Using Storybooks to Teach English to Young Learners

Selin Sacir

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Approval of the Institute of Graduate Studies and Research

_____
Prof. Dr. Ali Hakan Ulusoy
Director

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

_____
Assoc. Prof. Dr. Javanshir Shibliyev
Chair, Department of Foreign Language
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

_____
Prof. Dr. Naciye Kunt
Supervisor

Examining Committee
_____

1. Prof. Dr. Naciye Kunt   _____

2. Assoc. Prof. Dr. Oytun Sözüdoğru   _____

3. Asst. Prof. Dr. İlkay Gilanlıoğlu   _____

ABSTRACT

This thesis would try to analyze and understand whether or not the use of stories will be beneficial to the children. The findings tried to help us to understand if the use of stories stimulated the children to learn the English language, and would stories increase the perception of the students towards the English language. The study was conducted at Alasya Primary School in Northern Cyprus, in total thirty-two primary children aged between ten and eleven which contributed to the study. The participants were surveyed during interview with observation in the classroom, questionnaire. The researcher's field notes were also included in the study. The questionnaire and interview questions were adapted from Gardner (2004). The interviews and questionnaire had been held one by one and due to the age of the participants. The method of analysis was statistical and Descriptive. The interviews were taped, copied and converted into English by the investigator. Using the statistical package 22 the findings were implemented.

The overall results showed that the stories had a positive impact on the learners and that they motivated towards the lesson.

According to the outcomes of the study, some implications for teaching and further research are suggested.

Keywords: stories, motivation, young learners, motivation, cultural variances

ÖZ

Bu tez, hikâye kullanımının çocuklara faydalı olup olmayacağını analiz etmeye ve anlamaya çalışacaktır. Bulgular, öykü kullanımının çocukları İngilizce öğrenmeye teşvik edip etmediğini anlamamıza yardımcı olmaya çalıştı ve öyküler öğrencilerin İngilizceye yönelik algılarını artıracak mı? Çalışma, Kuzey Kıbrıs Alasya İlköğretim Okulu'nda gerçekleştirildi ve araştırmaya katkı sağlayan 10 ile 11 yaşları arasında toplam otuz iki ilkokul çocuğu oldu. Katılımcılarla görüşme sırasında sınıfta gözlem, anket formu ile anket yapılmıştır. Araştırmacının alan notları da çalışmaya dahil edildi. Anket ve görüşme soruları Gardner (2004) 'den uyarlanmıştır. Görüşmeler ve anket, katılımcıların yaşı nedeniyle tek tek yapılmıştır. Analiz yöntemi istatistiksel ve açıklayıcıydı. Görüşmeler, araştırmacı tarafından bantlandı, kopyalandı ve İngilizceye çevrildi. İstatistik paketi 22 kullanılarak bulgular uygulandı.

Genel sonuçlar, hikayelerin öğrenciler üzerinde olumlu bir etkisi olduğunu ve derse doğru motive olduklarını gösterdi.

Çalışmanın sonuçlarına göre, öğretim ve daha fazla araştırma için bazı çıkarımlar önerilmektedir.

Anahtar Kelimeler: hikayeler, motivasyon, genç öğrenciler, motivasyon, kültürel farklılıklar

ACKNOWLGMENT

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Chapter 1

INTRODUCTION

1.1 Background of the Study

This study contains five chapters. The first chapter includes the introduction in which the background of the study is established, the purpose of the study, research questions and also the significance of the study.

Stories are considered an essential part of children's lives and have been professionally integrated to the language classroom, so teachers can incorporate them in their classrooms. Eccles, (1999), mentioned that, in many industrialized and emerging civilizations, the English language teaching and learning is important for receiving information and also communicating with different people, also it is a great tool for interacting with various people. Children tend to have a better grasp of foreign language because they acquire and have interaction with it.

Widodo, (2016) emphasizes the importance of language on the young learners. In the early years of their growth children tend to get to know things around them by interacting. So, they use the language throughout the day as a way of communicating and interaction. The importance of language is not only for interaction but at the same time it puts a great emphasis on social development.

Stories enables young learners to grasp the language healthier. Ellis &Brewster, (2002) mentioned that children enjoy listening to stories. This recurrent replication permits particular language items to be learned while others are being explicitly strengthened. Many stories comprise of regular recurrence of key vocabulary and structures. This aids children to recall every detail, so they can progressively learn to foresee what is about to happen next in the story. Repetition also inspires contribution in the story. Collie & Slater (1988) claim that stories are the perfect way of introducing students to literature. Stories offers the teacher with a rather useful instruments for analyzing literary features in a context. Alstad & Tkachenko, (2018) , attempted to explore language learning in theory and practice, encouraging learning through the use of stories, children's picture stories use of tales for learning, electronic books and children specific .

Murdoch (2002) specifies that stories can, if designated and developed correctly, offer quality text content which will importantly enhance lessons for learners . The same author also stated that stories could be very valuable resources when used in the language classroom. Loh (2016) expresses that using stories as teaching material plays a significant role in growing students' concentration in and stimulus in reading languages.

1.2 Purpose of the Study

This study set out to discover the perceptions of both the teachers and students about stories. And if it will help teachers to teach, the young to learn the English language. The focus set out to find what the teachers and learners think about the effectiveness of stories and if the students are motivated towards the lesson being taught. The basic elements are type of stories frequency of reading, duration, and the language of illustration. To cap up these information, the study will seek to know if

the use of stories enhance their knowledge. And if the stories provide a positive impact on the learners. The researcher set out to find whether or not using stories will motivate the learners and make them more enthused to the learning.

1.3 Research Questions

This research had been conducted in order to answer three questions. All of the questions had been carried out keeping in mind the children, teachers and the school administrators. The research questions are;

1. What are the perceptions of teachers about stories?

2. What are the perceptions of young learners about stories?

3. Do storybooks motivate young learners to learn English language?

1.4 Significance of the Study

This study is important in so many ways. Stories helps the teachers to teach learners and help them to develop their understanding towards the lesson. As for the students they can be more motivated towards the lesson which will enable them to be more focused. The significance of this study will enhance the students' knowledge and make them more eager to learn.

Findings of the study will help to shed light whether or not the teachers benefited from the stories, and also if the learners displayed a positive attitude towards the learning process in the classroom.

Chapter 2

LITERATURE REVIEW

In this chapter, the literature review discussed the concept of storytelling, importance, and teaching methods. Furthermore, the chapter presents the aim of using storytelling in language teaching along with some tips to be considered for teaching.

2.1 Importance of Stories

Stories, told orally or voiced in the way of books or in digital form, are heavily dependent on words, and therefore provide a vast resource of language knowledge for children (Wright, 2019, p. 4). Expressed verbally or through books, stories "present children to language items and sentence structures…" and children can "build up a bank of language in this way." (Wright, 2019, p. 5). This helps them think beyond the box to solve problems as well as foster intercommunication between students with like interests. The following points illustrate how stories and learning collide:

1) **Stories connect the audience to the underlying message:** It is easier for people to remember something when they have a meaningful connection to it based on some kind of emotional response. When stories invoke the emotions of the listeners or readers, or remind them of an experience, it helps them to better relate to the story and to feel invested in the story. As a result, this increases the chances of the students remembering the message or lesson from the story

2) **Stories helps organize information to present to students:** When presenting information to a group of students, using a story format of a beginning, middle, and end helps students remember the main topics of the presentation.

3) **Stories develop listeners' imagination and listening skills:** A good story can transport learners out of their current environment and into a world of imagination and adventure. This allows students to perceive things differently, think about issues in new ways, and come up with new ways to solve problems. Also, listening skills are further developed when students listen to a story and pay attention to particular details.

4) **Stories can motivate listeners to learn:** When students hear stories that grab their attention, they become motivated to learn. Students who are self-motivated are more independent and responsible for their own work and actions. They will want to learn more about a particular topic or pick up a particular book. Stories can also encourage and inspire students to take action or complete a task they've been putting off for a while. They may even decide to write their own version of the story!

5) **Stories help students reconnect with themselves:** In this day and age of technology, social media, and other distractions, hearing a story can bring people back down on Earth and focus on the now. It can help people relate to each other through common interests and emotional connections. Students who are English Language learners can also further develop their desire to learn English and new vocabulary and their confidence to learn content.

6) **Stories that are interesting are more likely to be shared:** When people like a story, they share it with others, whether orally, in written form, or through social media. This allows students to connect with each other, share information and spread news or topics that could affect others in a positive way.

2.2 How Stories changed over Time?

Storybooks has played a vital part and has also has proceed time in traditional roots in various cultures across the globe. In the account of storybooks is an essential characteristic of humans which has changed overtime. The art of storybooks is believed to have taken place for the entire history of human existence, because there is no report of any first story ever told. Mendoza (2015)

King & Goff, (2010) stated that stories have been in our lives for many years as a mean of entertainment apart from this it has been widespread over cultural activities. Stories were told in a variety of ways using such as imagined legendary, fairy, ghost, trickster and heroic. Tales told continued to be retold for generations to serve as a means of motivation, knowledge and wisdom. When told these stories, people tend to believe because of the representations contained, such as thunderstorms, lightening, storms, sea waves, and several other symbolic elements there were common in their customs. Jøn & Aich, (2015)

Nowadays, technological developments have changed the way of how stories has been started to be narrated. Motterram, (2013). For instance, Majekodunmi, (2009) states that it is now able to convey stories for example using, still cameras, camcorders and as of late cell phones using interactive media applications, and other PC based virtual products.

