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THE EFFECTS OF STORY TELLING AND ROLE PLAYING ON YOUNG LEARNERS' VOCABULARY LEARNING AND RETENTION[2]

Abstract

Since vocabulary learning is one of the most vital aspects of language proficiency, coping with the heavy load of vocabulary items has always been problematic for English language learners. Thus, this experimental study aims at helping the learners of English to improve their vocabulary learning and retention skills. We wanted to see the effects of an integrated approach which combines storytelling and role playing on young learners' vocabulary learning and retention. For this purpose, we combined the story telling and role playing techniques to teach the target vocabulary items in the treatment of the experimental group. For the control group, regularly implemented techniques were used to teach the same target words. For the data collection, pre-recall, pre-recognition; post-recall, post-recognition; and delayed recall, delayed-recognition tests were used. To analyze the differences between the experimental and the control group, T-Test calculations were used. According to the findings of the T-test calculations, the students in the experimental group who learned the words through storytelling-role playing technique scored significantly higher in the immediate recall, recognition tests and delayed-recall, recognition tests than the students in the control group who learned the same words through present implemented English curriculum. The first chapter of this study introduces a general background to the study. The statements of the problem, the purpose of the study and research questions are also presented in this chapter. The second chapter: "Review of the Literature" introduces Vocabulary Teaching Techniques, Storytelling in ELT, Value of Stories, Story-based Teaching and Young Learners, Story-based lessons, Storytelling and role play, Storytelling, Role Play and Vocabulary Teaching. The third chapter constitutes the methodology of the study. It gives information about the data analysis procedure and the results of the study. In the conclusion chapter; discussion part, pedagogical implications of the study and recommendations and suggestions for further research are presented.

Keyword: Story Telling, Role Playing, Teaching Young Learners, Vocabulary Teaching, Language Learning Strategies

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HİKAYE ANLATIM VE ROL YAPMA TEKNİKLERİNİN GENÇ ÖĞRENENLERİN KELİME ÖĞRENİMİ VE HATIRLAMALARINA ETKİLERİ

Özet

Kelime öğrenimi, dilde yetkin olabilmenin en önemli ve can alıcı durumu olduğu için, kelime öğrenme sürecinde kelimelerle baş edebilmek dil öğrenicileri için her zaman büyük bir problem olmuştur. Bu sebepten dolayı, bu deneysel çalışma İngiliz dili öğrenicilerinin kelime öğrenimi ve öğrenilen kelimeyi ihtiyacı olduğunda hatırlayabilme becerilerine katkı sağlamayı amaçlamaktadır. Bu çalışmada, hikaye anlatım ve rol oynama yönteminin genç dil öğrenicilerinin kelime öğrenimi ve öğrenilen kelimeyi uzun vadede hatırlayabilme becerisine olan etkisini görmek istedik. Bu amaçla, deney grubu üzerinde yapmış olduğumuz uygulamada belirlenen hedef kelimeleri öğretmek için hikâye anlatım ve rol oynama tekniklerini birleştirdik. Kontrol grubuna yapmış olduğumuz uygulamada ise, aynı hedef kelimeleri öğretmek için normal öğretim tekniklerini kullandık. Veri toplama sürecinde ise, ön- hatırlama, ön-tanıma; yakın-hatırlama, yakın-tanıma; uzak-hatırlama ve uzak-tanıma testleri kullanıldı. Deney grubu ile kontrol grubu arasında oluşan farkları analiz edebilmek için T-Test istatistik hesaplamaları kullanıldı. T-Test hesaplamaları sonucu elde ettiğimiz verilere göre, kelimeleri birleştirilmiş hikâye anlatım ve rol oynama teknikleriyle öğrenen deney grubundaki öğrenciler yakın hatırlama-tanıma ve uzak hatırlama-tanıma testlerinde; aynı hedef kelimeleri normal kelime öğretim teknikleriyle öğrenen kontrol grubundaki öğrencilere göre daha başarılı sonuçlar sergilemişlerdir. Birinci bölümde, çalışma hakkında genel bilgiler verilmiştir. Ayrıca, problem, çalışmanın amacı ve araştırma soruları sunulmuştur. İkinci bölüm kelime öğretim teknikleri, İngiliz Dili Eğitiminde hikaye anlatımı, hikayelerin önemi, hikaye tabanlı öğretim ve genç öğrenenler, hikaye tabanlı dersler, hikaye anlatımı ve rol yapma, hikaye anlatımı rol yapma ve kelime öğretimi konularını sunmaktadır. Üçüncü bölüm çalışmanın yöntembilimini oluşturmaktadır. Bu bölümde, veri analiz süreci ve çalışmanın sonuçları hakkında bilgiler sunulmaktadır. Sonuç bölümünde ise eğitsel bulgulara ve ileriki çalışmalar için önerilere yer verilmiştir.

Anahtar Kelimeler: Hikaye Anlatımı, Rol Oynama, Çocuklara Dil Öğretimi, Kelime Öğretimi, Dil Öğrenim Stratejileri

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INTRODUCTION

Presentation

This chapter begins with a general background of the study. The purpose and research questions of the study follow the problem statement.

