

Related to the findings of the study, it can also be recommended that as well as classic teaching materials such as flashcards, photographs and realias, educational toys including talking toys should be integrated in the materials to teach and practice basic English vocabulary effectively. That is why, the school managers in early childhood institutions can make use of the findings of the study in selecting toys for their preschool and English talking toys might become available. Thus, children have an opportunity to play in their free play times as educational toys or lessons as teaching materials. In addition, early childhood education teachers can promote children to play with educational toys in their "free play times" in the morning before starting the lesson or in the evening before going home. However, to be able to use these talking toys as teaching materials or educational toys effectively, they need to

be found in some places at the national level or they may be provided by the government financially to the preschoolers.

This study can also serve a guideline to the educators who give importance to active learning more than rote-learning. They can get benefit from this study by replacing or combining their traditional teaching techniques and materials such as flashcards with the interesting and educational ones.

Moreover, MONE and curriculum developers should be aware of the necessity of an English curriculum for VYL who have distinctive learning features and different needs and interests. They also need to be aware of the same materials and methods used in English learning to adult or YL cannot work efficiently for VYL and then, it can be suggested to integrate this educational toy talking in target language to this curriculum.

Lastly, the parents can make use of the findings of the study in the process of selecting educational toys for their children. They can prefer talking toys that encourage them to learn some English words with the correct pronunciation and increase their positive attitudes toward learning English in the informal environment.

5.4 Further Research

To complement the findings of this study, talking toys in English language teaching need to be further studied from different perspectives. The findings of the study are limited to 5 years-old children at one public preschool in Turkey, that's why, a further research can be carried out to find the effects of English talking toys on the receptive and productive vocabulary knowledge of VYL and data can be collected from a larger group of participants to increase the generalizability of the findings. Moreover, this study lasted for three weeks; however, in order to see the long-term effects of the treatment, the allocated time can be lengthened in another study.

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APPENDICES

APPENDIX A

CONSENT FORM FOR DATA COLLECTION

ODTÜ Okul Öncesi Öğretmenliği Bölümü yüksek lisans öğrencisi Burcu Özçelik tarafından, Yrd.Doç.Dr. Feyza Tantekin ERDEN'in danışmanlığında yürütülen bir yüksek lisans tez çalışmasıdır. Ankara'daki bir devlet anaokulunda uygulanan bu çalışmada amaç, bir öğrenme materyali olarak kullanılan İngilizce konuşan eğitici oyuncakların okul öncesi dönemdeki çocukların İngilizce kelime gelişimine etkisini incelemektir. Araştırmacı, küçük yaşlarda en önemli doğal öğrenme araçlarından biri olan oyuncakları yabancı dil eğitimiyle birleştirip temel bazı İngilizce kelimeleri eğlenerek öğretmeyi ya da o kelimelere farkındalık kazandırmayı amaçlamaktadır.

Oyun ve oyuncaklar ile ilgili geçmişteki birçok araştırmacı tarafından yapılan çalışmalar; oyun ve oyuncakların çocukların hayatının vazgeçilmez bir parçası olduğunu göstermiştir. Bu bulgular temelinde, eğitici oyuncakların özellikle öğretilmek istenen hedef dili konuşan oyuncakların, çocukların o dildeki temel kelimelere farkındalık kazandırma ve öğretme adına önemli bir araç olması beklenmektedir. Örneğin, bu yaş grubu çocuklar aile ya da ebeveynlerinin aldığı bu tür eğitici oyuncaklar ile öğrendikleri konulara paralel olarak İngilizce sayı saymayı, renkleri, hayvanları ve bazı nesnelere İngilizcesini öğrenebilmesi beklenmektedir. Bunu ortaya çıkarmak amacıyla, bu oyuncaklarla yapılan 3 haftalık öğretimin sonunda resimli-kelime testi ile çocukların öğretilen kelimelerdeki başarılarının ölçülmesi hedeflenmektedir ve bu eğitici materyaller ile klasik öğretim materyallerinden biri olan flaş kartlar arasında anlamlı bir fark olması beklenmektedir.