However, Wright (2003), claims that 'in incorporating stories in language teaching, means that we are using matters which are much greater and more significant than language teaching itself' (p.7). On the other and Pathan (2013) classifies several values of the use of short-stories in classroom below several classifications as: verbal, socio-cultural, peculiar and emotional and reviews them in detail concentrating on their potential associations for EFL instructors and learners.

However, stories that are applied for learning intention continuously have to be prudently developed, devised and shaped so that it matches the syllabus it will be used in. Storybooks is not only used for entertainment, but also it can be used for education purpose. Stories has been accepted by people of all ages and it plays a huge role in our lives.

2.3 What can Be Learned From Stories?

Boje, (2001, p.7) defines stories which has assumed to have originated in late 14th century from two words: firstly French word *estoria* which means story and secondly Latin *historia* meaning history. By looking at the above etymology, it can be noted that a story can be considered historically narrative in nature, which serves an important purpose on specific occasions when it is narrated. A story doesn't have to be told to only a group of population it can also be narrated for a social event or even a group of people.

Mainly, a story has a particular location in which it takes place, The people which takes place are usually have their own unique character which they are given names and gender and a plot. One prominent definition from Pavlik (2005) says that "a story describes a series of actions and experiences carried out or taken place by a specific population of people, whether real or imaginary. Whereas the gap mentioned can be filled with the concept or storytelling. To differentiate the difference between a story and storytelling it can be said that the story is seen as the core part however storytelling can be specified as the technique which makes the story come to live.

According to Sole and Wilson (2002), storybooks can be used as an art which brings together different people. The most frequently used methods of telling a story can be said to be visual and oratory. The format can be said to have graphical illustrations, and the narration can be expressed through words for example songs.

Jirata & Simonsen, (2014) mention that stories have many benefits which aim to pass details which help people start to learn from what they are reading. From this it could be said that stories connects different people and also different generations together and also bridges the gap between them. Another benefit of stories can be said to have valuable relationships among people. Also, this particular technique can reach a large amount of people in a short period of time. The reason for this is because almost every person tells stories, but they are unaware that they are actually being in contact with storytelling. Mamabolo, (2014).

Robin, (2015) puts forward the idea that reading stories has the potential to express the listener's emotions and this contributes to the education process. For this reason stories are seen as an effective tool in the education young learners because it allows the student to take part while the reading is taking place. According to Pyun & Lee, (2018) after listening to stories from a particular speaker, people then go on to share what they have listened with other people but they start to adopt a different way of sharing same story, only this time, the style used in expressing what they have heard is different because they put their own style.

2.4 Types of Stories Used with Young Learners

Deligianni-Georgaka & Pouroutidi, (2016) expressed that it is obvious that stories have become the part of our lives and it is assumed to be taking an important part in our teaching for young learners. Young learners can also benefit and learn new things with stories in the classroom and they can also benefit from this. The reason for this is because at this stage of learning they are open to new language and they try to understand what is going on around their lives.

Using this specific technique in the classroom makes the children more active and open to learning because they try to make an attempt to pronounce what they

hear. While the teacher reads to the young learner they try to act out what they hear this shows that stores are of a material that supports them for learning. So, it can be said that stories doesn't have to consist of only one type depending on its audience it can be grouped under different categories. This is an important matter because the stories that are read to adults will not be the same for young learners. The reason for this is because of the type of language that is used, the children will not be able to understand.

Dudley (1996), classified different types of tales that could be used with the young learners they were (fairy, folk, tall), myth, legend, and parable. But the most frequently used type when using with young learners is said to be fairy tales. Even if it is the most used it still has to be carefully chosen that way to match the ages of the children. Before choosing the story it is significant to know who the learners are and at which level they are in. Otherwise if they don't know who their learners are many problems may occur and this would cause problem for the student because they will not be able to understand what they are reading. For young learners the characters are formed according to their age group.

According to Friday (2014), another type of story that could be used with children is myth. With these types of stories it enables young learners to start to obtain an interest in reading because of the activities that are going on. Another benefit is that the children are presented with different a culture which gives them a chance to engage and get to know other culture. Conversely, Nasir, C, & Inayah, N. (2019) stated that for young learners, stories are mesmerizing and full of excitement; for that reason language teaching in young learners' classroom should make use of storytelling as a way to develop children language proficiency as well a way to increase their motivation in learning.

2.5 Learning Language Through Stories

Mixon and Temu (2006) have found out that for a long period of time in history; have shown to have positive effects in learning through storytelling. Through stories the young learners are able to better learn because of the interesting and appealing context that they offer.

Rossiter (2002) argued that with stories, young learners can believe what they read also the story which they listen to can amuse them because of the characters that they come across. Using stories in the language classroom creates an educative atmosphere where the young learner is willing to learn new things.

Kalantari and Hashemian (2016) investigated that with stories the learners can acquire new vocabularies by repeating what they hear and at the same time they can improve their listening skills. Apart from this it enables the motivation of the young learner to increase. Cameron (2001) mentions that stories have certain ways where they are able to put a positive effect on the listener and with this they are able to take part and to open up their imagination.

Kittok (2014) put forward the idea that with the young learner stories allows them to express their emotion but only when the correct method is being used. Evidence has been suggested that there is a direct link between the brain and stories because they both stimulate function and positive learning. When the correct stories are used which go hand in hand with the school's syllabus enables the young leaner to grasp a big picture of what they are being taught. And other genre elements such as poetry, and so on. Thus, the only way they can me meaning of the learned stories is by internalizing the reoccurring memory of story parts.

2.6 Is there Correct Story?

Marzuki, Prayogo & Wahyudi, (2016) states that literature takes up a large space in language learning but this should not be taken for granted. It is important to choose the correct literature when young learners are concerned. According to Dujmović, (2006) it the duty of the school's administrators to select specific stories for their learners. It is important to know the syllabus of the school and to minimum it down so that it becomes more specific on what they would be using. Schools know the importance of using stories in their classrooms and they know that it develops the children's way of thinking. Research conducted by Rivera Pinzó, (2016) showed that with the help of stories children are able to expand their language learning and also increase their vocabulary skills.

According to Lazar (1993) the most time consuming and difficult stage is trying to find out which stories can be used with the young learners. Choosing the correct story should be carefully planned so that the children do not find it difficult or easy to understand. So, the level of the students, what is being chosen and also the content should be kept in mind. While teachers are choosing stories they should not only keep their learners in mind but also the story should be towards educating them and also the level should be carefully selected. By level we do not mean the student's age rather it means the level of the story and whether or not the learner will be able to understand what they are reading. If the correct story is chosen this would place a positive effect on the learner and they would be more engaged to learning.

Ioannou-Georgiou (2010) mentions that the most appropriate stories are the ones that have been carefully selected for the learners. The reason for this is because there are many already existing literatures but for the young learner it is different because they need to be carefully planned and selected. Therefore, when searching

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for the correct story every point should be bared in mind, it is also important to find a story that reflects authenticity. If the story reflects being authentic then other factors should be considered. For example if the story's language is clear enough for the children like whether does the story contain illustrations or if suits the learners age. It is important for the story to at least contain some of these points so it makes the children concentrate.

2.7 Methods of Language Learning Through Storybooks

Moon & Maeng, (2012). Stated that language learning can take place in different forms. Firstly, the teacher has to take time and get to understand the story for themselves and then they could present it to their class. They should also try to find out effective ways to present it to the children. This can be in the form of games or even role plays. At the end it would catch their attention and they will be able to feel part of the story.

According to Hill and Launder (2010), reading has become part of our everyday routine, as well as in the language learning. However for young learners it is more important for them because they start to get in contact with stories from an early stage which allows them to be contact with language at an early period. With the existence of language it is making learners have the opportunity to get to learn their language and understanding. Constructing a sentence for young learners it is different because once they start to read they are able to associate many things together.

Curtain & Dahlberg, (2004) found out that with the help of stories the young learner is able to get in contact with new words and this helps to learn more vocabulary. For the adolescent not to feel lost the choice of language should be given importance, so that they know what they are reading. Books which have illustrations

and the wordings are big enough for the readers can see makes them more open and willing to read. For young learners using such books will grab their attention and they would be paying more attention to them story.

Ellis & Brewster, (2002) indicated that once the young learner has listened to the story more than one time they would be able to pick up on new words and they will be able to expand their vocabulary. One advantage of young learner stories is that because some of the details a rerepeated it allows the learner to focus their attention and also they would not forget what they had previously been reading.

Clarke (2012) mentions three major points in which teachers using storybooks can follow.

- The first stage is the pre stage, before the teacher presents the story to its learners, they should introduce the story in the form of pictures, they can choose some vocabulary that the learners may come across to get the leaners into the story that they will be reading.

- The second stage is the reading stage; here the learners get into contact with what they are reading. There can be many roles for example the teacher could be at the center of reading or the teacher can choose specific students that can read the story.

- The final stage is the post stage. Here, the leaners have completed reading and the teacher will now provide the learners with activities and try to understand what they have learnt out of the stories they have been in contact with. This could be in the form of picture drawing, role plays and also checking the learner's vocabulary.

2.8 How to Teach Language to Young Learners?

Sevik, (2012) indicates that even at young ages children have their own interest in learning and reading. Even at early stages it is important for the young learner to get into contact with language. Because their minds are open for learning and at this specific age they are more willing to learn new things. For the young learner the most important factor is for them to be motivated where the learning is taking place. In order for the teacher to motivate their learners they also need to be ready meaning that they have to arrange themselves with the methods and techniques they will be using.

Mart, (2012) mentions that planning of the stories and activities have to be carefully arranged by the teacher so that it conforms to what the teacher expects to happen in the lesson. The teacher is at the center of choosing the type of activity that will be used in the classroom, and the activities that have been chosen will be the factor which makes the lessons enjoyable.

Shin (2006, p.3-7) indicates that the teacher should plan what would be used in the lesson for a long period of time so that it saves time and also it wouldn't create any problems if they complete the prepared activities early. The teacher's role while teaching language to young learners is important because the teacher is the source of transmitting information to the children. Therefore, teachers have to make careful judgments on what source of materials they would be using.

Ellis and Brewster, (1991) stated how the characteristics of the young learner should be. The students should respond to what they have been taught, so that the teacher understands whether or not they have understood what they have been told. Here the student's major role is to provide the teacher with some kind of evidence that they have totally understood what the teacher has provided them. If a teacher

knows their learners then it is easy to get through to them. Once the teacher gets positive response from the young learner and sees that they are having a good time from the story then the teacher would know they are on the right path. Throughout the story the learners start to pick up some familiarity of what they are reading and also they start to pick up

In addition, Clarke (2012) indicated that there are numerous reading books that are present that can provide with motivation but at the same time educate them. Stories are full of availability that provides the teachers with advantages because they can follow the prepared lesson plan.

2.9 Benefits of Using Storybooks in the EFL Class

Erkaya, (2005) indicates that storytelling has been used throughout the years and it is considered to play a big role in our daily teaching and it is also important not only for us but also for young learners. Because of its potential advantages teachers have started using stories for their lessons.

Pathan & Al-Dersi, (2013) mentions some benefits that may arouse from stories. Firstly, while using such stories they are able to enable readers to express their emotions because they can get into the character they are reading. Also by reading the young learner can get introduced to new vocabulary. Stories also provide the readers with motivation and also bringing a group of people together.

Jackson (2001) indicates that stories have the opportunity to provide the children valuable information that can enable them to learn and provides the learners with insights to try to build on their own character. Because with stories learners have the chance to see different characters and with this they can relate to the ones that they fell close to.

Snow, (1983), indicates that through stories learners not only hear the language but they also learn extensively new vocabulary while getting in contact with the reading. Similarly Kaderavek & Justice, (2002) mention that young learners have the opportunity to communicate with each other with the help of storybooks because that can talk about the different events that have taken place.

Hickman (1989) believes that the most important stage during reading storybooks is the expansion of the language that he learners come across. Also Chomsky (1972), indicated that the teacher-student relationship increases the young learner to be able to learn new vocabulary while the reading process is taking place.

Ellis, (1997) mentioned that the key element of storytelling allows the young learner to express their imagination more effectively and it will be more easy for bring out their creative side. The fact that many stories have illustrations and the teacher presents this to the learners while reading the students can pick up on some drawings and this will stimulate their creative side. To be able to pick up on such images the learner's visual attention should also be at a good stage. Another point made by Ellis (1997) is that it enables the learners listening skill to increase increasing their listening skill to advance. Because the teacher will read aloud to the students rather than reading quietly.

Murdoch (2002) claims that stories permit teachers to teach the skills to all levels of language skill, and if designated and utilized correctly, 'short-stories offer excellence text-content which will significantly improve ELT sequences for learners. (p.9).

The purpose of this current thesies is to find out to what degree the use of stories inside the classroom will motivate the learners to the lesson and to what intensity the use of stories will change the learner's attitude when using the

communication. Many experiments have been accompanied on the benefits and drawbacks that stories but there isn't much that have focused on the young learner may have on the learner of English. This study was conducted in order to fill the gap that there was a need to seek more evidence that not many studies had focused on the young learner by using stories in the language classroom.

2.10 Perceptions, Attitudes, Towards Stories and Language Teaching

Lee and Bathmaker (2007) expressed that teachers academic beliefs and insights can impact their instructional routines. Drawing on their specialized knowledge and understanding, teachers vigorously concept a personal theory that works for them in instruction.

Another study conducted by Alkaff's (2013) mentioned that observation when he observed students' attitudes and insights towards learning English. He was anxious about students' attitudes regarding the significance of English, whether they assumed it was difficult to learn that language and where the difficulty lay, how regularly the students used English and in which specific areas, and how the students could advance their English. Prabhu (1988) stated that in short, insights may influence teachers' practices; what they contribute to regulate what they underline in the classroom.

As a result of my extensive research, I realized that no Turkish Cypriots had any research on this issue.

Chapter 3

METHODOLOGY

In chapter three, the methodology is explained using research design, context of study, participants, instruments, and data collection procedure and data analysis.

3.1 Research Method and Objectives

Based on the research, a descriptive study was carried out to describe the perceptions that stories had on both the teacher and student, the attitudes and the motivations of young learners towards stories. The study was carried out in order to find out whether or not the learners would be in favor of using different types of stories in the lesson which were all in English. The investigator took the students age, level and gender into consideration while choosing the suitable stories.

The research method used in this study was mixed method. Three data collections tools were used in this study. They were questionnaires, interviews and field notes that had been noted by the researcher. The results were collected with different methods to provide a better result about the young learner perception attitude towards the stories. The results that were collected had been reflected qualitatively and quantitatively. The purpose of using interviews was to nurture interaction between the researcher and the participants, by also giving opportunity for the researcher to participate in the class activities.

As mentioned previously, three research questions were prepared to be used in the study;

1. What are the perceptions of teachers about stories?

2. What are the perceptions of young learners about stories?

3. Do storybooks motivate young learners to learn English language?

3.2 Context of Study

The context of training for current research was piloted in a Primary School which is a public school, located in Famagusta, Turkish Republic of Northern Cyprus. It is regarded as one of the best schools for pupils which is consisted as a primary school. This school was selected because of proximity for the researcher who is a student at the Eastern Mediterranean University in Famagusta city.

In the primary school, there are three grades, starting from grade 3, 4 and 5. 3rd grade consisted of 7 groups which of a total of 216, 4th grade consisted of 7 groups with a total of 213. As for the 5th grade consisted of 5 groups with a total of 182 students, which resulted totally of 611 students. To choose the class that was to participate in the study random sampling was applied, one class was chosen to take part in this thesis. Random sampling is a fragment of the sampling method in which each model has an equal possibility of being chosen in this study one classroom was taken into consideration which was 4T. In this classroom there were 32 students. They would have five English lessons in a week for forty minutes. The English lesson that the students were seeing tried to focus on the four language skills, but mostly the teacher focused on speaking and grammar. The teacher felt the need to focus more on teaching speaking and grammar because the students have not been practicing these specific skills because they have little knowledge and they don't have enough exposure to these skills. Students are receiving the English lessons in their own class, making them more comfortable.

The classrooms are big and bright and all of them are equipped with wide boards and the students have enough space to move around the class during lessons.

The English lesson for the students were held in the own classrooms and the lessons were conducted every day on a regular timetable which were given to the students.

3.3 Participants

The participants of this study were 32 4th year students and teachers of the Primary School, Famagusta. The age ranges of the students were between 10 and 11 and all of them are Turkish Cypriot and Turkish students. Three teacher participated in the interview and seven teachers also responded to the questionnaire that was administered. To select the teacher's random sampling was also carried out. The lecturers were the class 4 teachers and the selection was made out of them. In the primary school, in class 4T there are 19 girls and 13 boys. There ages were 10 and 11. All of the students are Turkish Cypriot also Turkish students in the classroom. The level of the learners was beginner level. The students of year 4 were selected to participate in this study, and this class consisted of a total of 32 students. The researcher interviewed 18 students and administered questionnaires to 21 students. Out of the 32 students 18 of the learners participated in the interview, 21 of the learners answered the questionnaire that was given to them. The reason for this was because the researcher had prepared a consent form for the parents and when the forms came back the researcher then conducted the study with those students.

The researcher preferred to work with this specific class is because this class was the class said to be the most effective class of the English teacher of the school and that they lesson will be easier going and effective. The students of the class were

at their best and they actively participated in the activities that were carried out in the classroom.

The participants of this study are students and teachers of the Primary School in Famagusta. Three (3) teachers participated in the interview and seven (7) responded to the questionnaire that was administered (see table 1 below). The teacher's English teachers of different classes of grade 4.

Table 1: Gender distribution of teacher participant

Survey	Frequency	Percent	Valid Percent
Male	4	57.1	57.1
Female	3	42.9	42.9
Total	7	100.0	100.0
Interview	Frequency	Percent	Valid Percent
Male	1	33.3	33.3
Female	2	66.7	66.7
Total	3	100.0	100.0

The students of year 4 aged between 10 and 11, they were selected to participate in this study. This class consisted of a total of 32 students. The researcher interviewed 18 students which consisted of 4 males and 14 females while 21 students participated in the survey (see table 2 below). The reason for this was because the parents were given consent forms and according to the consent forms the students which their parent's had given approval had the opportunity to take part in the study.

The participant's ethnic background was Turkish Cypriot. The natural language for all of the students were Turkish. Their level in English is Elementary. Mainly, females were willing to take part in the surveys that were given to them by the researcher. In the survey (13) females took part and (8) males participated. However, in the interviews (14) females and (4) males contributed to the study. The reason that more females participated in the assessments because they were more

interested to the storytelling sessions and they enjoyed reading the stories that were given to them.

Table 2: Gender distribution of student participants

Survey	Frequency	Percent	Valid Percent
Male	8	38.1	38.1
Female	13	61.9	61.9
Total	21	100.0	100.0
Interview	Frequency	Percent	Valid Percent
Male	4	22.2	22.2
Female	14	77.8	77.8
Total	18	100.0	100.0

3.4 Data Collection Tools

The objective of the present research was to find out if the use of storybooks was an effective way of teaching English to young learners, did it motivate the learners, and were they able to benefit from the stories. Three data collection tools were used in this study. They were student questionnaire and interview, teacher questionnaire and interview and also field notes. For both interview and survey, the researcher prepared a questionnaire, which was administered to the teacher and students of year 4 class of the Primary School. The questionnaire was the most suitable instrument because it is easy to use and have very limited obstacles for the learners to understand and answer.

3.4.1 The International Attitude/Motivation Test Battery Questionnaire

The young learner's questionnaire had been adapted using from the International Attitude/Motivation Test Battery by R.C. Gardner (2004), it was changed according to the goal of the study. The questionnaire was made accordingly to fit to the learners so that they were able to understand and not have any difficulty

while they were answering. The questions included their perceptions towards the stories, how they preferred reading the stories, who they wanted reading the stories to them.

The teacher questionnaire had been written in order to find out information about the teachers years of teaching, how much experience they had, which grades they had been teaching, and the teaching styles they had been using.

3.4.2 Interview

To support the questionnaire that was distributed to the young learners they had also been given interview questions by the researcher. The interviews enabled the researcher to understand the learner's genuine opinion about the stories. According to one of the students with the help with the stories they showed positive attitudes. At the same time the researcher had the chance to collect more significant result from the interviews.

3.4.2.1 Student Interview

Five interview questions in the student's first language had been asked to 18 students who the researcher asked before starting the students that wanted to take part. The researcher recorded the interviews, and then the data was transcribed into English. The students that whose permissions came back from the consent forms that was given to their parents and that were able to take part in the study.

The following questions were used;

1. Do you enjoy reading books in English or Turkish?

2. Do you find it easy to understand what you are reading?

3. Is it easy to learn English through reading books?

4. Do you find English books different to Turkish books? If you do why?

5. Do you enjoy reading storybooks?

The questions tried to get the idea of what the students felt towards the stories and if they found it different or similar to their native language stories. Also, if they enjoyed or found that they benefited from the stories.

3.4.2.2 Teacher Interview

As for the teachers interview, it provided the researcher with actual information about the teachers genuine opinion towards using storybooks in the classroom. Four interview questions had been asked to the teacher, the questions were all asked in English and the researcher recorded all of the questions. Three teachers participated in the interview. The process of the interview took 10 minutes to conduct. The questions are as follows;

1. What are the advantages and disadvantages of using storybooks?
2. Is the storybook technique useful for young learners? And why?
3. What other techniques can be used in teaching English?
4. What kind of problems may arise when using storybooks?

3.4.3 Field Notes

The researcher also carried out some field notes as well as questionnaire and interviews. The researcher took some notes about the students and took their level, age and the way they would listen to the classroom teacher. Once the students were in the classroom the researcher would observe the students and how the communicated with the teacher and also with their classmates. After observing the class the researcher had gained some information about the students and this would enable the researcher to find suitable stories.

The researcher had found out that the students had been learning about times so the researcher found an appropriate story which was about times it was called 'Paul *and the airplane'* Before giving out the story the classroom teacher had some

exercises prepared for the students, so they thought it would be better to hand out the story after they had finished them. The students had learnt both hours and the classroom teacher no wrote different times on the board and the students were asked to say the numbers. The teacher would choose one student, if the answer was incorrect the teacher would not correct the student but rather he would say 'sorry I didn't understand'. When the student heard this they automatically knew that their answer was wrong and they would correct themselves. The classroom teacher carried this action through the lesson; this gave the students ability to correct themselves without the help of the teacher. Another important point that the researcher observed was were the teacher wrote an example sentence for example; It's four to five- the teacher asked for the students to tell the Turkish times. This shows that the teacher not only showed the students the English times but also provided them with the Turkish times. Before ending the lesson the teacher drew some clocks on the board and asked the students to come to the font and write the times. The students had also prepared their own clocks, and some of the students used them.

The following day the teacher said to the students that they will be reading a story called 'Paul *and the airplane'*. The researcher handed out the story to the students. Firstly the teacher read the story to the students, the second time the students read the story with the teacher. After reading the teacher asked the students questions regarding what they have read. For example; *what time does the plane leave?* Or *what are Paul and his mum doing at 9:00?* After the teacher told the students that they were going to play a game. The students were told that some of them will be coming to the front with their clocks and the researcher would be saying different times and would be asked to create the correct time. When they were finished the teacher, researcher and the rest of the students would decide if there was

any wrong times. If there were then they would go back to their place and new students would come to the front.

The researcher then went to the Primary school one week later; the students were seeing a new topic called body parts. They had been seeing this topic for two days. As a warm up activity the teacher went over the body parts by calling some students to the front and asked them to point to one body part and the other students raised their hands to give the correct answer.

The teacher than wrote some sentences on the board, for example; we hear with our … or we use our ….. to look at things. The teacher left the body parts out and wanted the students to fill in the blanks. The teacher wrote these sentences on the board so that the students could better associate what they had previously learnt, as they had seen these in the previous lesson.

The next day the researcher brought to the class a story that they would be reading it was called ' *The Queen of hearts'* First of all the teacher read the story to the students and then they all listened to the story from the CD player. After listening the teacher told the students that they would be playing a kind of game and he explained that they were going to act out one art from the story, and they were going to be judged by a jury that the researcher would choose. So the researcher and the students form a scene by moving the tables and chairs and then the researcher choose three students to become juries. They were asked to note and give points to the best act they have seen. The teacher explained that they would be acting a specific part which was. *Can you hop on one leg, tap your head and make circles on your tummy at the same time?* After explaining the teacher then choose the students to come to the front and each time the researcher read the part out the students would do what they were told. Then the students were judged by the juries were they will give point

from 1-10. The students have five seconds to perform the act and the teacher was also timing them. Once the whole class had taken part in the act the teacher gave the jury a few minutes to go over their points. Then the teacher asked them to tell their first three acts that they best liked.

The classroom teacher was going to use 'The Queen of hearts' so together thought it would be a good idea to use this story as part of my data collection procedure. When it comes to the other stories we decided on them all together taking the students level and keeping the stories basic and understanding.

3.5 Data Collection Procedure

The questionnaires for interviewing one teacher had 4 item, which sought to solicit information about work history, teaching using stories and how the students respond to the stories. For students, the interview questions were five, and sought to get responses from 18 student interviewees.

In the survey, the questionnaire that was administered to the teacher contained 12 items, while the questionnaire for students contained 11 items. In both the teacher and students survey items, the nature of the questions were close ended, where respondents had options to choose to describe their suitable responses.

The questionnaire was scrutinized by the supervisor and approved by the ethical committee, before the researcher proceeded to the field to conduct the study. Also before the field work, the research requested for approval and confirmation was gotten from the Ministry of Education.

Another means of data collection is the secondary data, which the researcher sourced from the Eastern Mediterranean University library and also using the online resources available on the subject under review. The literature that was found on teaching and learning English language using story books consisted of books, peer

reviewed articles, online articles, periodicals and other sources, all of which were adequately cited and references provided.

The researcher firstly went to the classroom and had the opportunity to see that classroom and the students. Then according to level of the students the stories had been chosen together with the teachers. After the lesson had been conducted feedback had been taken from the students to see whether or not these stories were effective. The researcher went to the primary school twice a week to conduct the lesson with the stories.

3.6 Method of Data Analysis

The questionnaires for interview and survey were both guided by the outlined research questions. Therefore, using the Statistical Package for Social Science (SPSS 22), the responses were computed, and variables such as frequencies and descriptive means were also generated. Accordingly too, the data was further interpreted and analyzed in order to answer the study's research questions.

3.7 Ethical Considerations of the Study

During conducting research of any nature, it is necessary to always observe ethical principles that are applied across disciplines. For instance, while conducting interviews the interviewer is careful to not insist on responses that the interviewee does not want to provide clarity, the same is applied to activities that are considered private. This is the reason why researchers are expected to at all times obtain guided consent from the participants or interviewers as the case may be, before proceeding with the process.

To put the above into perspective, the researcher openly clarified the purpose of the survey to the interviewees and respondents before commencing. The researcher also translated the questionnaires to Turkish language in case any of the

respondents or interviewees preferred to respond. Before starting the work, the research made it clear that if anyone was not interested in taking part in the research, they were free to not and those who are willing to oblige. This explains the reason those who participated in the interview and survey were less than the total number of students in the class. This goes to show that ethical considerations were not neglected during the study.

Before the researcher could carry out her study she needed to get approval from the ministry of education. The reason for this was because they needed to give permission in order to go to the Primary school and perform the study. Secondly, the researcher made a consent form for the students' parents. The reason for this was because the age of the students were small and they couldn't make a decision on their own, so the researcher was to make a consent form to get the permission of their parents so that they could participate in the study.

The questions for both the survey and interview questions for the students were written in English and then was transcribed into Turkish if the respondents preferred to answer the questions in their native languages.

3.8 Validity and Reliability

The questions was adapted by Gardner (2004). In relation to the research both the survey and the interview questions were translated into Turkish language. After the study was conducted and the translation was made it was certified by experienced English language teachers. The same thing was conducted for both the English and Turkish form also for the translated part. Concerning the validity of the survey skilled determination was utilized. As for the reliability of the survey was checked, and evocative analysis was used for identifying the data.

In order to check the validity and reliability of the surveys and interview questions as mentioned before they were handed to expert teachers and based on feedback the test was carried out.

The validity and Reliability of the survey were both confirmed in the study by Gardner (2004).

In this research the Cronba alpha is 0.71 and according to Nunnally & Bernstein, (1994) it should be more than 0.70. So, the result of this study is reliable. Concerning the validity of the questionnaire and interview questions, statements of two expert teachers were taken.

Chapter 4

STUDY FINDINGS

This chapter includes the findings revealing the analysis of results and discussions.

4.1 Questionnaire Findings

The researcher conducted two different surveys with the students (22) and the teachers correspondingly. This section will present the interpretation of findings using statistics derived from SPSS 22.

4.1.1 Questionnaire Conducted with Students

Using a 3-point Likert scale (where 1=Agree 2=Neutral and 3=Disagree), a questionnaire was used to solicit responses from the students, presented in the table below. The researcher made the language simple and understanding for the students so that they could understand more clearly and not have difficulty while going through the questions.

Table 3: Frequency distribution showing students' use of storybooks

Statement	Agree	Disagree	Total
I like reading storybooks	19	2	21
%	90.5	9.5	100.0
I do not like reading in the classroom	2	19	21
%	9.5	90.5	100.0
I have fun when reading in the class	18	3	21
%	85.7	14.3	100.0
I enjoy the activities in the storybooks	17	4	21
%	81	19.0	100.0
I like reading new storybooks	19	2	21
%	90.5	9.5	100.0
I learn more when I read storybooks	21	-	21
%	100.0	-	100.0

In the above table, 90.5% of the students like reading storybooks while only 9.5% do not. When asked if they do not like reading in the classroom, 90.5% disagreed with the statement, thereby confirming the statement that they like reading storybooks. For I have fun when reading in the class, 85.7% of the students agreed while 14.3% disagreed. The students were also asked if they enjoy the activities in the storybooks, 81% agreed while 19% disagreed. 90.5% of the students also agreed that they like reading new storybooks. All the 21 students signified as 100% agreed that they learn more when they read the storybooks. This further reveals that despite few of the students not liking storybooks (9.5%), not like reading of storybooks in the classroom (9.5%), not enjoying the activities in the storybooks (19%) and not like reading new storybooks (9.5%), the students' overwhelming response indicate they learn more when they read storybooks.

According to the results the researcher concluded that the students enjoyed storybooks and it gave them a positive attitude towards the lesson and to the stories that were given to them. Overall, the leaners enjoy reading stories and find it useful.

Table 4: Frequency showing preference of students' in storybooks

Statement	Agree	Disagree	Total
I prefer reading out loud	10	11	21
%	47.6	52.4	100.0
I prefer reading alone	13	8	21
%	61.9	38.1	100.0
I hate reading storybooks alone	4	17	21
%	19.0	81.0	100.0
My teachers help me when I am reading	19	2	21
%	90.5	9.5	100.0
I learn English language through reading storybooks	21	-	21
%	95.2	-	100.0

The rate in table 4 shows that 52.4% disagree to the preference of reading out loud while 47.6% agree to this. This means that those who prefer reading storybooks aloud are more than those who do not. For the 'I prefer reading alone' statement, 61.9% of the students agree, leaving only 38.1% who actually do not prefer to read alone. On the other hand, 19% hate to read storybooks alone, while 81% disagree with the statement. This means that while many students prefer to read alone, they do not like to read storybooks alone. Interestingly, 90.5% of the students agree that the teachers give assistance while reading the storybooks and only 9.5% disagree. When asked if they learn English language through reading storybooks, 95.2% agree that they do, while only 4.8% disagree. The results in this table expose clearly that the students are determined in the preference of storybooks, especially as a means of learning English language. It is also important to restate that the role of teachers in the process is clearly outlined in the responses which agree that teachers help in the process of learning English language.

Gender of the 21 respondents (8 boys and 13 girls), and the frequency distribution of selected responses are analyzed in the table below. It is important to state that the researcher did not chose more girls over the boys on purpose, but the

students willingly participated in the survey. Therefore, the responses from boys and girls are not compared, but only shown to establish the participation of all the respondents. The researcher didn't choose the learners that contributed to the study, however, the students that wanted to take part in the study were left to decide on their own

Table 5: Descriptive data of gender for I like reading storybooks

Statement		I like reading storybooks		Total
		Agree	Disagree	
Gender	Boys	8	0	8
	Girls	11	2	13
Total		19	2	21

Table 5 shows that, while all 8 boys agree that they like to read storybooks, only 11 girls agree and 2 disagree. These figures show clearly that the boys almost equally like to read storybooks as the girls, therefore, there is positive attitude towards reading storybooks among the students. There wasn't a big difference in the numbers of the student that preferred reading storybooks both females and males enjoyed the concept of storybooks.

Table 6: Descriptive data gender for I learn more when I read storybooks

Statement		I learn more when I read storybooks		Total
		Agree	Disagree	
Gender	Boys	8	-	8
	Girls	13	-	13
Total		21	-	21

From the above table, it is clear that all of the boys constituting 8 respondents and girls constituting 13 respondents agree that they learn more when they read storybooks. It can be stated that all the students learn English words when they read

storybooks. All of the participants agreed that they learn more while reading so storytelling provides a good way of the student learning. This data gives us the idea that the students have a better understanding of what they are learning when they get interacted with the story that they are reading.

Table 7: Descriptive data of gender for my teachers help me when I am reading

Statement		My teachers help me when I am reading		Total
		Agree	Disagree	
Gender	Boys	7	1	8
	Girls	12	1	13
Total		19	2	21

Feedback in table 7 shows that both boys and girls agree to input help from their teachers when reading storybooks. This supports other response on the use of storybooks and preferences for enjoying the activities in the storybook reading. Majority of the girls (12) asked their teachers to help them while they were reading and only some of the males (7) turned to their teachers for help. The numbers that were stated were not far from each other.

Table 8: Descriptive data of gender for I learn English through reading storybooks

Statement		I learn English through reading storybooks		Total
		Agree	Disagree	
Gender	Boys	7	1	8
	Girls	12	1	13
Total		19	2	21

In table 8, it can be established that both boys and girls learn English through reading storybooks. From this we can understand that all 8 boys and 13 girls in agree to the statement I learn English through reading storybooks. So, reading storybooks

enables the students to learn English which gives them a positive reaction. Through stories the learners had a positive reaction and felt that they were learning.

4.1.2 Questionnaire Conducted with Teachers

The survey was conducted among the 7 teachers which included 4 males and 3 females. Questionnaire for teachers were comprised of open-ended, closed-ended and multiple-choice questions.

Table 9: Years of teaching experience

	Frequency	Percent	Valid Percent
2 years	1	14.3	14.3
5 years	3	42.9	42.9
6 years	1	14.3	14.3
8 years	1	14.3	14.3
25 years	1	14.3	14.3
Total	7	100.0	100.0

Data in table 9 shows that most of the teachers had 5 years teaching experience which represented as 42.9% while those with teaching experience for up to 2 years, 6 years, 8 years and 25 years' each signified as 14.3%. It is clear from the data that the teachers have high level of teaching experience, as such, will have the requirement for the experience to teaching English language using numerous means. All of the teachers had some background of teaching and had experience.

Table 10: How do you teach the new words which you present?

	Frequency	Percent	Valid Percent
Defining the word	3	42.9	42.9
Paraphrasing the word	1	14.3	14.3
Substituting the word	2	28.6	28.6
I do not introduce new words	1	14.3	14.3
Total	7	100.0	100.0

Responses from teachers presented in table 10 clearly reveal that 42.9% teach new words by providing definitions, 28.6% substitute a new word with other word(s) while 14.3% paraphrase the word to allow students understand easily. The majority of the teachers had their own ways to clarify the words in the lesson for the students, they taught in a way that was simple and understanding for the learners. The teachers didn't leave the students to not understand the words but, tried to help the students to better understand what they came across while they were reading.

Table 11: What stage do you explain the words?

	Frequency	Percent	Valid Percent
Pre-reading	1	14.3	14.3
While reading	3	42.9	42.9
Post reading	3	42.9	42.9
Total	7	100.0	100.0

Information in table 11 display that 42.9% of the teachers explain words to students during the reading and post-reading states correspondingly, while only 14.3% explain new words to students at the pre-reading stage. All of the teachers mentioned that they explained the words while the students were reading or at the end of the reading process. The researcher asked the teachers about their choices and they stated that they thought it would be better to explain the words as the students came across them while they were reading the story

Table 12: How do you explain the new words?

	Frequency	Percent	Valid Percent
Explain using illustrations	1	14.3	14.3
Explain using other words	6	85.7	85.7
Total	7	100.0	100.0

From table 12, it is clear that most of the teachers explain new words using other words resulting 85.7% while 14.3% explain using illustrations. As we can see the most frequent way of explaining the new words learnt teachers prefer to use other words. The teachers thought that it would be n-more effective if they explained the words by using other words which had similar meaning to the original words rather than using illustrations.

Table 13: When the students come across unfamiliar words, what do they do?

	Frequency	Percent	Valid Percent
Ask you	4	57.1	57.1
Look it up in the dictionary	2	28.6	28.6
Avoid the words	1	14.3	14.3
Total	7	100.0	100.0

Data in table 13 show teachers' responses about what the students do when they come across new unfamiliar words. Most of the students ask the teacher, this is represented as 57.1% which is followed by 28.6% who look it up in the dictionary, while 14.3% avoid the words. The teachers mentioned that the students found it easier to ask them unfamiliar words rather than looking for a different solution.

Table 14: Responses to close ended questions

Statement	Yes	No	Total
Have you used stories in your lessons	6	1	7
%	85.7	14.3	100.0
Do your students read storybooks in the class	6	1	7
%	85.7	14.3	100.0
Do you use additional materials besides the actual material	6	1	7
%	85.7	14.3	100.0
Do you introduce new words in each lessons	6	1	7
%	85.7	14.3	100.0
Do you clarify unfamiliar words	6	1	7
%	85.7	14.3	100.0
Do you allow your students to use a dictionary	6	1	7
%	85.7	14.3	100.0

In table 14, responses to the close-ended questions exposed that teachers use storybooks in their English lessons, the amount represented as 85.7% while only one teacher which showed as 14.3% does not. To confirm if students use storybooks in their English class, 85.7% of the participating teachers agreed, and the same representing number also agree that they use additional materials apart from storybooks to teach. At the same time, 85.7% introduce new words in each lesson, clarify unfamiliar words and allow students to use dictionary respectively.

4.2 Interview Findings

A total of eighteen (18) students were interviewed as for the teachers eight (8) were interviewed, in this section the findings will be discussed.

4.2.1 Interview Conducted with Students

During the interview with students, the researcher asked five (5) open-ended questions. A total of eighteen students responses are as follows.

4.2.1.1 Students' Responses for Interview Question 1

The first question for the students' interview was 'In what language do you enjoy reading storybooks?' Three options were created from the responses from students. Most of the students enjoyed reading storybooks in English language. Others enjoyed reading in Turkish Language and the least responses were produced from those who enjoyed reading storybooks in both Turkish and English languages. It is clear from these responses that all the students read storybooks in English language, and of course, the majority enjoy reading these stories when they are presented in the English language.

4.2.1.2 Students' Responses for Interview Question 2

The third interview question was 'Do you find the storybooks in English different from those in Turkish language?' Most of students felt that the storybooks

in English language were different from those in Turkish language. Some other students did not find much difference in the storybooks for both languages, while few of them found a little difference. The sensitivity of the students for this interview question support their partiality of English and Turkish storybooks respectively.

4.2.1.3 Students' Responses for Interview Question 3

The second question in the student's interview 'Do you find it easy to read and understand the storybooks while reading?' Established on the replies from the students, it is obvious that the majority of the students believe that storybooks are not easy to understand while reading. While most of students doesn't have any problems while reading, some feel that storybooks are difficult to understand but while reading they find it easy to understand. Others also express that storybooks are not easy when they do not ask the teacher to explain some words. On the other hand, some students express that they find it easy to understand storybooks while reading. Some agree that sometimes it is easy because of finding familiar English words. It is clear that the numbers who find storybooks easy are more than those who do not, while those who give conditions like asking the teacher.

4.2.1.4 Students' Responses for Interview Question 4

Finally, the students were asked 'Do you enjoy reading storybooks?' The responses were overwhelmingly positive. The excitement in the tones of the students with the use of words such as 'of course' 'too much' 'yes' clearly showed that the use of storybooks in teaching and learning English has a positive effect on the students.

Overall, the students enjoyed reading the stories and also took part in the activities that had been conducted throughout the lesson. They had mentioned that they found the stories different from the Turkish stories they had read. Also, many of

the students didn't find it difficult to understand what they are reading and they enjoyed reading the stories.

4.2.2 Interview Conducted with Teacher

4.2.2.1 Teachers' Responses for Interview Question 1

Three teachers were interviewed and their responses are described below.

The first question asked the teachers was 'Is the storybook technique useful for young learners?'

Teacher 1

The first teacher finds storybooks useful for teaching English to young learners because of the illustrations that are used. The students need to see pictures while reading, to help them experience daily life encounters , as a natural way for them to develop their vocabulary and at the same time enable them to develop imaginary ability.

Teacher 2

In the words of the second teacher, 'Based on my use of storybooks, I find them useful because students can learn new stories, they can also see what is going on and can understand the different characters. Students love to see what they are learning and this can help them to see what they are reading'.

Teacher 3

'Yes, stories are useful for the young learners because the teaching we do in the class sometimes can get learners to feel bored, but to teach in this specific way can get the learners more active and they can take part in the lessons. Most of the stories contain pictures and they are also colourful, and this makes it more attractive for children's learning, this can be very attractive and makes them enjoy reading and learning.'

4.2.2.2 Teachers' Responses for Interview Question 2

What are the advantages of using storybooks in teaching English language?

Teacher 1

Storybooks help to build the vocabulary of students and they are surely a good way to enhance their comprehension skills too.

Teacher 2

Actually, I like storybooks myself and so I try as much as possible to use them during English lessons. This is because I believe it is a different way to teach young learners. Through stories, it is very easy to get their attention and stir their curiosity to develop their vocabulary. Storybooks are also advantageous because of their way that they enable students to learn about other cultures different from theirs.

Teacher 3

I believe that stories have advantages for teaching and also learning English language. First of all, because the learners are young, they are drawn to the amusement. Stories can be a good way to help students to learn many new words.

4.2.2.3 Teachers' Responses for Interview Question 3

What kind of problems tend to arise when using in teaching English language?

Teacher 1

"One of the major problems that might arise from using storybooks is vocabulary. In as much as the first aim is to help students get used to English language, it becomes very difficult when they change their environment on a daily basis. When they come to class, it takes so much effort to make them settle down to study."

Teacher 2

"It is sometimes difficult to get the young learners to stay quiet because they play a lot and make noises. This takes so much of the time allocated for the English lessons.

Teacher 3

As a result of poor vocabulary, most of the students do not understand what there are reading or reciting. Therefore, it takes very long efforts for the teacher to explain, even when illustrations are used. No matter how simple their level of language is, it tends to be challenging because of varying levels of comprehension by the students.

4.2.2.4 Teachers' Responses for Interview Question 4

What other techniques can be used in teaching English language?

Teacher 1

"There are many other techniques in teaching English, people need to talk actually while learning foreign language. For this reason, techniques are very useful apart from using storybooks to teach to young learners. For example, listening tips, but again, I would say that the classrooms are very crowded so schools need to make provisions for techniques of reading storybooks to be successfully implemented. A very good example is a talking laboratory or other areas reserved to carryout practical activities for English learning. During such exercises, students should be allowed to interact with each other, while teachers participate or simple observe."

Teacher 2

"In my experience, I think more techniques should be developed to support the learning of the students. Therefore, exercises that take them away from their

desks, and encourages them to interact with other students, while making all the students involved is supportive technique for learning."

Teacher 3

"One very important technique to use for teaching English to young learners is participatory activities. They can as well read storybooks, but their level of understanding can be checked using more classroom activities that will make them demonstrate the various activities in the storybook. Apart from classroom activities, listening is also a very good means of learning English language, because, they tend to want to practice what they hear. For language learning this is very necessary."

Generally, all three of the teachers stated that they thought that stories were useful for the young leaner. Only two of the teachers had really used the stories within the lesson and the students of that class had the opportunity to get in contact with the stories. The third teacher mentioned that they found the stories beneficial but had not used them within the classroom but didn't have drawbacks about using them. All of the teachers had different ideas and techniques and though that stories could be a good way of adding it to the language classroom. Also, the stories could contribute positively to the learners learning facility. ,

For both the questionnaires and interviews face-to-face connections were made. According to the answers of the interviewers the results had been shaped. For researchers, student's age and levels were taken into consideration. In order to that, communication of student and teacher were observed by researcher. Thanks to these experiences these results had been produced.

The participants to participate in the interview were given consent forms and according to the responses form the forms the students were able to participate in the questions. The interview was done in the native language of the learners so that they

would not face any misunderstandings. The procedure was recorded by a recorder while the process was on going. The whole process was done one by one and it took 7 minute with each student. After the process was completed the answers were translated and analysed form the native language to English language.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter contains the discussion of results broadly and how the findings answer the outlined research questions.

5.1 Discussion of Results

Based on the findings, the students are interested in learning English language through reading stories. For students to be successful in foreign language learning, it is essential for students to be interested in what they are been taught. This is because in as much as the students already have a first language, going to school requires the introduction of one or more languages. In present-day society, English language is widely accepted as the *lingua franca* across the world, although for several people, it is still the main language. Foreign language generally establishes a central part of most educational requirements.

Several other studies have established that interest is a very significant factor in language learning. For instance, Khasinah (2014), mentioned that inspiration is one of the features that shape the learning of a second language. Motivation meaning were the desire of someone to experience the learning process, or it can be anything worth doing. According to Quan (2014), the motivation for learning a second language is either integrative, meaning the student's interest is in intentional to achieve a target or it can be instrumental, which means the learner intends to learn for a goal for example studies, work, etc. Both of these researchers agree that motivation plays a crucial part within the learning process, and that the student has to

be open to changes. In the case of North Cyprus, English language is widely spoken but the first native language is Turkish. Therefore, for students who are studying in an international environment where many foreigners visit, study and socialise, learning English is an asset. For this reason, the students need to learn the language from the very young stage in their lives.

Apart from students having interest in learning English through the use of stories, findings shows that the students enjoy the activities in the storybooks. In a study conducted by Ebata (2008), whose study on motivation factors focused on the experience of success and satisfaction of students as well as relationship between students and teachers. Findings for the current study reveals the students have fun when reading stories and other materials in the classroom. At the same time, the success satisfies second language learners, whose learning environment is fun and interesting.

The attitude of the students towards the use of stories, the response of students in the current study indicates that they learn more when they read storybooks. Some do not like reading out loud, while others prefer to read out loud in the classroom. According to Leong and Ahmadi (2017) the skill of speaking enhances foreign language learning. In the case of young learners, speaking or voicing out enhances their effective use, also enabling mental awareness to the use during class exercises and in the case of social interaction. In the current study, some students express their preference to reading alone, but in the case of storybooks students do not like to read alone. Kayi (2006) found that speaking improves the communication skills of students giving them the ability to express their views. The findings clearly show that the students are determined in the preference of

storybooks, especially as a means of learning English language. These both authors focus on the importance of speaking skill has on the student's level of learning.

Speaking is a good opportunity for young learners to practice English language as a second language. It was found out that, the researcher discovered through observation that the students memorised the stories, and were able to practice the roles and apply them during the classroom activities. It shows that stories serve as a meaningful source of creativity and imagination for the students, enhanced their speaking abilities and ensured participation during the classroom activities. Mazouzi (2013) stated that language fluency is one of the characteristic of language learning that develops the elements of communicating. Therefore, the crucial responsibility here is that the teachers should also aim to teach the skill of speaking.

Findings shows that the majority of the students enjoy reading stories. The responses were overwhelming positive by the excitement and the use of words such as 'of course' 'too much' 'yes' clearly showed that the use of storybooks in teaching and learning English is a welcomed development that is embraced and also effective. From these reactions we can understand that all the students read storybooks in English language, which is also their language of instruction at the school. The students felt that the storybooks in English language were different from those in Turkish language. Some other students did not find much difference in the storybooks for both languages, while few of them found a little difference. The perception of the students for this interview question support their preferences of English and Turkish storybooks correspondingly.

However, responses from majority of the students, it is not easy to understand while reading stories. Some feel that storybooks are difficult to understand but it becomes easy after continuous reading, and when the teachers take time to explain.

The role of teachers in the process is also important as clearly shown by the responses of students who agree that teachers help in the classroom when learning English language. It is interesting to note that the majority of the students agree that teachers give assistance to them while reading the storybooks. This support the statement by Lightbown and Spada (2000) stated that the teachers are in control for using the suitable teaching practices to cooperative the learning objectives of their students. The same way teachers have different ways to teach, so do students have different styles that they tend to prefer in learning. In this case, the visual learning modalities are present in the school. Apart from the preference of reading stories in class together, the students also see the teacher during their lesson, even though they are active and find it difficult to remain silent for a long time.

According to the study's results, teachers have high level of teaching experience and have the essential exposure to teaching English language using different modalities. Most of the teachers stated that when they come across new words they provide definitions, while others substitute known words to make it easier for the students to understand. The teachers provide explanations about new English words during and/or after the reading. Apart from using other simpler words to explain the meaning of possible words that may be more difficult to comprehend, the teachers also make use of illustrations.

In the case that the words still demonstrate difficulty for the students to understand, the teachers revealed the use of dictionary is allowed. Alqahtani (2015) conducted a study on the significance of vocabulary in language learning and verified that many students tend to show high levels intelligence and memorize the content of teaching materials given to them. The teacher as a source of knowledge for the students holds the responsibility to ensure that the students actually

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understands what is been taught. The findings of this study showed that the teachers are devoted to ensure that the young learners are able to develop their vocabulary. This findings supports Thornbury (2002) whose study showed that words are vital in learning language and Walters (2004) that language is empty without words because communication can only take place with the use of words. Therefore, this is supported by the findings that students are excited to learn English as a foreign language using storybooks, and the teachers are keen to ensure they are successful in the process.

Teaching English language with the use of stories, teachers find them useful because the illustrations enable easy understanding and easily attracts the interest of young learners. This is because, the students need to see pictures to help them have first-hand experience of the stories. As a natural way for them to develop their vocabulary and at the same time enable them develop imaginary ability. The use of storybooks also introduce more stories and different characters featuring in the illustrations. Based on responses from teachers, the stories eliminates monotony during the English language lessons. Stories makes it is very easy to get the attention of the students, and at the same time enables them to ask questions. There are several advantages, one of which is to help the students know about different individual personalities. A study by Neyman (2002) showed that storybooks support young children to learn how to think while also changing their vocabulary.

The teachers mentioned possible problems that tend to arise from using storybooks to teach the young students. Vocabulary is one major problem because, although it is aimed to help students to get used to English language, it becomes very difficult when they change their environment on a daily basis. As a result of poor vocabulary, most of the students do not understand what there are reading or

narrating. Therefore, it takes very long efforts for the teacher to explain, even when illustrations are used. No matter how simple their level of language is, it tends to be challenging because of varying levels of comprehension by the students. Existing literature stated by Al-Hosni, (2014) has clearly pointed out the challenges of vocabulary and speaking difficulties for young learners of English as a second language. This issue is not strange to only young learners, because the adult learners also have these kind of learning challenges.

5.2 Conclusion

This study was set with the purpose to assess the use of storybooks in teaching English to young learners. The study contributed to literature on teaching and learning English as a second language. Based on the discussion of the results, English language is a very vital requirement for the education of young learners. The use of storybooks motivates the students to develop their vocabulary and also practice the act of speaking. This reveals that motivation is a very important element in teaching and learning English. For this reason, the teachers and students alike are committed and responsive towards the activities during the English lessons.

Results confirm that students have shown remarkable interest in learning English because they enjoy the activities in storybooks. This shows that the students have accepted the use of storybooks for learning English as a second language. Based on the findings from the interaction the researcher had with the students and their teachers, there is need for schools to implement more techniques that will facilitate and at the same time motivate the students to read storybooks. A very good example is to establish a speech laboratory reserved specially for practical activities in English learning. The students have reading and practical activities that enable them demonstrate what they have learnt in storybooks, however, more participatory

activities need to be introduced by the school. There is need for the students to also learn the art of listening to various forms of language learning presentations.

5.3 Limitations of the Study

One of the major limitations of this research was the number of the participants. The researcher used a limited number of learners for the study and also a limited number of students participated. The researcher only focused on one classroom and only took data from that particular class. It would have been better if the researcher focused on more than one classroom and had many more students to take part in the study so that she could have reflected on the data's and crossed referenced the results that had come out.

Moreover, the contributors of the paper were located in Northern Cyprus, Famagusta. For that reason the report cannot be universal for all students found in Northern Cyprus. Because the researcher focused on one school and got the results related to that specific school the results were limited,

5.4 Implications of the Study

Corresponding to the outcomes of this study using stories inside the classroom can increase perception of the learners towards a particular way of learning in the classroom. Even though the students were young learners they were not literary towards the language as a result didn't explicitly distinguish the reasons for the differences that had been happening in the classroom.

This paper surveyed learners, much exploration has not been assumed with using stories with adolescents concerning different methods and techniques through stories and the impact of the stories that may have an effect on the learners.

The researcher found out that this study had a positive effect on the students and that the stories made them happy and willing to learn and take part in the lesson.

The researcher had a positive response of the lesson and made her feel motivated and discovered that stories were a good additional aid in learning English in the classroom. The students enjoyed themselves more when they were being taught with stories.

5.5 Suggestions for Further Research

This paper can be replicated in different parts of the country so that the results could be compared with the results of this study, at the same time and to see the resemblances and variances between the similar age groups in different parts of the country. This paper can also be simulated in other parts of the world because this type of investigation wasn't carries out with this specific age group. This study can be copied on other individuals to obtain response on their thoughts concerning then variances of their mother language and the objective. The use of storytelling can not only be used with young learners but also it can be used with different age groups and they could put forward their results that was obtained. To end with the study could be directed over a longer period of time in order to see if the way of teaching was useful and was still positive.

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APPENDICIES

Appendix A: Permission from the TRNC Ministry of Education

KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
İLKÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: İÖD.0.00-35/2018/1B ~3540   Lefkoşa, 30 Ocak 2018

Sayın Selin SACIR,
Doğu Akdeniz Üniversitesi,
Gazimağusa.

  Müdürlüğümüze bağlı Alasya İlkokulu'nda öğrenim gören 25 öğrenciye uygulamak istediğiniz *"Using Story Books to Teach English to Young Learners"* konulu çalışma ve ekinde sunulan çalışma soruları, Talim ve Terbiye Dairesi Müdürlüğü tarafından incelenmiştir.

  Yapılan değerlendirme sonucunda, henüz lisans eğitiminizi tamamlamamış olduğunuz anlaşılmıştır. Lisans eğitimini tamamlamamış kişilerin, bilimsel anlamda nitel ve/veya nicel bir araştırmanın çeşitli aşamalarında etik ilkeler için risk oluşturabilecektir.

  Bu nedenle;

- Çalışmanın her aşamasında lisan üstü eğitim almış meslek uzmanları **aktif olarak yer almalı ve liderlik üstlenmelidir.**
- Tüm bireyi tanıma teknikleri; gizlilik ve gönüllülük ilkelerine dayalı olarak yapılmalı ve çalışmaya katılan tüm katılımcıların kimlik bilgileri gizli tutulmalıdır.
- Çalışmanın okuldaki eğitim öğretim faaliyetlerini engellememesine özen gösterilmelidir.
- Araştırma sonuçlarına ilişkin geri bildirimler, ailelerin ve öğrencilerin etkilenmesine karşılık gelmeyecek şekilde iletilmelidir.

  Çalışma, **yukarıda belirtilen hususların yerine getirilmesi** koşulu ile uygun görülmüştür. Çalışma uygulamadan önce okul müdürlükleri ile temas kurulması ve tamamlandıktan sonra da sonuçların Talim ve Terbiye Dairesi Müdürlüğü'ne iletilmesinin yasa gereği olduğunu bildirir, gereğini saygı ile rica ederim.

Hakkı BAŞARI
Müdür Muavini
ve
Müdür (V)

/AA

Tel (90) (392) 228 3136 - 228 6893
Fax (90) (392) 228 7158
E-mail meb@mebnet.net   Lefkoşa-KKTC

Appendix B: Aileler için Rıza Formu

Sayın Veli,

Ben Selin Sacır, Doğu Akdeniz Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Bölümü'nde yüksek lisans yapmaktayım. Bu araştırmanın amacı ilkokul öğrencilerine yabancı dil öğretirken Hikayelerin önemini vurgulamak ve onların motivasyonlarını ne derece etkilediğini ortaya çıkarmaktır. Velisi bulunundugunuz ogrencilerine anket ve mulakat yapmak istiyorum. Bu anketi uygulamam için sizden resmi onay rica ediyorum. Toplanan veriler yüksek lisans tezimde kullanılacaktır.

Rıza formu

Bu calismayi okuyup amacini anlamis bulunmaktayim ve cocgumun bu calismada yer almasini Kabul ediyorum.

Ailenin ismi: _____

Cocugun ismi: _____

imza: _____

Tarih: _____

Appendix C: Story 1
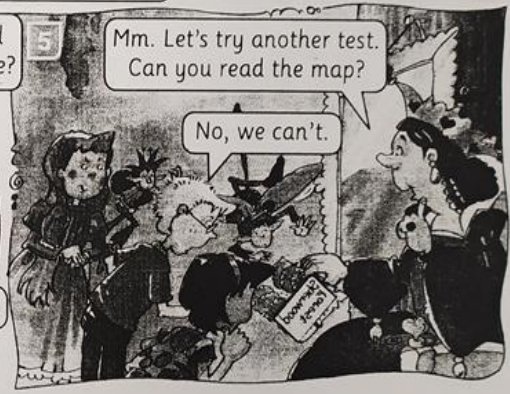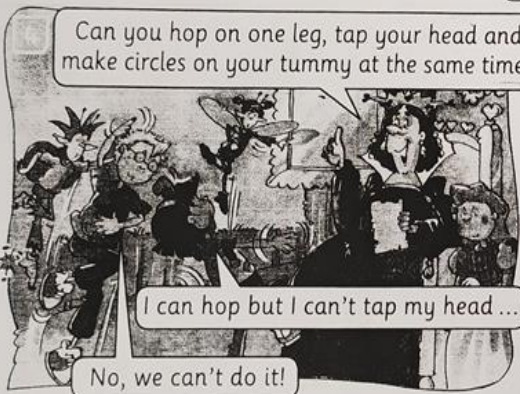
Appendix D: Story 2

PAUL AND THE AIRPLANE

This is Paul. Today is a special day for Paul because he is going to Hawaii on an airplane.

It's 8:00am. Paul is in his bed. The plane leaves for Hawaii at 10:30am.

It's 8:30am. Paul's mom opens the door and sees that Paul is still in his bed. She is frustrated. She yells, "Get up, Paul! The plane leaves at 10:30!" Paul gets ready quickly.

Now, it's 9:00am. Paul and his mom are in the car. There is a lot of traffic and Paul is worried because the plane leaves at 10:30am.

It's 9:30am and Paul and his mom are still in the car. Paul sees the airport in the distance and says, "Let's go, mom! The plane leaves at 10:30!"

Paul says, "Bye mom! and enters the airport. There are a lot of people. Paul looks at his watch. It's 10:00. Paul doesn't have a lot of time because the plane leaves at 10:30.

Paul looks at the people and is worried. He has to pass through security, but there are a lot of people there.

Finally, Paul passes through security. He looks at his watch. It's 10:25am. The plane leaves at 10:30.

Paul quickly runs through the airport and sees the plane that's going to Hawaii in the distance. Paul looks at his watch. It's 10:30am. The plane leaves at 10:30!

Paul runs some more and sees a person next to the plane's door. Paul yells, "Don't close the door! I am going to Hawaii!"

The person responds, "It's already 10:30, and the plane leaves right now". The person closes the door.

Paul is very sad because now he isn't going to Hawaii.

Appendix E: Student Questionnaire

Please read and tick (✔) the correct box

	Questions	Agree	Disagree
1.	I like Reading storybooks		
2.	I learn more when I read		
3.	I don't like reading in the classroom		
4.	My parents help me when I'm reading		
5.	I prefer reading out loud		
6.	I hate reading storybooks		
7.	I enjoy the activities of the story		
8.	I have fun when reading books		
9.	I prefer reading alone		
10.	I like reading new books		
11.	I think reading is fun		

Appendix F: Student Interview

The below open ended questions are intended to gain further information about what the students believe about storybook.

1. Do you enjoy reading books in English or Turkish?

2. Do you find it easy to understand what you are reading?

3. Is it easy to learn English through reading books?

4. Do you find English books different to Turkish books? If you do why?

5. Do you enjoy reading storybooks?

Öğrenci Mulakatı

1. Kitaplari Turkçe veya Inglizce okumayi seversiniz?

2. Okuduğnuzu kolay anliyormusunuz?

3. Inglizceyi kitap okuyarak oğrenmenk kolaymi?

4. Inglizce kitaplari Turkçe kitaplardan farkli buluyormusunuz?

5. Hikaye kitaplarini okumayi seviyormusunuz?

Appendix G: Teacher Questionnaire

The purpose of this questionnaire is to gain more insight towards the teacher's perceptions in storybooks and also to obtain general background about them.

Please read the following questions and provide answers based on your opinion.

1. How long have you been teaching English?

……………………. Years

2. Which years have you taught?

First years ☐ Fourth years ☐

Second years ☐ Fifth years ☐

Third years ☐

3. Have you used stories in your lessons?

Yes ☐

No ☐

4. Do you read in the class?

Yes ☐

No ☐

5. Do you use additional materials besides the actual material?

Yes ☐

No ☐

6. Do you introduce new words in each lesson?

Yes ☐

No ☐

7. How do you teach the new words which you present?

Defining the word ☐

Paraphrasing the word ☐

By substituting the word ☐

Other ………………………………..

………………………………..

8. Do you clarify unfamiliar words?

Yes ☐

No ☐

9. Which stage do you explain the words?

Pre Reading ☐

While Reading ☐

Post Reading ☐

10. How do you explain the new words?

……………………………………………………………………

…………………………………………………………………..

11. Do you allow your students to use a dictionary?

Yes ☐

No ☐

12. When the students come across unfamiliar words they:

Ask you ☐

Look it up in the dictionary ☐

Ask their friends ☐

Avoid the words ☐

Appendix H: Teacher Interview

The purpose of this interview is to examine the teacher's beliefs of using storybooks.

Please answer the questions carefully

1. What are the advantages and disadvantages of using storybooks?

2. Is the storybook technique useful for Young learners? And why?

3. What other techniques can be used in teaching English?

4. What type of problems may arise when using storybooks?