A General Background to the Study

As the world grows globally day by day, the need of learning a foreign language rises accordingly. People with different native languages come into contact with each other for many different purposes such as, politics, trade in business world, education, ports, and health services and so on (Köksal,2014). The need for such kind of relations forces people living in the same world to learn a common language, English. As English becomes more popular as the language of the world, learning and teaching this language gains more importance all over the world. Vocabulary teaching was neglected for much of the 20th century; however, it has gained

importance since the last quarter of 20th century (Köksal,2013). This neglect of vocabulary is intriguing because of the fact that vocabulary competence is a central part of communicative competence, so it has a great importance for learning language. Harmer (1991:153) emphasizes the great importance of vocabulary with this phrase "if language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh". In his article the linguist Decarrico (2001:285) proposes that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner. The increased interest in this topic is evidenced by a rapidly expanding body of experimental studies and pedagogical material, most of which addresses several key questions of particular interest for language teachers. For example, what does it mean to know a word? Which words do learners need to know? How will they learn them? These questions reflect the current focus on the needs of learners in acquiring lexical competence and on the role of the teacher in guiding them toward this goal. Having such importance, vocabulary learning may be really difficult for adult learners as well as young learners. Bearing this problem in mind, language teachers need to find effective and enjoyable ways of teaching vocabulary, especially when teaching young learners (Köksal and Çekiç, 2014). At this point, we can say that storytelling technique is a powerful tool in language classes. When integrated with role playing activities, story-based lessons provide a rich exposure to comprehensible input which improves vocabulary learning.

Statement of the Problem

Like most of the foreign language learning communities, there are a lot of problems in language education in Turkey. The biggest challenge for language learners is that they try to learn a foreign language in isolation. However, success in language learning lies in getting enough input in an authentic context. As it is impossible in learners' daily life, language teachers should present the language especially the vocabulary items in a meaningful context. In this study, the main aim is to search the effectiveness of the integrated approach which combines storytelling and role playing in vocabulary learning. Therefore, this study intends to find answers to the following questions: How is the implementation of teaching vocabulary to young learners through an integrated approach which combines storytelling and role playing at the 8th grades of primary school?

What is the result of teaching vocabulary to young learners through an integrated approach which combines storytelling and role playing at the 8th grades of primary school?

The Purpose of the Study and Research Questions

This study aims to quest for the role of the integrated approach which combines storytelling and role playing techniques in vocabulary learning; that is, vocabulary knowledge and vocabulary retention level of the young learners. It is intended to see whether the treatment which includes story telling-role playing techniques makes any significant distinction in young learners' vocabulary knowledge and their word retention level. The results of the immediate and the delayed tests which were given after the presentation of the selected vocabulary items will help us to examine students' learning and retention. The study seeks to find answers to the following questions:

1. Is there a significant difference between immediate-recall of vocabulary level of young learners, instructed through story telling-role playing and the mainstream?

2. Is there a significant difference between immediate-recognition of vocabulary level of young learners, instructed through story telling-role playing and the mainstream?

3. Is there a significant difference between delayed-recall of vocabulary level of young learners, instructed through story telling-role playing and the mainstream?

4. Is there a significant difference between delayed-recognition of vocabulary level of young learners, instructed through story telling-role playing and the mainstream?

REVIEW OF LITERATURE

Vocabulary Teaching Techniques

There are different, techniques and strategies to teach vocabulary. These techniques are different ways of teaching selected and used by the teacher. This choice depends on the learners (their need, interest, level, etc.). At the elementary level for example, teachers usually use visual materials for vocabulary teaching but at more advanced levels students do not need extra support for vocabulary learning, because they can guess the meaning of a word from the context. So which technique to use is a complex duty for the teachers. Vocabulary teaching techniques are handled into these categories: "visual techniques, verbal techniques, translation, mnemonics, and games. Storytelling and role play are included in all of these techniques.

Storytelling in ELT

Story is described in Oxford Advanced Learner's Dictionary as, "description of events and people that the writer or speaker has invented in order to entertain people"(2000:1180). Stories are a part of every culture and they are not only used for entertainment, are also used for education, cultural preservation and instilling moral values. Stories are also used in language classes as a powerful means of language teaching. Foreign language learners, especially at early stages need practice in listening comprehension. According to Krashen's Input Hypothesis (1987), receiving comprehensible input, which he defines as the language that is "a little beyond" (i+1) learners' current level of competence, is the only way that can lead to the acquisition of a second language. Considering Krashen's hypothesis we can say, storytelling is an excellent vehicle for providing comprehensible input in the foreign language classroom. What Story-based teaching and Input Theory have in common is the argument that foreign language process should present a context in which students can link their previous knowledge with the new information by using any clues and information. According to Krashen's *Affective filter Hypothesis* (1987), lack of motivation or self-esteem and anxiety 'RAISE' the affective filter, which acts as a barrier to the input, so comprehensible input is not able to reach the innate mechanism "Language Acquisition Device" to be processed. This makes the acquisition unavailable. At this point, stories act as an effective tool to lower the affective filter. They can motivate the language learners and make them relaxed, consequently affective filter is lowered and acquisition is made possible.

Hendrickson (1992:13) lists three types of storytelling in the language classrooms: *traditional storytelling, story reading* and *interactive storytelling*. In *traditional storytelling*, the teacher

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uses some visuals to help the students understand the meaning. Teachers can use pictures, puppets, flannel boards, slides or overhead transparencies. In *story reading,* the teacher reads familiar stories aloud to students. Language teachers who choose this format should rehearse reading the story several times before the class. In *interactive storytelling*, the teacher begins telling a story then asks the students to interact with it by elaborating on incidents, incorporating characters and information from other sources and varying the plot. This type of storytelling is a kind of cooperative venture, but as well as being enjoyable it isn't always predictable.

Value of Stories

As an Indian proverb says, *"Tell me a fact and I'll learn. Tell me a truth and I'll believe. But tell me a story and it will live in my heart forever."* Stories enhance students' comprehension and long term memory. So, all kinds of learning, including language learning, become more effective and permanent through stories. Story telling expands students' four skills, (listening, speaking, reading, and writing) and also expands vocabulary knowledge if it is well organized with suitable follow-up activities. A constructivist linguist, Palmer (2001), explains how storytelling affects the language learning process in the following:

"…storytelling is a rich interactive process that facilitates imagination creative thinking, language abilities, and cooperative learning. Learners actively construct their own understanding, building upon their current knowledge base. Working with others (social interaction) on meaningful tasks enhances learning. Storytelling offers a limitless opportunity for developing a more authentic awareness of respect for children with diverse language and cultural background."

Stories are effective tools to contextualize language instruction. They create a natural, relevant and enjoyable context for language learning. Meaning can be conveyed through visuals, mime, gesture, voice, intonation, etc. Stories are also effective in developing students' learning strategies or thinking skills. Students learn how to use these kinds of skills such as hypothesizing, guessing, and inferring meaning, etc. As Garvie (1990:31) states, the advantage of story as a stimulus over topics introduced through chart, poster, picture, model, etc. or simply discussion is that it is structured. It is going somewhere and the learner wants to reach the end of the journey. In addition, the staging-posts on the journey offer the kind of growth-points just mentioned, potential development sources for learning and teaching. Scott and Ytreberg (1990) express the importance of listening to stories:

"Listening is the skill that children acquire first; this is mainly the case when children start to learn a foreign language. Together with facial expressions, movement, mime, and pictures, what the pupils hear is their main source of language. Listening to stories should be part of growing up for every child. Educationalists and psychologists have shown that stories have a vital role in the child's development, and, not least, in the development of language. Listening to stories allows children to form their own inner pictures."

Brewster et al.(2002) propose that "teachers may contextualize language work through stories and construct mini- syllabuses which would involve pupils personally, creatively and actively in a whole curriculum approach". Garvie (1990: 26) explains the value of stories in language classes in the following:

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"I see story as being helpful in all varieties of the EFL situation. It helps to contextualize the items of the syllabus/course, offering a field of learning which is meaningful, interesting and motivating, while at the same time it covers the English work that has to be done. It can also give cohesion to the work. Above all it brings a more informal, lively and communicative component to what at times can be a highly structured and often tedious program. The structure would still be there but so would the other side of the language equation, giving the balance of the eclectic approach."

According to Hendrickson (1992:8), linguistic, paralinguistic, discourse and cultural features blend together in stories, providing valuable comprehensible input that facilitates language acquisition.

Story-based Teaching and Young Learners

Story telling is a powerful linguistic and psychological technique in the hands of a language teacher. This technique can be used with people of any culture and any age. It is one of the most enjoyable and effective techniques to teach language, especially to young children. Slattery and Willis (2003: 96), summarize the reasons for using stories in young learners' language classes. "Stories; help children relate new thing to what they know already, help children to look at real life from different viewpoints and imagine what it feels like to be someone else, let children share their experiences with the group – everyone listens and feels sad or happy, help children enjoy learning English, can be told with pictures and gestures to help children understand, can lead on to lots of activities using listening, speaking, reading, and writing."

Young children who have been exposed to a variety of stories on a consistent basis exhibit improved listening skills, vocabulary development and increased ability to organize narrative thought. In addition to these confirmations, the increases in attention span, listening skills, accuracy of recall, sequencing ability and fluency in writing have also been documented (McGrath and Taylor, 2004). Pedersen (1995, cited in Fitzgibbon and Wilhelm, 1998:23) advocates teachers as storytellers and storytelling as a pedagogical method, especially when working with ESL children. Stories help to communicate literary and cultural heritage while also helping learners better develop a sense of rhetorical structure which assists in the study of literature and in their own writing. As Ur (1996) states, children have a greater immediate need to be motivated by the teacher or the materials in order to learn effectively. He proposes that young children love having stories told to them and older ones begin to read for themselves. Moreover stories, in contrast to pictures or even games are pure language: telling a story in the foreign language is one of the simplest and richest sources of foreign language input for younger learners.

Story-based lessons

Choosing the most suitable story to be handled in the classroom is the first step in story telling process. Language teachers can select stories from a range of sources, including graded readers, story websites on the internet or picture books for children. Whatever the source, the first and important thing that teachers should bear in mind is that the story must be suitable for the students. When choosing the story, teachers need to check whether the content is relevant, memorable, interesting; whether the language level of the story is appropriate for the syllabus, whether the visuals in the story are attractive and clear, and so on. Moreover, the discourse

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pattern of the story should be repetitive and cumulative, and the story should promote learner participation, as well as aid memory and practice a particular language pattern. While telling the story, the teacher needs to be sure that every student can see and hear him/her. If any visuals are used while telling the story, they should be held up and each illustration should be shown slowly round the classroom. Maintaining frequent eye-contact with the children during the process is crucial in order to help them stay focused and attentive. As Peck (2001:144) states, the teacher can easily vary the presentation, for instance, he/she can tell the story using a picture book or a flannel board and movable characters. She/he can tell or read the story while children move puppets or dolls, or as they wear masks and act out the story. She/he can tell the story while children draw it.

Harmer (2007:143) proposes a number of things we can make students do when they listen to people telling stories. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version. A variation on this technique is to stop the story at various points and say 'what do you thing happens next?' before continuing. These techniques are appropriate for children and adults alike. After the storytelling section, a number of activities can guide students through the learning of the new element. These activities may include retelling the story, recycling the storyline through picture displays, acting out, and writing a script for the story. In some cases, the storytelling cycle may lead to students producing their own versions of the story or dramatizing some aspect of it in a role play. Ellis and Brewster (1991) also emphasize the importance of follow-up activities in bridging the gap between language study and language use and to link classroom learning to the world outside. Follow-up activities consolidate language introduced through a story, integrate skills work and foster independent learning. Information-gap activities, role-playing, dramatizations, games, authentic writing projects, paired interviews, class survey, or simulations of real-life situations are proposed as ideal activities for a final product. The storytelling activities follow the following guidelines in their design. The development of the guidelines is based on the theories of how children think and learn and owe much to the work of Wood (1998, cited in Loukia (2006:8).

Table: Guidelines for storytelling activities

Design Principles	Result
they are enjoyable/motivating	create a desire to continue learning
they exercise imagination	development of useful strategies (predicting, hypothesizing, planning, sequencing, classifying)
they exemplify language features in use	real life use of language
they allow frequent repetition	Language items are acquired/reinforced
they build up the child's confidence	• non-threatening context for learning • familiar genre raises background knowledge

they encourage social interaction/social skills	pair/group work, cooperation/sharing
they present/practice through concrete objects, following the child's conceptual development	illustrations, visuals, touch-and-see things enhance comprehension/long term memory
they exploit the child's enormous amount of physical energy	action games, action songs, creative activities are ways to learn-by doing
they consider the short concentration span of a child at this age	planning feasible lessons, good management of the class

(Wood, 1998, cited in Loukia (2006:9)

Storytelling and role play

Stories and drama activities share a number of features as in the following list (Read, 2008:14). So integrating and combining storytelling and role playing in foreign language lessons with children, constitute an efficient technique:

•They build on children's capacity for play. Events that happen in both stories and drama are playful.

•They deal with significant issues. Stories and drama both deal with issues that touch children's own lives closely, often in highly significant ways.

•They engage Multiple Intelligences. In a pedagogical context, stories and drama provide opportunities for children to use different combinations of their Multiple Intelligences (linguistic, visual-spatial, musical, kinesthetic, logical-deductive, interpersonal, intrapersonal, naturalist) (Gardner, 1983) as "entry points" to learning (Gardner, 1999).

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•They appeal to different learning styles. Stories and drama provide a wide appeal to children with predominantly different learning styles, whether visual, auditory, kinesthetic, or a combination of these.

•They suspend norms of time, place and identity. Stories and drama both involve participants in colluding in the temporary suspension of time, place and identity. The fantasy element intrinsic to both stories and drama helps to make learning memorable in the short and longer term.

•They are social and communal. Both stories and drama are shared classroom events, which take place in real time. This feature of stories and drama provides a framework for developing social skills such as cooperation, collaboration, listening and turn taking and helps to create appropriate affective conditions for learning to take place.

•They have rules and conventions. As social events, stories and drama have inherent rules and conventions to guide them.

In an integrated approach, which combines storytelling and role play techniques, the aim is to make the students come back to the story several times in enjoyable ways. During this procedure, students' understanding of the story enable them to act out and re-tell the story, to explore relevant issues it raises, and to personalize and transfer some of the language it contains to their own lives (Read,2008).

Students' producing their own versions of the story or dramatizing some aspect of it in a role play, after the storytelling cycle make learning more effective and permanent. Adair-Hauck et al. (in Shrum&Glisan, 1994), states that role-playing scenarios can be used to deepen comprehension. The learners eventually glean the function and the meaning of the forms working within the framework of the story.

To sum up, story and role play share features which can be combined to enhance children's learning in language lessons in enjoyable and creative ways. During this process, a wide range of storytelling and role play activities allow for appropriate support and development at each stage and students gain in confidence. Above all, this experience leads children to the internalization of learning which has taken place.

Storytelling, Role Play and Vocabulary Teaching

The main concern of our study is to implement storytelling and role-play to facilitate students' vocabulary learning and retention. And it is a bit hard for language learners to learn and recall vocabulary items, memorized words are easily forgotten. As we have mentioned in previous chapters, effective vocabulary learning requires repetition, and internalizing the words with the use of some vocabulary learning strategies. This can be possible through stories which activate visual imagery mnemonic device, as they are full of auditory, visual and kinesthetic support. There are studies which proposed the fact that the development of vocabulary and syntactic complexity in language are more advanced in children who are frequently exposed to a variety of stories (Speaker, 2000; Allison and Watson, 1994; Roney, 1989; Philips, 2000 in McGrath and Taylor, 2004). Nation (1990) suggests that a new word needs to be met at least five or six times in order to be learnt. At this point it is needed to remind the repetition and recycling features of storytelling activities and its crucial role in teaching and learning vocabulary. As it is desired, storytelling activities has a regular repetition style while presenting the story, retelling the story, and in all kinds of storytelling activities. Cameron (2001) emphasizes the importance of repetition with a definite sentence as "recycling makes recall more probable". Students learn the vocabulary items indirectly in story based lessons when they are concentrating on the content of the story because vocabulary items are presented in a contextualized language patterns within the stories. Scott and Ytreberg (1990: 84) explain how contextualization helps learning, "the children can associate words, functions, structures and situations with a particular topic. Association helps memory and learning language in context clearly helps both understanding and memory." When students listen to stories as Hendrickson (1992:8) states, they learn the meaning of unfamiliara words and phrases through context, thereby expanding their lexical repertoire of idiomatic and colloquial expressions as well as slang, jargon, and other figurative language. Stories are rich in vocabulary, and vocabulary items are introduced in context. Visuals and gestures are used to convey the meaning in a story-based lesson. Stories allow frequent repetition of new words in an enjoyable atmosphere. When listening to a story, students are exposed to words which they already know as well as presented new words (Köksal, Çekiç and Beyhan,2014). Therefore stories enable the synthesis of new and existing vocabulary knowledge. Keeping in mind these aspects of story-based lesson, we can readily say that story-telling is a powerful technique in vocabulary teaching, learning and retention.

In conclusion, storytelling technique is a very powerful tool that makes our students explore the language, and promotes learning and recalling the new vocabulary items. In this paper it is

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inferred that an integrated method which combines the storytelling and role play techniques can enhance vocabulary learning and retention in foreign language classes.

METHODOLOGY

Introduction

The aim of this study is to examine whether integrated approach which combines storytelling and role playing techniques help students to enhance their vocabulary knowledge and to retrieve when needed. This study also aims at determining if the words presented in a context are effective in terms of improving students' knowledge of vocabulary. This is an experimental study focusing on the effectiveness of alternative methods in teaching second language vocabulary. An integrated approach of a combined storytelling and role playing techniques was compared to present implemented English lesson curriculum. Accordingly, this research testes the following hypothesis:

Hypothesis: Difficulties with learning vocabularies and retrieving them when needed have been observed for some time by the researcher. The researcher predicts that the students in experimental group who learn the vocabulary items through storytelling and role playing techniques will score higher on the immediate post tests and delayed retention tests than the students in control group who learn the vocabularies through regularly applied techniques.

In order to find answers to the questions above, our experimental study has focused on teaching vocabulary to the 8th grade primary school students at Aliye Hüseyin Tekbaş Primary School in Karatay Konya. Consequently, this chapter describes the research design, subjects, materials, and the data collection procedure.

Research Design

In order to test the hypothesis of the study, an experimental and a control group were formed among 68 students. An achievement test was administered to determine the level of the students. The test included twenty-five questions in the form of a multiple choice test with four options. The students who got above sixty marks were thought to be successful. Forty-two students got over sixty marks, 14 male students and 28 female students. So, a random selection was implemented and two groups were formed, seven males and seven females in the experimental group, seven males and seven females in the control group. The number of male and female students was equal in both groups. Each group consisted of fourteen students at the same level. The subjects were all 8th grade students, 14 years old. They live in the neighborhood and their economic and social standards are more or less the same.

The materials used with the experimental group throughout the teaching process were a story and its activities. The story was Cinderella. The target words were written in boldface so that the students were aware of what vocabulary items they would learn. As we mentioned above, the twenty target vocabulary items were new words for the students in this experiment. These vocabulary items were selected from the text according to the story integrity, frequency in the story and their importance for the plot of story. Some flashcards for the words, character pictures, scene pictures from the story, story setting pictures, and story sequence cards were used to make the story more attractive. Story sequence activity, vocabulary word unscramble,

role playing activity and comprehension questions activity were used to comprehend the story deeply.

The materials used with the control group during the teaching process were a list of the same target vocabularies which were used in experimental group, the same flash cards used in experimental group the same vocabulary word unscramble activity which was used for the experimental group sentence production activity and writing five times activity. Also, the students were provided with bilingual dictionaries during the process so that the students could learn the meanings of unknown words immediately. The activities for the control group were chosen by the researcher as a result of observation of four different classes of four different 8th grade teachers to find out what techniques were being implemented in English lessons. Four different teachers and their vocabulary teaching processes in four lessons were observed in another state school by the researcher. The teachers generally used traditional methods while teaching the vocabulary items. All the teachers wrote the unknown words from the course books and wanted students to find their Turkish equivalents or wrote the meanings themselves. All of the four teachers pronounced the words and students repeated after them. One of the teachers used vocabulary word unscramble activity, and one of them used sentence production activity. The most prepared teacher used some flashcards which were prepared beforehand. All of the teachers assigned the students to write the English forms and the Turkish equivalents of the vocabulary items. After the observation of these four classes' vocabulary teaching sections, the researcher decided to use the same activities for the control group and named it as traditional (regularly applied) method.

Testing material used in this experimental study included two tests, a recall and recognition test for each pre, post and delayed tests. The recall test was a list of the 20 target vocabulary items and the students were asked to write the Turkish equivalents of the given words. The recognition test was a multiple choice test covering the target vocabulary items with a correct answer and three distractors to the test. Most of the distractors were chosen among the remaining target words. The word orders of the questions and distractors of the tests were presented in a different order each time the test was applied because the students could memorize the places of the words and use this for the following tests, and this would affect the validity of the study. To ensure the reliability of the recognition tests, the test was piloted to 200 different 9th grades High School students. According to the test results, the number of questions was reduced from 40 to 20 questions to increase the level of reliability. The tests were examined by three English teachers and an academician. The pretest aimed at measuring the existing recall and recognition of the 20 vocabulary items in order to be able to control for preexisting differences. The recall and recognition post tests were applied after the experiment to measure the immediate recall and recognition of the target vocabulary items. The delayed (long term retention) tests were applied to measure 4 week retention of the vocabulary items both for recall and recognition.

Data Collection Procedure

At first, pre-recall test and then pre-recognition test were applied. The students were given 15 minutes for the pre-recall tests and 25 minutes for the pre-recognition tests. 40 minutes were spent for the pre-tests. After the evaluation of the pre-test scores, the story telling and role playing methods were applied to the experimental group. The teacher showed some scene and character pictures of the story and asked the students what was the story about. After the warm

up activity, he distributed the Cinderella story paper to the students and wanted them to skim the story for 5 minutes. And then the teacher told the story by using mimes and gestures, body language, by showing story setting pictures, story character pictures and some flashcards for the vocabulary items. This part of the treatment lasted 15 minutes. Then the story sequence activity was done by the students and the answers were checked with the story sequence pictures. That part of the treatment lasted 10 minutes. After the story sequence activity, the students did the vocabulary word unscramble activity. The words were in different order and the students wrote the correct forms. Then the answers were checked by the teacher. The activity lasted 10 minutes. After these activities, the first lesson was over. The teacher wanted the students to use the 10 minutes of the break time and 10 minutes of the next lesson for the preparation of role playing activity. There were seven main characters in the story, a stepmother, two stepsisters, a prince, a princess (Cinderella), a cat and a fairy. So the students were divided into two groups, there were 7 students in both of the groups. They chose their roles and prepared a short role playing activity in 20 minutes. They could use the sentences in the story and their own sentences. The students used the target words while preparing their speech. For the role playing activity each group had 10 minutes and 20 minutes were spent for this section of the experiment. After this role playing activity, the comprehension questions papers were distributed and the students answered the comprehension questions about the story. And for this last activity, 10 minutes were spent and the experiment was over. The treatment for the experimental group lasted 80 minutes in total. For the 3rd lesson immediate recall and recognition tests were applied. The two tests were given separately. The subjects had 15 minutes for the recall test and 25 minutes for the recognition test. The implementation of the immediate tests lasted 40 minutes.

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The control group was presented with a list of the same 20 target vocabulary items. The researcher wanted the students to use their bilingual dictionaries for the Turkish meanings of the words. The teacher wrote the words to the blackboard while they were looking up the dictionaries. After a while the teacher asked the students the meanings of words and wrote on the board. The teacher told the meanings of some words which didn't exist in the dictionaries. This part of the experiment lasted 15 minutes. Then the teacher pronounced the words one by one, and the students repeated after the teacher, and the teacher showed the flashcard related to the word to the students. This activity was repeated for the second time and it lasted 15 minutes in total. And then the same vocabulary word unscramble activity used for the experimental group were distributed to the students. The participants did the activity and the teacher checked the answers. 10 minutes of the experiment was spent for the activity. At the end of the activity, the first lesson was over. For the second lesson the teacher wanted the students to produce sentences for the target words. They could use two or more target words in a sentence. Some of the students read their sentences to the class. The activity lasted 20 minutes. Lastly, the students wrote the target words and their Turkish meanings 5 times to the plain papers. They had 20 minutes for the activity and the lesson was over again. The treatment for the control group lasted 80 minutes in total. For the 3rd lesson, the same recall and recognition posttests which were given to experimental group were applied to the control group. They had 15 minutes for the post-recall test and 25 minutes for the post-recognition test. 40 minutes were spent for the post tests.

The same recall test in a different ordering of the words and recognition test in a different ordering of the questions and distractors were applied to both the experimental group and the control group 4 weeks later. The delayed tests were applied to the groups in order to measure long term retention.

Data Analysis Procedure

First, the pre test scores of experimental and control groups were compared to see whether both groups were at the same level when the study started. Then, the results of the immediate-recall and recognition tests of the groups were collected and compared to see the difference of the short-term vocabulary learning. The scores of the delayed-recall and recognition tests of the groups were collected and compared in order to see the difference of the long term retentions. After getting the raw scores, the means and standard deviations of the experimental and control groups for both tests were calculated, and then t-test was used to compare the two groups on pre-tests, immediate-tests and delayed-tests. The groups, the number of subjects, the arithmetic means, standard deviations of the groups in the tests, and the results of the samples of the t-test are given in the following tables.

Analysis of the Pre Test Results for Recall

In this part, t-test was used in order to see whether vocabulary scores of the experimental and control group were significantly different. In this study, it was necessary to inlude pre-tests to determine whether the experimental and the control group were equivalent at the beginnig of the experiment. Pre test mean scores for recall test (Control Group: M: 1,5714 SD: 1,65084 SEM: 0,44121 ; Experimental Group: M: 1,4286 SD: 1,01635 SEM: 0,27163) showed no significant differences between the control and the experimental group.

Table 1. Paired Samples Statistics

Groups	Mean	N	Std. Deviation	Std. Error Mean
Control Group	1,5714	14	1,65084	,44121
Experimental Group	1,4286	14	1,01635	,27163

The table showed that with 95 % degree of confidence (p>0,05) there existed no significant difference between the control and the experimental group. As a result, both groups were equal in terms of their vocabulary knowledge prior to the experiment.

Analysis of the Pre Test Results for Recognition

Pre test mean scores for recognition test (Control Group: M: 1,8571 SD: 0,77033 SEM: 0,20588 ; Experimental Group: M: 1,7857 SD: 1,05090 SEM: 0,28087) showed no significant differences between the control and the experimental group.

Table 2. Paired Samples Statistics

Groups	Mean	N	Std. Deviation	Std. Error Mean
Control Group	1,8571	14	,77033	,20588
Experimental Group	1,7857	14	1,05090	,28087

The table showed that with 95 % degree of confidence (p>0,05) there existed no significant difference between the control and the experimental group. As a result, both groups were equal in terms of their vocabulary knowledge prior to the experiment.

Analysis of the Immediate-Recall Test Results

Immediate-recall test mean scores (Control Group: M: 11,5000 SD: 2,62386 SEM: 0,70125 ; Experimental Group: M: 17,5714 SD: 2,79324 SEM: 0,74653) showed the differences between the experimental and the control group.

Table 3. Paired Samples Statistics

Groups	Mean	N	Std. Deviation	Std. Error Mean
Control Group	11,5000	14	2,62386	,70125
Experimental Group	17,5714	14	2,79324	,74653

The table showed that with 95% degree of confidence (p<0,05) there existed a statistical difference between the two groups. In this comparison, immediate-recall test values of the experimental group was found to be significantly higher than the immediate-recall test values of the control group.

Analysis of the Immediate-Recognition Test Results

The table below showed that a meaningful level of difference was observed between the arithmetic means of the scores of the control and the experimental group in the immediate-recall test. While the mean of the control group was 11,6429 ± 3,20113, the mean of the experimental group was 16,8571 ± 2,03270. This led to the conclusion that the experimental group succeeded better than the control group.

Table 4. Paired Samples Statistics

Groups	Mean	N	Std. Deviation	Std. Error Mean
Control Group	11,6429	14	3,20113	,85554
Experimental Group	16,8571	14	2,03270	,54326

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The figures in the table above indicated that the difference between the arithmetic means of scores of both groups in the immediate-recognition test was statistically significant with a 95% degree of confidence ($p<0,05$). Therefore, there was a statistically significant difference between the control and the experimental group.

Analysis of the Delayed-Recall Test Results

According to the table below, the average delayed-recall test scores of the control group were calculated as $8,0714 \pm 3,36187$, the experimental group as $15,5714 \pm 2,84779$. A large amount of difference was observed between the arithmetic means of the scores of the control and the experimental group in the delayed-recall test. This showed that the experimental group scored significantly higher than the control group.

Table 5. Paired Samples Statistics

Groups	Mean	N	Std. Deviation	Std. Error Mean
Control Group	8,0714	14	3,36187	,89850
Experimental Group	15,5714	14	2,84779	,76110

The table above showed that the difference between the arithmetic means of the delayed-recall scores of the experimental and the control group was statistically significant in favour of the experimental group with a 95% degree of confidence ($p<0,05$).