Katılım gönüllülük esasına dayanır ve arzu ettiğiniz takdirde, herhangi bir yaptırıma maruz kalmadan katılımdan vazgeçme hakkına sahipsiniz. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Bu çalışmaya

katıldığımız için tekrar çok teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Burcu Özçelik (Tel: 0312 551 5116; e-posta: e168605@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyisim

Tarih

İmza

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APPENDIX C

EXPRESSIVE VOCABULARY PART IN THE CHECKLIST





















APPENDIX D

VOCABULARY RECORD FORM

A. Bu bölüm öğrenciye ait kişisel bilgiler ile B ve C bölümlerindeki çocukların toplam doğru/yanlış sayılarını içerir.

I- Öğrencinin Adı-Soyadı	
II- Yaşı	
III-Doğru Cevap Sayısı (B Bölümü)	
IV-Yanlış Cevap Sayısı (B Bölümü)	
V-Doğru Cevap Sayısı (C Bölümü)	
VI-Yanlış Cevap Sayısı (C Bölümü)	

B. Testin bu bölümü çocukların alıcı dil (receptive vocabulary) bilgilerini ölçmek amacıyla geliştirilmiştir. Testi uygulayan kişi, söylediği İngilizce kelimeyi, çocuğun bir A4’te verilen 3 resim arasından seçip göstermesini ister ve verdiği cevabı bu forma kaydeder. Test verilen çocuk sürekli olarak cevabını değiştiriyorsa ilk söylediğini geçerli sayınız.

Sıra	Kelime	Doğru	Yanlış
1.	Car		
2.	Police wagon		
3.	Plane		
4.	Ship		
5.	Train		
6.	Bicycle		
7.	Bus		
8.	Fire-engine		
9.	Helicopter		
10.	Motorcycle		

C. Testin bu bölümü çocukların ifade edici dil (expressive vocabulary) bilgilerini ölçmek amacıyla geliştirilmiştir. Testi uygulayan kişi, önce A4’te verilen resmi gösterir ve çocuğa bunun İngilizce karşılığını söylemesini ister ve verdiği cevabı kayıt formuna kaydeder. Test verilen çocuk sürekli olarak cevabını değiştiriyorsa ilk söylediğini geçerli sayınız.

Sıra	Kelime	Söyledi	Söyleyemedi
1.	Bus		
2.	Motorcycle		
3.	Train		
4.	Helicopter		
5.	Plane		
6.	Police wagon		
7.	Car		
8.	Bicycle		
9.	Ship		
10.	Fire-engine		

APPENDIX E

VOCABULARY CHECKLIST TEST IMPLEMENTATION GUIDE

Bu kelime testi, okul öncesi eğitimde okuma yazma bilmeyen küçük yaş grubu çocukların “Taşıtlar” adlı konuda İngilizce alıcı ve ifade kelime bilgilerini (receptive-expressive vocabulary) ölçmek amacıyla hazırlanmıştır. Bu test Peabody Resim-Kelime Testi örnek alınarak hazırlanmıştır. Özel hazırlık gerektirmeyen bir test olup testi uygulayacak kişinin her kelimenin söylenişini bilmesi ve testin verilmesine ait tüm bilgileri öğrenmesi gerekmektedir. Toplamda 2 bölüm, 20 sorudan oluşan bu kelime testin puanlamasında ham puan tüm doğru yanıtların toplanmasıyla hesaplanır.

UYGULAMADA DİKKAT EDİLECEK NOKTALAR

- 1) Bu test, sessiz bir odada tek olarak verilmelidir.
- 2) Testi veren kişi işini severek yapmalı ve çocukları destekleyici olmalıdır.
- 3) Test uygulanan çocuğu harekete geçirmek için hoş sözler söylenmelidir.
- 4) Yanlış cevaplar için çocuk azarlanmamalıdır. Eğer test verilen çocuk "Doğru söyledim mi?" diye sorarsa, siz "Verdiğin, iyi bir cevaptı." diyebilirsiniz.
- 5) Testteki kelimeler ezbere söylemekten çok okunmalıdır.
- 6) Sorunun cevabı olan kelimeleri çocuğa göstermemek, cümle içinde kullanmamak, anlamını açıklamamak veya harflerini tek tek söylememek gerekmektedir.
- 7) Sorunun cevabı olan kelimeler, testi veren kişi tarafından birden fazla söylenebilir.
- 8) Kişiyeye gerekli seçimi yapması için zaman tanıyın. Yalnız bir dakika içinde gerekli cevabı veremezse "Haydi, bir tanesini göster." diyerek onu harekete geçirin.
- 9) Bazıları, genellikle küçük çocuklar birbiri arkasına hep sayfaların ucunu gösterebilirler. Onun içinde her seferinde sık sık "Dört resmede dikkatle bak."