Analysis of the Delayed-Recognition Test Results

The table below exhibited that a large amount of difference was observed between the arithmetic means of the delayed-recognition test scores of the control and the experimental group. While the mean of the control group was $9,3571 \pm 2,73460$, the mean of the experimental group was $13,6429 \pm 2,95107$. This led to the conclusion that the experimental group succeeded better than the control group.

Table 6. Paired Samples Statistics

Groups	Mean	N	Std. Deviation	Std. Error Mean
Control Group	9,3571	14	2,73460	,73085
Experimental Group	13,6429	14	2,95107	,78871

The figures in the table above indicated that the difference between the arithmetic means of the scores of the both groups in the delayed-recognition test was statistically significant, ($p<0,05$). Therefore, there was a statistically significant difference between the experimental and the control group.

CONCLUSION

This chapter discusses the results and conclusions according to research findings. Then some pedagogical implications and recommendations are presented. The chapter also gives suggestions for further studies.

DISCUSSION

In this study, an integrated approach which combines storytelling and role playing technique was compared to a present implemented English lesson curriculum in order to see the effects on young learners' vocabulary learning and retention. Therefore, it examined the test results and the difference between the two groups of students- a group taught vocabulary items through story telling-role playing techniques and the other group taught the same vocabulary items through the regularly applied techniques.

As a result, the study tested the following hypothesis:

The students in experimental group who learn the vocabulary items through an integrated approach which combines story telling and role playing techniques will score higher on the immediate post tests and delayed retention tests than the students in control group who learn the vocabularies through regularly applied techniques.

Thus, the study investigated the answers to the research questions. T-test was used to analyze the data from the vocabulary tests. T-test results of the pre-recall and recognition tests showed that the existing vocabulary knowledge of the target new words was not statistically significant between the students of the experimental and the control groups. An improvement was observed in both of the groups after the treatments. According to the t-test results of the immediate- recall tests of both groups, the experimental group got higher mean scores than the control group. This difference between the groups was thought to be statistically significant. This showed a substantial improvement in the experiment group's ability to learn the target words through story telling- role playing technique. The differences between the experimental and the control group were observed according to the t-test results of immediate-recognition, delayed-recall and delayed-recognition tests and they were all thought to be statistically significant.

As a summary, the performance of the subjects in the experimental group was significantly higher than that of the control group. The findings of the study confirmed the hypothesis of the study. In short, "teaching words through an integrated approach which combines story telling-role playing technique is a more successful technique than the regularly applied technique" hypothesis was tested.

Pedagogical Implications and Recommendations

The findings of this study reveals the contribution of implementing the story telling- role playing technique to vocabulary learning and retrieving. In relation to findings in general, the students who were in the experimental study showed that the process of learning vocabulary items through whom they went during the story telling-role playing based teaching was more like acquisition-type process rather than learning when compared to the students learning process in the control group. Findings from the immediate and delayed-recall tests showed that the students in the experimental group could make comments on the Turkish meaning of the target words or in other words wrote the different Turkish synonyms. For example; "servant: sarayda çalışan adam, hizmetçi, saray işçisi, köle; disaster: çok kötü bir durum, kötü olay". These are some of the examples. That is the result of learning the words in a meaningful context (here that is the story) and using the words in role playing activity. But the students in the control group who could give the right meanings of the words wrote the exact dictionary meanings and didn't make any comments on the Turkish equivalents of the words. For instance;

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"servant: köle, disaster: felaket". These findings show that they memorized the words out of context.

The findings of the delayed-recall and recognition tests showed that the amount of the words retrieved by the students in the experimental group was still very high but the amount of the words retrieved by the students in the control group remained very low.

The present implemented English curriculum of vocabulary teaching in second and foreign language setting is to concentrate on decontextualized units of vocabulary. Teachers do not give enough importance to the teaching of vocabulary in   words in lists. So the students just memorize the words and cannot associate them in their minds and cannot remember when they need.

The teachers may plan the vocabulary teaching sessions of their lessons by choosing an appropriate story, its activities, and necessary materials for the story and also by organizing the students for a short role playing of the story with the materials that are available in the teaching environment. Teachers should present new vocabulary items in a meaningful and interesting teaching environment. Learners learn the words by seeing, hearing and using. So, they should be encouraged to take part in the activities of the story and role playing of it.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was conducted on the subjects who were 8th grade students of Aliye Hüseyin Tekbaş Primary School. Thus, the effects of storytelling-role playing techniques on vocabulary learning and retention can be explored at high school or university level of classes. Generalizing the findings of this study requires more studies with further points of views. And also it is needed to conduct the studies with a larger sample sizes. Larger sample sizes may give more reliable results. The treatment part of the study was carried out in two English lessons. The time was not long enough to look into the long term effects of the treatment. For further studies, the duration of the treatment can be prolonged.The study only focused on the vocabulary learning and recognition. Thus, the effectiveness of storytelling-role playing technique on vocabulary production can be investigated by future researchers. There are some materials that teachers should use during the implementation of the treatments, such as computer, projection machine, or CD players. Therefore, school administrators should provide teachers with the necessary materials and administrative permissions.

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