Diyerek dikkatlerini resme çekmesi gerekir. Eğer hala çocuk kendi bildiği gibi yapmakta diretiyorsa, o zaman testi veren kişinin önce 1. resmi gösterip "Buna bak." demesi ve bunu dört resim içinde yapması gerekir.

10) Test verilen çocuk sürekli olarak cevabını değiştiriyorsa ilk söylediğini geçerli sayınız.

11) Çocuklara "Söylediğim kelimenin üzerine parmağını koy.", "Söylediğim kelime bu üç resimden hangisi, bana gösterebilir misin?" gibi sorular sorarak çocuklardan doğru cevap alınmaya çalışılır.

TESTİN VERİLİŞİ

Testin 1. bölümü çocukların alıcı dil (receptive vocabulary) bilgilerini ölçmek amacıyla geliştirilmiştir. Testi uygulayan kişi, söylediği İngilizce kelimeyi, çocuğun bir A4'te verilen 4 resim arasından seçip göstermesini ister ve verdiği cevabı kayıt formuna kaydeder. Testin muhatapları küçük yaş grubu olduğu için, teste "Seninle bir oyun oynayacağız." ya da "sana bazı resimler göstermek istiyorum," diyerek başlanabilir. Teste başlamadan önce çocuğun teste yapması gerekeni anladığından emin olana kadar alıştırmaya yapın. Örnek A'yı açın. "Bu sayfadaki resimleri görüyor musun? (Bunu her resmi işaret ederek söyleyin.) Şimdi sana bir İngilizce kelime söyleyeceğim ve senin, buna uygun resmi göstermeni isteyeceğim. Şimdi bir tanesini beraber yapalım. "Point to the car", Show me the car" , "where is the car?" ya da sadece "car" (derste hangisi kullanıldıysa, çocuk hangisini anlayacaksa) diyerek soru sorulur. Çocuk uygun cevabı verince Örnek B'ye geçilir. Bunun içinde yukarıda söylenenler yapılır. Eğer bu denemelerden sonra çocuk ne yapacağını anlayamamışsa teste devam edilmez.

Testin 2. bölümü çocukların ifade dil (expressive vocabulary) bilgilerini ölçmek amacıyla geliştirilmiştir. Testi uygulayan kişi, hedef kelimenin resmini gösterdikten sonra çocuktan bu resmin İngilizce karşılığını söylemesini ister ve cevabını kayıt formuna kaydeder. Yine teste "Seninle bir oyun oynayacağız" ya da "sana bazı resimler göstereceğim, bana İngilizce karşılıklarını söyler misin?" diyerek

başlanabilir. Teste başlamadan önce çocuğun testte yapması gerekeni anladığından emin olana kadar (en az 2 tane) alıştırma yapın. Örnek A'yı açın ve resmi gördüğünden emin olduktan sonra "Şimdi bana bu resimde gördüğün aracın İngilizcesini söyler misin?" diyerek soru sorulur. Çocuk uygun cevabı verince Örnek B'ye geçilir.

CEVAPLARIN YAZILMASI

Doğru cevaplayamadığı kelimelerin sıra numaralarının üzeri çizilir, doğru cevaplar ise kaydedilir.

TESTİN UYGULANIŞI

"Taşıtlar" adlı konuda hedeflenen kelimeleri öğrettikten sonra, bütün sorular bitinceye kadar teste devam edilir. Çocukların verdiği cevaplar testi uygulayan kişide bulunan kayıt formuna kaydedilir.

TESTİN PUANLAMASI

1. bölümde doğru resmi seçmesiyle verdiği tüm doğru cevaplara (1), yanlış cevaplara da (0) puan verilir. 2. bölümde de gösterilen resmin İngilizce karşılığını söylediğinde (1) puan, söyleyemediğinde ya da yanlış söylediğinde (0) puan verilerek testten aldığı tüm puan hesaplanır.

APPENDIX F

LESSON PLANS

Date:	Lesson:	Subject of the lesson:
<p>Objectives and Gains Psychomotor Area (O1, G4/5) Language Area (O1, G4 – O8, G1)</p>	<p>PAO1 –to be able to do some movements that require some body coordination G4 - to walk according to verbal instructions G5 - to run according to verbal instructions</p>	<p>LAO1 –to be able to distinguish the sounds G4 –to make the same sounds with the others LAO8 –to be able to read visual materials. G1 – to examine the visual materials</p>
Lesson Objectives	Lesson Outline	
<ul style="list-style-type: none"> • To identify and the name the basic vehicles (car, bus, train, police wagon, helicopter, bicycle, motorcycle, airplane, fire engine, steamboat) with musical carpet. • To recognize the target vocabulary from their visual representations on the musical carpet. • To make connections between the visual and auditory representations of the vehicles. 	<ul style="list-style-type: none"> ➤ Greet the children. (class routines – opening) ➤ Tell the students to sit in a circle. ➤ Tell them they will hear some sounds of vehicles which they are familiar with. ➤ Show and introduce musical carpet to the students by saying “ It is a musical carpet” ➤ Press the vehicles one by one from the carpet and let the children hear the sound of them and the English meaning of them. ➤ Repeat this step for each vehicle and encourage children to name them with you. ➤ Then let students do the same procedure. The students the teacher chooses will come and press a vehicle randomly then he/she will repeat the sound. ➤ The more they hear and repeat, the faster they learn. 	

Date:	Lesson:	Subject of the lesson:
Objectives and Gains Cognitive Area (O3, G2 - O4, G1) Language Area (O8,G4 - O5,G3)	CAO3 –to be able to gather attention G2 –to intensify its attention to a specific object CAO4 –to be able to remember what he/she comprehends G1 – to say the events or objects.	LAO8 –to be able to read visual materials. G4 – to explain the visual materials LAO5 – to be able to express the things that they hear G3 – to answer the questions
Lesson Objective	Lesson Outline	
<ul style="list-style-type: none"> • Identify the target words by making connections between the visual representations of them • Play a game to reinforce the vehicles on the toy. 	<ul style="list-style-type: none"> ➤ Greet the children. ➤ Carry out the class routines. ➤ Ask the children sit in a semi-circle. ➤ Press one of the vehicles on the musical carpet and tell the students to repeat what they have heard. ➤ Make sure you’ve applied the previous step for each vehicle to remember the target words. ➤ Give the musical carpets to each student. ➤ Tell the target word and ask them to press the picture of it from their musical carpets at the same time. Praise when you hear the same sound from all the students and this will increase motivation. ➤ Help them by making the sound of the vehicles they cannot remember. ➤ Firstly, choose one of the confident children to be a teacher. He/she will tell a word and the other children try to press it at the same time. ➤ When the children feel comfortable with playing the game, all of them will be a teacher and tell the name of vehicles. 	

Date:	Lesson:	Subject of the lesson:
Objectives and Gains Language Area (O8, G4 – O6,G1) Cognitive Area (O3, G1 – O4,G9)	CAO3 –to be able to gather attention G1 – to notice the object which should be paid attention. CAO4 –to be able to remember what he/she comprehends G9 – to repeat the names of the object after a while	LAO8 –to be able to read visual materials. G4 – to explain the visual materials LAO6 –to be able to expand vocabulary knowledge G1 – to notice the different words that they hear.
Lesson Objectives	Lesson Outline	
<ul style="list-style-type: none"> • Identify the target words by making connections between the visual representations of them • To understand and respond to the questions of “where is the vehicle?” • Play a game to reinforce the vehicles on the toy. • To ask and answer questions with “where is the bus/car/etc.?” • To develop motor skills by moving on the musical carpet to find the correct word. 	<ul style="list-style-type: none"> ➤ Greet the children. Say “hello” ➤ Tell the children to sit down on the floor and place their carpet in their fronts. ➤ Play a game that the musical carpet includes with children. ➤ Demonstrate the black and red flags on the musical carpet. Demonstrate pressing the black one and it sounds a dance music and pressing the red one and it asks “where is the bus/car/etc.?” to practice. ➤ Firstly, children can dance with the music for a while. ➤ When the teacher stop and press the red flag, they will try to find the correct place of vehicles to hear a positive sound. ➤ They will listen and find out. ➤ It will last for until children practice the target words about vehicles. 	

Date:	Lesson:	Subject of the lesson:
Objectives and Gains Language Area (O5, G3 – O6, G1/3) Cognitive Area (O3, G1)	LAO5- to be able to express the things they hear with different ways G3- to answer the questions that are asked. LAO5- to be able to expand vocabulary G1 – they notice the new words when they hear. G3 – explain the meaning of a sentence	CAO3 –to be able to gather attention G1 – to notice the object which should be paid attention.
Lesson Objectives	Lesson Outline	
<ul style="list-style-type: none"> • Identify the target words by making connections between the visual representations of them • To understand the story by making use of the visual (pictures on the musical carpet) and auditory representations (the sounds of vehicles and the words English pronunciation from musical carpet. • To retell the story to revise the target vocabulary about vehicles and reinforce pronunciation. • To develop motor skills by moving on the musical carpet to find the correct word. 	<ul style="list-style-type: none"> ➤ Greet the children. (class routines – opening) ➤ Prepare the classroom before children come and hang the musical carpet to the wall. ➤ Have the children sit in a line, make sure that they can all see you and the carpet. ➤ Tell the story with carpet yourself and act out the scenes when necessary. ➤ Encourage the children to answer your questions or join in it. ➤ “(Show the people on the bicycle and name as Jack and Julia) They are student they go to school every day by bus and one day they miss the bus and come by their father’s car. In the holiday they go to USA by airplane but they come back by helicopter. One day they see train it sounds “cuf,cuf” they love it too much. But they doesn’t like bill-boards because they hate water. They have a bicycle and their brothers have motorcycle so they ride them in their free times. One day they see a fire and hear a sound “dadidadi”, it is fire engine and they see a thief and police wagon to catch him.” (show the vehicles from the picture and make children listen to their pronunciation, ask for their names by asking “what is it?, where is it?) 	

Date:	Lesson:	Subject of the lesson:
Objectives and Gains Language Area (O4, G3/4) Cognitive Area (O4, G1)	CAO4 – to be able to remember the things they learnt G1 – they say the names of the subsistence and events	LAO4 – to be able to express his/her ideas verbally G3 – they start the conversation about sth. G4 – they go on the conversation about sth
Lesson Objectives	Lesson Outline	
<ul style="list-style-type: none"> • Identify the target words by making connections between the visual representations of them • To understand and respond to the questions of “where is the vehicle?” • Play a game to reinforce the vehicles on the toy. • To ask and answer questions with “where is the bus/car/etc.?” • To develop motor skills by moving on the musical carpet to find the correct word. 	<ul style="list-style-type: none"> ➤ Greet the children. (class routines – opening) ➤ Ask the children to make the sounds of the vehicles. ➤ Divide the class into two groups and each child will have a friend from the other group. They will have a race. ➤ The pairs will sit face to face and they will practice by asking and responding the questions. ➤ One of the pairs will ask “where is the bus?” If the other pair will answer correctly by showing and telling it from the carpet, the second child’s group will get sticker. ➤ Then the other pair will ask and the other one will answer. ➤ Walk around the class and check if the children are doing it right. ➤ It will end when all the pairs will practice the question and answers and the group which has got a lot of stickers will be the first. 	

Date:	Lesson: English	Subject of the lesson:
Objectives and Gains Language Area (O4, G3/5) Cognitive Area (O18, G3)	LAO5- to be able to express the things they hear with different ways G3- to answer the questions that are asked. G5 – they show the things they learnt through some ways such as play, poem, etc.	CAO18– to be able to solve the problems G3 – to choose the best ones among solutions.
Lesson Objectives	Lesson Outline	
<ul style="list-style-type: none"> • Identify the target words by making connections between the visual representations of them • To understand and respond to the questions of “where is the vehicle?” • Play a game to reinforce the vehicles on the toy. • To develop motor skills by moving on the musical carpet to find the correct word. 	<ul style="list-style-type: none"> ➤ Greet the children and carry out the class routines. ➤ Ask the children to count the vehicles as much as they remember. ➤ Give time to children for free play with musical carpet. ➤ Finish the subject with a game “tell and touch” ➤ Put the children into two teams and give a name to them. ➤ Hang the carpet into walls and make sure that all the children can see it easily. ➤ Children will stand on the same line. When the teacher say the name of a vehicle, “one of the children” who are in a line will run and try to press the correct place on the carpet. ➤ The winning team is the one with the most points at the end of the game. 	

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : ÖZÇELİK

Adı : Burcu

Bölümü : Okul Öncesi Öğretmenliği

TEZİN ADI (İngilizce) : The Effect of the Integration of Talking Toys
on Preschoolers' Vocabulary Learning in English

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: