A STUDY ON THE PHONOLOGICAL AWARENESS SKILLS OF

YOUNG LEARNERS OF ENGLISH IN AN EFL CONTEXT

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ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

İrem Ay KEYSAN

DEDICATION

To all English teachers

ÖZET

İngilizce'nin Yabancı Dil Olarak Öğretildiği Bir Ortamda İngilizce Öğrenen Çocukların Fonolojik Farkındalık Becerileri Üzerine Bir Çalışma

KEYSAN, İrem Ay

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Dr. Öğr. Üyesi Çağla ATMACA

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Bu çalışma, Türkiye'de yabancı dil olarak İngilizce öğretimi bağlamında farklı türdeki etkinliklerin ve materyallerin (şarkılar, videolar, müzik, oyunlar, oyuncaklar, ödevler, çalışma kağıtları ve sesli sözlük) kullanımının çocuklarda fonolojik farkındalığı geliştirmedeki etkilerini araştırmayı ve katılımcıların İngilizce derslerindeki fonetik etkinlikler hakkındaki görüşlerini toplamayı amaçlamıştır. Çalışmanın amacı ile ilgili olarak, öğrencilerin sözcük, hece, başlangıç sesi-kafiye, ve fonem düzeylerinde fonolojik farkındalık becerileri Fonolojik Farkındalık Becerileri Testi (P.A.S.T.) aracılığıyla ölçülmüştür.

Bu çalışma, Şanlıurfa'da bir devlet okulunda İngilizce'yi yabancı dil olarak öğrenen 5., 6., ve 7. Sınıflardan 56 öğrenci ile bir İngilizce öğretmeni tarafından yürütülen bir eylem araştırması olarak viiecep edilebilir. Hem nitel hem de nicel araştırma yöntemleri kullanılmıştır. Nicel veri toplamak için P.A.S.T. bütün sınıflarda ön test, son test ve geciktirilmiş son test olarak uygulanmıştır. Mülakatlar ve katılımcıların görüşleri ise nitel veri toplamak için kullanılmıştır. Bunlara ek olarak araştırmacı, uygulama sürecini not etmek için yansıtıcı öğretmen günlüğü tutmuştur. Verilerden elde edilen sonuçlar incelenmiş ve birbiri ile kıyaslanmıştır.

Elde edilen bulgular, çocukların fonolojik farkındalıklarını geliştirmek için çoklu etkinliklerin yararlı ve eğlenceli olduğunu göstermiştir. Ön test puan ortalamaları (5. Sınıf = 56.571, 6. Sınıf = 61.941, 7. Sınıf = 55.444) ve son test puan ortalamaları (5. Sınıf = 76.761, 6. Sınıf = 78.470, 7. Sınıf = 75.944) karşılaştırıldığında son test puanlarının

yükseldiği saptanmıştır. Geciktirilmiş son test puan ortalamaları (5. Sınıf = 78.904, 6. Sınıf = 78.529, 7. Sınıf = 72.666) ise çocukların fonolojik farkındalığı bir dereceye kadar daha kalıcı olarak geliştirdiklerini göstermiştir. Sonuç olarak, çoklu etkinliklerin çocukların dikkatini çektiği ve fonolojik farkındalığı geliştirme açısından ihtiyaçlarına ve beklentilerine cevap verdiği görülmüştür.

Anahtar Kelimeler: Fonolojik farkındalık, küçük yaş İngilizce öğrencileri, Fonolojik Farkındalık Becerileri Testi, yabancı dil olarak İngilizce.

ABSTRACT

A Study on the Phonological Awareness Skills of Young Learners of English in an EFL Context

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This study aimed to investigate the effects of using different types of activities and materials (songs, videos, music, games, toys, assignments, worksheets and audio dictionary) on developing phonological awareness of young learners in Turkish EFL context and gather the participants' views about phonetics activities in English classes. Regarding the purpose of the study, phonological awareness skills of the participants at the levels of word, syllable, onset-rime, and phonemes were measured via Phonological Awareness Skills Test (P.A.S.T.).

This study can be accepted as an action research conducted by an English teacher at a state school in Şanlıurfa with 56 students from the 5th, 6th, and 7th grade EFL learners. Both qualitative and quantitative research techniques were used. P.A.S.T. was administered as the pre-test, immediate post-test, and delayed post-test in all grades to collect quantitative data. The interviews and comments of the participants were used to collect qualitative data. Moreover, the researcher kept a reflective teacher journal to note down her implementation process. Finally, the results were analyzed and compared to one another.

The analysis of the data showed that the multiple activities were useful and enjoyable to develop phonological awareness of young learners. When the mean scores of the pre-test (*M* for the 5th grade = 56.571, the 6th grade = 61.941, the 7th grade = 55.444) and immediate post-test (the 5th grade = 76.761, the 6th grade = 78.470, the 7th grade = 75.944) were compared, it was found out that the scores in the immediate post-test increased. The mean scores of the delayed post-test results (*M* for the 5th grade = 78.904, the 6th grade = 78.529,

the 7th grade = 72.666) indicated that young learners developed their phonological awareness more permanently to some extent. After all, it was clear that the multiple activities got young learners' attention, and responded to their needs and expectations in terms of developing phonological awareness.

Keywords: Phonological awareness, young learners of English, Phonological Awareness Skills Test, English as a Foreign Language.

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LIST OF ABBREVIATIONS

AE	American English
AuE	Australian English
CAI	Computer Assisted Instruction
CALL	Computer Assisted Language Learning
CEFR	Common European Framework of Reference for Languages
CIS	Commonwealth of Independent States
CLT	Communicative Language Teaching
CoE	Council of Europe
CPH	Critical Period Hypothesis
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ENL	English as a Native Language
ESL	English as a Second Language
IAWE	International Association for World Englishes
IELTS	International English Language Testing System
IPA	International Phonetic Association
IWB	Interactive Whiteboard
L1	First Language
L2	Second Language
LFC	Lingua Franca Core
MA	Master of Arts
MAT	Morphological Awareness Test
MI	Multiple Intelligences
MoNE	Ministry of National Education
NA	Natural Approach
PAI	Pronunciation Attitude Inventory
P.A.S.T.	Phonological Awareness Skills Test
PAT	Phonological Awareness Test
SBE	Standard British English
SBE	State Board of Education

SPSS	Statistical Package for the Social Sciences
TL	Target Language
TPR	Total Physical Response
UK	United Kingdom
USA	United States of America
VYL	Very Young Learners
WE	World Englishes
WWW	World Wide Web
YL	Young Learners
ZPD	Zone of Proximal Development

CHAPTER 1: INTRODUCTION

1.1. Background

There are four main skills in language; reading, writing, listening and speaking, and various foreign language education policies have been developed in Turkey to improve each of them. In our country, where English is taught as a foreign language, the ability of students at all levels to speak English properly is among the objectives of the course. It is known that speaking is one of the most essential skills to be developed to communicate effectively.

English is used for communication by many English as a Foreign Language (EFL) learners. However, they think that improving English speaking skill is a major problem. Furthermore, speaking skill is considered as one of the most complicated aspects of learning a language. According to many of them, it is hard to express themselves in spoken language. They remain silent because of their psychological obstacles. The reason is that they may not find the right words and expressions. Unfortunately, although people who learn English can learn sounds, words, phrases and grammar rules, they have difficulty in pronouncing them. This demotivates the learners, since they feel that they may not be able to develop their speaking skills. It is known that speaking skill is under the influence of some linguistic components such as grammatical accuracy, fluency, diction (word choice), syntax, phonology and pronunciation (Leong & Ahmadi, 2017, p. 34; Mahripah, 2013, pp. 287-289). Thornbury (2005, p. 24) stated that the lowest level of knowledge a learner utilizes is pronunciation. The fact is that the learners should know well phonological rules. Moreover, they should be conscious of sounds and their pronunciations in order to speak English accurately and effectively (Leong & Ahmadi, 2017, p. 36).

It is known that English is not a phonetic language that gives the same sound as in Turkish. Every written symbol does not have the same fixed sound. Because of the spelling system of the Roman alphabet, English has a weak grapheme-to-phoneme relationship. That is, sounds and graphemes are not always corresponded in a systematic manner. Moreover, the same sound can be shown by different letters. For instance, /i/ can be spelled <e> in *be*, <ee> in *bee.* Furthermore, there are silent symbols in English. They are silent because they are not pronounced at all. For instance, /b/ in *comb*, /h/ in *honest*, /k/ in *knee*. In addition, the same spelling may refer to different sounds. For instance, <th> in *thin* corresponds to the phoneme /θ/, whereas it corresponds to the phoneme /ð/ in *that* (Gut, 2009, p. 67). In English, it is clear that spelling and pronunciation do not match. In other words, pronunciation of

words is different from their spellings. On the other hand, words with similar spellings are sometimes pronounced differently due to the reason of tenses and phonemes that go after them. This leads to some challenges for non-native speakers of English in producing words (Gut, 2009, p. 9; Leong & Ahmadi, 2017, p. 37). For this reason, learning English without developing pronunciation and listening skills becomes difficult.

As it is known, one of the most important ways to improve listening skill is to have phonological awareness which is a skill that allows language learners to recognize and work with the sounds of the spoken language. There are some basic factors in teaching English to teach this skill and create awareness among language learners. These are improving listening and listening comprehension skills, analyzing sounds, words and phrases, and most importantly, learning the correct pronunciation.

1.2. Statement of the Problem

In language learning process, young learners may have difficulty in comprehending and pronouncing English sounds, words and sentences. A young learner who has lower phonological awareness might have difficulty with rhyming, syllabication, or spelling a new word by its sound. It is clear that acquiring phonological awareness is very important because it is thought as the foundation for spelling and word recognition skills, and necessary to develop young learners' listening skills. It is also known that one of the most important skills for listening is phonological (sound) awareness. Thus, teachers should focus on teaching phonetics and pronunciation, and developing young learners' phonological awareness.

Unfortunately, teaching pronunciation is often disregarded in English language teaching. However, the learners need to be well versed in correct pronunciation, since it is undoubtedly an essential quality in order to communicate in an effective and successful way. Thus, it is important to draw the attention to pronunciation as much as possible. Correct pronunciation is an essential aspect of successful and effective communication, so teaching pronunciation should be included in the initial phase of English language learning including young learners who should acquire the habits of correct pronunciation as early as possible. Additionally, the teachers of young learners should incorporate pronunciation with other areas of language learning (Reid, 2014, p. 47). In order to achieve this, English language teachers can integrate music, songs, videos, games, technology, and different types of activities into learning and teaching processes.

Music and songs are essential parts of growing and learning for young learners since young learners love to sing and listen to music. They are effective for practicing oral

language. The melody and rhythm are useful for improving young learners' pronunciation and intonation of a second or foreign language (Shin, 2017, p. 16). According to Davis (2017), songs are a common feature of young learner classrooms. They are fun and can keep young learners excited. They not only contain language patterns but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere. They are sometimes used only as gap fillers and warm-up activities. Moreover, songs have a strong influence on young learners and their motivation to learn English.

It is widely emphasized that music and technology can be used in language teaching and learning process. Today, there are lots of web pages on the Internet for teachers and young learners in order to help them use songs in English classes. In addition, there are lots of songs on the Internet, and the teacher can choose some suitable songs for young learners. However, several points should be taken into account. For instance, teachers should choose properly pronounced songs to use in English classes (Kováčiková, 2014, pp. 37-38). Moreover, numerous publications aim to describe how songs should be employed in order to facilitate the acquisition of various aspects of language including vocabulary, grammar, pronunciation, and listening skills (Davis, 2017, p. 445).

According to Klimova (2015, p. 1157), game is a natural tool for young learners to understand the world around them. Game is also defined as an activity in which young learners play and generally interact with others. They are identified as one of the most significant parts in language teaching and learning. Language games mean playing with languages and language skills. With the help of language games, teachers can build more effective and meaningful situations for their learners (Sobhani & Bagheri, 2014, pp. 1066-1067). A similar opinion is expressed by Uberman (1998) who thinks that games are essential means to promote, entertain, and teach fluency. She also believes that the teachers should use games in order to help their learners see beauty in a language (1998). Games enhance the learners' mental and physical capacities, and help them increase their concentration. They are especially helpful for young learner's cognition that helps the learner understand sounds and rhythms, and comprehend the language. Moreover, games put them in a competition with themselves and other learners in order to reach the goals. In other words, games are basic tools that help the teachers to revive their classrooms by supplying challenge and amusement. That is, games make the learners take part at the heart of learning in an active way. It makes the learners relaxed and more self-assured in acquiring a new language. Thus, learning process becomes easier, stronger, livelier, and more exciting (Cheng & Su, 2012, p. 670; Donmus, 2010, p. 1498; Ibrahim, 2017, p. 141).

Today, the integration of technology into language teaching and learning is very popular. In order to enhance the process of language teaching and learning, one of the most important factors is regarded as the use of technology. There are various advantages of integrating technology into this process. Technology can make the teachers' tasks easier, and save their time. With the help of technology, they can easily find and bring lots of educational games, songs, videos, materials, activities, worksheets into their classes. Language teachers can use different websites, social networks, or educational software to teach language skills. Not only the teachers, but also learners can benefit from the Internet, and technological devices such as computers, laptops, mobile phones, tablet PCs, music or video players, etc. Technology can provide immediate and individual feedback to unconfident learners who do not like doing their tasks in front of the class. Technological developments can keep their attention, raise their interest and motivation. Furthermore, they provide the learners with easier access to target language input. They also give the learners opportunities to develop and practice language skills (Donmus, 2010, p. 1498; Golonka, Bowles, Frank, Richardson, & Freynik, 2014, p. 70; Tuan & Doan, 2010, pp. 64-65). In spite of these advantages, there are some disadvantages regarding technology integration in language teaching. It is known that some common dangers of the Internet use include unpleasant materials, predators, plagiarism, hacking and viruses, network etiquette behavior, and privacy. That is, the Internet provides access to all types of issues and topics, some of which are unsuitable for young learners. Hardware, software, staffing and training are high-priced. In addition, when lines are engaged because of lots of Internet users, it may take a long time to obtain information or surf the Net. Implementing the Internet and using technological devices in the language classroom may be complex and demoralizing for the teachers who feel the lack of training, and have a passing acquaintance with the Internet and technology. Today, unfortunately, lots of institutions may not have the computers or computing equipment. Moreover, spending too much time on the computers in the classroom may lead to the lack of real-time teaching. In other words, instead of teachers, computers can play the key role in the classroom. Thus, teachers can no longer play the leading role as a facilitator or motivator to their learners. It is also stated that if the learners only observe images and imagination shown on the screen, their abstract thinking would be limited and logical thinking would vanish. Furthermore, one of the major technological developments in the last few years has been the interactive whiteboard (IWB). There are some drawbacks of IWBs. For instance, IWBs cost a large amount of money. For this reason, many educational institutions fail to find and pay the money in order to create technologically enhanced language classrooms

such as language laboratory. There is some doubt about the fact that many IWBs are at the front of the classroom. Hence, this leads to promoting teacher or learner-fronted behaviors. As a result, IWBs can be seen as less advantageous devices for groupwork. Teachers should always keep in mind that technology is merely a tool. More importantly, their learners' learning attainment depends on appropriate, clear, creative, and motivating instruction and learning environment (Habriichuk & Tulchak, 2017; Harmer, 2007, p. 187; Singhal, 1997; Wang, 2005, pp. 40-42).

Based on the relevant studies, it appears that there are still some pronunciation problems of young learners in various EFL contexts and integration of multiple activities has the potential to help them gain phonological awareness at an early age. Thus, there seems to a gap in examining the potential benefits of integrating multiple in-class activities (music, songs, games, charts, technological tools) to promote phonological awareness of young learners of English. This gap became the starting point for the current study to investigate the benefits and challenges of using multiple activities during English classes with an aim to promote phological awareness of young learners in Turkish EFL context.

1.3. Purpose of the Study

The aim of the study is to investigate the effects of using different types of activities, songs, videos, music and games in developing phonological awareness among young learners in Turkish EFL context and gather participant students' views about the phonetics activities in the classes.

1.4. Significance of the Study

Although young learners can learn sounds, words, phrases and grammar rules in time, some of them seem to have a problem with pronunciation. That is why these learners have difficulty in communicating in the foreign language they have been learning for a long time. According to Yopp (1992, p. 696), these young learners typically lack phonological awareness which is defined as the knowledge that speech is composed of a series of individual sounds. Yopp (1992, p. 703) also thinks that it is highly connected with success in beginning reading, and teachers can develop phonological awareness of young learners as early as their kindergarten years with the help of language activities.

There are many different and practical ways to achieve this goal. For instance, an English language teacher of young learners can integrate music in his/her class. It is clear that enjoyment of language learning is promoted through activities such as arts and crafts,

Total Physical Response (TPR), and drama (MoNE, 2018). Hence, the teacher can bring different types of materials, activities, games and educational toys to the class. Moreover, the use of technology and audio dictionary can enhance phonological awareness of the young learners. It is highly recommended that language learners should be constantly exposed to English through audio and visual materials (MoNE, 2018).

This study concerns young learners who study at a public school at the 5th, 6th and 7th grades. Moreover, it is an action research conducted by an English language teacher of young learners.

1.5. Research Questions

The current study aims to answer the following research questions:

1. Does the use of multiple activities and materials (integration of audio dictionary, games, worksheets and music) in English classes develop young learners' phonological awareness?

2. Is there any significant statistical difference between the pre-test, immediate post-test and delayed post-test scores of the participant young learners of English in terms of their phonological awareness levels?

3. What are the perspectives of the participant young learners about the multiple activities which focus on phonetics?

4. What are the reflections of the participant English teacher regarding the application of multiple activities with an aim to develop the phonological awareness of the young learners?

1.6. Limitations of the Study

This study is limited to 56 students at a state secondary school in a village of Şanlıurfa. Further studies can be implemented with more number of participants to generalize the findings in different schools with different learner characteristics such as age, language level or school type. Moreover, there was only one group of learners for the 5th, 6th, and 7th graders due to the convenience sampling employed. Thus, future studies can be conducted with a control group and experimental group. Finally, the application of the study lasted for a term and future researchers may be involved in longitudinal studies which may last for two terms.

However, the participants were the students of the researcher and they were given scores on their participation in the classroom activities. So they may have displayed more

favorable attitudes while giving answers in their written responses. These might have created some negative impact since social desirability or the desire to please the class teacher can be another problem in the answers given in the instruments, which is another limitation of the study.

CHAPTER 2: LITERATURE REVIEW

2.1. English as a Lingua Franca (ELF)

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks (Brown, 2014, p. 375). In Oxford Advanced Learner's Dictionary (2015, p. 848), language is defined as the system of communication in speech and writing that is used by people of a particular country or area, and it is also defined as the use by humans with a system of sounds and words to communicate. According to Algeo (2009, p. 2), a language is a system of conventional vocal signs by means of which human beings communicate.

Language has three major functions. The first function is communication. It is known that people use language to communicate with each other. The second function is identity. It means that people use language to indicate who they are and which group they belong to. The third function is culture. People can express their culture with the help of the language (Kirkpatrick, 2007, p. 10).

As it is well known that English language is the most powerful universal language of communication around the world. In other words, it is the language of international communication. Moreover, it is one of the major languages taught in different class levels of schools. All over the world people in ever-growing numbers are using more and more varieties of English (Kirkpatrick, 2007, p. 1; Sharma, 2008, p. 121).

Being the third most spoken language, English has given birth to various types of English throughout the world. In 1985, in order to understand the use of English in various countries, an Indian linguist Braj B. Kachru described the world of English in terms of three circles which classify English as a world and global language. The growing world forms a significant component of the three circles of English: The Inner Circle, the Outer Circle, and the Expanding Circle. According to Kachru (1990), these three concentric circles bring to English a cultural pluralism, and linguistic diversity. These three circles of English ended in various English languages. World Englishes (WE) refers to varieties of English spoken and written in various different countries, especially those not in the traditional inner circle. Kachru originated, structured and defined the WE. Alongside his books and articles, Kachru was also in charge of organizing the yearly conferences on WE held by the International Association for World Englishes (IAWE). The work of Kachru had an utmost importance, and the impact of the Kachruvian approach to the WE resulted in a variety of subdisciplines

including applied linguistics, critical linguistics, descriptive linguistics, discourse analysis, and educational linguistics. In fact, the promotion of the WE is mainly associated with Braj B. Kachru, Yamuna Kachru, Larry Smith, and a large number of other academicians who adopted the WE approach. Kachru (1990) stated that the WE was the result of different sociocultural contexts and different uses of the language in culturally various worldwide contexts. Bolton (2006) pointed out that the WE is capable of a variety of definitions and interpretations. Actually, the WEs were brought into use, involving: English as a worldwide language, global English(es), international English(es), localized varieties of English, new varieties of English, non-native varieties of English, second language varieties of English, world English(es), new Englishes, besides more traditional terms as English as a Second Language (ESL) and English as a Foreign Language (EFL). Ariyasinghe and Widyalankara (2016) stated that the attitudes towards English considerably vary from country to country depending on the three circles of WE (Ariyasinghe & Widyalankara, 2016, pp. 1263-1264; Bolton, 2006, pp. 240-248; Brown, 2014, p. 383; Harmer, 2007, p. 17; Kachru, 1990, p. 5).

In the inner circle Kachru (1985) put countries such as Britain, the United States of America (USA), the United Kingdom (UK), Australia, New Zealand, and Canada where English is the primary language, or English is spoken as the native language (ENL). In these countries (ENL societies), English functions mainly as a first language (L1). They are norm-providing varieties of English (L1 varieties). These varieties belong to the inner circle, and have the traditional base. Such varieties are: Standard British English (SBE), American English (AE), Australian English (AuE), etc. (Ariyasinghe & Widyalankara, 2016, pp. 1263-1264; Harmer, 2007, p. 17; Kachru, 2005, p. 14).

In the outer circle Kachru (1985) put countries such as India, Nigeria, Singapore, Bangladesh, Kenya, Pakistan, Sri Lanka, Ghana, Malaysia, Philippines, Tanzania, and Zambia where English has become an official or broadly used second language. In other words, English is used as an institutionalized additional language. In these countries (ESL societies), the localized norm has a well settled linguistic and cultural identity. Furthermore, English is spoken in non-native settings in the countries which belong to the outer circle. However, English is official in lots of public properties such as administration, media, legislation, and education. In these countries, people think that learning English is a profit and a necessity to have a notable job and even in daily routines. The norm-developing varieties of the outer circle are: Singapore English, Nigerian English, and Indian English. According to Kachru (1990), in the outer circle, the interaction with native speakers of English is minimized. Moreover, the localized roles are broader than the international roles

(Ariyasinghe & Widyalankara, 2016, p. 1264; Bolton, 2006, p. 249; Harmer, 2007, p. 17; Kachru, 1990, p. 10; Kachru, 2005, p. 14).

In the expanding circle Kachru (1985) put countries such as China, Turkey, Indonesia, Poland, Korea, Iran, Saudi Arabia, Japan, Mexico, Hungary, South Africa, South America, Israel, Nepal, Zimbabwe, Egypt, Italy, Taiwan, Thailand, the Commonwealth of Independent States (CIS), and Caribbean countries such as Bahamas, Barbados, Cuba, Dominica, Grenada, Jamaica, etc. The CIS states are Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, and Uzbekistan. They are norm-dependent varieties where the norms are external. In these countries (EFL societies), English continues to be used mainly as a foreign language, and is needed only for international communication purposes. However, dynamics of English in the expanding circle are rapidly changing. For many EFL societies, learning English is not a requirement except for international communication. Hence, they pay little attention to learn English (Ariyasinghe & Widyalankara, 2016, p. 1264; Bolton, 2006, p. 249; Kachru, 2005, p. 14).
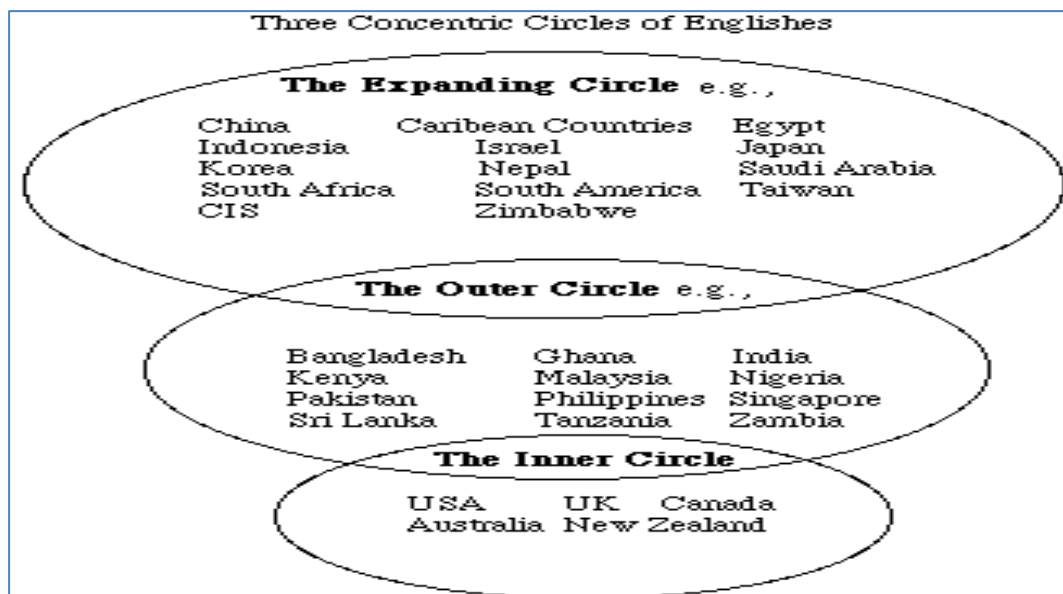
Figure 2.1. Three concentric circles of Englishes (adopted from Ariyasinghe & Widyalankara, 2016, p. 1263).

The growth in recent years in the use of English as an International Language (EIL) has brought about changes in pronunciation necessities and goals of the learners. The acquisition of a native-like accent is no longer the overall aim of most of the learners. In addition, communication with native speakers is not their main reason for learning English. On the contrary, what they need in particular is to be able to communicate effectively with other non-native speakers of English from different L1 backgrounds (Jenkins, 1998). For

Jenkins, the evidence of ELF suggests that language teachers should change what they teach. Language learners need to learn not English, but about Englishes, their resemblances and dissimilarities, issues related to intelligibility, the strong links between language and identity, etc. Jenkins suggested only focusing on core phonology. Since ELF speakers do not use idioms, she also suggested that language teachers should stop idiomatic usage in lexis teaching (Harmer, 2007).

An important issue that often emerges in research into ELF speech is how intelligible it is. It is needed to know not only how intelligible it is, but also which aspects of pronunciation affect intelligibility (Deterding, 2012). Jenkins (2000) tried to investigate which features of pronunciation lead to intelligibility problems between speakers from different countries. Thus, Jenkins proposed a Lingua Franca Core (LFC) of those features of pronunciation that play important roles in international intelligibility. In addition, she stated that, for ELF, teaching other features of pronunciation is not essential, though of course, some learners might adopt native speech patterns in more detail (Deterding, 2012).

According to Derwing and Munro (1995), the term intelligibility refers to the extent to which an utterance is exactly understood and they featured the intelligibility in accordance with comprehensibility and accentedness, as a foundation for pronunciation pedagogy. According to Nelson (2011), the conversation maintains intelligibly if utterances are easily mapped onto phonological segment inventories and rules for the production of sounds in sequences, and if the productions are working for other partners.

According to Harmer (2007), under the pressure of personal, political and phonological considerations it has become traditional for language teachers to view intelligibility as the main aim of pronunciation teaching. It is implied that language learners should be able to use pronunciation which is well enough for them to be always understood. If their pronunciation is not up till the standard, there is a significant risk that they will be unsuccessful in communicating effectively (Harmer, 2007).

In teaching and testing pronunciation of English, language teachers can pay attention to an essential sound inventory: namely, some number and distribution of vowels and consonants, each one and each set (as, stops, round vowels, and so on) described in terms relevant to the context in which the teaching and learning is in progress (Nelson, 2011).

The key to effective pronunciation teaching does not get language learners to produce right sounds or intonation tunes so much, but rather, to have them listen and notice how English is spoken with the help of audio or video recordings or by their language teachers.

The more aware they are, the bigger the chance that their levels of intelligibility will develop (Harmer, 2007).

Teaching English with a WE viewpoint primarily includes an approach based on the intelligibility of the language that is learned and will be used. Nelson (2011) stated that WE teachers must prepare their students to respond to the perceptual challenges with assured flexibility. Jung (2010) pointed out that EFL/ESL learners should learn all kinds of idioms between native speakers and non-native speakers and between the two non-native speakers to create the intelligibility (focusing on words) and comprehensibility (focusing on meaning).

According to Harmer (2007), pronunciation teaching not only makes language learners aware of different sounds and sound features, but also improves their speaking skills significantly. In some cases, pronunciation helps them to overcome intelligibility problems. Focusing on sounds, representing where they are made in the mouth, and making the language learners aware of where words should be stressed give them more information about spoken English. Moreover, all these help them attain the aim of developed comprehension and intelligibility (Harmer, 2007).

The intelligibility of both normal and pathological speech can be measured by offering listeners with words, sentences, or longer units, and wanting them to write what they have heard in standard orthography (Derwing & Munro, 1995). In teaching and learning situations, intelligibility is usually tested by the learners' oral repetition or by some dictation tasks (Nelson, 2011).

Young learners have potential to acquire good pronunciation skills, and reach native-like fluency. They resemble sponges. Thus, they can absorb everything they hear and how they hear it. Since they can say again completely what they hear, clear and accurate pronunciation is highly significant. Mixed activities, dialogues, chants, songs, poems and rhymes can improve young learners' speaking skills. Moreover, their pronunciation develops; in the meantime, their awareness of the language increases (Klancar, 2006). In terms of pronunciation, it is necessary to use their potential with the help of enough exposure and fun input. Teaching pronunciation should be based on multiple language activities for young learners in order to raise their awareness about phonetics, phonology, and pronunciation. It is clear that young learners of English become more successful when they are given meaningful exposure to language and plenty of opportunities to practise (Shin & Crandall, 2019).

English language can be classified in three headings. The most traditional classification distinguishes between English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL). ENL is spoken in countries where English is the primary language of a large population of people. For instance, Australia, Canada, New Zealand, the UK and the USA are countries where English is spoken and used as the native language (Kirkpatrick, 2007, p. 27). Native language is also known as mother tongue, or L1. It is the language first learned (Lightbown & Spada, 2013, p. 217). Native speaker is one who uses the language as a first language (Brown, 2014, p. 376). Native speaker is described as a person who has learned a language from an early age. S/he is considered to be completely proficient in that language (Lightbown & Spada, 2013, p. 221). In Oxford Advanced Learner's Dictionary (2015, p. 999), native speaker is defined as a person who speaks a language as their first language and has not learned it as a foreign language.

On the contrary, ESL is a term for English learned as a new language within the culture of an English-speaking country (Brown, 2014, p. 371). It is spoken in countries where English is an essential and commonly official language. However, it is not the main language of these countries. The examples of these countries are ex-colonies of Britain or North America like India, Nigeria, Malaysia, and the Philippines (Kirkpatrick, 2007, p. 27; Sharma, 2008, p. 121). Second language (L2) is defined as any language other than the first language learned (Lightbown & Spada, 2013, p. 223). The first language or mother tongue of ESL learners is a language other than English. In addition, they have to speak English for social and educational purposes at school or within a college setting (Mohan, Leung, & Davison, 2014, p. 1). In other words, L2 learners need English so as to survive in the community, or do such things as renting apartments, working, shopping, using public transportation, looking for medical care, etc. Moreover, in L2 settings, there is a large amount of exposure to the target language (TL) (English), since the TL is widespread. In second language situations, English is the language of commercial, administrative and educational institutions. Furthermore, English is the language of the mass media such as newspapers, radio and television in a second language situation (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980, pp. 4-6; Harmer, 2007, p. 19; Pecorari, 2018, pp. 1-2).

Foreign language learning refers to the learning of a language, generally in a classroom, or in a context where the TL is not commonly used. Second language learning is contrasted with foreign language learning. In second language learning, the language being learned is used in the community. On the contrary, in foreign language learning, the language

is not widely used in the community (Lightbown & Spada, 2013, pp. 217-218). English is also a foreign language. Thus, it is widely taught in schools, but it does not play a crucial role in national or social life (Broughton et al., 1980, p. 6). EFL is a term for English learned as a foreign language in a country where English is not widely used as a language of education, business, or government (Brown, 2014, p. 371). Japan, China, Korea, Nepal, Indonesia and many countries in the Middle East can be given as examples for countries in which English is known as EFL. It takes place in countries where English is not actually spoken very much in daily life. Thus, English is learned at school. However, learners have little chance to speak English outside the classroom. Unfortunately, these learners are reported to have lack of motivation to learn English (Kirkpatrick, 2007, p. 27; Sharma, 2008, p. 122). According to Kirkpatrick (2007, pp. 27-28), the motivation is much higher in countries where English has an institutional or official role than in countries where students have little opportunity to hear any English outside the classroom. As a result, it is said that EFL learners tend to have an instrumental motivation in order to learn English (Broughton et al., 1980, p. 7).

It is clear that English has become a lingua franca in many countries throughout the world. Thus, in addition to ENL, ESL, and EFL, a new term "English as a lingua franca" (ELF) has emerged in recent years. In Oxford Advanced Learner's Dictionary (2015, p. 881), lingua franca is defined as a language of communication used between people whose main or first languages are different. ELF is a term that refers to a way of communication in English between speakers with different first languages. In other words, English is used as a lingua franca that is between two people who share different language and for whom English is not their mother tongue (Harmer, 2007, p. 20; Seidlhofer, 2005, p. 339). According to Ellis (2008, p. 960), the term ELF is used to refer to the communication in English between speakers whose first languages are not the same. ELF is also known as English as an international contact language (Canagarajah, 2006, p. 198).

As explained above, English has gained a new position that means a requirement of the globalized world. The ever-increasing demand to communicate effectively in English has created an enormous need for English teaching throughout the world. Thus, many students desire to bring their English competence to the condition of a high level of accuracy and fluency since they have important goals to learn English (Tosuncuoğlu, 2018, p. 326).

2.2. Teaching English to Young Learners

Teaching and learning are two most important elements of daily life. People are constantly in the process of teaching and learning from birth. In this process, they learn various things in different ways. Considering its simplest form, the learning process begins in the family. According to the teaching offered by the family, people begin to develop. Among these learning processes, language learning constitutes the most important part of the development.

In the field of teaching and learning a language, this critical question emerges: What is the difference between acquiring a language, and learning a language? For some researchers, especially according to Stephen Krashen (1981), acquisition is a subconscious internalization of language knowledge, which occurs when attention is focused on meaning rather than form. The term acquisition refers to the unconscious process of picking up a language by means of exposure. That is, language acquisition is very akin to the process which is used by children in acquiring their first and second languages. Moreover, it needs meaningful interaction in the target language. It also requires communicating in a natural way since speakers focus on the messages they are conveying and understanding. It is a known fact that mother tongue acquisition takes place naturally in a family setting. The language acquisition process begins with the mother tongue. It is stated to be very important to start learning a foreign language as early as possible to make it more similar to mother tongue acquisition. There is another important question about age and acquisition. This is the question of whether there is a critical period (sensitive period) for language acquisition. This critical period is defined as a biologically identified period of life when someone can acquire a language more comfortably. It is claimed that beyond this critical period language is progressively complex to acquire. The Critical Period Hypothesis (CPH) is the proposal that there is a certain and sensitive period during which language acquisition can occur. In other words, there is a fixed span of years during which learners can acquire L2 without difficulty and achieve native-speaker competence. However, CPH claims that L2 acquisition becomes more complex and it is impossible to be fully successful after this period (Ellis, 2008). It cannot be said that the language learning process and the mother tongue acquisition are the same. Mother tongue acquisition is a natural and unconscious process that requires no special effort, guidance, monitoring, implementation of a specific program, and use of methods, techniques, and materials. On the contrary, foreign language learning process is an unnatural process. The term learning refers to the conscious process of studying a language. Learning is identified as a conscious process that happens when a learner wants to learn

about the language itself. In other words, the learner's aim is not to understand messages conveyed through the language. It is a complex, variable and broad cognitive process. In addition, it contains some elements such as guidance, monitoring, implementation of a specific program, and use of methods, techniques, and materials. Thus, it is reported to be of great importance to start learning foreign languages at an early age in an institution or at school with the support of language teachers (Brown, 2014, p. 54; Ellis, 2008, pp. 7-24; Krashen, 1981, p. 1; Lightbown & Spada, 2013, pp. 216-220; Onursal, 2019, pp. 41-42). In non-English speaking countries, learning English is generally seen as a great importance. Most families try to teach English to their children at an early age because English has become the most widespread medium of communication all over the world (Bekleyen, 2011).

Early language learners can be defined as young learners (YL). Young learners are divided into three groups: very young, young, and late young learners. Very young learners (VYL) are children between the ages of 3 and 6 (pre-school education). Young learners are children between the ages of 7 and 9 (1st- 3rd grade). On the other hand, late young learners are children between the ages of 10 and 12 (4th- 6th grade) (Oktaviani & Fauzan, 2017). Since children do not show the same characteristics at different ages, a distinction can be made between very young learners and young learners (Slattery & Willis, 2001). According to Reilly and Ward (1997), very young learners are children between the ages of 3 and 6 who have not yet started obligatory education at school and have not yet started to read. Young learners are called 7 to 12-year-old foreign language learners while very young learners are called children aged under 7 years (Slattery & Willis, 2001). Young language learners are children who are learning a foreign or second language during the first six or seven years of formal schooling. In the education systems of most countries, young learners are those who are in primary school. In the matter of age, young learners are children between the ages of about 5 and 12 (McKay, 2006). The age range of the young learners varies among experts and countries. Mostly, children in the 5-12 age range can be identified as young learners (Shin, 2006).

There are many reasons that require learning a foreign language at an early age. First of all, learning a foreign language at an early age regulates the mental development of the young learners, affects their intellectual development, ability to understand in mother tongue and sensitivity to language. With the help of an early start, young learner's memory, thinking, comprehension, and imagination can be improved. In addition, it gives young learners the ability to communicate easily and offers an opportunity to get to know other

cultures. In other words, a teacher can help young learners recognize different cultures, and s/he promotes respect, empathy, and sympathy for a variety of lifestyles. Furthermore, young learners can maximize their learning time with the help of early foreign language learning. That is, the earlier they start, the more time they have to learn a language. It also enhances the development of metalinguistic awareness which is identified as having variety of components, or developmental stages, and enlarges children's experience of language. It is very essential for a child to concentrate on more difficult aspects of language structure such as words, phonemes, and syntactic structures. Therefore, an early age has a great importance in learning a foreign language (Anşin, 2006, pp. 9-10; Stakanova & Tolstikhina, 2014, pp. 456-457; Yelland, Pollard, & Mercuri, 1993, p. 423). As a result, teaching English to young learners has gained more prominence throughout the world. In many countries in Europe and Asia, including Turkey, the educational authorities have made various arrangements to start foreign language education at the level of primary school. For instance, the age for beginning to learn EFL was decreased to 6.6 years (2nd grade) by the Ministry of National Education (MoNE) in 2012 in Turkey (Gürsoy & Akın, 2013, p. 828; Şevik, 2012, p. 9).

Teaching English to young learners does not include only teaching the language. In other words, it consists of different main areas of development such as cognitive, social, emotional and linguistic development. Thus, all English language teachers should take into consideration these developmental areas while working with the young learners (Williams, 1998, p. 230). As a result of different studies, many helpful ideas and principles have been put forward considering these areas of development. For example, Shin provided ten helpful ideas in his study on this topic in 2006. According to Shin, these ideas may be supportive for all English teachers of young learners. These ideas can be listed as follows (Shin, 2006, pp. 3-7):

1. Supplement activities with visuals, realia, and movement.
2. Involve students in making visuals and realia.
3. Move from activity to activity.
4. Teach in themes.
5. Use stories and contexts familiar to students.
6. Establish classroom routines in English.
7. Use students' first language (L1) as a resource when necessary.
8. Bring in helpers from the community.
9. Collaborate with other teachers in your school.
10. Communicate with other Teaching English to Young Learners professionals (Shin, 2006, pp. 3-7).

As the ideas indicate above, in the field of teaching English to young learners, there are many different ideas to help teachers plan and adjust their teaching. If an English teacher of young learners has difficulty in planning his/her lesson, s/he can easily access and benefit

from these ideas. In addition, the ideas shared by researchers, professionals and teacher educators can assist Ministries of Education around the world. Today, Ministries of Education around the world try to create an early start to teach English. Thus, English is taught in primary and even in pre-schools now. It is known that English as a foreign language has been reinforced in Turkey. Moreover, the policies of Turkish education system have been reshaped in line with the demands of globalization. From the early years of the Turkish Republic until the 2012 Education Reform, there has been an ever-increasing demand to learn English. Previously, English started to be taught at the 4th grade in Turkey. In 2012, the most recent revision was made in Turkish education system. The new model is known as 4+4+4 model (Aşık & Ekşi, 2015). That is, 12-year mandatory education is separated into three stages. Stage 1 refers to primary; stage 2 refers to secondary; stage 3 refers to high school. Each stage consists of 4 grades (4+4+4). As a result of this new model, the age to start learning English was dropped, and the learners are exposed to English from earlier ages. Today, in Turkey, English as a foreign language starts at the 2nd grade in public schools. However, many private schools start to teach English from much earlier ages (Aşık & Ekşi, 2015, p. 27; İnal & Özdemir, 2015, pp. 136-137).

According to new developments, English language teaching (ELT) should build or arrange conditions that encourage young learners to learn English. Using the language simultaneously, and getting young learners to participate in classroom activities have gained popularity in the field of ELT. Additionally, a process instead of a product-oriented view of teaching has become trendy (Tosuncuoğlu, 2018, p. 326).

As a result, many institutions try to hire better trained and more experienced English teachers of young learners. These institutions also want these teachers to bring different kinds of activities with visuals and realia to the classroom. In addition, they expect the teachers to make the learning more fun and involve young learners by using the visuals and realia. On the other hand, because of the age factor of young learners, their characteristics and interests are not the same as those of adults'. For this reason, teachers must incorporate a variety of interesting and age-appropriate materials, activities, songs, games, stories, contexts and thematic units which can create a wider context and help young learners focus more on content and communication than structure. Additionally, it is suggested that the teachers should identify enjoyable classroom routines in English to manage young learners in classroom. Whatever the routine is, the teacher should create real interactions in English using classroom routines. In order to build an effective language teaching and learning environment, it is also suggested for the teachers that L1, which is known as the first

language, is more useful for a hard expression or word at beginning and lower levels. To put it differently, L1 can be used to explain the main differences between L1 and L2, and the grammatical usages of the language unless the learners have much linguistic knowledge. However, the teachers should save their time to teach English and focus on building communicative skills in classroom (Cole, 1998; Shin, 2006).

In a similar vein, Williams introduced ten principles for teaching English to young learners. Her ten principles are these (Williams, 1998, pp. 230-232):

1. Start where the child is.
2. Encourage social interaction.
3. Support negotiation of meaning and collaborative talk.
4. Allow children to be active participants in the learning process.
5. Pitch input within the zone of proximal development.
6. Introduce language at discourse level.
7. Plan meaningful and purposeful activities within a clear, familiar context.
8. Help young learners to become more independent and autonomous.
9. Develop a supportive, non-threatening, enjoyable learning environment.
10. Test and assess in the way that the teachers teach (Williams, 1998, pp. 230-232).

Depending on these principles, it can be understood that Teaching English to Young Learners includes more than only teaching English. There are different central patterns and elements which all teachers need to keep in mind while teaching. It must be considered that young learners bring so much to the class. For instance, they bring their experiences of life, knowledge of their world, at least one language that they have already learnt, motivation, age, interests, characteristics, potential and abilities, ways of learning, intelligence types and strengths. Therefore, it is important to think that young learners are not "empty vessels" waiting to be filled. On the contrary, they should be cognitively active participants and independent during learning process. In other words, they need to take risks and face challenges which need to be scaffolded by one learned person within Vygotsky's Zone of Proximal Development (ZPD). Vygotsky (1978, p. 38) defined the ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". In short, the ZPD means the distance between the current level of development and the next level under adult guidance or in collaboration with more competent peers. That is, young learners learn best through social interaction, doing, becoming more independent and autonomous, participating actively in the learning process with more capable persons, creating their own understandings and meanings in a supportive, non-threatening, enjoyable learning environment (Shabani, Khatib, & Ebadi, 2010, p. 238; Vygotsky, 1978, p. 38; Williams, 1998, pp. 230-232).

In addition to these supportive ideas and principles, requirements for effective teaching of English to young learners were organized into five pillars in a previous study of Musthafa (2010, pp. 120-123). According to these requirements, accomplished teachers of English should know:

1. who children are.
2. how children learn.
3. how children learn a language.
4. how children learn English as a Foreign Language.
5. the principles and should be able to do things to facilitate children learning English as a Foreign Language in Indonesia (Musthafa, 2010, pp. 120-123).

As mentioned by Musthafa (2010), it is important that teachers recognize who their young learners are before they can plan an effective English instruction. Moreover, the young learners' characteristics and experiences should be taken into consideration by the teachers. In other words, it is critical that the teachers make decisions in line with needs and characteristics of the young learners and ways of their learning (Musthafa, 2010). In addition to these, the teachers should focus on intelligences of their learners. Language learners are viewed as having individual intelligences. Their strengths are different because they have different learning or cognitive styles. For instance, some of them learn better when they are able to use their bodies rather than using numbers. Howard Gardner's Multiple Intelligences (MI) refers to a learner-based philosophy that identifies the intelligence as possessing multiple dimensions that must be admitted and improved in education. MI is opposed to traditional IQ tests because they measure only logic and language. However, MI claims that the brain has other evenly significant intelligence types. Gardner proposes eight intelligences that can be enhanced with the help of practice and training. Based on the suggestions of some scholars (Anderson & Larsen-Freeman, 2011, p. 191; Armstrong, 2009, pp. 6-7; Richards & Rodgers, 2001, pp. 115-116), these eight intelligences are:

1. Linguistic/verbal: the ability to use language in effective and creative ways, to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language.

2. Logical/mathematical: the ability to use numbers effectively, to think rationally, to reason well, and sensitivity to logical patterns and relationships, statements and propositions, functions.

3. Spatial/visual: the ability to form and create mental models, images, to orient oneself in the environment, and sensitivity to color, line, shape, form, and space.

4.   Musical/rhythmic: the ability to recognize tonal patterns and a good ear for music and a sensitivity to pitch, melody and rhythm.

5.   Body/kinesthetic: the ability to use one's body to solve problems and to express oneself and having a well-coordinated body, and physical skills such as balance, flexibility, coordination, strength, and speed.

6.   Interpersonal: the ability to work well with people, to understand their moods, feelings, intentions and motivations, and sensitivity to facial expressions, voice, and gestures.

7.   Intrapersonal: the ability to understand oneself and apply one's talent effectively, to practice self-discipline, self-esteem, self-understanding, and sensitivity to awareness of inner moods.

8.   Naturalist: the ability to relate to nature, to understand and organize the patterns of nature, and sensitivity to natural phenomena such as seas, mountains, cloud formations, etc.

People with linguistic/verbal intelligence often choose occupations such as teacher, reporter, writer, linguist, editor, lawyer, poet, and radio or television announcers. People with logical/mathematical intelligence often choose occupations such as doctor, statistician, economist, engineer, scientist, accountant, and programmer. Some professionals who are strong in visual/spatial intelligence are architects, decorators, graphic artists, painters, photographers, and sculptors. The musical/rhythmic intelligence is evident in singers, composers, songwriters, music teachers, and musicians. Acrobats, models, mimes, athletes, dancers, gymnasts, surgeons, and craftspeople are strong in body/kinesthetic intelligence. People who are strong in interpersonal intelligence often choose careers such as salesperson, politician, teacher, psychologist, lawyer, and counselor. People who are strong in intrapersonal intelligence often become writers, poets, therapists, psychiatrists, and philosophers. Farmers, gardeners, geologists, biologists, botanists, and environmental engineers are strong in naturalist intelligence (Dung & Tuan, 2011, pp. 86-90; Richards & Rodgers, 2001, p. 116).

It is known that each learner possesses all eight intelligences. However, they are not equally developed in any individual. A teacher in an MI classroom is opposed to a teacher in a traditional linguistic/mathematical classroom. In MI classroom, the teacher constantly changes her/his method of presentation from linguistic to visual to rhythmic and so on. Thus, the teacher blends intelligences in creative ways. The teacher also tries to help their learners know their full capacity with all of the intelligences. Thus, they can categorize classroom

activities according to intelligence types (Anderson & Larsen-Freeman, 2011, p. 192; Armstrong, 2009, p. 56). Armstrong (2009, pp. 58-64) gives examples of teaching activities that suit each type of intelligence:

1. Linguistic/verbal: lectures, discussions, word games, storytelling, choral reading, journal writing, creating class newspapers.

2. Logical/mathematical: brainteasers, problem solving, science experiments, number games, puzzles, critical thinking, creating codes.

3. Spatial/visual: imaginative storytelling, visual presentations, art activities, imagination games, mind-mapping, visualization, visual awareness activities.

4. Musical/rhythmic: singing, group singing, whistling, using background music, rhythmic learning, rapping, using songs that teach.

5. Body/kinesthetic: hands-on learning, dancing, drama, sports that teach tactile activities, pantomime, relaxation exercises, classroom theater, field trips, miming, physical education activities.

6. Interpersonal: cooperative learning, pairwork, peer tutoring, peer sharing, social gatherings, project work, community involvement.

7. Intrapersonal: individualized instruction, individualized games, self-evaluation, independent study, self-esteem building, keeping journal, options in course of study.

8. Naturalist: nature study, nature walks, eco-study, class weather station, ecological awareness, care of animals and plants.

In addition to these teaching activities, Armstrong (2009, pp. 58-64) gives examples of teaching materials for each intelligence type as in the following:

1. Linguistic/verbal: books, worksheets, tape recorders, typewriters, books on tape, dictionaries, novels, stories, poems, talking books.

2. Logical/mathematical: calculators, science equipment, math games.

3. Spatial/visual: flashcards, charts, color cues, photos, maps, graphs, videos, Lego sets, cameras, picture library, art materials.

4. Musical/rhythmic: rhythms, raps, songs, chants, tape recorder, tape collection, musical instruments.

5. Body/kinesthetic: sports equipment, building tools, clay, tactile learning resources, competitive games.

6. Interpersonal: party supplies, board games, props for role-plays.

7. Intrapersonal: journals, self-checking materials.

8.   Naturalist: animals, plants, gardening tools, naturalists' tools, aquariums, terrariums, telescopes, binoculars, microscopes.

In order to create good classroom practices, seven suggestions were made for the teachers by Musthafa (2010, pp. 123-124):

1.   English is to be used all the time to ensure that children have relatively much exposure to English.
2.   Print-rich environment in English should be created in and around the classroom.
3.   Teachers of English for young learners should use activity-based teaching-learning techniques such as Total Physical Response (TPR), games, and projects.
4.   Teachers of English for young learners should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons.
5.   Teachers of English for young learners should focus on functional English for vocabulary development, and for immediate fulfillment of communicative needs of the learners.
6.   Teachers of English for young learners should reiterate often to ensure the acquisition of English expressions or vocabulary items.
7.   Teachers of English for young learners should provide useful, acquisition-promoting routines (Musthafa, 2010, pp. 123-124).

In English language teaching, methods and approaches play crucial roles to help the learners acquire L2. Suggestopedia, also known as Desuggestopedia, is one of widely used methods in teaching English. It is a method that was developed by the Bulgarian psychiatrist-educator Georgi Lozanov (Richards & Rodgers, 2001). Suggestopedia, as one of the humanistic approaches, uses music to settle the learners down, and also to build, pace, and punctuate the presentation of linguistic material. It focuses on understanding of how human brain works and how humans learn most successfully. Desuggest is contrary to suggest. It is used to remove the negative feeling. Suggestopedia is used to enhance the positive feeling and to discover the whole mental power. It highlights the power of learners' feelings. According to Lozanov, only five to ten percent of mental capacity is used. Thus, the limitations, obstacles, psychological barriers, and negative feelings should be desuggested in order to make the capacity better. The teacher is the authority. Hence, the learners must respect and trust their teacher in order to keep information and to be successful. In Suggestopedia, songs are seen as helpful tools for releasing the speech muscles and raising positive feelings. Moreover, fine arts are useful for positive suggestions. They also facilitate suggestions to reach the unconscious. For this reason, the arts (drama, music, art) should be added to the teaching process. The most obvious characteristics of Suggestopedia are the decoration, furniture, arrangement of the classroom, the use of music, and the authority of the teacher. It is stated that learning is promoted in a cheerful and colorful environment. Thus, a positive, supportive, bright, colorful, and cheerful environment must be created by the teacher. One of the major concepts of Suggestopedia is defined as Peripheral Learning. It emphasizes that students learn from what is present in the environment peripherally, even

if their attention is not directed to it. For instance, it is claimed that the learners can easily get the important facts by hanging posters displaying grammatical information about L2 around the classroom. The posters are changed periodically to supply grammatical information that is suitable for what the learners are studying (Anderson & Larsen-Freeman, 2011, pp. 71-77; Arulselvi, 2017, pp. 24-25; Gezer, Şen, & Alcı, 2012, p. 19; Richards & Rodgers, 2001, p. 100).

According to Vale and Feunteun (1995), it is crucial to integrate an activity-based approach in a class where the teachers are teaching English to young learners. It is known that an activity-based approach is based on the overall learning needs of young learners. This approach also emphasizes the importance of good working relationship with young learners, understanding their development, interests and experiences, which is referred as rapport. Rapport is an important term in creating positive energy and building a good relationship in the classroom. It can be defined as the relationship teachers build with their learners. This relationship must be built on respect, value, and trust. Thus, it helps learners feel capable, competent, and creative (Brown & Lee, 2015, p. 306). Establishing rapport with young learners is also vital for the teachers to teach effectively and successfully since rapport enhances learning, helps motivate learners and reduces learners' anxiety (Jiang & Ramsay, 2005, pp. 48-49).

Therefore, establishing rapport plays an important role in the process of successful language teaching and learning. In order to create a positive classroom climate, the teachers should know the strategies for establishing rapport. These strategies can be listed as follows (Brown & Lee, 2015, pp. 306-307):

1. Show interest in each student as a person.
2. Give feedback on each person's progress.
3. Openly solicit students' ideas and feelings.
4. Value and respect what students think and say.
5. Laugh with them and not at them.
6. Work with them as a team, and not against them.
7. Develop a genuine sense of vicarious joy when they learn something or otherwise succeed (Brown & Lee, 2015, pp. 306-307).

McKay (2006, p. 39) stated that the success in learning English strongly depends on two parts. The first is the part of the learners who have positive emotion and attitudes towards learning English while the second is the part of others and self-evaluation that provide positive feedback on each young learner's progress.

According to Fleming and Hiller (2009), the teachers should know various and different backgrounds of their learners in order to build rapport with young learners. In other words, they should recognize the learners' culture, interests, needs, and skills. Moreover,

they should keep in mind that each learner is unique. Thus, they should try to contact with the learners individually.

Being positive about English is a need for young learners. Moreover, they need to be optimistic about their learning environment, their teachers, and the learning materials. They also need to gain self-confidence. They love feeling that they have achieved something valuable. Most of all, the teachers of young learners should give them an opportunity to be emotionally involved in the process of learning English (Tomlinson & Masuhara, 2009, p. 652).

As mentioned by Vale and Feunteun (1995), teachers have to promote young learners to learn English by means of an activity-based curriculum because it can supply a language-rich environment for the learners. In this environment, the learners should be exposed to a wide range of language instances as part of a whole learning experience in English. Additionally, English lessons should include many changes of activities which maintain group support, enjoyment and friendship. Thus, an activity-based learning highlights the value of the activities. In this approach, it is very important for young learners to use their bodies, hands to gain experience of English through physical, practical learning opportunities, activities or tasks (Vale & Feunteun, 1995).

2.2.1. Characteristics of Young Learners

The age of language learners is a basic factor in the process of decision-making about how to teach and what to teach. As language teachers, we should be aware of our learners' individual needs, differences, competences and cognitive skills because their ages are not the same. It is certainly true that their characteristics vary from each other according to their ages (Harmer, 2007, p. 81). In general, learners are described in three groups: namely, young learners, adolescents and adult learners. This study focuses on young learners and their characteristics. Thus, their characteristics are described under this title.

First of all, there are various definitions for young children, adolescents and adults. Briefly, adolescents are known as teenagers. They begin to develop and change in the period of puberty. On the other hand, adults are known as fully developed or mature people. Apart from all these, young learners are known as those who are up to the ages of nine or ten. They bring their own personalities, likes, dislikes and interests, their own individual cognitive styles and capabilities, their own strengths and weaknesses to their language learning process (McKay, 2006, p. 5). It is certainly true that young learners learn differently from adolescents

and adults in the following ways (Harmer, 2007, p. 82; Scott & Ytreberg, 1990, pp. 1-4; Shin, 2017, p. 14):

1. They have a short and limited attention and concentration span. In other words, they can easily lose their interest, and get easily bored after ten minutes or so. They want to be involved in entertaining, exciting and interesting activities in the classroom.

2. They need individual attention and approval from their teacher. They want to be rewarded by the teacher.

3. They are concrete learners. Thus, they find abstract concepts difficult to understand. For instance, grammar rules may be difficult to grasp for them. Because of this characteristic, they may have difficulty in understanding what fiction is and what is fact.

4. They are curious about the world around them. They love discovering things. That is, they want to feel, touch, smell, taste and hear everything around them.

5. They respond to meaning even though they do not grasp individual words.

6. They learn indirectly. Namely, they learn from everything, and get information from all sides around them.

7. They are eager to talk about themselves. In addition, they want to use themselves and their own lives as main topics while learning. Additionally, they want to be in the forefront.

8. They talk about what they are doing, what they have done or heard.

9. They are fond of dancing, playing games, doing puzzles, drawing or coloring pictures, singing songs, watching cartoons or movies, cutting and pasting things.

10. They love bright and colorful materials and toys to play.

11. They can use logical reasoning and love using their imagination.

12. They are keen to learn in a cheerful and supportive classroom.

13. They are energetic. Thus, they want to take place in physical activities. Moreover, they enjoy clapping their hands, moving to the rhythm, using their bodies, jumping, running, etc.

14. They love repeating phrases and saying chants in rhythm. In addition, they can use a wide range of intonation patterns in L1.

It is known that language teaching should link to the world of young learners. This world contains fantasy, adventure, excitement, energy, and creativity. Their world is not the same as the world of adult learners because their ages, characteristics, abilities and interests

are different. For instance, some of them love dragons, monsters, or alien beings. Some love talking to animals, plants, or inanimate things such as toys, colors, cars, cartoon characters, or school objects (Bourke, 2006, p. 280).

It is important to take into account certain characteristics of young learners in the process of English language teaching. In other words, teachers should plan their teaching according to these characteristics. For example, an English teacher should choose or prepare appropriate materials, songs, videos, toys, games, activities, and rewards for his/her young learners by focusing on the age. In addition, an English language teaching process for young learners needs teachers with some competences and professional knowledge for an effective teaching environment. First of all, young learners may have limited exposure outside the classroom in some contexts. Thus, their teachers need good English language skills in order to provide the main language input in the classroom. Secondly, teachers need knowledge of how young learners learn English and suitable teaching strategies so as to create interest. Thirdly, it is crucial that young learner's cognitive, linguistic and emotional development affects their learning. For these reasons, teachers need to have knowledge of these developmental areas of their young learners. Fourthly, the teachers need good interaction skills so as to use different teaching methods such as activity-based, interactive and communicative methods which seem most relevant to young learners. Finally, teachers need to take account of these characteristics so as to provide some conditions which will result in successful outcomes (Moon, 2005, pp. 31-32).

In addition to qualified teachers, curriculum needs to provide learning experiences which are suitable for the young learners' cognitive and linguistic levels, and create a motivating and interesting classroom atmosphere. If these learners' early phase of English language learning is done appropriately, it can create positive, cheerful and hopeful attitudes and a lifelong interest in the language (Moon, 2005, p. 32).

2.2.2. Teaching Listening to Young Learners

One of the most important questions in English language teaching is "How do language teachers teach language skills?" It is known that there are four main language skills — reading, writing, speaking and listening. Language skills are divided into two types: Receptive skills and productive skills. Receptive skill is known as a term used for reading and listening skills. In receptive skills, language learners extract meaning from the discourse. In other words, they get the meaning from what they hear or see. Moreover, these skills are known as receptive skills because the learners do not need to produce language. In other

words, receptive language skills do not push the learners to produce anything actively. However, they have to use their language knowledge to understand what they are hear or see. On the contrary, productive skills include speaking and writing skills. In these skills, language learners have to produce language themselves. Thus, it is highly believed that language learners become more active in productive skills because more energy is needed to produce anything. Although there are significant differences between receptive and productive skills, both make an essential part of language learning process (Golkova & Hubackova, 2014, pp. 477-478; Harmer, 2007, p. 265).

As mentioned above, listening is a receptive use of language. In listening, the aim is to make sense of the speech. For this reason, the focus is on meaning rather than language (Cameron, 2001). Moreover, listening is how spoken language becomes input for language learners. This happens by listening to the teacher, a CD, a song, a tape recording, or other language learners in the class. In other words, listening is the process of interpreting what people say (Şevik, 2012, pp. 10-11). Unfortunately, there are some misconceptions about listening skill. These misconceptions can be listed in short as in the following (Brown & Lee, 2015, p. 318):

1. Listening is a "passive" skill.
2. Listening is a "one-way" process.
3. Listening is an individual process.
4. Listening skills are acquired subconsciously- students just "absorb" them.
5. Listening equals comprehension.
6. Listening and speaking should be taught separately (Brown & Lee, 2015, p. 318).

In contrast, listening is not a "one-way" process. Previously, listening was seen as a passive or one-way process by which listener receives information sent by a speaker. However, according to more contemporary views, listening is a much more active and interpretive process in which the message is not fixed. On the contrary, the message is created interactively between the listeners and speakers (Nation & Newton, 2008, p. 39). Actually, all language teachers should be aware of how their learners can be active participants, and collaborate with other learners in listening tasks. Furthermore, listening needs readiness and an active co-operation of the listener. It also requires understanding, interpreting and building. It is claimed that listening is the skill which the child acquires first in their foreign language learning (Hurrell, 1999). Moreover, the teachers should keep in their minds that listening should be combined with other skills in class. The integration of at least two or more skills has some advantages for teachers and learners. These advantages can be listed as follows (Brown & Lee, 2015, p. 316):

1. Production and reception are two sides of the same coin.
2. Interaction involves sending and receiving messages.

3.   By attending primarily to what learners can do with language, we invite any or all of the four skills that are relevant into the classroom arena.
4.   One skill will often reinforce another.
5.   Most of our natural language performance entails connections between language and the way we think, feel and act (Brown & Lee, 2015, p. 316).

In order to provide the highest learning opportunities for language learners, it makes perfect sense to integrate various skills. For instance, the teachers can ask the listeners to listen to a telephone conversation or audio/video tapes and take notes, which is an example of information transfer activities. Additionally, a project work may be useful for learners to improve their language skills. A project work may involve researching through reading or listening, speaking in discussions and writing something (Harmer, 2007, pp. 266-267).

Today, the importance of listening and teaching of listening comprehension is increasing and becoming more crucial in the world. Moreover, listening skill is seen as a precedence in most of primary education curricula around the world (Şevik, 2012, p. 9). Thus, Ministries of Education around the world focus on teaching listening to young language learners. For instance, in Turkey, English language curriculum has been revised because of the recent changes in Turkish educational system, which needed a transition from the 8+4 educational model to the new 4+4+4 system. According to this new system, English instruction should be implemented from the 2nd grade, rather than the 4th grade. This has led to a need for the redesign of current curricula. The principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed to design the new curriculum (MoNE, 2018, p. 3). The CEFR was published by The Council of Europe (CoE). This is a descriptive scheme that can be used to examine L2 learners' needs, determine L2 learning goals, and manage the development of L2 learning activities and materials. Moreover, it can be used to supply orientation for the assessment of L2 learning outcomes (Little, 2006, p. 167).

As mentioned above, there has been a change in English language curriculum in Turkey. The latest curriculum alteration was launched in 2012. In 2012, a shift from the previous model of 8 years of primary education followed by 4 years of secondary education was changed with the new model. This new model is called as 4+4+4. That is, first 4-year-education corresponds to primary, second 4-year-education corresponds to secondary, third 4-year-education corresponds to high school education. In terms of English language education, this change led to a new English language curriculum. It resulted in decreasing the starting age at which English is to be taught from 4th grade (age 9) to the 2nd grade (6–6.5 years of age) (Kırkgöz, 2016, p. 247). As a result, English instruction started to be given at the 2nd grade in Turkey. The new English language curriculum emphasizes that English

language teachers should try to develop a positive attitude toward English from the earliest stages. Furthermore, this new curriculum struggles to promote an enjoyable and motivating learning environment where young learners feel comfortable and supported throughout the process. At the 2nd and 3rd grade levels, speaking and listening are emphasized while reading and writing are included in higher grades (MoNE, 2018, p. 3).

As noted by Cameron (2001, p. 18), for young learners, spoken language is the medium through which the new language is encountered, understood, practiced and learnt. Clearly, speaking and listening are the major skills in the first three grades of the curriculum. According to ages, grades and language levels of learners, main activities and strategies also change. For instance, between the 2nd and 4th grades, the focus is primarily on developing speaking and listening skills. On the other hand, reading and writing are limited to the word level. In the 5th and 6th grades, speaking and listening skills are emphasized. In contrast with the previous grades, reading is upgraded to the sentence level. In the 7th and 8th grades, the primary skills are speaking and listening skills, and the secondary skills are reading and writing. The new curriculum states that older learners are exposed to reading and writing as an integral aspect of language learning (MoNE, 2018, p. 10).

Young learners are known as those who are up to the ages of nine or ten. Since the characteristics of young learners differ from the characteristics of adolescents and adults, these learners learn differently from adolescents and adults. Especially, young learners are provided with a play world. In other words, they are expected to listen to songs, sing songs, dance, play games, do arts and craft activities, do physical activities (McKay, 2006). Since the first step to learn English comes from learning how to listen, listening is one of the most essential skills in learning English for young learners. Thus, teachers of young learners should be aware of the importance of teaching young learners how to listen. For teachers, there are some practical principles to create their own activities and techniques for teaching listening skills. Brown and Lee (2015, pp. 330-333) suggest seven principles for teaching listening skills:

1. Include a focus on listening in an integrated-skills course
2. Use techniques that are stimulating and motivating
3. Utilize authentic language and contexts
4. Include pre-, while-, and post-listening techniques
5. Carefully consider the form of listeners' responses
6. Encourage the development of listening strategies
7. Include both bottom-up and top-down listening techniques (Brown & Lee, 2015, pp. 330-333).

In language teaching, it is widely emphasized that learning to communicate in L2 plays an important role for L2 learners. Communicative Language Teaching (CLT) aims to

make communicative competence as the purpose of language teaching. Communicative competence refers to knowing how and when to say, and what to say to whom (Anderson & Larsen-Freeman, 2011, p. 115). There are important principles of CLT. For instance, as much as possible, language teachers must introduce authentic language, which refers to a language used in a real context. The teachers must use L2 as a means of classroom communication. The focus of the course is on real language use. Thus, the teachers must present various linguistic forms together. The learners must learn about cohesion and coherence. Cohesion refers to a property of discourse where sentences are connected with explicit linguistic forms. On the other hand, coherence refers to a property of discourse where sentences are connected in a meaningful way. For instance, scrambled sentences can be used in the CLT classroom. In CLT, it is recommended to use authentic language materials such as newspaper, timetables, menus, etc. The teachers must create situations to encourage authentic communication. For instance, role-plays give the learners a chance to practice communicating in various contexts and in various social roles. Language games are used commonly because they give the learners an opportunity to take part in real communicative events. Since errors are seen as natural consequences of the development of communication skills, they can be ignored and tolerated in CLT (Anderson & Larsen-Freeman, 2011, pp. 119-121, 128, 238).

It can be understood from the principles that teachers should know different techniques that are encouraging and exciting. The techniques must be chosen carefully according to experiences, goals, and abilities of young learners. Teachers of young learners should create a classroom that is enjoyable, motivating, interesting, stimulating, repetitive, and easy to understand (Englishtina, 2019, p. 114). For this reason, there are some methods for teaching English to them. One of these methods is "Total Physical Response (TPR)" developed by James Asher. TPR is built around the coordination of speech and action; it aims to teach languages through physical activities (Richards & Rodgers, 2001, p. 73). In this method, young learners serve as action performers. For instance, in the introduction of new commands, the teacher says, "Brush your teeth," and then shows the action of this command. After that, the teacher gives the command and wants the learners to perform the action (Şevik, 2012, p. 13). A TPR class may utilize the imperative mood, and commends can get young learners to start to move and to loosen up (Brown, 2014, p. 73). TPR encourages young learners to listen and respond to the English commands. Simple one-word commands, such as go, jump, run, sleep, and sit, can be given by the teacher (Englishtina, 2019, p. 115). According to Brown (2014), TPR is an effective method in the beginning

levels of language proficiency, and it is used more as a kind of classroom activity. Brown (2014) also states that TPR activities can be used to provide auditory input and physical activity in communicative and interactive classrooms.

It is strongly believed that songs are useful pedagogical tools in the process of developing young learners' learning L2. Songs can also help young learners enhance their listening skills and pronunciation because young learners can practice listening to various forms of intonation and rhythm. It is known that English has a stress-timed rhythm, and songs are useful tools to establish a feeling. Additionally, songs are seen as the most effective way of teaching listening comprehension to young learners who enjoy clapping their hands, moving to the rhythm, and using their bodies. Thus, most of them find music entertaining and amusing. A piece of music can alter the classroom atmosphere or prepare young learners for a new activity. The use of songs and music in the class may help to make the atmosphere warmer and more motivating. In addition, songs are beneficial and enjoyable in order to raise learner motivation. The teachers can adapt lots of songs in order to teach a specific language feature. For instance, they can integrate a feature of vocabulary, syntax, phonology, or a basic conversational expression into songs. As a result, they can integrate more songs into a curriculum (Harmer, 2007, pp. 319-320; Millington, 2011, pp. 134-135, 140). Moreover, songs may extend attention spans of young learners. The songs with visuals and physical motions can attract their attention. Comprehensible, amusing, and age-appropriate songs also provide authentic language in meaningful situations (Şevik, 2012, pp. 11-15).

In addition to TPR, as explained in detail under the first title, in Suggestopedia, songs are beneficial for raising positive feelings. With the help of songs, negative feelings can be eliminated, and psychological barriers can be removed. Suggestopedia emphasizes that these negative things make learning complicated and difficult. Thus, the teacher should try to desuggest these negative things by integrating music and song into their teaching process (Anderson & Larsen-Freeman, 2011, p. 76). According to Şevik (2012, pp. 11-12), songs are key to practice, create a safe and natural classroom ethos, provide opportunities for repetition, practice and real language use.

Teachers of young learners should know that learning to listen is not only a process of repeated listening. Actually, teaching listening skill and learning to listen go through three major stages: pre-, while-, and post-listening stages. The first stage is known as a schemata-activating process (Brown & Lee, 2015). In the first stage, the teachers should help young learners to prepare for listening by checking vocabulary, discovering background knowledge for a better understanding, guessing what the topic is, and finding out any contextual

elements that might make the listening complicated. In the second stage, the teachers should give young learners something to "do" while they are listening to a pair of words, a sentence, a song, a short dialogue, story, weather report, an advertisement, etc. (Brown & Lee, 2015). For example, they can fill in a chart, map, or graph depending on what they hear, fill in the missing words in a sentence, circle the word(s) that they hear, match a word that they hear with its picture, listen to a song and draw a picture to show what they hear, try to collect the information such as location, time, kind of movie, names of the main characters, etc. In the third stage, the teachers can ask some questions to check young learners' listening comprehension (Brown & Lee, 2015). For example, young learners can make pairs or small groups to share their views, ideas. Moreover, after listening, young learners can perform what they hear in front of the class. In this stage, the teacher can also do a vocabulary check, or identify the difficulties that young learners have in listening comprehension (Brown & Lee, 2015).

Listening helps young learners to receive and interact with language input. Moreover, it simplifies the emergence of other language skills. Thus, it is seen as a significant skill for teachers and young learners (Goh & Vandergrift, 2012). Teaching listening is a process in which teachers need techniques to teach listening to young learners in an effective way. There are two types of processing in listening comprehension: bottom-up processing and top-down processing. In bottom-up processing, the listener focuses on individual words, phrases or cohesive devices (Harmer, 2007, p. 270), uses his/her linguistic knowledge as s/he relies on the knowledge of the segmentals (individual sounds or phonemes) and suprasegmentals (patterns of language intonation, such as stress, tone, and rhythm) of the target language. Thus, it proceeds from sounds to words to grammatical relationships to lexical meanings. Finally, the listener gets a final message (Brown & Lee, 2015, p. 333; Goh & Vandergrift, 2012, p. 18). In bottom-up processing, the listener can identify vowels or consonants in pairs of words, and also identify morphological endings such as *-ed* or *-ing* ending. In addition, s/he can select details such as time, price, name, amount, or number from a listening text. This is named as word recognition. In top-down processing, on the other hand, the listener gets a general view as s/he focuses on the overall picture. It means that the listener listens to get the gist or main idea, and to recognize the topic of a listening material. Furthermore, in top-down processing, the listener relies on the background information of the topic. For this reason, top-down techniques are more related to the activation of schemata. As a result, the listeners use their knowledge to activate a conceptual framework for understanding the message, or to interpret the text. To teach listening skill to

young learners effectively, there should be an interactive process where both the listener's background information (schemata) and linguistic knowledge are used in understanding the messages. Thus, the teachers should use both bottom-up and top-down listening techniques in their classes (Brown & Lee, 2015, pp. 333-334; Harmer, 2007, p. 270; Renukadevi, 2014, p. 61).

2.2.3. Teaching Phonetics to Young Learners

In the process of teaching English to young learners, one of the most important issues is teaching phonetics. To have a better understanding, teachers of young learners should know what phonetics is. Phonetics focuses on production, properties and perception of the speech sounds of human languages. For this reason, phoneticians try to find ways of describing and analyzing the sounds in a language objectively (Gut, 2009, pp. 6-7). Phonetics is one of the main sub-disciplines of linguistics. It is the systematic study of the sounds of speech. Phonetic transcription is the practice of using written letters to show the sounds of speech. The alphabet for phonetic transcription is known as the alphabet of International Phonetic Association (IPA) (Ogden, 2009, pp. 1-21). It is a phonetic chart that represents vowels, consonants, and diphthongs in English. Transcriptions of sounds, words and utterances can be made through the use of the symbols given by the IPA because transcription is an important tool for language teachers who are concerned with the structure and realization of sounds (Gut, 2009, p. 67).

According to Harmer (2007), almost all English language teachers want their learners to study grammar and vocabulary. They also want them to become competent in listening and reading. They get the learners to practice functional dialogues. Perhaps they are nervous of engaging in sounds and intonation. Thus, they only give attention to pronunciation for a short time. However, there are lots of benefits of a focus on pronunciation in lessons. Pronunciation not only makes the learners familiar with different sounds and sound features, but also improves their speaking skill. Actually, focusing on sounds, showing where they are produced in the mouth, making the learners aware of where words are stressed can give the learners further information about spoken English (Harmer, 2007, p. 248).

There are some reasons which lead to pronunciation problems for English language learners. Basically, the main reason is due to orthography system of English. Orthography is described as the set of rules for using a writing system (script) to write a particular language in a standardized way. It concerns rules of spelling, sound-letter correspondence and elements of the written language such as punctuation and capitalization. It is clear that

all orthographies are language specific (Coulmas, 1999, p. 379). Each language has its own structure and rules. For instance, English is a non-phonetic language. It is known for its irregularity, which makes this language difficult for the learners to predict the correct pronunciation of words. In non-phonetic languages, there is no reliable correspondence between the letters and the related sounds. Namely, spellings and pronunciations are not the same. In English, the number of the letters and sounds is unequal (Khalilzadeh, 2014, p. 3). It is known that there are 26 letters (5 vowels and 21 consonants) in the English alphabet. However, there are more sounds in English (Sipra, 2013). The 26 letters of English alphabet shows 44 sounds, and English speakers use these 44 sounds (Bizzocchi, 2017; Yopp & Yopp, 2009). In other words, the phonological system of the English language is comprised of 44 phonemes (Rao, 2015). Thus, it can be understood from this inequality that the number of sounds is not always the same as the number of letters in a word (Sipra, 2013, p. 120).

In addition, English is a stressed-timed language. In contrast to English, Turkish is a phonetic language. Its pronunciation is easy to learn and remember, and predictable with the help of its simple pronunciation patterns (Khalilzadeh, 2014, p. 3). Moreover, there is a one-to-one and a reliable letter-sound correspondence in Turkish. There are twenty-nine phonemes in all, and there are also twenty-nine letters in the Turkish orthography (Bayraktaroğlu, 2008, p. 2). Unlike English, Turkish is a syllable-timed language. There is also one more difference between these two languages in terms of orthographic depth. Transparent (shallow) orthographies include graphemes which commonly represent only one phoneme. In transparent orthographies, the correspondence between letters and sound is much more consistent. Moreover, there are very few irregular words in a transparent orthography. On the other hand, in opaque (deep) orthographies, graphemes represent a number of different phonemes in different words. As a result, there are many irregular or exception words in an opaque orthography (Hanley & Spencer, 2003, p. 1). English is a language with an opaque orthographic system. As a result, it often includes a less direct mapping between letters and sounds (Sheets, 2012). However, Turkish has a phonologically transparent orthography with a very regular correspondence between graphemes and phonemes (Durgunoğlu & Öney, 1997, p. 2).

In the process of learning a foreign language, language learners may encounter some difficulties because of the differences between their native language and foreign language that they learn. As an example, for Turkish EFL learners, since the sounds of English language are different from their native language, young learners may have difficulty in English pronunciation. Actually, the teachers of young learners can easily teach

pronunciation if they focus on teaching phonetics. Thus, the phonetic chart and its interactive versions can help them to teach pronunciation and phonetics to young learners in an effective way. According to Avery and Ehrlich (2013, pp. 6-7), using a phonetic alphabet is helpful when discussing sounds in languages. In addition, English dictionaries can also help them to read, write and memorize the phonetic symbols in English. Moreover, there are lots of websites to teach and learn the phonetics on the Internet. According to Bayraktaroğlu (2008, p. 2), the teachers must use the corrective exercises to teach English pronunciation to Turkish EFL learners. The teachers can find lots of exercises relating to English phonetics and pronunciation and prepare their own materials such as posters, videos, songs, flashcards, worksheets, and bring them to the class.

New educational tools have arisen with the help of technological progress. Many language teachers and learners do their work with the aid of technology, referred to as Computer Assisted Language Learning (CALL) (Brown & Lee, 2015, p. 237). CALL is an instruction that uses computer or web-based technology to teach language (Anderson & Larsen-Freeman, 2011, p. 238). In language teaching, computers have been used since the 1960s. The historical development of CALL can be divided into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL was implemented in the 1960s and 1970s. This type of CALL supplied repetitive language drills because of behaviorist learning model. In this stage, the computer was regarded as a mechanical tutor. Unfortunately, it did not allow the learners to work at their own pace (Healey & Warschauer, 1998, p. 57).

In the 1980s, CALL continued to be used with more focus on communicative use of language. Since language games, puzzles, and reading and writing practice started to be used, the use of computers became more humanistic (Brown & Lee, 2015, p. 238). In contrast to behavioristic CALL, communicative CALL did not focus on what the learners did with the computer. On the contrary, the focus was on what the learners did with each other while working at the computer (Healey & Warschauer, 1998, p. 57).

In the 1990s, World Wide Web (WWW), known as a way of accessing information over the Internet, was developed. As a result of this development, CALL started to be regarded as a pedagogical tool. The third stage, integrative CALL, included interactive communication and collaboration by means of the Internet, and aimed to integrate four skills (e.g., listening, speaking, reading, and writing) and the technology into the process of language learning (Anderson & Larsen-Freeman, 2011, p. 243; Brown & Lee, 2015, p. 238; Healey & Warschauer, 1998, p. 58).

These changes in the use of computers can provide an advantageous and motivating medium for different language skills (Gündüz, 2005, p. 202). In terms of teaching phonetics to young learners, there are lots of new applications, online games, sound materials, audio dictionaries, audio and video files on the Internet. Many websites such as YouTube and TED Talks provide video clips for the learners. Moreover, podcasts can be used for authentic listening materials. Portable devices such as smart phones, iPads, and tablet PCs can be useful to create an energetic classroom environment. In addition, the learners can carry out audio and video conferences with native speakers of a target language (Brown & Lee, 2015, pp. 250-251).

As a result, the learners can have a chance to practice the language, listen and learn the correct pronunciation of English sounds and words. Today, it is very easy to obtain cartoons, animations, films, songs, videos and demonstrations from the Internet. Moreover, there are lots of foreign language materials beyond the traditional grammar books and dictionaries. Up to date course books, workbooks, programmed courses, digital charts, newspapers, magazines, posters, interactive language applications can be given as examples for foreign language materials (Gündüz, 2005, p. 194) but it should not be forgotten that the teachers should take into consideration the characteristics of their young learners when choosing the language materials.

Pronunciation is known as a vital ingredient to learn oral skills in L2. Unfortunately, many language teachers do not provide necessary phonetic or phonological knowledge that enables learners develop oral skills. The reason why learners have difficulty in listening comprehension, speaking, pronouncing some words in L2 is that they were not be able to eliminate the fossilized pronunciation mistakes when they were young (Hismanoglu & Hismanoglu, 2010). Hişmanoğlu (2006) states that teaching pronunciation is a powerful factor in language teaching because sounds play an important role in communicative competence. Thus, language teachers should pay attention to teaching pronunciation for successful oral communication. In order to teach pronunciation to young learners effectively, their teachers should know two particular problems that occur in pronunciation teaching and learning. These two problems are related to what young learners can hear, and what young learners can say (Harmer, 2007, pp. 249-250). For instance, Turkish and English do not have the same sound systems. In Turkish, there are not /ð/ or /ʃ/ sounds. However, in English, there are /ð/ sound in words like /ðɪs/ (this), or /mʌð ər/ (mother), and /ʃ/ sounds in words like /ʃi/ (she), or /kræʃ/ (crash). Thus, unless they can discriminate between them, they will find it almost impossible to pronounce the two different English phonemes. To overcome

this problem, the teachers can show their young learners how sounds are made via visuals, diagrams and explanations. Young learners love drawing, coloring, cutting, and pasting. It can be useful that the teachers bring different colorful and entertaining materials, or activities that appeal to young learners' interests and abilities to teach phonetics symbols and pronunciation in English. Moreover, the teachers should train young learners' ears by drawing the sounds for their attention. It is expected that the more they hear correctly, the more they speak correctly. While working with sounds, the teachers can ask their learners to focus on one sound. They can give pairs of words and ask their learners to practice the difference between two sounds. For example, in the word "*dig*", initial sound is /d/. In the word "*big*", initial sound is different. The beginning sound is /b/. The teachers can use minimal pairs to get their learners to practice individual sounds. Minimal pairs refer to two words which vary in one sound segment only. These two words have different meanings (Haghighi & Rahimy, 2017, p. 44). The pairs of words differ in pronunciation on the basis of one sound only (Jull, 2013). According to Jull (2013), the teachers can use minimal pairs to help their learners develop an awareness of the distinction between the two sounds. For instance, the teachers can help young learners hear the difference between *dip* and *deep* or between *shop* and *chop* by saying these words enough times. Since the over-use of minimal pairs can make pronunciation class boring, the teachers should not over-use minimal pairs (Jull, 2013). Another problem is because of physical unfamiliarity. This problem is related to the physical parts of the mouth, uvula or nasal cavity. To overcome this problem, the teachers should explain where and how the sounds are produced. Since young learners are concrete learners, the teachers should bring, or draw pictures of the mouth and lips to describe how the sounds are made (Harmer, 2007, pp. 249-250). The teachers can get their young learners to play sound bingo. They can get their learners to say tongue-twisters, too (e.g. Four fine fresh fish for you). In addition, syllable clapping can help young learners learn that the words are broken into syllables. For example, for the three-syllable word "fantastic", young learners try to clap when their teacher says "fan-", they clap again when the teacher says "tas-", and they clap again when the teacher says "tic-". Moreover, rhyming words and minimal pairs are also very helpful to teach phonetics to young learners (Harmer, 2007, pp. 253-255; Linse & Nunan, 2005, pp. 38-39).

It is known that young learners need individual attention and approval from the teacher. It is vitally important that every child is unique. For this reason, every child has different challenges, needs and attitudes. When the teachers are working with phonemes, they can get young learners to find out their own pronunciation problems. Using their

metacognitive skills, many L2 learners can think consciously about how they learn and how successfully they are learning (Ellis, 2008, p. 971). Metacognition can be defined as thinking about thinking (Anderson, 2002, p. 2). According to Livingston (2003, p. 2), metacognition can be referred to higher order thinking which involves active control over the cognitive processes. In addition, metacognition is the engine that drives independent learning (Shannon, 2008, p. 18). The teachers can also make their learners metacognitively aware. Learning strategies are useful for the learners because they are necessary for the learners to know not only what to study but to how to study (Timirbaeva, 2013). It is said that metacognitively aware learners are more successful, self-regulated and autonomous because they are aware of their learning (Chan, Mukundan, Rashid, & Raoofi, 2014). These learners have metacognitive strategies that involve planning learning, monitoring the process of learning, and evaluating how successful a particular strategy is (Ellis, 2008, p. 971). These strategies can be used in almost every case (Timirbaeva, 2013) and can contribute to learner autonomy.

Autonomy is an individual effort and action through which learners initiate language, problem solving, strategic action, and the generation of linguistic input (Brown, 2014, p. 367). Learner autonomy is one of the achievements of a learner, both in educational and future professional life (Timirbaeva, 2013, p. 621). An autonomous learner takes responsibility for his/her own learning and is more likely to attain the objectives by taking the control of his/her learning process. As a result, this learner can maintain a positive attitude towards learning (Little, 1995, p. 176).

The teachers should help young learners individually rather than helping them as a group. They can create low classroom anxiety by involving young learners personally in the activities (Terrell, 1982, p. 124). This creates a stress-free and motivating classroom atmosphere, and develop self-confidence and autonomy of young learners. One of the communicative approaches in language teaching focuses on some important terms such as conscious learning, motivation, self-confidence, anxiety, and affective filter. This approach is known as the Natural Approach (NA). It was proposed by Stephen Krashen and Tracy Terrell. Richards and Rodgers (2001, p. 179) state that the NA places less focus on direct repetition, teacher monologues, and formal questions and answers. This approach focuses on exposure, or input, rather than practice. The NA supports TPR activities at the beginning level when comprehensible input is necessary for triggering the acquisition of language (Brown & Lee, 2015, p. 27).

In the NA, young learners are not required to say anything until they are ready to begin talking. In other words, the emphasis is on maximizing emotional preparedness of young learners for learning a language. Moreover, the NA teacher creates a friendly and interesting classroom in which there is a low affective filter (Richards & Rodgers, 2001, p. 187). According to Du (2009, p. 162), the process of language learning includes objective and affective factors. Affect is a term that refers to emotion or feeling (Brown, 2014, p. 142). Du (2009) states that the affective factors are like a filter which filtrates the amount of input. This filter can pass, impede, or block input which is necessary for acquisition (Richards & Rodgers, 2001, p. 183). Affective filter is a metaphorical filter that is caused by a learner's negative emotions, which reduce the learner's ability to understand the language spoken to them (Anderson & Larsen-Freeman, 2011, p. 237). According to the Affective Filter Hypothesis of Krashen, a low affective filter is acceptable, since it blocks less of the necessary input. Young learners with a low affective filter demand and receive more input. They become more self-confident, and interact with confidence. Moreover, they are more receptive to the input. On the contrary, anxious young learners with a high affective filter may have difficulty in receiving more input, since a high affective filter impedes acquisition from taking place. This hypothesis says that highly motivated language learners mostly do better. In addition, self-confident learners with a good self-image can become more successful. In second language acquisition, low personal and classroom anxiety are more desirable. In the NA classes, the teacher is a creator of motivating, interesting, and stimulating classroom activities such as commands, games, small-group and pair works. In addition, role-plays, dialogues or conversations, oral presentations can be used in the NA classes. The first job of the teacher is to provide comprehensible input. This input means a spoken language that is easy to understand or just a little beyond the learner's present level (i+1). In the NA classes, language learners are expected to share their personal goals so that the teachers can create activities that are relevant to the learners' needs and interests. It is vital to get the learners to take part in real-life-like situations so that they can naturally experience the target language. Additionally, they are expected to decide when to start speaking. In order to reduce stress, they are not required to speak until they feel ready (Brown & Lee, 2015; Matamoros-González, Rojas, Romero, Vera-Quiñonez, & Soto, 2017; Richards & Rodgers, 2001).

In addition to the Affective Filter Hypothesis, the Monitor Hypothesis of Krashen claims that conscious learning (the learned system) can perform only as a monitor. This monitor checks and mends the output of the acquired linguistic system. However, the use of

the monitor is restricted by three conditions: (1) time; (2) focus on form; (3) knowledge of rules. Thus, it is said that the use of conscious learning in performance is very restricted. The first condition is time. In order to choose and apply a learned rule, language learners need enough time. The second condition is focus on form. The learners focus on the form or correctness of the output. The third condition is knowledge of rules. The language user should know the rules since the monitor does best with simple rules (Krashen, 1994, p. 59; Richards & Rodgers, 2001, pp. 181-182).

Teaching listening and phonetics to young learners has some benefits. Since young learners are lively, animated, and enthusiastic about everything, they are mostly ready to learn new things. They are focused on immediate here and now, so many amusing listening and phonetics activities can easily capture their immediate interest. Songs and games are very helpful to teach listening and phonetics to young learners. Luckily, young learners love listening to music, nursery rhymes, singing songs, tongue twisters, and so on. They also love doing arts and crafts. Thus, the teachers can easily get them to practice sounds, words, etc. They love colorful things such as toys, authentic materials, books, pencils, puppets, etc. Hence, the teachers can bring these types of materials to draw their attention while teaching listening and phonetics. Since young learners live in an imaginative world, the teachers can read stories or fairy tales while teaching listening. Young learners have a natural curiosity. If the teachers use that curiosity, young learners will be more motivated and eager to learn a new skill. Young learners are good at using their all senses while doing something. They love using their bodies and doing physical activities, such as acting out, playing games, singing songs, responding to commands like run, go, stop, jump, touch your knees, etc. (Brown & Lee, 2015; Linse & Nunan, 2005; Putri, Farida, & Sa'idah, 2018, pp. 31-33).

While teaching listening or phonetics, the teachers can prepare different classroom activities that keep young learners laughing, learning and developing. Furthermore, listening comprehension skills can prepare young learners to develop other language skills. Listening skills also help them read in L2. It is known that young learners who can listen to isolated sounds and separate words have developed phonological awareness. Young learners can be in a better position to decode and read words, which follows the same pattern, by learning to identify rhyming words. Unless young learners have developed phonological awareness, they cannot easily start reading instruction. Hence, the teachers are advised to encourage their young learners to take an active role in their own listening development (Brown & Lee, 2015, pp. 111-112; Linse & Nunan, 2005, pp. 28-29).

In addition to the benefits of teaching listening and phonetics to young learners, there are some challenges. Since these learners are often incapable of processing information quickly to make sense of what is said, listening can be a complex activity for them. This problem could be because of different factors including cognition and affect (Goh & Taib, 2006). Moreover, most of them may have difficulty in listening directly from the native speaker. In some countries, like Turkey, English is not used in daily communication. For many young learners of these countries, English is seen only as one of school subjects that are compulsory to pass the class. Unfortunately, many do not have much time to develop listening and phonetics skills at school or at home due to the lack of weekly course hours, technological equipment, etc. In addition to these, listening is one of the most complex skills due to the dialect, accent, intonation, and the pronunciation of the native speaker (Putri et al., 2018, p. 30). It could be complicated, fast, different and difficult to understand for young learners. Moreover, young learners may be more fragile than adult learners. Hence, their teachers should help them to remove the barriers to learning. They should be patient and supportive in order to build self-confidence and self-esteem. Since their attention span is short, their teachers should choose interesting, eye-catching, fascinating materials and activities to keep their attention alive (Brown & Lee, 2015, pp. 111-113). Listening skill and good pronunciation are interrelated. Hence, the teachers of young learners should have a good pronunciation in order to help young learners to become better listeners and speakers (Gilakjani & Sabouri, 2016, p. 129). In other words, the teachers have to be good role models for their young learners. Teaching listening and phonetics to young learners may take more time, effort and self-sacrifice. Even if it is very hard and tiring, the teachers should not give up. The more they love and enjoy teaching English to young learners, the more they reach their goals.

2.2.4. Developing Phonological Awareness among Young Learners

Linguistics is the study of language. It is composed of phonetics, phonology, morphology, syntax and semantics. Phonetics is the study of sounds; on the other hand, phonology refers to the study of interaction of sounds. Focusing on sounds, phonetics and phonology plays an important role in order to have a great comprehension and communication in L2. One of the most important competences is phonological competence, which is under linguistic competence. Both speaking and listening skills are influenced by phonological competence. Hence, language teachers should integrate more exercises and

activities into their classes in order to develop their learners' pronunciation and phonological awareness (Atmaca, 2018, pp. 85-86).

In learning and teaching English, many skills play important roles. One of these skills is phonological awareness. This oral language skill is seen as a pre-requirement of recognizing the relationship between the letter and its function. It is stated that phonological awareness plays an important role in first reading and writing process (Erdoğan, 2011, p. 162). There are numerous definitions of phonological awareness. It refers to the knowledge that words are composed of distinct units of sound (Yelland et al., 1993, p. 426). It is the ability to examine and use sub lexical phonological units such as syllables, onsets, rimes and phonemes. Phonological awareness is a broad term, known as the ability to pay attention to the sounds of speech, to its intonation or rhythm, and on the separate sounds (Bruck & Genesee, 1995, p. 308; Konza, 2011, p. 1). In a similar vein, it is defined as an implicit and explicit awareness to the sub lexical structure of oral language, and an understanding of the sound structure of a language. It means that phonological awareness needs the ability to draw one's attention to sounds in spoken language while transiently getting away from its meaning. Phonological awareness involves an awareness of the different parts of spoken language. For instance, it may be an awareness of sounds, awareness of syllables, or awareness of words (McCollin & O'Shea, 2005, p. 41; Pullen & Justice, 2003, p. 88; Yopp & Yopp, 2009, p. 12).

According to Stahl and Murray (1994, p. 221), it refers to an awareness of sounds in spoken words, and can be discovered by rhyming, matching beginning consonants, and finding out how many phonemes are in spoken words. Anthony and Francis (2005, p. 256) state that it is a simple and combined ability during the early school years and becomes apparent in different skills during a learner's development. It plays an essential role in literacy acquisition. Anthony and Francis (2005, p. 256) also state that it is an ability to identify, discriminate, and manipulate the sounds without taking into account the size of the word unit. In other words, it is known as an ability to contemplate the sound structure of spoken language. Furthermore, it is defined as a metalinguistic skill that comes out quite late, once a child completes much of his/her language development (Snowling & Hulme, 1994, p. 24).

It is stated that rhyming is an important element of early language experiences. For instance, if a young learner understands and produces rhyming patterns, such as pet, set, let and jet, they are actually gaining early phonemic awareness, since they are removing the first phoneme in the syllable and replacing it with another phoneme (Konza, 2011). Konza (2011)

shared a hierarchy of phonological skills in their order of development. Firstly, young learners generally become aware of rhythm. Syllables provide the rhythm in English. For instance, chunking words into syllables can be used as a strategy for spelling. Secondly, they realize that certain words sound the same at the end; that is, they rhyme. Thirdly, they gain an awareness of onset-rime division in syllables. The onset is composed of the parts of the syllable that come before the vowel. On the other hand, the rime is the vowel and all following consonants. For instance, in the word *"tent"*, the onset is */t/*, the rime is *"-ent"*.

Phonemic awareness is known as a subset of phonological awareness. It refers to having knowledge that speech consists of a series of single sounds. It is the awareness of phonemes in a speech stream. A phoneme is the smallest and abstract unit of speech. Phonemic awareness has sub-skills such as phoneme isolation, phoneme blending, phoneme segmentation, and phoneme manipulation. Phoneme isolation is an ability to understand the individual phonemes in words. For instance, in the word *"pet"*, the first sound is */p/*. Phoneme blending refers to an ability to listen to a series of phonemes and combine them into a word. For instance, in the word "ten", there are three phonemes and they can be separated as */t/*, */e/*, and */n/*. Phoneme segmentation is an ability to find out how many separate phonemes are in a word, and say each sound. For instance, there are four sounds in the word *"stop"*, and it can be separated as */s/*, */t/*, */o/*, */p/*. Phoneme manipulation is the most complex skill because it requires the ability to manipulate sounds to create different words. For instance, if the initial sound /b/ is deleted, the word *"black"* will be formed to the word *"lack"* (Konza, 2011; Yopp, 1992, 1995).

It is said that phonemic awareness can be developed by the teachers with the help of phonemic awareness activities such as sound matching, sound isolation, sound blending, sound addition, substitution, or segmentation activities. Moreover, common children's songs, games, children's books, concrete objects, nursery rhymes, jingles, chants, riddles are useful tools to draw young learners' attention to the form of language. It is known that young learners love nursery rhymes, jingles, poems, and finger play activities. Such activities help them hear words that have similar initial and final sounds. Storybook reading, clapping activity, poetry, and circle time activities give young learners opportunities to pay attention to the sounds in the language. They also promote participation in the classroom. Hence, young learners can easily develop phonemic awareness by participating in enjoyable and stimulating activities (Wasik, 2001; Yopp, 1992, 1995).

As previously stated, phonological awareness focuses on the degree of one's sensitivity to the sound structure of spoken language and it is the ability to deal with

interaction of discrete sounds partly. Phonological awareness is also seen as the key factor of reading acquisition at the beginning levels (Anthony & Francis, 2005; Stanovich, 1986). It plays an important role in reading and writing skills and speech disorders of children (Foy & Mann, 2003). In addition, King (2005) stated that acquiring phonological awareness encourages children to develop their reading and writing skills, and helps disabled children improve their literacy skills. It was suggested to spend more time in phonological awareness activities and exercises and teachers were recommended to have their learners take part in phonological skills related activities (Atmaca, 2018).

It is suggested that explicit instruction should be provided every single day. Explicit does not mean drill-like activities. On the contrary, it refers to the creating of fascinating, purposeful, and playful activities that encourage young learners to actively participate in the phonological structure of oral language. These activities must enhance rhyme and alliteration awareness, as well as promoting blending and segmenting skills (Pullen & Justice, 2003). It is very important that giving opportunities to improve phonological awareness helps them gain reading fluency, develop vocabulary knowledge, and increase comprehension. Moreover, efficient instructional strategies that aim to develop phonological awareness can enhance literacy learning (Algozzine, McQuiston, O'Shea, & McCollin, 2008, pp. 67-68).

According to Yopp and Yopp (2009), if a learner identifies and manipulates units of sound in speech, s/he will become phonologically aware. Yopp and Yopp (2009) stated that phonological awareness could be taught. Instruction should be suitable for the learners, and it should be well planned and purposeful. There are a variety of ways to support phonological awareness of young learners. These practical ways were shared by Yopp and Yopp (2009, pp. 15-18) as in the following:

1.   Read aloud books that play with sounds: These books can be used to enhance learning by intentionally focusing on phonological features.

2.   Use alphabet books: Alphabet books can be used to promote phonological awareness. Both teachers and learners can talk about letters and sounds.

3.   Share poetry that plays with sounds: Poems can be used to focus on sounds, alliterations and manipulations.

4.   Share songs that play with sounds: Young learners can be willing to participate in enjoyable songs that include sound play.

5.   Play games that draw attention to sounds: The teachers should select or create games that play with sounds and stimulate language play among young learners (e.g. clapping syllables).

6.   Involve families: The teachers are suggested to share poems, books, games, and songs with families of young learners. With the help of this sharing, their families can enjoy with their children at home.

In terms of developing phonological awareness, there are a wide range of studies around the world. All these studies were conducted in different fields such as applied psycholinguistics (Bialystok, Majumder, & Martin, 2003; Cooper, Roth, Speece, & Schatschneider, 2002; Rickard Liow & Poon, 1998), child psychology (Sterne & Goswami, 2000; Windfuhr & Snowling, 2001), educational psychology (Cisero & Royer, 1995; Wood, 2004; Wood & Terrell, 1998), developmental psychology (Dixon, 2011), speech-language pathology (Dodd & Gillon, 2001), music education (Bolduc, 2009), computer assisted learning (Kennedy, Driver, Pullen, Ely, & Cole, 2013; Segers & Verhoeven, 2005), language and communication disorders (Moriarty & Gillon, 2006; Roch & Jarrold, 2008; Smith Gabig, 2010), dyslexia (Bentin & Leshem, 1993; Goswami, 2002), deaf studies and deaf education (Beech & Harris, 1998; Miller, Lederberg, & Easterbrooks, 2013), visual impairment and blindness (Gillon & Young, 2002; Hatton, Erickson, & Lee, 2010), teaching exceptional children (Narr, 2006; O'Connor, Jenkins, Leicester, & Slocum, 1993), brain and language (Boets, Wouters, Wieringen, & Ghesquière, 2006). However, there are less studies on developing phonological awareness among young learners in the field of ELT specifically.

To begin with, in a journal article called *"The effects of computer software for developing phonological awareness in low-progress readers"* Mitchell and Fox (2001) aimed to examine the degree of efficiency of two computer programs designed to develop phonological awareness in children. These two software programs, DaisyQuest and Daisy's Castle, give instruction and practice in rhyme identification, phonological analysis (segmenting), and phonological synthesis (blending). This study was conducted on 36 kindergartens and 36 1st graders who showed low performance in reading. The participants were haphazardly assigned to one of three experimental conditions. They attended day by day, 20-minute, small-group training sessions, over a period of four weeks. Pre-tests and post-tests of rhyming, segmentation, phoneme isolation and blending were given. The Phonological Awareness Test (PAT) was administered as a pre- and post-test measurement tool in order to assess the phonological processes. The impacts of computer-operated phonological awareness instruction were compared with teacher-delivered instruction and an instructional technology control group. Depending on the results of the study, it was found out that after five hours of instruction, the children who were given computer-operated phonological awareness instruction and the children who took teacher-delivered instruction

gained a sharp increase in phonological processing over that of the instructional technology control group. As a result of the data from this study, it is suggested that the phonological awareness of at-risk kindergarten and 1st graders can be developed by using computer-operated instruction, and teacher-delivered instruction. While this study offers further support for the use of computer-operated phonological awareness instruction, it addresses significant issues that the teachers should think when using technology-delivered instruction with low-progress, at-risk kindergarten and 1st grade readers (Mitchell & Fox, 2001).

In another study titled *"Phonological awareness in young second language learners"*, Bruck and Genesee (1995) aimed to identify the role of second language input on phonological awareness. The phonological awareness skills of two groups of children were compared in this study. The first group were from English-speaking homes and attended all-English schools (monolingual). The second group were also from English-speaking homes. However, they attended all-French schools (bilingual). These children were examined in kindergarten and in the 1st grade. In this study, a battery of nine phonological awareness tasks and two tests of language and cognitive abilities were given in kindergarten. In the 1st grade, the same phonological battery with one extra test, phoneme counting, was given again. These tasks were used to assess young learners' awareness of basic phonological units. Three of them assessed young learners' skills to manipulate syllables (syllable counting, first syllable the same, final syllable the same). Four of them assessed onset-rime awareness (onset deletion, cluster onsets the same, single onsets the same, rimes the same). In kindergarten two tasks were used to assess awareness of single phonemes (initial phoneme of the cluster the same, final phoneme the same). In this study, each child was tested one by one in three sessions. The analysis of the data indicates that schooling in a second language can affect the development path of the child's phonological awareness skills. The bilingual children demonstrated higher levels of phonological awareness skills in kindergarten in onset-rime awareness. By the 1st grade, the group differences were more complex. The monolingual and bilingual children gave similar performance on onset-rime segmentation tasks. The monolingual children gained superior phoneme awareness scores than those who are French-schooled children. Thus, it can be said that literacy instruction plays a role on the development of phoneme awareness. In contrast, the bilingual children gained upper syllable segmentation scores than the monolingual children. As a result, it can be interpreted to address the role of second language input on phonological awareness (Bruck & Genesee, 1995).

In the study titled *"Links between early rhythm skills, musical training, and phonological awareness"*, Moritz, Yampolsky, Papadelis, Thomson, and Wolf (2013) conducted an exploratory research into whether phonological awareness and musical rhythmic skills are associated in young children. They also tried to find out whether musical activity is linked to the improvements in phonological awareness. In this study, the participants were two groups of kindergartners from Boston-area schools in an ENL context. The first group included 15 students from a charter school class (the experimental group). They were given 45-minute music lessons day by day by providing their performance of folk songs, rhymes, singing-game songs, listening experiences including movement, beat development, motor rhythm training with rhythmic patterns, and creating new rhythmic combinations. On the other hand, the second group included 15 students from two classes at a state school (the control group). They were provided one 35-minute music lesson weekly. There were three dissimilarities between these schools. Firstly, the teachers of the experimental group focused on each literacy topic in different lessons. However, the teachers of the control group included different topics into the same lesson. Secondly, musical activities were used more frequently in the experimental group during literacy practices. Thirdly, a home reading program was applied in the control school, whereas the experimental school did not receive such a program. In order to assess phonological awareness, the researchers used six subtests of the PAT such as rhyming discrimination, rhyming production, sentence segmentation, syllable segmentation, isolation of beginning phonemes, and deletion of sounds. Analyzing the data, the researchers found out that rhythm skill was linked to phonological segmentation skill at the beginning of kindergarten. Moreover, it was found out children with intensive music training made more progress in a variety of phonological awareness skills than children with less training. In addition, they found out that rhythm ability of the children was highly linked to their phonological awareness (Moritz, Papadelis, Thomson, Wolf, & Yampolsky, 2013).

In his study titled *"Effects of a music programme on kindergartners' phonological awareness skills"*, Bolduc (2009) examined the effectiveness of a music training program on the development of phonological awareness among 104 Franco-Canadian kindergartners. In this study, the researcher prepared a control group and an experimental group. Each group took 60-minute music lesson daily during 15 weeks. However, the experimental group took part in an adapted version of the Standley and Hughes music training program whereas the control group participated in the Ministère de l'Éducation du Quebec music program. The first program aimed to raise kindergartners' interest in reading and writing with the help of

musical activities, and to develop their musical creativity and receptivity. In this program, emergent literacy was gained with the help of a variety of activities such as analyzing lyrics, composing rhythmic counting rhymes, reading children's books related to musical concepts, and writing words. The second program aimed to engage the children in listening and musical creation activities to arouse their critical thinking and aesthetic awareness. At the musical level, the program of the experimental group was similar to the program of the control group. In both groups, the activities let them have different and cross-disciplinary experiences that shared general features with writing awareness such as counting rhymes/songs, and learning vocabulary. To collect data, the researcher administered a pre-test and a post-test to all the kindergartners at the beginning and at the end. PAT was given to assess pre-reading skills. The kindergartners completed two syllable identification tasks, one rhyme identification task, and three phoneme identification tasks. The analysis of the data showed that both music programs provided opportunities equally to the development of tonal and rhythmic skills. However, in terms of developing phonological awareness, the experimental group took superior scores, especially in the syllable identification tasks and the rhyme and phoneme identification tasks than the control group. Music and songs helped them to identify various phonological units and to use them consciously and at their own speed. It also promoted them to discover, explore and acquire knowledge by means of natural activities. Thus, the results indicated that the program of the experimental group was more efficient. Furthermore, the researcher suggested that learning environment for the children should be informal, game-based and related to their real life experiences (Bolduc, 2009).

Another study titled *"Hands-on and Kinesthetic Activities for Teaching Phonological Awareness"* was conducted by Rule, Dockstader, and Stewart (2006). They aimed to find out the effectiveness of manipulative skills in teaching phonological awareness. In this study, researchers determined two experimental before-school programs. The first program included kinesthetic activities that needed great body movements. The second program involved tactile activities that engaged young children in manipulating things. The participants were 1st graders and 3rd graders who showed less performance in reading. On the other hand, the participants of the control group were chosen from a pullout program in which another teacher tentatively took them from their lessons to participate in lessons concentrating on parts of they need. The participants in the control group did not attend the before-school program, but received extra literacy services through the regular pullout program at the school. They also practiced a range of reading and phonological awareness skills such as sounding out words in context (using the alphabetic principle or

other decoding strategies), searching for words in the text with a particular phonics pattern, learning and applying phonics rules, and completing phonological awareness worksheets. However, the two experimental groups participated in the before-school program and received no other reading and language services. The parts that Group 1 needed included reading of sight words and phonics, suffixes, discriminating vowel sounds, rhyming words, and breaking words into syllables. On the other hand, the parts that Group 2 needed included rhyming word families, long or short vowel sounds, vowel digraphs, silent e words, counting phonemes and syllables. To make a comparison between the effectiveness of a kinesthetic and a tactile approach that used object boxes, two before-school programs were developed. The first program focused on verbal and kinesthetic activities such as singing songs, playing phonics card games, word games, writing station, bingo and concentration games of rhyming words. For instance, the children separated words into syllables verbally by tapping. Moreover, in this group, their teacher played guitar to teach them phonological awareness songs. They also found two photos that showed rhyming words such as a photo of a plate and a photo of a gate. On the other hand, the tactile or object box group worked on hands-on activities, and worked with 40 boxes of activities. The boxes of phonemic awareness, phonics object, vowel change, vocabulary development, and environmental print were created in categories such as phonological awareness, phonics, and reading practice. These groups were provided equal hours of extra literacy instruction. However, the control group did not take part in the before-school program. They were taken from their non-literacy classes, and provided additional teaching for 13 to 15 minutes daily. In contrast to the experimental groups, in the control group, phonological awareness skills were taught through reading a text and worksheet activities instead of kinesthetic and verbal games, hands-on object box and environmental print activities. The analysis of the data revealed that the experimental groups showed equal developments and higher scores than the control group. It also indicated that the materials were efficient to teach phonological awareness to the children who showed less performance in reading. As a result, the researchers emphasized that all teachers should apply a range of different strategies and approaches to develop phonological awareness among the children (Rule, Dockstader, & Stewart, 2006).

The study titled *"Training phonological awareness: A study to evaluate the effects of a program of metalinguistic games in kindergarten"* was conducted by Brennan and Ireson (1997). In this study, participants were 38 children from three kindergarten classes at an American school located approximately twenty miles outside London. This study included one experimental class and two control classes. In the experimental class, a Danish

training program of metalinguistic games and exercises were provided. The children played various listening and sounds games, rhyming games such as nursery rhymes, rhymed stories, games for rhyme production, looked at pictures, danced, sang, etc. In the experimental class, syllables were taught by clapping hands. On the other hand, one control class used a program named Success in Kindergarten Reading and Writing which involved phonological awareness skills, but not in a formal way. This program was applied to develop the reading and writing skills of young children. It also included four modules such as picture/word association module, alphabet module, etc. The children created a letter out of clay or other materials. They also practiced the letter by means of a medium and drew a picture that was accordant with the letter. The other control class took the basic kindergarten program. This program included activities such as brainstorming for words, reciting rhymes, reading stories and poems. As pre-test and post-test measures, the tests of word reading, vocabulary, rhyme, segmentation of sentences into words, syllable synthesis, syllable segmentation, deletion of initial phoneme, phoneme segmentation, and phoneme synthesis were administered. The results indicated that the experimental group and the Success in Kindergarten group gained higher scores in reading and spelling measures. Moreover, they showed better performance on six of the metalinguistic tests, with the experimental group gaining more scores in all the tests of phoneme awareness than the other two groups (Brennan & Ireson, 1997).

In another study titled *"An evaluation of computer-assisted instruction in phonological awareness with below average readers"*, Barker and Torgesen (1995) aimed to find the effects of computer-assisted instruction (CAI) on phonological awareness of young children. This was a study of interactive Daisy Quest and Daisy's Castle computer programs. The former was used to teach recognizing words that rhymed, and had the same initial, middle, and final sounds. On the other hand, the latter was used to teach some skills such as recognizing words that could be formed from several phonemes showed as onset and rhyme, from a range of individually presented phonemes, and counting the sounds in words. In this study, the effectiveness of CAI to teach phonological awareness skills in the 1st graders was measured. The first group, or experimental group, took two phonological awareness training programs. They were useful to the children dealing with phonological awareness since they gave the children an opportunity to revise an item or items repeatedly. One control group received alphabetic decoding training not on the computer, and the other control group played different games on the computer. The results showed that the control groups did not make higher progress than the experimental group in terms of phonological awareness skills. This study revealed the effects of training with the Daisy Quest and Daisy's

Castle interactive computer programs on the phonological awareness skills of 1st grade, lower readers. Furthermore, it was found out that young children engaged in the phonological awareness training programs showed more progress on various aspects of phonological awareness and on word recognition (Barker & Torgesen, 1995).

As stated previously, there are lots of studies conducted on phonological awareness all over the world. When we look at the studies and dissertations (Master/Doctorate) in Turkey, there are some studies on phonological awareness. For instance, the studies and dissertations were conducted on different fields such as psychology (Büyükkaradağ, 2017; Okur, 2015; Sürgen, 2019), education and training (Aktan Kerem, 2001; Erdoğan, 2009; Gökkuş, 2016; Karakelle, 1998; Kuzucu Örge, 2018; Topalca, 2019), special education (Akbey, 2016; Emir, 2015; Erkan Süel, 2011; İslamoğlu Külte, 2019; Soğancı, 2017; Yücel, 2009), preschool education (Bayraktar, 2013; Demirci, 2015; Dinler, 2018; Karaman, 2006; Parpucu, 2016; Sarı, 2012), otorhinolaryngology (ear-nose-throat) (Bacı, 2016; Sezgin, 2019; Tuz, 2019), linguistics (Aydın, 2004), and psychiatry (Tanır, 2017) in Turkey. Moreover, it can be seen that many of the studies and dissertations were conducted on adult EFL learners. Thus, it can be said that there are less studies on developing phonological awareness among young learners in the field of ELT specifically.

In her Master of Arts (MA) Thesis titled *"Contribution of L2 Morphological Awareness and L2 Phonological Awareness to L2 Listening Comprehension of Turkish EFL Learners"*, Sözen (2019) attempted to find out the degree of the contribution of L2 phonological and morphological awareness to L2 listening proficiency of EFL learners in the department of ELT in Anadolu University, Eskişehir. The participants were 54 2nd year ELT students. The researcher administered an International English Language Testing System (IELTS) Test, Morphological Awareness Test (MAT), and PAT (Phonological Awareness Test) in order to measure the learners' L2 listening comprehension, and the levels of phonological and morphological awareness. Research findings showed that the listening scores and the PAT scores gave an average positive correlation. On the other hand, it was found out that there was no significant correlation between listening comprehension and the MAT scores. The findings of this study revealed that the levels of phonological and morphological awareness of the participants were high. In addition, it was found out that these linguistic components were linked to their L2 listening proficiency positively (Sözen, 2019).

In another MA Thesis titled *"The Development of Reading in Early Bilingualism: Evidence from Turkish-Child L2 Learners of English"*, Özdemir (2008) aimed to find out

the role of phonological awareness in Turkish-English bilingual children's reading acquisition. Moreover, the connection between phonological awareness, phonological memory and reading was investigated. In this study, participants were nine Turkish-English bilingual and a control group of nine monolingual English children. The researcher conducted this study on the 2nd, 3rd, and 4th grades. Word and pseudo-word reading, elision, segmenting and blending words and non-words, and memory for digit tasks in English were done by the participants. The results of this study showed that phonological awareness is a powerful predictor of reading in monolingual children. On the other hand, it was found out that there was not a strong connection between phonological awareness and reading in bilingual children. In addition, it was found that phonological awareness skills of bilingual children were transferred from Turkish in order to decode English unreal or fake words. A strong connection between monolingual children's phonological awareness and phonological memory was found, yet bilingual phonological memory was not adequate to describe phonological awareness (Özdemir, 2008).

In her doctoral dissertation titled *"The EFL Pre-Service Teachers' Phonological Processing, Evaluation of Their Phonetic Awareness and Pedagogical Needs"*, Aksakallı (2018) aimed to investigate the opinions and behaviors of EFL pre-service teachers about pronunciation and pronunciation teaching, and their phonological awareness. The participants were 107 undergraduate students who were enrolled in ELT department at Atatürk University. The researcher aimed to find their problems in English pronunciation. Moreover, Aksakallı aimed to find the consequences of pronunciation teaching on their phonological development. In this study, the data were collected via administering Pronunciation Attitude Inventory (PAI), pre- and post-tests. The pronunciation instruction was provided by the researcher. Pre- and post-tests were administered to assess their improvement in their English pronunciation. In this study, the researcher had face to face interviews with six participants. The results of this study showed that they had an optimistic attitude for pronunciation. Although they had some problems and challenges in pronunciation, their pronunciation levels and comprehensibility developed after pronunciation instruction. The researchers suggested that pronunciation should be taught in listening and speaking classes. Aksakallı (2018) also suggested that the teachers should provide more activities and exercises focusing on factors influencing pronunciation learning in order to develop their learners' pronunciation skills and phonological awareness.

The study titled "Phonological Awareness of ELT Freshmen" was conducted by Atmaca (2018). She aimed to find out phonological awareness levels of ELT freshmen. The

researcher also aimed to compare their levels. This study was conducted at a state university in Turkey. To collect data, four parts of Phonological Awareness Skills Test (P.A.S.T.) were administered. These four parts of P.A.S.T. were syllable segmentation, phoneme deletion of ending sound, phoneme deletion of beginning consonant blend and phoneme substitution. In this study, the participants were 54 female and 25 male ELT students. All of them took phonetics and pronunciation training in one term. The results of this study revealed that both female and male participants got the lowest score in phoneme deletion of ending sound, whereas both of them got the highest score in phoneme deletion of first consonant blend. It was found out that phonological awareness levels and phonological problems of both groups showed resemblances, yet their success order of P.A.S.T. was not the same. The results of this study showed that characteristics of student teachers could be focused on in order to improve their phonological skills. It is suggested that teacher trainers should arrange their teaching practices to meet their learning needs. In addition, it is recommended that student teachers can be engaged in phonetic transcription activities. For instance, they can write the phonetic transcription of a given text or speech (Atmaca, 2018).

In order to assess phonological awareness of language learners, teachers and researchers can benefit from a test. Phonological Awareness Skills Test (P.A.S.T.)[1] can be used as the data collection tool. This test was developed by Yvette Zgonc, and published in the book (2000) *"Sounds in Action: Phonological Awareness Activities & Assessment"*, by Yvette Zgonc who has been working as a primary school teacher, guidance counselor, coordinator, and staff development trainer for many years. Her book is among the bestsellers. Her another book (2010) is *"Interventions for All: Phonological Awareness"* which is related to phonological awareness. P.A.S.T. can be useful to assess phonological awareness skills at word, syllable, onset-rime, and phoneme levels (Atmaca, 2018).

Since the teachers and researchers can make some changes on this test, it can be said that P.A.S.T. is not a normed test. For instance, they can remove some parts of the test, or reduce the number of items for practical purposes. In addition, they can change the words or sentences given on the test. Thus, it is an informal and diagnostic, individually administered assessment tool to help determine the point of instruction for learners and monitor progress

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[1] Phonological Awareness Skills Test (P.A.S.T.) is available on the Internet: http://www.idealconsultingservices.com/FORMS/Data%20Meeting%20Forms/Phonological_Awareness_Skills_Test_PAST.pdf

gained from doing the activities selected by the teacher (Atmaca, 2018; Zgonc, 2000, as cited in Andracek, 2009).

Before learners begin, they must complete some parts of the test such as their own names, the teacher's name, date, and grade. This test, approved by the Oklahoma State Board of Education (SBE) in 2005, can measure all three levels of phonological awareness: word recognition (sentences), onset-rhyme awareness, syllable awareness, and phonemic awareness (Ko, 2012, p. 68).

It is a comprehensive test because it evaluates 14 phonological awareness skills as follows respectively (Zgonc, 2000):

- *Word Recognition (Sentences)*
1) Concept of Spoken Word (Sentence Segmentation): To write the number of words in a sentence (e.g., "Tom ran home." Tom — ran — home. In this sentence, there are 3 words.)

- *Onset-Rhyme Awareness*
2) Rhyme Recognition: To tell whether two words sound alike at the end (e.g., If asked whether cat and sat rhyme, the answer is YES. If asked whether ten and map rhyme, the answer is NO.)

3) Rhyme Production: To give another word that rhymes with a specific word, and the answer can be a real word or a nonsense word (e.g., When asked to give one word that rhymes with sing, possible answers are ring, wing, and king).

- *Syllable Awareness*
4) Syllable Blending: To put the syllables of a word together (e.g., Blend two syllables rain-bow into the word rainbow).

5) Syllable Segmentation: To break a word into syllables and count the syllables (e.g., Segment the word basket into bas-ket, thus 2 syllables).

6) Syllable Deletion: To say a word where one syllable is left out (e.g., Say downtown without down- is town).

- *Phonemic Awareness*
7) Phoneme Isolation of Initial Sounds: To tell the first sound of a word (e.g., When asked what the first sound is in the word big, the answer is /b/).

8) Phoneme Isolation of Final Sounds: To tell the last sound of a word (e.g., When asked what the last sound is in the word same, the answer is /m/).

9) Phoneme Blending: To put the phonemes of a word together (e.g., Blend /sh/ /o/ /p/ into the word shop).

10) Phoneme Segmentation: To break a word into phonemes and count the phonemes (e.g., Segment the word ship into /sh/ /i/ /p/, thus 3 phonemes).

11) Phoneme Deletion of Initial Sounds: To say a word where the first phoneme is left out (e.g., Say sun without /s/ is /un/).

12) Phoneme Deletion of Final Sounds: To say a word where the last phoneme is left out (e.g., Say rose without /s/ is /row/).

13) Phoneme Deletion of First Sound in Consonant Blend: To say a word where the first phoneme is taken off a consonant blend (e.g., Say stop without /s/ is /top/).

14) Phoneme Substitution: To take off the first phoneme of a word and replace it with another phoneme (e.g., Replace the first sound in bed with /r/ is /red/).

Moreover, an instruction is written under each part in order to help the teacher. In each part, there are six items. Each correct item equals 1 score. Hence, the lowest score that can be taken from a part is 1. On the other hand, the highest score is 6. The mastery is at least five out of six. The teacher checks, accounts the correct scores out of 6. Then, s/he gives the final total score to his/her learner (Atmaca, 2018).

This test can be administered twice, three or four times yearly. As a pre-test, the teachers or researchers can give P.A.S.T. at the beginning of school term or year. After the learners gain some knowledge about phonological awareness with the help of various activities relating to the assessment, P.A.S.T. can be applied again to measure the learners' progress. As an immediate post-test, P.A.S.T. can be given to determine the final total score by the end of the school term or year. Furthermore, as a delayed post-test, the teachers or researchers can give P.A.S.T. after administering the test as an immediate post-test. It means that they can understand whether their learners have gained phonological awareness skills permanently.

CHAPTER 3: METHODOLOGY

3.1. Introduction

This chapter includes five parts: the research design, the setting, the selection of the participants, the data collection procedure and the methods used for data analysis.

3.2. Research Design

The primary aim of the study is to investigate the effects of using different kinds of activities and materials (worksheets, games, toys, videos, and integrating music into class) on developing phonological awareness among young learners in Turkish EFL context and gather participant students' and teacher's views and reflections about the phonetics activities.

This study was conducted in a secondary school in a village in the east of Turkey, Şanlıurfa. Pre-tests, immediate post-tests and delayed post-tests were applied by the researcher at the 5th, 6th and 7th grades. In this study, the researcher is the English teacher of the students and worked with a group of students in her classes to reveal their characteristics and descriptions. The researcher identified the pronunciation problems of her students, decided to make some changes in her teaching actions. Then, she was involved in some reflection upon her actions and drew some conclusions for her future teaching practices. Therefore, the current study can be regarded as an action research.

Basically, action research is defined as a systematic research concerned with the development of learning-teaching activities (Souto-Manning, 2012), student achievement (Darling-Hammond & Youngs, 2002), and gaining professional awareness about strengths and weaknesses (Hagevik, Aydeniz, & Rowell, 2012). The importance of action for both pre-service and in-service teachers is stressed in the relevant literature for its reflective benefits and professional contributions despite some time, space, and stakeholder constraints (Impedovo & Khatoon Malik, 2016; Magos, 2012; Ulvik & Riese, 2016). By gaining research skills, the teacher can be involved in some decision-making process during his/her teaching (reflection-in-action) or evaluate the effectiveness of teaching by becoming more aware of the strong and weak aspects after teaching (reflection-on-action) (Schön, 1983, 1987). Teachers can also reflect on new their own teaching practices and shape their future teaching practices accordingly (Hine, 2013). Although some teachers may lack the necessary

motivation, they can become more autonomous in their teaching career thanks to the involvement in action research (Yuan & Burns, 2016).

In action research, the teacher first senses a problem in his/her classes. In this study, the teacher observed the pronunciation problem of her learners and decided to go into action to improve the situation. For this purpose, she prepared extra course materials and activities like worksheets, toys and some transcription and deciphering activities via integrating music, songs and games. She constantly referred to these actions during a term to test the effectiveness of her teaching strategies upon the phonological awareness levels of her young learners. While doing that, she kept a diary to note down the implementation process, what was done, what worked, what failed, made some decisions to change or add an activity based on the learners' reflections and participation. She measured how the whole learning process took place via a pre-test/immediate post-test/delayed post-test design and tried to examine the long term retention of the phonological awareness of the learners. In other words, due to the recursive nature of action research, the teacher who became the researcher as well followed a zigzag pattern while she arranged her teaching practices and went back and forth while preparing the course materials and designing the teaching-learning-testing procedures. Thus, she took action, collected data, analyzed data, reported the findings and drew some conclusions for her future teaching, all of which are the stages of the action research which is considered to possess a cyclical and helix structure (Stringer, 2008) (See Figure 3.1. and Figure 3.2.).
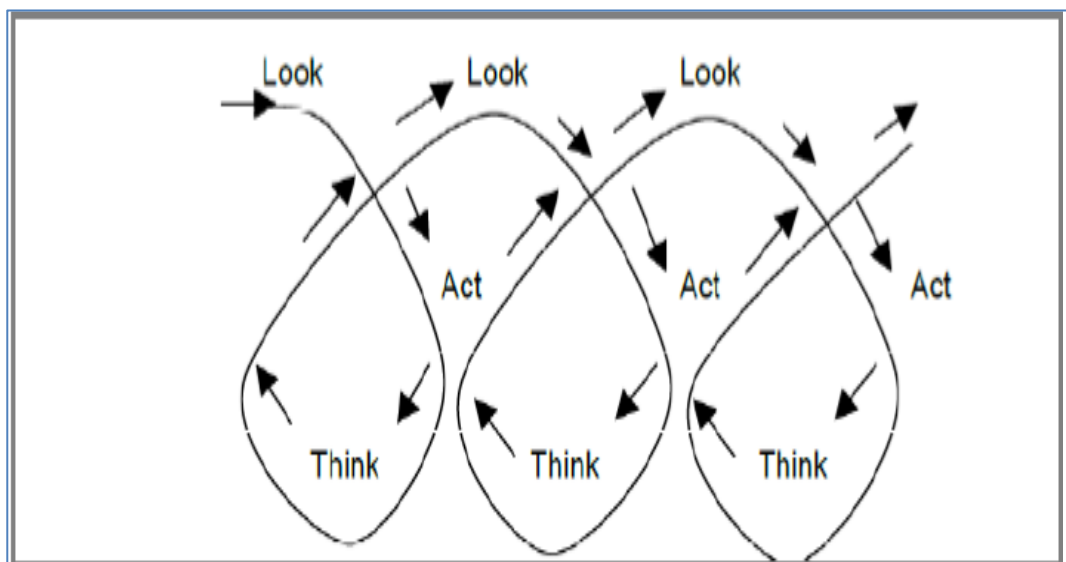
Figure 3.1. Action research helix (adopted from Hine, 2013, p. 154).
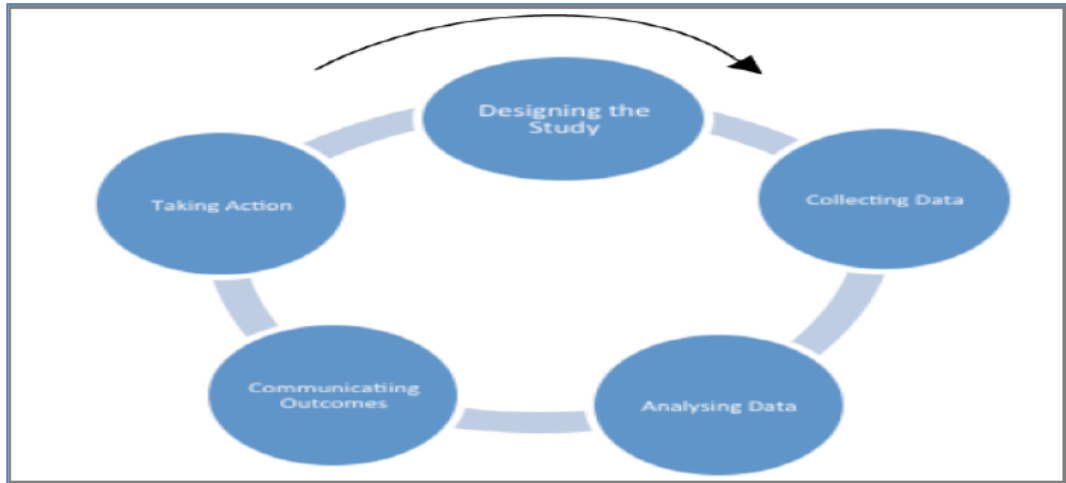
Figure 3.2. Action research cycle (adopted from Hine, 2013, p. 154).

In order to collect quantitative data, P.A.S.T. was applied by the researcher and statistical procedures were employed to analyze the data. In order to collect qualitative data, student interviews and classroom observations were used, which formed the qualitative side of the study. Thus, this action research study adopted a mixed-method research design in order to benefit from the complementary purposes of words and numbers, and triangulate the data for reaching the results from multiple sources and making richer analyses (Creswell, Plano Clark, Gutmann, & Hanson, 2003; Dörnyei, 2007; McKay, 2006).

Table 3.1. *The Implementation Dates and Durations of Pre-tests, Immediate Post-tests and Delayed Post-tests*

Grades	The Date of Pre-test	Duration of Pre-test	The Date of Immediate Post-test	Duration of Immediate Post-test	The Date of Delayed Post-test	Duration of Delayed Post-test
5th Grade	15th October 2019	50-55 Minutes	10th January 2020	40-45 Minutes	21st February 2020	30-35 Minutes
6th Grade	15th October 2019	50-55 Minutes	10th January 2020	40-45 Minutes	21st February 2020	30-35 Minutes
7th Grade	15th October 2019	50-55 Minutes	10th January 2020	40-45 Minutes	21st February 2020	30-35 Minutes

As it is seen in Table 3.1., the researcher administered the pre-test, immediate post-test, and delayed post-test in the 5th, 6th and 7th grades on the same days. Their dates were the same. Moreover, the durations of the pre-test, immediate post-test, and delayed post-test of the 5th, 6th and 7th grades were almost the same. The duration of the pre-test was approximately 50-55 minutes. The duration of the immediate post-test was approximately 40-45 minutes. The duration of the delayed post-test was approximately 30-35 minutes. It

was found out that the pre-test took more time since the participants were not accustomed to P.A.S.T. However, the immediate post-test took a shorter time than the pre-test since young learners were accustomed to all parts of the P.A.S.T. All in all, the delayed post-test took a shorter time than both the pre-test and the immediate post-test. Since young learners studied on each part of P.A.S.T. for some time, they completed their delayed post-tests in a shorter time.

3.3. Setting

Convenience sampling was used in the study since the researcher is an English teacher at a state school in Turkey. This study was conducted at a state secondary school, in Şanlıurfa, Turkey in 2019-2020 academic year. It is a public school. There is only one English language teacher in this school. The school has not got any English Language Laboratory. For this reason, the researcher used her own technological equipment such as computer, portable projector and speakers in the lessons (see Appendix A).

3.4. Participants

The participants of this study were the 5th, 6th and 7th grade secondary school students. They were chosen at the beginning of the academic year. The researcher decided to involve the participants who were within the easy reach so she chose her students as the sample of the study. Thus, convenience sampling was used in the study (Mackey & Gass, 2005).

It is known that there is an exam for 8th graders in Turkey. This is such an important exam that it requires a long term preparation. Thus, the 8th grade students were not included in this study because of their high school entrance exam. As a result, the present study was conducted on the 5th, 6th and 7th grade students. There were a total of 21 participants with 10 female and 11 male 5th grade students who entered secondary school for the first time this year. The average age of the 5th grade students is 10.047. There were a total of 17 participants with 6 female and 11 male 6th grade students. The average age of the 6th grade students is 11.529. There were a total of 18 participants with 10 female and 8 male 7th grade students. The average age of the 7th grade students is 12.555. Thus, in this study, there were a total of 56 participants with 26 female and 30 male secondary school students. In general, their language levels were low. However, most of them were ready for language development.

3.5. Data Collection Tools and Procedures

The first step in the data collection procedure was to inform the administration of the school and MoNE. After getting the official permission (see Appendix B) from the administration of the school and MoNE, the participants were informed. Moreover, the researcher prepared a consent form (see Appendix C) in order to get permissions from the participants to engage them in this study. In addition, she got permission (see Appendix D) from Yvette Zgonc who developed P.A.S.T. (see Appendix E) in 2000. The researcher got all the permissions from her school, MoNE, and her participants. Then, the researcher began collecting both qualitative and quantitative data during and end of each lesson.

The researcher used teacher diary, held interviews with the students and made observations as qualitative data collection tools. The researcher did not use an observation form. At the end of each lesson, the researcher noted her personal observations regarding classroom activities in a notebook as a teacher diary. The interview questions were asked in Turkish so that the students could understand the questions. The researcher recorded all the interviews by her cell phone. Furthermore, the researcher asked the students to express their opinions and feelings by writing on a paper at the end of each English lesson.

In this study, P.A.S.T. was administered as a pre-test, immediate post-test, and delayed post-test in order to collect quantitative data. As previously stated, the test was developed by Yvette Zgonc (2000, 2010). This test can be applied to evaluate language learners' phonological awareness skills at the levels of word, syllable, onset-rime, and phoneme. P.A.S.T. consists of 14 parts. These 14 parts are concept of spoken word (sentence segmentation), rhyme recognition, rhyme production, syllable blending, syllable segmentation, syllable deletion, phoneme isolation of initial sounds, phoneme isolation of final sounds, phoneme blending, phoneme segmentation, phoneme deletion of initial sounds, phoneme deletion of final sounds, phoneme deletion of first sound in consonant blend, and phoneme substitution. In each part, there are six words or sentences. Each correct answer equals 1 score. Thus, the highest score for correct answers that can be gained from a part is 6. On the other hand, the lowest score is 1 or 0. The researcher checks, and calculates the correct answers out of 6 items. Then, the ultimate overall score is given to the student.

The researcher did not remove any parts of P.A.S.T. However, the researcher changed the words and sentences of the original P.A.S.T. in line with the 5th, 6th and 7th grade English course books of MoNE (see Appendix F). The words and sentences were chosen by the researcher meticulously.

The instructions, layout, order of the activities were not changed but the form was translated into Turkish by the researcher and checked by the advisor in order to ease the understanding of the participating young learners. The only change in the form was about the items (sounds, words or sentences) in each part. There are 6 items in each part and the items were changed in line with the curriculum of Turkish MoNE so that the applications of the study corresponded to the educational needs of the learners in terms of their age and language level. For this purpose, the researcher scanned the English course books of the 5th, 6th and 7th graders, selected some sentences, words and sounds which are found in different units of the course books and paid attention to choose different words with different and difficult sounds for the participating students. For each grade, she sent the word lists and units to the advisor, got her feedback while forming the new items for each part, constantly revised the content and gave the forms their final shape before application. The appropriateness and content validity of the revised forms was ensured via expert opinion gathered from the advisor of the thesis.

There were six items in concept of spoken word (sentence segmentation) part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.2. for a clear understanding about what was changed in the original form.

Table 3.2. *Concept of Spoken Word (Sentence Segmentation) Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
	1. Tom ran home.	1. I like history.	1. She plays chess.	1. He can play basketball well.
Concept of Spoken Word (Sentence Segmentation)	2. I have two pets.	2. Is John at home?	2. He likes pancakes very much.	2. I am a reptile.
	3. Did you eat lunch?	3. Do you like swimming?	3. Donald is resting.	3. She was born in Ankara.
	4. What are you doing?	4. This is my daily routine.	4. The weather is cloudy.	4. Why did you go there?
	5. Terry loves to play soccer.	5. I have a fever.	5. I can look after ill people.	5. Did you read the newspaper?
	6. Yesterday it rained.	6. I have wings.	6. Ali is attending a drama club.	6. Jason wants to be an astronaut.

There were six items in rhyme recognition part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.3. for a clear understanding about what was changed in the original form.

Table 3.3. *Rhyme Recognition Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Rhyme Recognition	1. bed---fed 2. top---hop 3. run---soap 4. hand---sand 5. funny---bunny 6. girl---giant	1. class---course 2. pool---cool 3. pill---till 4. funny---bunny 5. tag---take 6. pain---rain	1. milk---silk 2. town---down 3. dry---cry 4. funny---boring 5. climb---try 6. sing---ring	1. fat---cat 2. fur---leg 3.donkey—monkey 4. kill---pill 5. meet---food 6. pay---say

There were six items in rhyme production part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.4. for a clear understanding about what was changed in the original form.

Table 3.4. *Rhyme Production Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Rhyme Production	1. pan 2. cake 3. hop 4. see 5. dark 6. candy	1. hate 2. book 3. tower 4. rest 5. duck 6. fit	1. take 2. run 3. tomato 4. winter 5. worker 6. racket	1. old 2. net 3. gold 4. host 5. town 6. neck

There were six items in syllable blending part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.5. for a clear understanding about what was changed in the original form.

Table 3.5. *Syllable Blending Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Syllable Blending	1. pen-cil 2. rain-bow 3. pop-corn 4. black-board 5. side-walk 6. pa-per	1. near-by 2. dodge-ball 3. on-line 4. back-ache 5. help-ful 6. pa-per	1. ba-gel 2. down-town 3. rain-y 4. den-tist 5. for-est 6. pub-lic	1. out-door 2. glob-al 3. sit-com 4. sur-face 5. rack-et 6. birth-day

There were six items in syllable segmentation part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.6. for a clear understanding about what was changed in the original form.

Table 3.6. *Syllable Segmentation Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Syllable Segmentation	1. sometime 2. basket 3. bedroom 4. fantastic 5. maybe 6. helicopter	1. enjoy 2. Turkish 3. tower 4. fever 5. fantastic 6. interesting	1. pancake 2. skyscraper 3. windy 4. hairdresser 5. forest 6. candidate	1. selfish 2. lizard 3. baseball 4. fantastic 5. painkiller 6. cosmopolitan

There were six items in syllable deletion part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.7. for a clear understanding about what was changed in the original form.

Table 3.7. *Syllable Deletion Part of P.A.S.T., Original Items and Revised Items for the 5ᵗʰ, 6ᵗʰ and 7ᵗʰ Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5ᵗʰ Graders	Revised Items for the 6ᵗʰ Graders	Revised Items for the 7ᵗʰ Graders
Syllable Deletion	1. (down)town 2. (in)side 3. for(get) 4. bas(ket) 5. af(ter) 6. (skate)board	1. sec(ond) 2. (vis)it 3. soc(cer) 4. (shop)ping 5. ill(ness) 6. car(toon)	1. (down)town 2. (af)ter 3. sea(side) 4. book(shelf) 5. (sales)man 6. break(fast)	1. (in)door 2. bas(ket) 3. (skate)board 4. fore(cast) 5. (mile)stone 6. (cos)tume

There were six items in phoneme isolation of initial sounds part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.8. for a clear understanding about what was changed in the original form.

Table 3.8. *Phoneme Isolation of Initial Sounds Part of P.A.S.T., Original Items and Revised Items for the 5ᵗʰ, 6ᵗʰ and 7ᵗʰ Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5ᵗʰ Graders	Revised Items for the 6ᵗʰ Graders	Revised Items for the 7ᵗʰ Graders
Phoneme Isolation of Initial Sounds	1. big 2. land 3. farm 4. apple 5. desk 6. ship	1. shoe 2. pool 3. tissue 4. monkey 5. boring 6. order	1. rest 2. milk 3. farm 4. sunny 5. doctor 6. public	1. shark 2. reptile 3. big 4. leg 5. bill 6. alone

There were six items in phoneme isolation of final sounds part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.9. for a clear understanding about what was changed in the original form.

Table 3.9. *Phoneme Isolation of Final Sounds Part of P.A.S.T., Original Items and Revised Items for the 5ᵗʰ, 6ᵗʰ and 7ᵗʰ Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5ᵗʰ Graders	Revised Items for the 6ᵗʰ Graders	Revised Items for the 7ᵗʰ Graders
Phoneme Isolation of Final Sounds	1. pick 2. ran 3. fill 4. bug 5. same 6. tooth	1. hate 2. chess 3. tag 4. wash 5. fit 6. lake	1. help 2. milk 3. jam 4. teeth 5. river 6. vote	1. trick 2. fresh 3. tooth 4. miss 5. moon 6. dig

There were six items in phoneme blending part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.10. for a clear understanding about what was changed in the original form.

Table 3.10. *Phoneme Blending Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Phoneme Blending	1. /m/ /e/	1. /sh/ /o/ /p/	1. /d/ /a/ /d/	1. /a/ /i/ /r/
	2. /b/ /e/ /d/	2. /t/ /a/ /g/	2. /m/ /i/ /l/ /k/	2. /s/ /e/ /e/
	3. /h/ /a/ /t/	3. /s/ /o/ /l/ /v/ /e/	3. /f/ /a/ /r/ /m/	3. /p/ /l/ /a/ /n/ /t/
	4. /m/ /u/ /s/ /t/	4. /h/ /u/ /r/ /t/	4. /m/ /u/ /f/ /f/ /i/ /n/	4. /o/ /r/ /d/ /e/ /r/
	5. /sh/ /o/ /p/	5. /v/ /e/ /t/	5. /sh/ /o/ /p/	5. /g/ /i/ /n/ /g/ /e/ /r/
	6. /p/ /l/ /a/ /n/ /t/	6. /f/ /a/ /r/ /m/	6. /b/ /o/ /x/	6. /t/ /r/ /a/ /sh/

There were six items in phoneme segmentation part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.11. for a clear understanding about what was changed in the original form.

Table 3.11. *Phoneme Segmentation Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Phoneme Segmentation	1. in	1. talk	1. shop	1. save
	2. at	2. wash	2. jam	2. television
	3. name	3. mint	3. cheese	3. visit
	4. ship	4. join	4. knit	4. trick
	5. sock	5. art	5. dog	5. wrap
	6. chin	6. dog	6. north	6. thin

There were six items in phoneme deletion of initial sounds part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.12. for a clear understanding about what was changed in the original form.

Table 3.12. *Phoneme Deletion of Initial Sounds Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Phoneme Deletion of Initial Sounds	1. (s)un	1. (t)ent	1. (m)ilk	1. lace
	2. (p)ig	2. (l)earn	2. (d)ad	2. (l)and
	3. (m)op	3. (s)eek	3. (t)ailor	3. (n)et
	4. (n)eck	4. (n)ame	4. (n)ovel	4. (d)ate
	5. (b)at	5. (k)itten	5. (h)air	5. (h)azel
	6. (t)ape	6. (l)ion	6. (h)otel	6. (t)usk

There were six items in phoneme deletion of final sounds part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.13. for a clear understanding about what was changed in the original form.

Table 3.13. *Phoneme Deletion of Final Sounds Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Phoneme Deletion of Final Sounds	1. ro /s/ e	1. clim(b)	1. mil(k)	1. ski(n)
	2. trai /n/	2. hur(t)	2. par(k)	2. bul(b)
	3. grou /p/	3. wal(k)	3. star(t)	3. hos(t)
	4. sea /t	4. ten(t)	4. rea(d)	4. ho(l)e
	5. ba /k/ e	5. earl(y)	5. fee(l)	5. poin(t)
	6. in /ch/	6. coun(t)	6. coo(k)	6. new(s)

There were six items in phoneme deletion of first sound in consonant blend part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.14. for a clear understanding about what was changed in the original form.

Table 3.14. *Phoneme Deletion of First Sound in Consonant Blend Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Phoneme Deletion of First Sound in Consonant Blend	1. Say clap without /k/	1. Say drink without /d/	1. Say play without /p/	1. Say claw without /k/
	2. Say stop without /s/	2. Say speak without /s/	2. Say bring without /b/	2. Say trust without /t/
	3. Say trust without /t/	3. Say black without /b/	3. Say scare without /s/	3. Say crime without /k/
	4. Say black without /b/	4. Say sport without /s/	4. Say plug without /p/	4. Say place without /p/
	5. Say drip without /d/	5. Say smile without /s/	5. Say close without /k/	5. Say stop without /s/
	6. Sat smile without /s/	6. Say flag without /f/	6. Say draw without /d/	6. Say preserve without /p/

There were six items in phoneme substitution part of the P.A.S.T. and the changes made for this part and each grade are shown in Table 3.15. for a clear understanding about what was changed in the original form.

Table 3.15. *Phoneme Substitution Part of P.A.S.T., Original Items and Revised Items for the 5th, 6th and 7th Graders*

Original P.A.S.T. Part	Original Items	Revised Items for the 5th Graders	Revised Items for the 6th Graders	Revised Items for the 7th Graders
Phoneme Substitution	1. Replace the first sound in man with /k/	1. Replace the first sound in near with /b/	1. Replace the first sound in run with /s/	1. Replace the first sound in gold with /b/
	2. Replace the first sound in pig with /d/	2. Replace the first sound in go with /s/	2. Replace the first sound in chips with /sh/	2. Replace the first sound in net with /p/
	3. Replace the first sound in sack with /t/	3. Replace the first sound in need with /s/	3. Replace the first sound in like with /b/	3. Replace the first sound in cage with /p/
	4. Replace the first sound in well with /f/	4. Replace the first sound in pool with /k/	4. Replace the first sound in funny with /s/	4. Replace the first sound in hit with /s/
	5. Replace the first sound in bed with /r/	5. Replace the first sound in cake with /b/	5. Replace the first sound in pick with /k/	5. Replace the first sound in save with /k/
	6. Replace the first sound in shop with /ch/	6. Replace the first sound in get with /p/	6. Replace the first sound in look with /k/	6. Replace the first sound in host with /p/

In the first semester of 2019-2020 academic year, the researcher administered P.A.S.T. as a pre-test and an immediate post-test. The instructions for each part were given by the researcher in Turkish. Before teaching phonological awareness to young learners, the researcher administered a pre-test in order to measure phonological awareness skills of young learners in the 5th, 6th and 7th grades separately. Before beginning, the participants

completed some parts such as name, surname, gender, age, date, student number, class, and the name of English teacher. While administering the pre-test, the researcher gave only one example for each part of P.A.S.T. Then, she wrote one example on the board to explain. She explained each instruction twice. She did not answer any questions of the participants during the pre-test. It took 50-55 minutes to complete the pre-test. Then, the researcher checked the answers, and made calculations for overall scores. Furthermore, the researcher gave a code for each participant in order to de-identify each of them. The codes were given according to grade, gender, and number of the participant. For instance, the codes are 5F5, 6M1, 7F9, etc. Before teaching practices, the researcher searched, arranged, and prepared her teaching materials and activities such as computer, portable projector, speakers, games (see Appendix G), videos, songs, worksheets (see Appendix H), toys, charts (see Appendix I), audio dictionaries, hands-on activities, TPR activities (see Appendix J) in order to enhance her young learners' phonological skills. The researcher also gave a wide range of assignments (see Appendix K) after each English lesson. All of these materials, activities, and assignments were chosen in line with the characteristics of young learners. Moreover, the researcher modified her teaching practices to respond to strong and weak aspects of her young learners.

After administering the pre-test, she taught English sounds and phonetic alphabet by using audio dictionaries and IPA phonetic chart. She copied and distributed the charts for all young learners to follow the course, and to revise them at home. She focused on teaching the sounds by using the IPA phonetic chart.

Firstly, she explicitly taught that words are composed of an order of speech sounds (phonemes). Especially, the sounds /ʃ/, /tʃ/, /θ/, /ŋ/, and /ə/ were the most difficult ones to learn and pronounce for the young learners. Thus, they listened to the sounds with the help of audio dictionaries. She downloaded various videos and songs in order to teach each sounds in an exciting way. For instance, in one of the videos, young learners saw and said each sound while listening and watching it in the class. The video included the sounds and different objects that begin with the same sound. The young learners tried to show each letter sound by using their arms and fingers. They also tried to find different words that start and end with /ʃ/, /tʃ/, /θ/ sounds. This was a fun and simple way to learn the sounds in English. Moreover, sound and phonics songs were used to teach the sounds of English vowels and consonant. For instance, the learners learnt the difference between a long vowel and a short vowel. In the word "red", there is a short /e/ sound. On the other hand, in the word "read", there is a long /ee/ sound that is shown as /iː/.

They also learnt silent "e". In English orthography, many words end with a silent "e". It affects the pronunciation of the words. The silent "e" is written at the end of the word. However, it is not pronounced. For instance, in the word "cake", there is a silent "e" at the end of the word, but this word is pronounced as /keɪk/. Thus, the silent "e" is not pronounced in this word. Similarly, different songs were listened in the classes in order to teach the silent "e". In addition, young learners had fun while completing their worksheets in the classes. She found, or prepared her own worksheets in order to get the young learners to practice. Their favorite worksheet was "Silent -e Read & Color". They found the correct words according to their pictures. There were two words under each picture. One of the words had a silent "e". For instance, one of the pictures was bike. There were two words "bik" and "bike" under the picture. The word "bike" has a silent "e". It is not pronounced. However, it is written. Thus, the young learners colored the option "bike" and its picture. Various assignments were also given to young learners at the end of each lesson. She checked all the assignments one by one at break time or lunchtime. She identified the wrong answers, and gave feedback. Then, she paid attention to all the wrong answers by teaching them to the young learners again. Furthermore, she believed that young learners should be tested on the learnt things in order to create a positive backwash effect. It is very important that teachers should test what they taught in the classes. If test items correspond with the objectives of the syllabus, they will provide positive backwash effects on the learners. In the contrary case, they will affect their learning negatively (Paker, 2013, p. 1464).

Secondly, she wrote the phonetic transcriptions of the sounds on the board. The phonetic transcriptions were also taught in the words. For instance, the /ʃ/ sound was taught in the word "sheep", the /tʃ/ sound in the word "cheese", the /θ/ sound in the word "think", the /ŋ/ sound in the word "ring", and the /ə/ sound was shown in the word "America". Initially, easier words were used to teach both the sounds and phonetic transcriptions. More difficult and longer words were used in time. Different songs, worksheets, videos, games were also used to teach how to write the phonetic transcriptions of English words. As an assignment, the young learners drew and colored their own sound charts. They love winning awards after a game, an activity, or an assignment. They love getting a gift from the researcher. Thus, she rewarded them with simple things such as pencil, eraser, pencil sharpener, highlighter, chocolate, candy, cake, sticker, etc. In addition to these awards, she also rewarded them by telling encouraging words and sentences such as "Great!", "Well Done!", "Excellent!", "You have done so well.", "Keep up the good work!", "Thanks for

your effort!" She also gave extra points to the young learners who participated in the activities, and did all the assignments appropriately.

Thirdly, the young learners learnt consonant blends and their pronunciations with the help of songs and worksheets. For instance, they learnt the blend "sk" in the word "skate", the blend "br" in "brush", or the blend "fl" in "fly", etc. They tried to find different words that start with the consonant blends.

In order to develop phonological awareness among these young learners, multiple activities were used in the classes. The researcher focused on young learners' characteristics while preparing the materials. Thus, she tried to find exciting, motivating, encouraging, and educational videos, songs, worksheets, games, materials for the young learners. All the activities and materials were found and prepared according to the parts of P.A.S.T. There are 14 parts in the test. The activities were done in the order of original P.A.S.T.

The 1st part is "Concept of Spoken Word (Sentence Segmentation)". In this part, the aim was to teach young learners how to segment the sentences into the words. The young learners also focused on punctuation marks in a sentence. The activities in this part helped them to understand that the words are units of language showed in print. They also supported young learners in developing the print concept of the words. In these activities, they counted the words in the sentences, and wrote the correct number. The researcher used a technique to teach this part. They were clapping their hands while reading the sentences. For each word, they clapped their hands. For instance, the sentence was "The dog ran home." They clapped their hands 4 times because there were 4 words "The- dog- ran- home." It was an exciting and fun way to teach how to segment a sentence into the words. They loved this activity. The worksheets were also used in this part. For instance, these young learners counted the words in each sentence, and colored the apples to show their answers on the worksheet "Counting Words". They love coloring so it was amazing for them. Another worksheet named as "Sentence Segmentation" was also done. She asked them to find out how many words there were in each sentence. Then, they counted the words, and wrote the number. Moreover, the videos were watched in this part.

The 2nd part is "Rhyme Recognition". In this part, the aim was to teach recognition to rhyme. The learners were expected to recognize word pairs that rhymed and ones that did not rhyme. For instance, the word pairs "big" and "dig" rhyme. However, the word pairs "big" and "red" do not rhyme.

In order to teach rhyming, she used songs, videos, and worksheets. In this part, their favorite song was "Big Pig Song". She also taught rhyming on the board by giving different

examples. The learners took notes on their notebooks (see Appendix L) because they knew that their notebooks would be controlled, and she would give extra points for them. In one of the songs, the learners shouted "Yes!" and signed it by using their thumbs upward for the word pairs that rhymed. On the contrary, they shouted "No!" and signed it by using their thumbs downward for the word pairs that did not rhyme. They love singing songs and using their bodies. Especially, their favorite type of music is rap. Thus, this activity was one of their most favorite ones during the study. Likewise, a variety of worksheets were completed and different assignments were given to them. One of the worksheets was "Rhyming- Take out the trash". In this worksheet, the young learners tried to find out the unrhymed words, and took them out. For instance, the words "fan", "pan", and "cat" were written on the paper. The unrhymed word was "cat" while the words "fan" and "pan" were rhyming. Thus, the researcher wanted the young learners to take the unrhymed word "cat" out.

One of the young learners prepared her own rhyming cards to play a game with her classmates. She wrote different rhyming words on colorful papers. She made the researcher very happy because of her great effort.

The 3rd part is "Rhyme Production". In this part, the aim was to teach young learners to produce rhyming words. After hearing a word, for instance, "lab" they produced many rhyming words such as "cab", "tab", "crab", etc. Rhyming games were played, and rhyme production activities were done in the classes. "The exercise, rhyme and freeze" and "I Love to Rhyme" were the young learners' favorite songs in this part because they love to sing and recite nursery rhymes. As an assignment, the blank flower pages were distributed to all young learners. However, she wrote different rhyme units in the middle of the flowers such as "ig", "en", "ed", "ob", "it", etc. Then, she asked them to write rhyming words on each leaf of the flower. For instance, "it" was written in the middle of the flower. Thus, they produced and wrote these rhyming words such as "bit", "sit", "fit", "hit" on the leaves of the flower. They also pasted and colored their flowers. Moreover, they wrote word families in their notebooks. These families were used to teach the words that had the same ending letters and rhymed.

In this part, the researcher brought a game named as "Rhyming Match Game". Before the game, she pasted 16 pictures on the board. Then, she asked all of the young learners to find out, and write the words on their notebooks. She waited for them for a while. They used their dictionaries as a pair or a group in order to find English words. After that, they shared their answers. She wrote 16 words on the board. Moreover, she asked them to find out the rhyming words such as "parrot" and "carrot", "cake" and "snake", "moon" and "spoon", etc.

In this game, the young learners came to the board one by one. They matched the pictures according to their rhyme. For instance, one of them took the picture of cat. S/he said that "cat" matched with the word "bat" because they were rhyming words. S/he wrote these words on the board. Then, s/he pasted the picture of cat under the picture of bat. These young learners loved this matching game because they love visuals, and colors. They also love being in front of the class during the activities.

The 4th part is "Syllable Blending". In this part, the aim was to teach young learners to put the syllables of a word together. Firstly, she taught what a syllable is, since the young learners did not have any idea about the syllable. She wrote the syllables on the board, and blended them to create a word. For instance, if the two syllables "pi-" and "-lot" are blended, the word "pilot" can be found. Actually, the 4th and 5th parts were taught together because both of them were about syllable awareness.

The 5th part is "Syllable Segmentation". Segmenting is the converse of blending. In this part, the aim was to teach young learners to divide a word into its syllables and count them. It refers to an ability to identify how many syllables in a word. In this part, one of the favorite activities of the young learners was "Draw a Rainbow". In this activity, they were asked to read the words, count the syllables, and draw a line of the rainbow for each syllable. They also colored their rainbows to have fun. As an assignment, the blank flower pages were distributed to all young learners. However, the researcher wrote the number of syllables in the middle of the flowers. Then, she asked the young learners to find different words according to the number of syllables. They found, divided, and wrote the words on each leaf of the flower. For instance, 3 was written in the middle of the flower. Thus, they found and wrote the words that had 3 syllables. For instance, they wrote "ba-na-na", "fan-tas-tic", "bas-ket-ball" on each leaf of the flower. They also pasted and colored their flowers.

She used clap and count technique that was used in the 1st part. She had the young learners accompany both the syllables and the sounds with clapping. They clapped each syllable when they said it. First, she represented one syllable words such as "cat", "star", "frog", "hand", etc. Secondly, two syllables words were represented such as "cof-fee", "scoo-ter", "rock-et", "zeb-ra", etc. Thirdly, three syllables words were shown such as "bas-ket-ball", "ra-di-o", "me-di-cine", "ba-na-na", etc. Finally, she represented four syllables words such as "cat-er-pil-lar", "al-li-ga-tor", "hel-i-cop-ter", etc.

Moreover, she taught them a practical way to help them understand how the syllables worked. In this technique, she asked them to put their one hand under their chins. She also asked them to say the written word. While they were saying each syllable in the word, she

asked them to feel their chins drop for each syllable (Parker, 2010). In addition, open and closed syllables were taught with the help of syllable songs. In open syllables, there is only one vowel sound. In the syllable, this vowel sound is the last letter. For instance, in the first syllable of the word "tiger", there is an open syllable "ti-". Likewise, there is one vowel sound in closed syllable, but this vowel is followed by at least one consonant. For instance, in the first syllable of the word "carpet", there is a closed syllable "car-". Furthermore, she prepared a syllable blending and segmenting activity. In this activity, the divided syllables were pasted on the board. They came to the board one by one. Firstly, they counted the divided syllables. Then, they blended the syllables in order to create a word. For instance, one of the words was "basketball". One of the young learners counted 3 syllables "bas-ket-ball" in this word, and blended the syllables to find the whole word "basketball". S/he wrote the whole word on the board. After that, s/he divided the word "basketball" into 3 syllables "bas-ket-ball". S/he wrote the syllables of the word on the board. During this activity, one of the students made me very happy. This student stammers. For this reason, this student did not want to participate in the activities. However, this student was very willing to take part in this activity. This was the first time that the researcher heard the sound of this student. In this activity, this student raised the finger for the first time.

The 6th part is "Syllable Deletion". Similarly, this part was also about syllable awareness of young learners. In this part, the aim was to teach young learners to manipulate the sounds by deleting one syllable. It was also aimed to teach them to say a word where one syllable was left out. In previous part, "Draw a Rainbow" activity was done. In this activity, young learners studied on different words and their syllables. In this part, she wrote the same words on the board. Then, she asked them to divide the words into the syllables. After that, she asked them to delete the first or second syllable from the whole word. For instance, one of the words was "picnic". One of them divided the word into 2 syllables "pic-nic". Then, s/he deleted the second syllable "-nic" from the whole word, and wrote the remained or first syllable "pic-" on the board.

After first six parts had been taught, she prepared a P.A.S.T. worksheet for the young learners. She gave all the instructions in Turkish. She gave them some time, and waited for them. First, they completed each part on their own. Then, as a class, we answered the parts one by one.

The 7th part is "Phoneme Isolation of Initial Sounds". In this part, the aim was to teach young learners to tell the first/initial/beginning sound of a word. She found an activity named as "Color by Sound". The young learners colored the beginning sound of each picture

on the paper. For instance, one of the words in this activity was "mushroom". They found the word by looking at the picture. As their teacher, she let them use their own dictionaries to find the words. Then, they tried to find out its beginning sound /m/, and colored /m/ sound. She also wrote each word, and showed the beginning sounds on the board. They loved this activity because they love drawing, coloring, and doing arts and crafts activities.

In this part, she especially focused on the sounds /ʃ/, /tʃ/, and /θ/, since they were the most difficult ones to learn and pronounce for these young learners. Hence, she brought different activities in order to teach these sounds. She asked them to write the words that start with these sounds. Then, she checked their answers one by one, and gave feedback to them. One of the activities in this part was a coloring, cutting, and pasting activity related to the beginning sounds. There were 4 houses (/a/, /b/, /c/, /d/) and 8 pictures on the paper. She asked them to find and write these 8 words. Then, they pasted the pictures in the correct house. For instance, they colored and pasted the picture of box in the house of /b/ sound, since the word "box" starts with /b/ sound. They loved this activity because it was in their field of interest.

In this part, one of the worksheets named as "Finish the Words!" was about the words that begin with ch, sh, th, ph, and wh. There were 10 words and pictures on the paper. However, their initial sounds were deleted. She asked them to complete these words with their beginning sounds. For instance, some of the words were "whistle", "shark", "phone", "chair", "thumb", etc. Then, she used an audio dictionary to have these learners listen to their pronunciations in the class. In one of the activity, she asked them to write the initial consonant for each word. For instance, /b/ sound for "bag", /p/ sound for "pen", /m/ sound for "mug", etc. In this part, they also did a worksheet named as "What's My Sound?" They found the words, and their initial sounds among 3 sounds. Then, they colored them.

In the class, the teacher opened different songs for her young learners because they love singing and dancing very much. They want to be energetic in the lessons. In this part, she prepared her own game with some visuals and small wooden clothespins. She found the pictures of different animals such as butterfly, cow, frog, bear, etc. She bought small clothespins. In this game, young learners played in groups. She asked them to write the names of the animals on their notebooks, and find their initial sounds. There were 3 sounds under each animal picture. Then, they showed the correct initial sound with their small clothespins. For instance, there was a duck on the picture. They wrote the word "duck", and showed its initial sound /d/ among 3 sounds /g/, /d/, /s/ by using a clothespin. These small

clothespins made them excited because they love playing with real materials. Thus, she bought these clothespins in order to draw their attention.

Moreover, the teacher created her own game for the young learners. She bought a small ball that can stick on the board. She wrote a lot of words on the board in a disorganized way. For instance, one of the volunteers came to the board. She asked him to find a word that starts with /f/ sound. Thus, he threw the ball on the word "florist" because this word starts with /f/ sound. This ball can stick on everywhere when somebody throws it. They loved her initial sound game and the small ball. This material drew their attention to the lesson. Even the naughtiest ones were willing to participate in this game.

In this part, the teacher brought a song named as "Exercise to the Beginning Letter Sounds". This song is a good choice for a TPR activity. While the learners were listening to the sounds and words, they were also doing exercises. They loved this song, and wanted to listen to this song again and again. As an assignment, the blank flower pages were distributed to all of them. However, she wrote the sounds /ʃ/, /tʃ/, and /θ/ in the middle of the flowers. Then, she asked them to write different words that start with these sounds on each leaf of the flower. For instance, the /tʃ/ sound was written in the middle of the flower. Thus, they found and wrote the words that start with the /tʃ/ sound. For instance, they wrote "cheese", "chips", "chair", "choose", and "chess" on each leaf of the flower. They also pasted and colored their flowers.

The 8th part is "Phoneme Isolation of Final Sounds". In this part, the aim was to teach young learners to tell the final/ending sound of a word. Similarly, she focused on the sounds /ʃ/, /tʃ/, /θ/, and also /ŋ/ since they were the most difficult ones to learn and pronounce for them. She wrote different words on the board to teach these sounds as a beginning or a final sound in these words. They wrote these words and sounds on their phonetic notebooks. Moreover, they learnt how to write these sounds as symbols. She wrote different words on the board again, and asked them to write the final sounds.

She found an activity named as "Words with SH". In this activity, there were 8 words and their pictures. There were two columns on the paper. The left column was for the words that start with /ʃ/ sound. On the other hand, the right column was for the words that end with /ʃ/ sound. First, they found 8 words by looking at the pictures. For instance, some of the words were "sheep", "cash", "trash", and "shoe". They wrote each word under the picture. Secondly, they tried to find out 4 words that start with /ʃ/ sound. They wrote these words in the left column. They found other 4 words that end with /ʃ/ sound. They wrote them in the right column. Then, we pronounced each word in the class by stressing initial or final /ʃ/

sounds. After that, she asked 8 students to come to the board, write the words in the columns, and show the /ʃ/ sounds.

In this part, one of the activities was about the weather. There were 5 words and pictures on the paper. However, their initial and final sounds were deleted. She asked them to write the initial and final sound for each word. The words were "rain", "wind", "cloud", "umbrella", and "sun". Moreover, they could find final consonant sounds in one of the activities in this part.

The 9th part is "Phoneme Blending". In this part, the aim was to teach young learners how to put the phonemes of a word together. In one of the activities, she wrote some divided phonemes on the board. She asked them to pronounce these phonemes one by one. Then, they put the phonemes together in order to find the word. They wrote the phonemes and words on their phonetic notebooks. For instance, she wrote /sh/, /a/, /r/, and /k/ phonemes on the board. She asked them to blend these phonemes to find the word "shark". Then, one of them found this word, and wrote it on the board. She chose all the words from the videos, songs, worksheets, and assignments that were used in the classes.

She taught the 9th and 10th parts together in the same activities. The 10th part is "Phoneme Segmentation". Segmenting is the converse of blending. It refers to an ability to identify how many phonemes there are in a word. In this part, the aim was to teach young learners how to break a word into its phonemes and count the phonemes. In the same activities, she taught both of these parts. For instance, she wrote the word "knee" on the board. She asked them to break this word into the phonemes and count them. Then, one of them pronounced the word and its phonemes /n/ /e/ /e/, and wrote it on the board. The student also said that there were 3 phonemes in the word "knee" because the /k/ sound was not pronounced. Thus, the /k/ phoneme was not counted. She chose all the words from the videos, songs, worksheets, and assignments that were used in the classes.

The 11th part is "Phoneme Deletion of Initial Sounds". In this part, the aim was to teach young learners how to say a word where the first/initial/beginning phoneme is left out. She wrote different words on the board. She asked them to break these words into its phonemes and count the phonemes. She also asked them to tell the first/initial/beginning sounds of these words. Then, they pronounced the words without their initial sounds. For instance, she wrote the word "throw" on the board. First, they pronounced the word. Then, they broke the word into its phonemes /th/ /r/ /o/ /w/. After that, they said this word without /th/ sound as "row". They wrote the words without their initial phonemes on their phonetic notebooks.

The 12th part is "Phoneme Deletion of Final Sounds". In this part, the aim was to teach young learners how to say a word where the final/ending phoneme is left out. The previous part is the converse of this part. However, the researcher used the same activities for these two parts. Similarly, she wrote different words on the board. She asked them to break these words into phonemes and count the phonemes. She also asked them to tell the final/ending sounds of these words. Then, they pronounced the words without their final sounds. For instance, she wrote the word "brush" on the board. First, they pronounced the word. Then, they broke the word into its phonemes /b/ /r/ /u/ /sh/. After that, they said this word without /sh/ sound as "bru". They wrote the words without their final phonemes on their phonetic notebooks.

The 13th part is "Phoneme Deletion of First Sound in Consonant Blend". In this part, the aim was to teach young learners how to say a word where the first phoneme is taken off a consonant blend. In this part, the researcher prepared an activity by using different visuals. Before the activity, she pasted 12 pictures on the board. Each of 12 words had a consonant blend such as "st", "tr", "sl", "cr", etc. Then, she asked them to write these words in their notebooks, and find their consonant blends. Moreover, she asked them to delete the first sound from the consonant blends. For instance, one of the words was "space". In this word, the consonant blend is "sp". The first sound in this consonant blend is the /s/ sound. One of the young learners came to the board, pronounced the word "space", and found the consonant blend "sp" and its first sound /s/. Then, s/he said the word "space" without the first sound /s/ in the consonant blend "sp". Thus, s/he wrote the word "space" without /s/ sound as "pace". In this activity, it is important that the word should be meaningful when the first phoneme is taken off its consonant blend.

The 14th part is "Phoneme Substitution". In this part, the aim was to teach young learners how to take off the first phoneme of a word and replace it with another phoneme. In this part, the researcher used visuals of two different words such as "hat" and "bat". She showed these visuals, and asked them to write the words on their notebooks. Then, she asked them to find the first phoneme of the word "hat". They found the first phoneme /h/, and changed the /h/ to a /b/ phoneme. Thus, the new word became "bat" because they replaced the phoneme /h/ with the phoneme /b/. She also found a worksheet named as "Making New Words". There were 7 words with short /e/ sound. The words were "fed", "den", "set", "hen", "let", "men", and "pet". There were also 7 pictures of the new words such as "bed", "hen", "net", "ten", "wet", "pen", and "jet". The learners took off the first phonemes of the words "fed", "den", "set", "hen", "let", "men", and "pet". Then, they changed these words to the

words "bed", "hen", "net", "ten", "wet", "pen", and "jet" by replacing the first phonemes with different phonemes. For instance, they took off the first phoneme of the word "set" and replaced it with the phoneme /n/ because there was a net in the picture. As a result, the new word "net" was written on the paper.

After last eight parts had been taught, the researcher prepared a P.A.S.T. worksheet again for the young learners. She gave all the instructions in Turkish. She gave them some time and waited for them. First, they completed each part on their own. Then, as a class, we answered the parts one by one.

At the end of the first semester, the researcher administered the immediate post-test in order to evaluate the young learners' phonological awareness development. She administered the pre-test to the 5th, 6th and 7th grade students on the same day. Before beginning, she asked them to complete some parts such as name, surname, gender, age, date, student number, class, and the name of English teacher. It took 40-45 minutes to complete the immediate post-test. It took less minutes than the pre-test since the learners were accustomed to all parts of P.A.S.T. Likewise, she checked their answers and gave their overall scores.

At the beginning of the second semester, the researcher administered P.A.S.T. as the delayed post-test to find out whether the young learners gained phonological awareness skills more permanently. She asked them to complete the same parts such as name, surname, gender, age, date, student number, class, and the name of English teacher. It took 30-35 minutes to complete the delayed post-test. Since the young learners studied on each part of P.A.S.T. for some time, it took less time to complete than both the pre-test and immediate post-test. She again checked their answers, and gave their overall scores.

In the process of data collection, there were some negative sides and problems of this study such as technological and technical incompetence, long term electric cut-outs, participant negligence, preconceptions, readiness level of participants, health problems, snow holiday, public holidays and school exams. Moreover, the school did not have any English Language Laboratory. For this reason, all technological devices, language teaching and learning materials (audio dictionaries, phonetic charts, flashcards, worksheets, computer, portable projector, speakers, etc.) were supplied by the researcher. In spite of all these problems, fortunately, this study was uneventfully completed by the researcher.

On the other hand, this study also had some positive aspects. First of all, the participants were the researcher's own young learners. She has been teaching English to them for 2 years. Thus, the researcher knows almost all of them well, and follows them

closely. She is closely acquainted with their language levels, personality traits, opinions about language learning, success expectancy, interests, hobbies, educational aims, dreams, financial situations of their families, and health problems. Secondly, most of the participants were eager to learn English. Thus, they were enthusiastic about participating in language activities, and sharing their ideas about the activities. Thirdly, they wrote their opinions on small pieces of papers, and gave them to the researcher after each English lesson. Furthermore, luckily, most of them were willing to have interviews with the researcher. The papers were collected, and the interviews were recorded by the researcher in order to use them as qualitative data collection tools. Finally, they were also willing to answer all questions in the pre-, immediate post-, and delayed post-tests, which were administered as quantitative data collection tools.

In order to collect qualitative data, the researcher held interviews with her participants one by one after each English lesson. These interviews were held with the volunteer participants in their own classrooms at break time. Some of the participants did not want to have interviews so they were not included in the interviews. Luckily, most of them were willing to have interviews with the researcher. The interview questions were prepared by the researcher before the lessons. Then, they were asked in Turkish so that the students could understand. It took 2-3 minutes. However, some of the participants were more willing to share their opinions. For this reason, the researcher asked additional questions during the interviews. The researcher recorded all the interviews by her cell phone. Then, she listened to the interviews again and again. She wrote the interviews out, and translated them into English. Finally, the researcher wrote them on her teacher diary.

Furthermore, the researcher asked the students to express their opinions and feelings about English language activities by writing their opinions on a paper at the end of each English lesson. The researcher gathered the papers one by one. She translated all the papers into English. Then, she stored them in her teacher file.

3.6. Data Analysis

As previously stated, P.A.S.T. was administered as a pre-test, immediate post-test, and delayed post-test in order to collect quantitative data. The researcher made calculations and comparisons between pre-, immediate post-, and delayed post-test scores of 56 participants by means of Excel program. The scores were transformed into tables in order to show the averages of ages and pre-, immediate post-, delayed post-test scores, and the total number of the participants in terms of gender. As noted earlier, the researcher gave the

participants different codes after the pre-test in order to hide their names and surnames. While preparing the tables, the researcher gave the same participants the same codes. Thus, in the tables, their names and surnames remained hidden.

Moreover, Statistical Package for the Social Sciences (SPSS-16) program was used to analyze quantitative data to determine whether there existed any significant differences between the pre-test, immediate post-test, delayed post-test results. For the analysis of diary and interviews, content analysis was applied to code and categorize the emerging themes (Glaser & Strauss, 1980; Strauss & Corbin, 1998). In education, content analysis can be used to analyse documents (Cohen & Manion, 1989). It is a qualitative research method (Fraenkel, Wallen, & Hyun, 2012) and could be defined as a systematic examination of the content of a particular material in order to reveal patterns, themes, or biases (Leedy & Ormrod, 2001, p.155).

Due to the mixed-method research design of the current study, the researcher referred to various means to analyze both numerical and textual data by combining both quantitative and qualitative analysis methods (Nunan & Bailey, 2009). In addition, the researcher examined the relevant literature and findings prior to data analysis not to miss any important points or end up with some irrelevant results.

The interviews were conducted in Turkish and they were translated into English. Again, the researcher got expert opinion from her advisor about the English versions of the interviews. The interviews were transcribed and coded manually, then through iterative reading, the connections between the codes were identified. The main emerging themes were further divided into categories.

Due to the lack of a second coder, the researcher could not find the opportunity to consult the suggestions of an independent coder. Thus, she read, coded, interpreted and categorized the emerging themes from the interviews on her own. However, she sent her files and categories to her advisor to gather expert opinion and give the themes their final shape. While analyzing the interview data, the researcher tried to build a taxonomy of emerging themes and categories based on the comments of the participating students but she followed a zigzag pattern, moved back and forth due to the iterative nature of the qualitative data analysis. While analyzing the comments, she compared each new comment with the last and next comment, in other words, she compared the comments against each other to gather the similarities and differences among different comments and create a new theme or add a new category for the emerging theme because of the recursive nature of textual data analysis. When she finished the first round analysis of the qualitative data, she examined and revised

her previous themes and categories after three weeks for the sake of intra-rater reliability. She identified some keywords which could summarize the idea underlying the comment, highlighted some comments could be used to exemplify the emerging themes, counted these emerging ideas and categories to find out their frequency. Thus, summative content analysis, which involves counting and comparisons of keywords or content based on the interpretation of the underlying context, was used in the qualitative data analysis (Hsieh & Shannon, 2005).

CHAPTER 4: RESULTS

In this chapter, the research questions which constitute the basis for this current study were stated. Based on the research questions, the findings and the results were presented and they were supported by tables and figures in order to provide a clearer understanding of the results. In this study, the main purpose was to investigate the effects of using different types of activities, songs, videos, music and games in developing phonological awareness among young learners in Turkish EFL context and gather participant students' views about the phonetics activities in the classes.

With this aim, this study attempted to find answers to the following research questions:

1.   Does the use of multiple activities and materials (integration of audio dictionary, games, worksheets and music) in English classes develop young learners' phonological awareness?

2.   Is there any significant statistical difference between the pre-test, immediate post-test and delayed post-test scores of the participant young learners of English in terms of their phonological awareness levels?

3.   What are the perspectives of the participant young learners about the multiple activities which focus on phonetics?

4.   What are the reflections of the participant English teacher regarding the application of multiple activities with an aim to develop the phonological awareness of the young learners?

4.1. Results for the Use of Multiple Activities and Materials (Integration of Audio Dictionary, Games, Worksheets and Music) in English Classes to Develop Young Learners' Phonological Awareness (Research Question 1)

It is clear that different approaches, methods, and techniques should be integrated into the practice of English language teaching. Many approaches emphasize that language learners should participate in age-appropriate, stimulating, motivating, exciting, energizing language activities in a stress-free environment. Moreover, it is known that there are many various language teaching techniques to apply, and main principles to follow in language classes. It is believed that active participants in the learning process can be more successful, motivated, encouraged, relaxed, and ready to learn new things. MoNE (2018) states that enjoyment of language learning is promoted through activities such as arts and crafts, TPR activities, games, drama, etc. In addition, MoNE (2018) also states that language learners

should be constantly exposed to English through audio and visual materials such as audio dictionaries, sound recordings, dialogues, movies, cartoons, videos, songs, flashcards, posters, photos, worksheets, etc.

Today, people live in a technological age. Technology can affect many areas such as education, science, medicine, communication, transportation, etc. In education, for teachers and learners, there are lots of technological tools such as computers, tablet PCs, cell phones, IWBs, smart boards, projectors, printers, cameras, speakers, etc. With the help of the Internet, learners can easily research and learn new things, do practice, watch and download many educational materials, enter educational websites, take online courses, etc. Hence, it is recommended that technology should be integrated into the learning process. Similarly, in English language teaching, using technology is increasing day by day. It is also emphasized that using technology in language classes is one of the most essential ways for both teachers and language learners in order to teach and develop language skills such as listening, pronunciation, and phonological awareness.

The present study was conducted on the 5th, 6th and 7th grade secondary school students in a village of Şanlıurfa. These students were the participants of this study. They live in different villages of Şanlıurfa. Some of them were from the village in which this study was conducted. However, many of them went to school by different school buses from different villages. Mostly, they were from big families so they have a lot of sisters and brothers. As a result, they had different responsibilities out of school time. For instance, some of them looked after their siblings. Some of them cared for their animals such as sheep, cow, goat, chicken, etc. Some of them were seasonal agricultural workers. They worked in pistachio and cotton fields.

The researcher is an English teacher and researcher of this study. She has been teaching English for 2 years. She conducted this study on her EFL young learners and aimed to find out the use of multiple activities and materials (integration of audio dictionary, games, worksheets and music) in English classes to develop young learners' phonological awareness. Hence, the researcher searched, prepared, modified, and used multiple materials and activities in order to conduct the study successfully. She conducted this study on phonological awareness because she noticed that her young learners had problems and difficulties in English pronunciation. Since their phonological awareness and phonetic knowledge were low, they could not pronounce, read, and write English sounds, words, and sentences appropriately. Most of them used to pronounce and read English words as in their written forms. For instance, they pronounced and read the sounds /sh/, /ch/, or /th/ as in their

written forms. Moreover, they wrote the words as they are pronounced. For instance, they wrote the word "sheep" as "şiip", "teacher" as "tiçır", or "cheese" as "çiiz". Thus, it took a long time to describe the differences between Turkish and English orthography.

In this study, there were some problems in terms of the participants. Some of them had health and familial problems. Some of them were agricultural workers. Hence, they could not attend lots of English courses. Most of them did not have any technological devices such as TV, computer, tablet PCs, etc. In addition, most of them could not access the Internet from their houses. Some of them behaved in a prejudiced and uninterested way in English courses. Hence, they did not want to participate in English activities. Moreover, they did not fulfill their responsibilities as students. For instance, they did not want to do their assignments, or did not prepare for English exams.

In this study, there were also some problems in terms of the setting. This study was conducted at a state secondary school, in Şanlıurfa, Turkey in 2019-2020 academic year. It is a public school. The school has not got any English Language Laboratory. There are not IWBs, smart boards, computers, sound systems, wall-mounted projectors in classrooms. For this reason, the researcher used her own technological equipment such as computer, portable projector and speakers in the lessons. Moreover, long term electric cut-outs happened during the lessons. On some days, the printer was broken. These technical and technological problems made the process difficult for the researcher. As stated previously, she aimed to investigate the effects of using different types of activities, songs, videos, music and games in developing phonological awareness among young learners in Turkish EFL context and gather their views about the phonetics activities in the classes.

In order to collect data, P.A.S.T. was administered as pre-test, immediate post-test, and delayed post-test in all grades. All the participants volunteered to take part in this study. When this study was evaluated, it was seen that they were initially timid, introverted, but curious to learn new things. However, their behaviors changed throughout the study. For instance, they became happy, excited, motivated learners, and they were more interested in language learning. In other words, English became meaningful and important for them. As their English teacher, the researcher heard that they sang the songs which were learnt in the lessons. They prepared their own posters, phonetic charts, card games, etc. Then, she asked them to share their own products with the class. With the help of our language activities, English lessons became fun, exciting, amazing and motivating. One day at break time, my young learners said that English lessons passed too fast, so they did not get bored. They had so much fun while doing the activities. To be honest, the researcher never thought they would

be so successful and willing to learn during the whole study. Thus, the researcher felt very happy because she felt that she achieved her goals, and her learners loved her and the English lessons.

Firstly, the quantitative data results showed that the average score of the 5th grade students' pre-test scores was 56.571. Their average score of immediate post-test scores was 76.761 and their average score of delayed post-test scores was 78.904. It can be seen that the pre-test, immediate post-test and delayed post-test scores were on the increase. Moreover, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 35.100 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the P.A.S.T. scores of the 5th graders, $\chi^2(2) = 35.100$, $p = 0.000$.

Secondly, the quantitative data results showed that the average score of the 6th grade students' pre-test scores was 61.941. Their average score of the immediate post-test scores was 78.470 and their average score of the delayed post-test scores was 78.529. It can be seen that the pre-test, immediate post-test and delayed post-test scores were on the increase. Moreover, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 23.194 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the P.A.S.T. scores of the 6th graders, $\chi^2(2) = 23.194$, $p = 0.000$.

Thirdly, the quantitative data results showed that the average score of the 7th grade students' pre-test scores was 55.444. Their average score of the immediate post-test scores was 75.944 and their average score of the delayed post-test scores was 72.666. Thus, it can be said that the 7th graders developed their phonological awareness skills to some extent. However, it is seen that their average score of the delayed post-test scores decreased to a degree. Consequently, it can be said that the 7th grade students may need more practice in order to learn phonological awareness skills more permanently. On the other hand, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 28.829 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the P.A.S.T. scores of the 7th graders, $\chi^2(2) = 28.829$, $p = 0.000$.

In order to collect the qualitative data, the researcher used a summative content analysis. The qualitative data results showed that three main themes emerged. The main themes are phonological awareness, the multiple language activities, emotions and feelings of young learners. Besides, seven categories were also specified by the researcher. These

seven categories under the three main themes are teaching phonetics, and developing phonological awareness skills, the phonetics activities, the use of games, songs, videos, TPR activities, and visuals in teaching phonetics, love of English, love of English teacher, young learners' attitudes towards the phonetics activities. The categories of teaching phonetics and developing phonological awareness skills are under the theme of phonological awareness. The categories of phonetics activities and the use of games, songs, videos, TPR activities, and visuals in teaching phonetics are under the theme of the multiple language activities. Finally, the categories of love of English, love of English teacher, and young learners' attitudes towards the phonetics activities are under the theme of emotions and feelings of young learners.

The researcher also specified 19 keywords and their frequencies. In terms of their frequencies, there are 136 keywords in total. The keywords are sound chart, sentence segmentation, pronunciation, syllables, rhymes, sounds under the categories of teaching phonetics and developing phonological awareness skills found under the main theme of phonological awareness. The other keywords are dancing, pictures, games, videos, activities, and songs under the categories of phonetics activities, and the others are the use of games, songs, videos, TPR activities, and visuals in teaching phonetics found under the main theme of the multiple language activities. The other keywords are easy, exciting, good idea, effective, happy, love, and fun under the categories of love of English, love of English teacher, and young learners' attitudes towards the phonetics activities found under the main theme of emotions and feelings of young learners. The frequency of the keywords under the 1st main theme was 40 in total. The frequency of the keywords under the 2nd main theme was 38 in total and the frequency of the keywords under the 3rd main theme was 58 in total.

In sum, both the quantitative and qualitative data results showed that the multiple activities were useful and fun to develop young learners' phonological awareness. When the pre-test and immediate post-test results were compared, it was seen that the immediate post-test results showed an increase. The delayed post-test results also showed that young learners developed phonological awareness more permanently. Furthermore, based on all the quantitative and qualitative data it was clear that the multiple activities and materials (integration of audio dictionary, games, worksheets and music) got young learners' attention, and responded to their needs and expectations.

4.2. Results for the Significant Statistical Differences between the Pre-Test, Immediate Post-Test and Delayed Post-Test Scores of the Participant Young Learners of English in terms of Their Phonological Awareness Levels (Research Question 2)

In order to collect quantitative data, P.A.S.T. was administered as a pre-test, immediate post-test and delayed post-test on the 5th, 6th and 7th graders. There were a total of 56 participants with 26 female and 30 male secondary school students. In order to hide their names and surnames, different codes were given according to grade, gender, and number of the participant. For instance, some codes are 5F10, 6M8, 7F5, etc. The participants' ages were also regarded in this study. The first number refers to the grade of the student, the next capital letter represents whether the participant is a female *(F)* or male *(M)* and the final number represents the participation order of the student while scoring the pre-test papers. For example, the student code 5F10 means that the student is a 5th grade student, she is a female student and her pre-test paper was analyzed in the 10th order. The same students' papers were coded in the same way for the immediate post-test and delayed post-test analyses to be consistent and not to confuse the students throughout the study.

The pre-test, immediate post-test, delayed post-test scores, and ages of the participant young learners were transformed into four tables in order to show their average scores and the total number of the participants in terms of gender. With the help of the tables, it is easy to understand whether there is any significant statistical difference between the scores.

Table 4.1. *Results of the Normality Test*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
pretest	56	6	77	57,84	14.926	-1.963	,319	4.079	,628
impost	56	48	84	77,02	8.296	-2.001	,319	3.379	,628
delaypost	56	38	84	76,79	9.376	-2.443	,319	6.334	,628
Valid N (listwise)	56								

*impost refers to immediate post-test and delaypost refers to delayed post-test.

Statistically, skewness and excess kurtosis can be employed to test for normality. If skewness is not close to zero, then the data set is not normally distributed. For example, if skewness is less than -1 or greater than 1, the distribution is highly skewed. When we look at Table 4.1., it is seen that the data, that is the scores of the participants, are not normally distributed. To exemplify, for pre-test Skewness is -1.963 and Kurtosis is 4.079; for immediate post-test Skewness is -2.001 and Kurtosis is 3.379 and for delayed post-test

Skewness is -2.443 and Kurtosis is 6.334. For this reason, non-parametric tests were used for the analysis of the data.

Table 4.2. *Friedman Results for Whole Group Comparison*
Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25th	50th (Median)	75th
Pretest	56	57.8393	14.92621	6.00	77.00	55.2500	61.0000	67.0000
impost	56	77.0179	8.29565	48.00	84.00	77.2500	80.0000	82.0000
delaypost	56	76.7857	9.37640	38.00	84.00	75.0000	80.0000	82.0000

Friedman Test
Ranks

	Mean Rank
Pretest	1.03
impost	2.46
delaypost	2.51

Test Statistics[a]

N	56
Chi-Square	82.184
df	2
Asymp. Sig.	,000

a. Friedman Test

Since the data are not normally distributed and the number of the participants in each group is less than 30, a non-parametric Friedman test was used to find out whether there exists any significant difference between the pre-test, immediate post-test and delayed post-test scores of the participants. According to the results in Table 4.2. (50th median scores: 61 for pre-test, 80 for immediate post-test and 80 for delayed post-test), there exists a significant difference between the pre-test, immediate post-test and delayed post-test scores of the participants ($p < 0.05$) in terms their phonological awareness skills. In sum, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 82.184 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the phonological awareness skills test (P.A.S.T.) scores of the participants measured before the in-class activities, just after the in-class activities ended and after a six-week follow-up, $\chi^2(2) = 82.184$, $p = 0.000$.

Table 4.3. shows the 5th grade students' ages, P.A.S.T. pre-test, immediate post-test and delayed post-test results, and their average scores. Table 4.5. shows the 6th grade students' ages, P.A.S.T. pre-test, immediate post-test and delayed post-test results, and their average scores. Table 4.7. shows the 7th grade students' ages, P.A.S.T. pre-test, immediate post-test and delayed post-test results, and their average scores. Table 4.9. shows the total

average scores of the 5th, 6th and 7th grade students' ages, P.A.S.T. pre-test, immediate post-test and delayed post-test results, and total number of the students.

Table 4.3. *5th Grade Students' Ages, P.A.S.T. Pre-test, Immediate Post-test and Delayed Post-test Results, and Their Averages*

Grade 5	Age	Student	Pre-Test	Immediate Post-Test	Delayed Post-Test
1	10	5F1	67	83	84
2	10	5F2	62	80	75
3	10	5F3	59	81	82
4	10	5F4	66	84	84
5	10	5F5	77	81	82
6	9	5F6	58	76	79
7	11	5F7	62	79	81
8	9	5F8	76	84	84
9	11	5F9	70	84	82
10	10	5F10	68	84	82
11	10	5M1	57	78	80
12	10	5M2	14	64	67
13	10	5M3	55	71	70
14	9	5M4	70	82	83
15	10	5M5	56	74	75
16	10	5M6	6	48	75
17	12	5M7	16	59	63
18	10	5M8	48	73	81
19	10	5M9	61	82	82
20	10	5M10	74	83	84
21	10	5M11	66	82	82
Average:	10.047	10 Female (F)/ 11 Male (M) 21 students in total	56.571	76.761	78.904

Table 4.4. *Friedman Test Results of the 5th Graders*

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25th	50th (Median)	75th
Pretest	21	56.5714	20.06881	6.00	77.00	55.5000	62.0000	69.0000
impost	21	76.7619	9.44407	48.00	84.00	73.5000	81.0000	83.0000
delaypost	21	78.9048	5.94899	63.00	84.00	75.0000	82.0000	82.5000

Friedman Test

Ranks

	Mean Rank
Pretest	1.00
impost	2.29
delaypost	2.71

Test Statistics[a]

N	21
Chi-Square	35.100
df	2
Asymp. Sig.	,000

a. Friedman Test

Since the data are not normally distributed and the number of the 5th graders is less than 30, that is 21, a non-parametric Friedman test was used to find out whether there exists any significant difference between the pre-test, immediate post-test and delayed post-test

scores of the 5th graders in the study. According to the results in Table 4.4. (50th median scores: 62 for pre-test, 81 for immediate post-test and 82 for delayed post-test), there exists a significant difference between the pre-test, immediate post-test and delayed post-test scores of the 5th graders ($p < 0.05$) in terms their phonological awareness skills. In sum, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 35.100 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the P.A.S.T. scores of the 5th graders measured before the in-class activities, just after the in-class activities ended and after a six-week follow-up, $\chi^2(2) = 35.100$, $p = 0.000$.

As it is seen in Table 4.3., 21 5th grade students participated in this study in total. There were 10 female and 11 male students. There is only one student who is 12. There are two students who are 11. There are three students who are 9. In general, they are 10 years old. Thus, the average of their ages is 10.047.

Among all pre-test scores, the student 5F5 got the highest score 77, while the student 5M6 got the lowest score 6. Among all female students, the student 5F6 got the lowest score 58 from the pre-test. The average of the 5th grade female students' pre-test scores is 66.5. On the other hand, the average of the 5th grade male students' pre-test scores is 47.545. These average scores showed that the 5th grade female students got higher scores than the male students in the pre-test. However, the number of female and male students was not equal. The average of female and male students' pre-test scores is 56.571.

Among all immediate post-test scores, the students 5F4, 5F8, 5F9, and 5F10 got the highest score 84 while the student 5M6 got the lowest score 48. Among all female students, the student 5F6 got the lowest score 76 from the immediate post-test. The average score of the 5th grade female students' immediate post-test scores is 81.6. On the other hand, the average score of 5th grade male students' immediate post-test scores is 72.363. Similarly, these average scores showed that the 5th grade female students got higher scores than the male students in the immediate post-test. However, the number of female and male students was not equal. The average of the female and male students' immediate post-test scores is 76.761.

The results show that there is a significant difference between the pre-test and immediate post-test scores of the 5th grade young learners of English in terms of their phonological awareness levels. The highest score for correct answers that can be gained from the whole P.A.S.T. or 14 parts is 84. It is seen that there are 4 female students (5F4, 5F8, 5F9, and 5F10) who got the highest score 84 because they answered all the parts correctly.

In other words, they did not make any mistakes in the immediate post-test. Furthermore, none of them lowered their immediate post-test scores. In contrast, their immediate post-test scores increased notably.

The student 5M6 got the lowest scores from both the pre-test and immediate post-test. However, this student showed improvement because he increased his score by 42 points. Moreover, the student 5M2 got the second lowest score 14 from the pre-test, but he got 64 from the immediate post-test. Thus, this student also showed improvement by increasing his score by 50 points. The student 5M7 got the third lowest score 16 from the pre-test. However, his score was 59 in the immediate post-test. Hence, he also showed improvement because he increased his score by 43 points. The student 5M8 increased his score by 25 points. His pre-test score was 48, while his immediate post-test score was 73.

The student 5F6 got the lowest score 58 from the pre-test. In the same vein, she increased her score by 18 points, and got 76 points from the immediate post-test. The student 5F3 got the second lowest score 59 from the pre-test. However, her score was 81 in the immediate post-test. Thus, she increased her score by 22 points. The students 5F2 and 5F4 increased their scores by 18 points. The pre-test score of student 5F2 was 62 while her immediate post-test score was 80. On the other hand, the pre-test score of student 5F4 was 66 while her immediate post-test score was 84.

Among all delayed post-test scores, the students 5F1, 5F4, 5F8, and 5M10 got the highest score 84 while the student 5M7 got the lowest score 63. It is seen that there are 3 female students (5F1, 5F4, 5F8) and 1 male student (5M10) who got the highest score 84 because they answered all the parts correctly. Among all female students, the student 5F2 got the lowest score 75 from the delayed post-test. The average of the 5th grade female students' delayed post-test scores is 81.5.

On the other hand, the average of the 5th grade male students' delayed post-test scores is 76.545. Similarly, these average scores showed that the 5th grade female students got higher scores than the male students in the delayed post-test. However, the number of female and male students was not equal. When the immediate post-test and delayed post-test scores are compared, it is seen that only 4 students (5F2, 5F9, 5F10, 5M3) lowered their immediate post-test scores. The average score of the female and male students' delayed post-test scores is 78.904.

The results show that there is a significant difference between the pre-test and delayed post-test scores. The average score of the female and male students' pre-test scores is 56.571. Their average score of immediate post-test scores is 76.761. Their average score

of delayed post-test scores is 78.904. It can be seen that the pre-test, immediate post-test and delayed post-test scores are on the increase. For instance, the student 5M6 got the lowest scores from both the pre-test and immediate post-test. His pre-test score was 6, immediate post-test score was 48. However, this student showed improvement because his score was 75 in the delayed post-test. He increased his pre-test score by 69 points, and his immediate post-test score by 27 points. Hence, it can be understood that this student gained some phonological awareness skills more permanently.

Table 4.5. *6ᵗʰ Grade Students' Ages, P.A.S.T. Pre-test, Immediate Post-test and Delayed Post-test Results, and Their Averages*

Grade 6	Age	Student	Pre-Test	Immediate Post-Test	Delayed Post-Test
1	11	6F1	71	81	84
2	12	6F2	68	82	82
3	12	6F3	70	83	82
4	11	6F4	61	78	80
5	12	6F5	71	80	83
6	12	6F6	67	79	83
7	11	6M1	64	80	79
8	11	6M2	66	77	81
9	11	6M3	68	81	74
10	12	6M4	67	78	79
11	11	6M5	60	78	82
12	11	6M6	66	79	78
13	12	6M7	61	81	83
14	11	6M8	48	82	83
15	11	6M9	46	81	80
16	11	6M10	57	82	84
17	14	6M11	42	52	38
Average:	11.529	6 Female (F)/ 11 Male (M) 17 students in total	61.941	78.470	78.529

Table 4.6. *Friedman Test Results of the 6ᵗʰ Graders*

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25ᵗʰ	50ᵗʰ (Median)	75ᵗʰ
Pretest	17	61.9412	8.89853	42.00	71.00	58.5000	66.0000	68.0000
impost	17	78.4706	7.03667	52.00	83.00	78.0000	80.0000	81.5000
delaypost	17	78.5294	10.75359	38.00	84.00	79.0000	82.0000	83.0000

Friedman Test

Ranks

	Mean Rank
Pretest	1.06
impost	2.38
delaypost	2.56

Test Statisticsª

N	17
Chi-Square	23.194
df	2
Asymp. Sig.	,000

a. Friedman Test

Since the data are not normally distributed and the number of the 6th graders is less than 30, that is 17, a non-parametric Friedman test was used to find out whether there exists any significant difference between the pre-test, immediate post-test and delayed post-test scores of the 6th graders in the study. According to the results in Table 4.6. (50th median scores: 66 for pre-test, 80 for immediate post-test and 82 for delayed post-test), there exists a significant difference between the pre-test, immediate post-test and delayed post-test scores of the 6th graders ($p < 0.05$) in terms their phonological awareness skills. In sum, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 23.194 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the P.A.S.T. scores of the 6th graders measured before the in-class activities, just after the in-class activities ended and after a six-week follow-up, $\chi^2(2) = 23.194$, $p = 0.000$.

As it is seen in Table 4.5., 17 6th grade students participated in this study in total. There were 6 female and 11 male students. There is only one student who is 14. There are six students who are 12. In general, they are 11 years old. Thus, the average of their ages is 11.529.

Among all pre-test scores, the student 6F1 and student 6F5 got the highest score 71, while the student 6M11 got the lowest score 42. Among all female students, the student 6F4 got the lowest score 61 from the pre-test. The average score of the 6th grade female students' pre-test scores is 68. On the other hand, the average score of the 6th grade male students' pre-test scores is 58.636.

These average scores showed that the 6th grade female students got higher scores than the male students in the pre-test. However, the number of female and male students was not equal. The average score of the female and male students' pre-test scores is 61.941.

Among all immediate post-test scores, the student 6F3 got the highest score 83 out of 84 while the student 5M11 got the lowest score 52. Among all female students, the student 6F4 got the lowest score 78 from the immediate post-test. The average score of the 6th grade female students' immediate post-test scores is 80.5. On the other hand, the average score of the 6th grade male students' immediate post-test scores is 77.363.

Similarly, the average scores showed that the 6th grade female students got higher scores than the male students in the immediate post-test. However, the number of female and male students was not equal. It is seen that most of them almost got the highest score 84 from the whole immediate post-test. However, none of them got the highest score 84. The average score of female and male students' immediate post-test scores is 78.470.

The results show that there is a significant difference between the pre-test and immediate post-test scores of the 6th grade young learners of English in terms of their phonological awareness levels. It is seen that none of them lowered their pre-test scores. On the contrary, their pre-test scores increased distinctively in the immediate post-test.

The student 6M11 got the lowest scores from both the pre-test and immediate post-test. However, this student increased his score by 10 points. Moreover, the student 6M9 got the second lowest score 46 from the pre-test, but he got 81 from the immediate post-test. Thus, this student showed improvement by increasing his score by 35 points.

The student 6M8 got the third lowest score 48 from the pre-test. However, his score was 82 in the immediate post-test. Hence, he also showed improvement because he increased his score by 34 points. The student 6M10 increased his score by 25 points. His pre-test score was 57 while his immediate post-test score was 82.

The student 6F4 got the lowest score 61 from the pre-test. However, she increased her score by 17 points, and got 78 points from the immediate post-test. The student 6F6 got the second lowest score 67 from the pre-test. However, her score was 79 in the immediate post-test. Thus, she increased her score by 12 points. The student 6F2 increased her score by 14 points. Her pre-test score was 68 while her immediate post-test score was 82. On the other hand, the pre-test score of the student 6F3 was 70 while her immediate post-test score was 83. Hence, she increased her score by 13 points.

Among all delayed post-test scores, the student 6F1 and the student 6M10 got the highest score 84 while the student 6M11 got the lowest score 38. It is seen that one female (6F1) and one male student (6M10) got the highest score 84 because they answered all the parts correctly. Among all female students, the student 6F4 got the lowest score 80 from the delayed post-test. The average score of the 6th grade female students' delayed post-test scores is 82.333. On the other hand, the average score of the 6th grade male students' delayed post-test scores is 76.454.

These average scores showed that the 6th grade female students got higher scores than the male students in the delayed post-test. However, the number of female and male students was not equal.

When the immediate post-test and delayed post-test scores are compared, it is seen that only six students (6F3, 6M1, 6M3, 6M6, 6M9, 6M11) lowered their immediate post-test scores. The average score of the female and male students' delayed post-test scores is 78.529.

The results show that there is a significant difference between the pre-test and delayed post-test scores. The average score of female and male students' pre-test scores is 61.941. The average score of the female and male students' immediate post-test scores is 78.470. The average score of female and male students' delayed post-test scores is 78.529. It can be seen that the pre-test, immediate post-test and delayed post-test scores are on the increase.

For instance, the student 6M8 got the third lowest score 48 from the pre-test. However, this student showed improvement because his score was 82 in the immediate post-test. In the delayed post-test, his score was 83. Hence, it can be understood that this student gained phonological awareness skills more permanently.

The student 6M10 also showed improvement because his pre-test score was low. However, he increased his score by 25 points. His immediate post-test score was 82. He got the highest score 84 from the delayed post-test. As a result, this student also gained phonological awareness skills more permanently.

Table 4.7. *7th Grade Students' Ages, P.A.S.T. Pre-test, Immediate Post-test and Delayed Post-test Results, and Their Averages*

Grade 7	Age	Student	Pre-Test	Immediate Post-Test	Delayed Post-Test
1	12	7F1	63	80	75
2	13	7F2	59	78	80
3	12	7F3	67	79	79
4	12	7F4	64	80	81
5	11	7F5	59	82	78
6	13	7F6	50	78	73
7	12	7F7	57	80	81
8	12	7F8	45	61	63
9	13	7F9	59	80	77
10	12	7F10	60	83	81
11	14	7M1	65	82	76
12	13	7M2	45	66	54
13	13	7M3	52	78	74
14	13	7M4	60	77	76
15	12	7M5	47	59	47
16	14	7M6	16	60	56
17	12	7M7	66	81	78
18	13	7M8	64	83	79
Average:	12.555	10 Female (F)/ 8 Male (M) 18 students in total	55.444	75.944	72.666

Table 4.8. *Friedman Test Results of the 7th Graders*

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25th	50th (Median)	75th
Pretest	18	55.4444	12.14724	16.00	67.00	49.2500	59.0000	64.0000
impost	18	75.9444	8.22816	59.00	83.00	74.2500	79.5000	81.2500
delaypost	18	72.6667	10.36396	47.00	81.00	70.5000	76.5000	79.2500

Friedman Test

Ranks

	Mean Rank
Pretest	1.03
impost	2.75
delaypost	2.22

Test Statistics[a]

N	18
Chi-Square	28.829
df	2
Asymp. Sig.	,000

a. Friedman Test

Since the data are not normally distributed and the number of the 7th graders is less than 30, that is 18, a non-parametric Friedman test was used to find out whether there exists any significant difference between the pre-test, immediate post-test and delayed post-test scores of the 7th graders in the study. According to the results in Table 4.8. (50th median scores: 59 for pre-test, 79.5 for immediate post-test and 76.5 for delayed post-test), there exists a significant difference between the pre-test, immediate post-test and delayed post-test scores of the 7th graders ($p < 0.05$) in terms their phonological awareness skills. In sum, a non-parametric Friedman test of differences among repeated measures was conducted and rendered a Chi-square value of 28.829 which was significant ($p < 0.05$). Thus, it can be said that there was a statistically significant difference between the P.A.S.T. scores of the 7th graders measured before the in-class activities, just after the in-class activities ended and after a six-week follow-up, $\chi^2(2) = 28.829$, $p = 0.000$.

As it is seen in Table 4.7., 18 7th grade students participated in this study in total. There were 10 female and 8 male students. There are two students who are 14. There are seven students who are 13. In general, they are 12 years old. Thus, the average of their ages is 12.555.

Among all pre-test scores, the student 7F3 got the highest score 67 while the student 7M6 got the lowest score 16. Among all female students, the student 7F8 got the lowest score 45 from the pre-test. The average score of the 7th grade female students' pre-test scores is 58.3. On the other hand, the average of the 7th grade male students' pre-test scores is

51.875. These average scores showed that the 7th grade female students got higher scores than the male students in the pre-test. However, the number of female and male students was not equal. The average score of the female and male students' pre-test scores is 55.444.

Among all immediate post-test scores, the student 7F10 and the student 7M8 got the highest score 83 out of 84 while the student 7M5 got the lowest score 59. Among all female students, the student 7F8 got the lowest score 61 from the immediate post-test. The average score of the 7th grade female students' immediate post-test scores is 78.1. On the other hand, the average score of the 7th grade male students' immediate post-test scores is 73.25. Similarly, these average scores showed that the 7th grade female students got higher scores than the male students in the immediate post-test. However, the number of female and male students was not equal. The average score of the female and male students' immediate post-test scores is 75.944.

The results show that there is a significant difference between the pre-test and immediate post-test scores of the 7th grade young learners of English in terms of their phonological awareness levels. It is seen that none of them lowered their pre-test scores. On the contrary, their pre-test scores increased considerably in the immediate post-test.

The student 7M6 got the lowest score from the pre-test. However, this student increased his score by 44 points, and showed improvement. Moreover, the student 7M2 got the second lowest score 45 from the pre-test, yet he increased his score by 21 points in the immediate post-test. Hence, this student showed improvement by increasing his pre-test scores. The student 7M5 got the third lowest score 47 from the pre-test. However, he increased his score by 12 points in the immediate post-test. The student 7M3 increased his pre-test score by 26 points. His pre-test score was 52 while his immediate post-test score was 78.

The student 7F8 got the lowest score 45 from the pre-test. However, she increased her score by 16 points, and got 61 points from the immediate post-test. The student 7F6 got the second lowest score 50 from the pre-test. However, her score was 78 in the immediate post-test. Thus, she increased her score by 28 points, and showed improvement in the immediate post-test. The student 7F7 increased her score by 23 points. Her pre-test score was 57 while her immediate post-test score was 80. In the same vein, this student also showed improvement in the immediate post-test. The students 7F2, 7F5 and 7F9 got the same score 59 from the pre-test. The student 7F2 increased her score by 19 points. The student 7F5 increased her score by 23 points. The student 7F9 increased her score by 21 points. Hence, they also showed improvements in the immediate post-test.

Among all delayed post-test scores, the student 7F4, the student 7F7, and the student 7F10 got the highest score 81 out of 84 while the student 7M5 got the lowest score 47. Among all female students, the student 7F8 got the lowest score 63 from the delayed post-test. The average score of the 7th grade female students' delayed post-test scores is 76.8. On the other hand, the average score of the 7th grade male students' delayed post-test scores is 67.5. These average scores showed that the 7th grade female students got higher scores than the male students in the delayed post-test. However, the number of female and male students was not equal. When the immediate post-test and delayed post-test scores are compared, it is seen that 13 students lowered their immediate post-test scores. All male students lowered their immediate post-test scores in the delayed post-test. However, half of the female students lowered their immediate post-test scores in the delayed post-test. The average score of the female and male students' delayed post-test scores is 72.666.

The results show that there is a significant difference between the pre-test and delayed post-test scores. The average score of the female and male students' pre-test scores is 55.444. The average score of the female and male students' delayed post-test scores is 72.666. Hence, it can be said that the 7th graders developed their phonological awareness skills to some extent. It is seen that the average score of the delayed post-test scores decreased a little bit. The average score of the female and male students' immediate post-test scores is 75.944. On the other hand, the average score of the delayed post-test scores is 72.666. As a result, it can be said that the 7th grade students may need more practice to learn phonological awareness skills more permanently.

Table 4.9. *The Total Averages of 5th, 6th and 7th Grade Students' Ages, P.A.S.T. Pre-test, Immediate Post-test and Delayed Post-test Results, and Total Number of Students*

	Averages of students' ages	Students	Averages of Pre-Tests	Averages of Immediate Post-Tests	Averages of Delayed Post-Tests
Grade 5	10.047	10 Female (F)/ 11 Male (M)	56.571	76.761	78.904
Grade 6	11.529	6 Female (F)/ 11 Male (M)	61.941	78.470	78.529
Grade 7	12.555	10 Female (F)/ 8 Male (M)	55.444	75.944	72.666
Averages:	11.303	26 Female (F)/ 30 Male (M) 56 students in total	57.839	77.017	76.785

As it is seen in Table 4.9., 56 students participated in this study in total. There were 26 female and 30 male students. The most crowded one was grade 5 because there were 21 students. On the contrary, the least number of students were in grade 6 because there were 17 students.

The average of the 5th grade students' ages is 10.047. The average of the 6th grade students' ages is 11.529. The average of the 7th grade students' ages is 12.555. The average of 5th, 6th and 7th grade students' ages is 11.303.

Among all grades, the average of the 6th grade students' pre-test scores was the highest (61.941). The second highest pre-test average score (56.571) belonged to the 5th grade students. The lowest pre-test average score (55.444) came from the 7th grade students. The total average of the 5th, 6th and 7th grade students' pre-test scores was 57.839.

In the same vein, among all grades, the average of the 6th grade students' immediate post-test scores was the highest (78.470). The second highest immediate post-test average score (76.761) belonged to the 5th grade students. The lowest pre-test average score (75.944) came from the 7th grade students. The total average score of the 5th, 6th and 7th grade students' immediate post-test scores was 77.017.

However, among all grades, the average of the 5th grade students' delayed post-test scores was the highest (78.904). The second highest delayed post-test average score (78.529) belonged to the 6th grade students. The lowest delayed post-test average score (72.666) came from the 7th grade students. The total average of the 5th, 6th and 7th grade students' delayed post-test scores was 76.785.

The results showed that the 5th and 6th grade students showed a better performance than the 7th grade students. However, there are significant statistical differences between the pre-test, immediate post-test and delayed post-test scores of the participant young learners of English in terms of their phonological awareness levels. It is understood that all the students gained phonological awareness skills to some extent, and developed phonological awareness with the help of multiple activities and materials (songs, videos, music, games, toys, assignments, worksheets, audio dictionary) in English classes.

4.3. Results for the Perspectives of the Participant Young Learners about the Multiple Activities Which Focus on Phonetics (Research Question 3)

In this study, the aim was also to find out the perspectives of the participant young learners about the multiple activities which focus on phonetics. The interviews and comments of the participants were used in order to collect qualitative data during the study. In order to analyze the interviews and comments, a summative content analysis was used by the researcher. Content analysis is one of the research methods used by different researchers in different fields as a qualitative research technique. The summative content analysis is one of the approaches of the content analysis. It is used to explicate meaning from the content of

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text data. Moreover, it includes quantifying and comparisons of keywords or content, accompanied by the explication of the basic context. This quantification is an aim to investigate usage, and to explore the meanings of the words or keywords. In the summative content analysis, frequencies of the words and keywords are calculated manually or by computer (Hsieh & Shannon, 2005, pp. 1277-1285). In this study, the frequencies of the keywords were calculated manually by the researcher. She counted the keywords from the interviews and comments one by one in order to find the frequencies of the keywords.

According to the interviews and the comments, main themes and categories were specified by the researcher. For instance, the main themes are phonological awareness, the multiple language activities, emotions and feelings of young learners. On the other hand, the categories are teaching phonetics, and developing phonological awareness skills, the phonetics activities, the use of games, songs, videos, TPR activities, and visuals in teaching phonetics, love of English, love of English teacher, young learners' attitudes towards the phonetics activities. The researcher also specified 136 keywords in total, listed them in the Excel program, and found their frequencies. These most frequently used keywords are rhymes, sounds, syllables, sentence segmentation, pronunciation, sound chart, games, songs, videos, activities, pictures, and dancing, fun, love, happy, exciting, effective, easy, and good idea. Their frequencies were found according to the number of keywords that were counted from the interviews and comments one by one by the researcher. The aim of the researcher was to interpret the meanings of the usages of the keywords. The main themes, the categories, the keywords, their frequencies, and total numbers of the keywords are shown in Table 4.10. Thesis supervisor provided an expert opinion in terms of categorization and English versions of the interviews and comments which were written in Turkish.

Table 4.10. *Emerging Themes*

Main Themes	Categories	Keywords	Frequency	In Total
Phonological Awareness	Teaching Phonetics / Developing Phonological Awareness Skills	Sound Chart	1	
		Sentence Segmentation	2	40
		Pronunciation	4	
		Syllables	6	
		Rhymes	11	
		Sounds	16	
Multiple Language Activities	Phonetics activities / The use of games, songs, videos, TPR activities, and visuals in teaching phonetics	Dancing	1	
		Pictures	1	38
		Games	3	
		Videos	6	(continued)

Table 4.10. *Emerging Themes (continued)*

Main Themes	Categories	Keywords	Frequency	In Total
Multiple Language Activities	Phonetics activities / The use of games, songs, videos, TPR activities, and visuals in teaching phonetics	Activities Songs	11 16	38
Emotions and Feelings of Young Learners	Love of English / Love of English teacher / Young learners' attitudes towards the phonetics activities	Easy Exciting Good Idea Effective Happy Love Fun	1 1 1 4 5 11 35	58

As it is seen in Table 4.10., there are 136 keywords in total. The first main theme is "Phonological Awareness" in which the frequency of the keywords (sound chart, sentence segmentation, pronunciation, syllables, rhymes, sounds) was 40 in total. The second main theme is "Multiple Language Activities" in which the frequency of the keywords (dancing, pictures, games, videos, activities, songs) was 38 in total. The third main theme is "Emotions and Feelings of Young Learners" in which the frequency of the keywords (easy, exciting, good idea, effective, happy, love, fun) was 58 in total. Thus, it can be seen that the young learners shared their emotions and feelings most among these three main themes. The participating young learners used the words "sounds", "songs", and "fun" very often in their comments and the interviews. In terms of phonological awareness skills, they were interested in sounds most. In terms of the use of multiple activities, they loved the songs most. Moreover, they thought that the phonetics activities were fun. They also exhibited their love of English and English teacher in the interviews and comments.

For a clearer understanding, the interviews were held in Turkish. Then, they were translated into English by the researcher. It was observed that the participants were excited about the interviews. Some of them did not want to hold interviews with their teacher. However, most of them were willing to be interviewed. As a result, the interviews were held with voluntary participants at break time or lunchtime. Some of the interviews are exemplified in Turkish and English.

- Interview 1 (This interview was held on 11.12.2019 after the pre-test.)
  The researcher: Hello, The student 6F5! Would you like to share your opinions about the activities and English lesson?
  The student 6F5: Hello, teacher! Yes, I'd like.
  The researcher: Thank you! How was today's English lesson? What kind of activities did we do? Can you give me some examples?
  The student 6F5: Yes, I can. Our English lesson was very entertaining. I had so much fun. We learnt /ʃ/ and /tʃ/ sounds. In my opinion, we should learn these sounds. Our teacher brought English songs for us. We sang songs in the lesson. She makes our lessons enjoyable.
  The researcher: Thanks for your comments! See you!

The student 6F5: You are welcome. See you, teacher!

- Mülakat 1 (Bu mülakat, ön testten sonra 11.12.2019 tarihinde yapılmıştır.)
  Araştırmacı: Merhaba, 6F5! Etkinlikler ve İngilizce dersi hakkında düşüncelerini paylaşmak ister misin?
  Öğrenci 6F5: Merhaba, öğretmenim! Evet, isterim.
  Araştırmacı: Teşekkür ederim! Bugünkü İngilizce dersi nasıldı? Biz ne tür etkinlikler yaptık? Bana birkaç örnek verebilir misin?
  Öğrenci 6F5: Evet, verebilirim. İngilizce dersimiz çok eğlenceliydi. Ben çok eğlendim. /ʃ/ ve /tʃ/ seslerini öğrendik. Bence, biz bu sesleri öğrenmeliyiz. Öğretmenimiz bizim için şarkılar getirdi. Biz derste şarkılar söyledik. O, derslerimizi eğlenceli hale getiriyor.
  Araştırmacı: Yorumların için teşekkürler! Görüşmek üzere!
  Öğrenci 6F5: Rica ederim. Görüşmek üzere, öğretmenim!

As it is shown in Interview 1, three main themes are involved. Under the first main theme, phonological awareness, student 6F5 used "sounds" as a keyword. This keyword is under the teaching phonetics category. Under the second main theme, multiple language activities, student 6F5 used "songs" as a keyword. This keyword is under the use of games, songs, videos, TPR activities, and visuals in teaching phonetics category. Under the third main theme, emotions and feelings of young learners, student 6F5 used "fun" as a keyword. This keyword is under the love of English category.

In this quotation, student 6F5 appears to enjoy her English classes and mentions how entertaining and fun the lesson was. She draws attention to the additional materials and activities that the English teacher brings to the classroom, how they learnt /ʃ/ and /tʃ/ sounds and believes in the necessity of learning these sounds.

- Interview 2 (This interview was held on 11.12.2019 after the pre-test.)
  The researcher: Hello, The student 6M1! Would you like to share your opinions about the activities and English lesson?
  The student 6M1: Hello, teacher! Yes, I'd like.
  The researcher: Thank you! How was today's English lesson? What kind of activities did we do? Can you give me some examples?
  The student 6M1: We did very fun activities. We learnt /ʃ/ and /tʃ/ sounds. We should learn these sounds correctly. If we speak English one day, we will pronounce them correctly.
  The researcher: Thanks for your comments! See you!
  The student 6M1: See you, teacher!

- Mülakat 2 (Bu mülakat, ön testten sonra 11.12.2019 tarihinde yapılmıştır.)
  Araştırmacı: Merhaba, 6M1! Etkinlikler ve İngilizce dersi hakkında düşüncelerini paylaşmak ister misin?
  Öğrenci 6M1: Merhaba, öğretmenim! Evet, isterim.
  Araştırmacı: Teşekkür ederim! Bugünkü İngilizce dersi nasıldı? Biz ne tür etkinlikler yaptık? Bana birkaç örnek verebilir misin?
  Öğrenci 6M1: Çok eğlenceli etkinlikler yaptık. /ʃ/ ve /tʃ/ seslerini öğrendik. Bu sesleri doğru bir şekilde öğrenmeliyiz. Eğer bir gün İngilizce konuşursak, biz onları doğru bir şekilde söyleyeceğiz.
  Araştırmacı: Yorumların için teşekkürler! Görüşmek üzere!
  Öğrenci 6M1: Görüşmek üzere, öğretmenim!

As it is shown in Interview 2, three main themes are involved. Under the first main theme, phonological awareness, student 6M1 used "sounds" and "pronounce" as keywords.

These keywords are under the teaching phonetics and developing phonological awareness skills categories. Under the second main theme, multiple language activities, student 6M1 used "activities" as a keyword. This keyword is under the phonetics activities category. Under the third main theme, emotions and feelings of young learners, student 6M1 used "fun" as a keyword. This keyword is under the young learners' attitudes towards the phonetics activities category.

In this quotation, student 6M1 appears to enjoy the in-class activities and talks about how fun the activities were. He reports how they learnt /ʃ/ and /tʃ/ sounds and believes that these activities can contribute to their correct pronunciation skills in the future.

- Interview 3 (This interview was held on 13.12.2019 after the pre-test.)
  The researcher: Hello! Please, introduce yourself first. Then, share your opinions about the activities and English lesson.
  The student 7F4: Hello! I am the student 7F4. Today, all the activities were very nice.
  The researcher: What kind of activities did we do? Can you give me some examples?
  The student 7F4: Coloring activities, and fun activities.
  The researcher: What kind of activities or materials did your English teacher bring to the class?
  The student 7F4: She brought a computer, projector, and speakers as materials. We watched the videos to learn permanently.
  The researcher: What were the songs about?
  The student 7F4: The songs were about rhyming.
  The researcher: Are there any rhyming words that you remember?
  The student 7F4: Yes. For instance, "big" and "pig", "cat" and "pat".
  The researcher: Thank you! See you! Bye bye!
  The student 7F4: Thank you! See you! Bye bye!

- Mülakat 3 (Bu mülakat, ön testten sonra 13.12.2019 tarihinde yapılmıştır.)
  Araştırmacı: Merhaba! Lütfen önce kendini tanıt. Daha sonra, etkinlikler ve İngilizce dersi hakkında düşüncelerini paylaş.
  Öğrenci 7F4: Merhaba! Ben Öğrenci 7F4. Bugün bütün etkinlikler çok güzeldi.
  Araştırmacı: Biz ne tür etkinlikler yaptık? Bana birkaç örnek verebilir misin?
  Öğrenci 7F4: Boyama etkinlikleri ve eğlenceli etkinlikler.
  Araştırmacı: İngilizce öğretmenin sınıfa ne tür etkinlikler ve araç gereçler getirdi?
  Öğrenci 7F4: Araç gereç olarak bilgisayar, projeksiyon ve hoparlörler getirdi. Kalıcı olarak öğrenmek için videolar izledik.
  Araştırmacı: Şarkılar neyle ilgiliydi?
  Öğrenci 7F4: Şarkılar kafiye ile ilgiliydi.
  Araştırmacı: Hatırladığın kafiyeli kelimeler var mı?
  Öğrenci 7F4: Evet. Örneğin, "big" ve "pig", "cat" ve "pat".
  Araştırmacı: Teşekkür ederim! Görüşmek üzere! Hoşça kal!
  Öğrenci 7F4: Ben de teşekkür ederim. Görüşmek üzere! Hoşça kalın!

As it is shown in Interview 3, three main themes are involved. Under the first main theme, phonological awareness, student 7F4 used "rhymes" as a keyword. This keyword is under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 7F4 used "activities", "videos" and "songs" as keywords. These keywords are under the phonetics activities and the use of games, songs, videos, TPR activities, and visuals in teaching phonetics categories. Under the third main

theme, emotions and feelings of young learners, student 7F4 used "fun" as a keyword. This keyword is under the young learners' attitudes towards the phonetics activities category.

In this quotation, student 7F4 appears to enjoy the coloring activities in the classroom and talks about the multiple language activities and technological equipment that the English teacher brings to the classroom, how they learnt rhyming words and gives some examples.

- Interview 4 (This interview was held on 29.11.2019 after the pre-test.)
  The researcher: Hello! Please, introduce yourself first. Then, share your opinions about the activities and English lesson.
  The student 7F5: Hello! I am the student 7F5. Today, our teacher taught us very nice things. We watched some videos.
  The researcher: What were the videos about? Can you give some examples?
  The student 7F5: They were about rhyming. For instance, "big" and "pig".
  The researcher: What does rhyming mean? What comes to your mind when I say rhyming?
  The student 7F5: It means that two words have the same ending sound.
  The researcher: Are the sounds pronounced as written in English?
  The student 7F5: No.
  The researcher: What do you think about English lessons? What can we do more in the lessons?
  The student 7F5: In my opinion, our lessons are very nice. Thank you, teacher.
  The researcher: Thank you! See you!
  The student 7F5: See you, teacher!

- Mülakat 4 (Bu mülakat, ön testten sonra 29.11.2019 tarihinde yapılmıştır.)
  Araştırmacı: Merhaba! Lütfen önce kendini tanıt. Daha sonra, etkinlikler ve İngilizce dersi hakkında düşüncelerini paylaş.
  Öğrenci 7F5: Merhaba! Ben Öğrenci 7F5. Bugün öğretmenimiz bize çok güzel şeyler öğretti. Bazı videolar izledik.
  Araştırmacı: Videolar neyle ilgiliydi? Örnekler verebilir misin?
  Öğrenci 7F5: Videolar kafiye ile ilgiliydi. Örneğin, "big" ve "pig".
  Araştırmacı: Kafiye ne anlama geliyor? Ben kafiye dediğimde aklına ne geliyor?
  Öğrenci 7F5: İki kelimenin aynı son sese sahip olması demek.
  Araştırmacı: İngilizce'de sesler yazıldığı gibi söylenir mi?
  Öğrenci 7F5: Hayır.
  Araştırmacı: İngilizce dersleri hakkında ne düşünüyorsun? Derslerde daha fazla neler yapabiliriz ?
  Öğrenci 7F5: Bence, derslerimiz çok güzel. Teşekkür ederiz öğretmenim.
  Araştırmacı: Ben de teşekkür ederim. Görüşmek üzere!
  Öğrenci 7F5: Görüşürüz, öğretmenim.

As it is shown in Interview 4, two main themes are involved. Under the first main theme, phonological awareness, student 7F5 used "rhymes" and "sounds" as keywords. These keywords are under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 7F5 used "videos" as a keyword. This keyword is under the use of games, songs, videos, TPR activities, and visuals in teaching phonetics categories.

In this quotation, student 7F5 appears to enjoy the multiple language activities and her English classes. She draws attention to how they learnt rhyming words by watching videos, gives a definition and some examples. In addition, she states that the sounds in English are not pronounced as in their written forms.

In addition to the interviews, their comments were also gathered by the researcher to collect qualitative data in this study. At the end of each English lesson, the participants wrote their comments on a piece of paper in Turkish. Then, their comments were translated into English by the researcher. Thesis supervisor provided an expert opinion again. Some of the participant young learners' comments are exemplified in Turkish and English.

- Comment 1: The student 5F5 (This comment was received on 10.12.2019 after the pre-test.):

  My dear teacher. You taught us the first and final sounds in English. You also taught syllables. I understood them very well. The lesson was very good. I had fun and loved it. I wish the other lessons were just as enjoyable as this one. I love both my teacher and English lesson.

- Yorum 1: Öğrenci 5F5 (Bu yorum, ön testten sonra 10.12.2019 tarihinde alınmıştır.):

  Canım öğretmenim. Sen bize İngilizce başta ve sondaki sesleri öğrettin. Heceleri de öğrettin. Ben çok güzel anladım. Ders çok güzeldi. Eğlendim ve çok sevdim. Keşke diğer dersler de böyle güzel geçse. Hem öğretmenimi hem de İngilizce dersini çok seviyorum.

As it is shown in Comment 1, two main themes are involved. Under the first main theme, phonological awareness, student 5F5 used "sounds" and "syllables" as keywords. These keywords are under the developing phonological awareness skills category. Under the third main theme, emotions and feelings of young learners, student 5F5 used "fun" and "love" as keywords. These keywords are under the love of English category.

In this quotation, student 5F5 says that she liked her English classes and mentions how enjoyable and fun the lesson was. She loves both her English teacher and English lessons. In addition, she mentions that she learnt the first and final sounds, and syllables in English.

- Comment 2: The student 5F8 (This comment was received on 13.12.2019 after the pre-test.):

  The English lesson is fun. We watch videos while learning syllables. We do activities in lessons. The subject of rhyming words was so entertaining that time passed so fast. Thus, I wish the other lessons were also like that. Fortunately, you are our teacher.

- Yorum 2: Öğrenci 5F8 (Bu yorum, ön testten sonra 13.12.2019 tarihinde alınmıştır.):

  İngilizce dersi çok eğlenceli. Heceleri öğrenirken videolar izliyoruz. Derslerde etkinlikler yapıyoruz. Kafiyeli kelimeler konusu o kadar eğlenceliydi ki zaman çok hızlı geçti. Bu yüzden diğer dersler de böyle olsun isterim. İyi ki öğretmenimiz sizsiniz.

As it is shown in Comment 2, three main themes are involved. Under the first main theme, phonological awareness, student 5F8 used "rhymes" and "syllables" as keywords. These keywords are under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 5F8 used "videos" and "activities"

as keywords. These keywords are under the phonetics activities and the use of games, songs, videos, TPR activities, and visuals in teaching phonetics categories. Under the third main theme, emotions and feelings of young learners, student 5F8 used "fun" as a keyword. This keyword is under the love of English category.

In this quotation, it appears that student 5F8 enjoys her English classes and teacher, and thinks that the phonetics activities were fun. She specifically focuses on the enjoyable sides of syllable activities, rhyming words and watching videos.

- Comment 3: The student 5M9 (This comment was received on 18.12.2019 after the pre-test.):
  In this lesson, our teacher taught us sounds. We learned rhyming words. We listened to songs about these topics. I had fun and I was happy. It was a very nice lesson.

- Yorum 3: Öğrenci 5M9 (Bu yorum, ön testten sonra 18.12.2019 tarihinde alınmıştır.):
  Bu derste öğretmenimiz bize sesleri öğretti. Kafiyeli kelimeleri öğrendik. Bu konularla ilgili şarkılar dinledik. Ben çok eğlendim ve mutlu oldum. Çok güzel bir dersti.

As it is shown in Comment 3, three main themes are involved. Under the first main theme, phonological awareness, student 5M9 used "rhymes" and "sounds" as keywords. These keywords are under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 5M9 used "songs" as a keyword. This keyword is under the use of games, songs, videos, TPR activities, and visuals in teaching phonetics category. Under the third main theme, emotions and feelings of young learners, student 5M9 used "fun" and "happy" as keywords. These keywords are under the love of English category.

In this quotation, student 5M9 reports that English classes were fun and they learnt sounds, rhyming words and listened to some songs.

- Comment 4: The student 6F2 (This comment was received on 10.12.2019 after the pre-test.):
  My dear teacher. I love you so much. We had so much fun in class today. We learned the first and final sounds in words. We learned how to separate sentences by clapping our hands. We learned new words. Our teacher handed out some pictures. We found the first sounds of the words. Then, we listened to the songs. While listening to the songs, we both learned the sounds and danced. Thank you teacher.

- Yorum 4: Öğrenci 6F2 (Bu yorum, ön testten sonra 10.12.2019 tarihinde alınmıştır.):
  Canım öğretmenim. Sizi çok seviyorum. Bugün derste çok eğlendik. Kelimelerdeki ilk ve son sesleri öğrendik. Ellerimizi vurarak cümleleri nasıl ayıracağımızı öğrendik. Yeni kelimeler öğrendik. Öğretmenimiz resimler dağıttı. Kelimelerin ilk seslerini bulduk. Sonra şarkılar dinledik. Şarkıları dinlerken hem sesleri öğrendik hem de dans ettik. Teşekkür ederim öğretmenim.

As it is shown in Comment 4, three main themes are involved. Under the first main theme, phonological awareness, student 6F2 used "sounds" and "sentences" as keywords. These keywords are under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 6F2 used "songs", "pictures", "dance" as keywords. These keywords are under the phonetics activities and the use of games, songs, videos, TPR activities, and visuals in teaching phonetics categories. Under the third main theme, emotions and feelings of young learners, student 6F2 used "fun" and "love" as keywords. These keywords are under the love of English and love of English teacher categories.

In this quotation, student 6F2 says that she likes her English classes, phonetics activities, and English teacher. She also gives some examples of in-class activities such as the first and final sounds, how to separate sentences, learning new words, listening to songs and using pictures. She adds the kinesthetic activities like clapping and dancing as well.

- Comment 5: The student 6M7 (This comment was received on 03.01.2020 after the pre-test.):
  Dear teacher. Your lesson was fun. Thanks to you, we learned how to pronounce the sounds in English. We watched many videos. I loved them. English lessons are amusing because you are our teacher. Thanks.

- Yorum 5: Öğrenci 6M7 (Bu yorum, ön testten sonra 03.01.2020 tarihinde alınmıştır.):
  Sevgili hocam. Dersiniz çok eğlenceli geçti. İngilizcedeki seslerin okunuşunu sizin sayenizde öğrendik. Çok fazla video izledik. Çok sevdim. Öğretmenimiz olduğunuz için İngilizce dersleri çok eğlenceli. Teşekkürler.

As it is shown in Comment 5, three main themes are involved. Under the first main theme, phonological awareness, student 6M7 used "pronounce" and "sounds" as keywords. These keywords are under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 6M7 used "videos" as a keyword. This keyword is under the use of games, songs, videos, TPR activities, and visuals in teaching phonetics category. Under the third main theme, emotions and feelings of young learners, student 6M7 used "fun" and "love" as keywords. These keywords are under the love of English and the young learners' attitudes towards the phonetics activities categories.

In this quotation, student 6M7 states that they learned how to pronounce sounds, watched videos and had fun during the lessons. He also expressed his love for English lessons and his English teacher.

- Comment 6: The student 6M10 (This comment was received on 08.01.2020 after the pre-test.):

I love English lessons. English has never been as much fun as this lesson. The only reason is my dear teacher.

- Yorum 6: Öğrenci 6M10 (Bu yorum, ön testten sonra 08.01.2020 tarihinde alınmıştır.):
İngilizce dersini çok seviyorum. İngilizce hiç bu ders kadar eğlenceli olmamıştı. Bunun tek nedeni ise sevgili öğretmenim.

As it is shown in Comment 6, one main theme is involved. Under the third main theme, emotions and feelings of young learners, student 6M10 used "fun" and "love" as keywords. These keywords are under the love of English category.

In this quotation, student 6M10 stresses that he had never such fun English classes before and attributes this situation to his English teacher.

- Comment 7: The student 7F2 (This comment was received on 18.12.2019 after the pre-test.):
Our teacher taught us the first and final sounds in English. We played a game related to this topic. This game was so entertaining. She taught us how to delete syllables in a word. In addition, our teacher taught new things we did not know. The lessons are fun because our teacher is a cheerful person. I love English.

- Yorum 7: Öğrenci 7F2 (Bu yorum, ön testten sonra 18.12.2019 tarihinde alınmıştır.):
Öğretmenimiz bize İngilizcedeki ilk ve son sesleri öğretti. Bu konuyla ilgili bir oyun oynadık. Bu oyun çok eğlenceliydi. Bize bir kelimedeki hecelerin nasıl çıkartılacağını öğretti. Ayrıca öğretmenimiz bilmediğimiz yeni şeyler öğretti. Dersler eğlenceli çünkü öğretmenimiz neşeli bir insan. İngilizceyi seviyorum.

As it is shown in Comment 7, three main themes are involved. Under the first main theme, phonological awareness, student 7F2 used "sounds" and "syllables" as keywords. These keywords are under the developing phonological awareness skills category. Under the second main theme, multiple language activities, student 7F2 used "game" as a keyword. This keyword is under the use of games, songs, videos, TPR activities, and visuals in teaching phonetics category. Under the third main theme, emotions and feelings of young learners, student 7F2 used "fun" and "love" as keywords. These keywords are under the love of English category.

In this quotation, student 7F2 indicates her interest in English lessons and love for her English teacher. In addition, she gives some in-class activities such as learning the first and final sounds, playing games and deleting syllables.

- Comment 8: The student 7F4 (This comment was received on 07.01.2020 after the pre-test.):
First of all, I would like to thank our dear teacher for the activities. These activities are very energizing and effective for us. If there is someone who wants to learn these subjects closely, I think s/he should do our teacher's activities. Thank you on behalf of my class.

- Yorum 8: Öğrenci 7F4 (Bu yorum, ön testten sonra 07.01.2020 tarihinde alınmıştır.):
  Öncelikle sevgili öğretmenimize etkinliklerden dolayı teşekkür ederim. Bu etkinlikler bizim için çok enerji verici ve çok etkili. Eğer bu konuları yakından öğrenmek isteyen birileri varsa öğretmenimizin etkinliklerini yapmalıdır diye düşünüyorum. Sınıfım adına teşekkür ederim.

As it is shown in Comment 8, two main themes are involved. Under the second main theme, multiple language activities, student 7F4 used "activities" as a keyword. This keyword is under the phonetics activities category. Under the third main theme, emotions and feelings of young learners, student 7F4 used "effective" as a keyword. This keyword is under the young learners' attitudes towards the phonetics activities category.

In this quotation, student 7F4 thanks her English teacher for conducting such energizing and effective lessons on behalf of her classmates. She also compliments her English teacher on choosing these activities and gives her as a model for English lessons.

- Comment 9: The student 7M7 (This comment was received on 29.11.2019 after the pre-test.):
  In my opinion, the table (Sounds Chart) showing how to pronounce English sounds is very beneficial and effective for us. We learned that the words are not pronounced as their written forms in English. It is better to learn like that.

- Yorum 9: Öğrenci 7M7 (Bu yorum, ön testten sonra 29.11.2019 tarihinde alınmıştır.):
  Bence, İngilizcede seslerin nasıl söylendiğini gösteren tablo (Sounds Chart) bizim için çok faydalı ve etkili. İngilizcede kelimelerin yazıldığı gibi okunmadığını öğrendik. Bu şekilde öğrenmek daha güzel.

As it is shown in Comment 9, two main themes are involved. Under the first main theme, phonological awareness, student 7M7 used "sounds", "Sounds Chart", and "pronounce" as keywords. These keywords are under the teaching phonetics and developing phonological awareness skills categories. Under the third main theme, emotions and feelings of young learners, student 7M7 used "effective" as a keyword. This keyword is under the young learners' attitudes towards the phonetics activities category.

In this quotation, student 7M7 mentions how effective and beneficial the Sounds Chart is, and believes in the necessity of learning the sounds with the help of the Sounds Chart. In addition, he states that the words in English are not pronounced as in their written forms, which shows his increased phonological awareness skills.

4.4. Results for the Reflections of the Participant English Teacher Regarding the Application of Multiple Activities with an Aim to Develop the Phonological Awareness of the Young Learners (Research Question 4)

As the researcher of this study, the aim was to develop the phonological awareness of the young learners. The researcher focused on her young learners' characteristics while preparing the materials in order to attain her aim. Thus, she tried to find exciting, motivating, encouraging, and educational videos, songs, worksheets, games, materials for the young learners.

Throughout the study, the researcher kept a reflective teacher journal to note down her implementation process, what was done, what worked, what failed. She wrote her applications of multiple activities as the participant English teacher. Thus, it became easy for her to make some decisions to change or add an activity based on the young learners' reflections and participation.

Before the pre-test, she did not provide any training for the young learners. While administering the pre-test, she gave only one example for each part of P.A.S.T. Then, she wrote one example on the board to explain. She explained each instruction twice. During the pre-test, immediate post-test, and delayed post-test, all the instructions were given in Turkish for a clearer understanding. She administered the pre-test to the 5th, 6th and 7th grade students on the same day. It took 50-55 minutes to complete the pre-test.

At the end of the first semester, the researcher administered an immediate post-test in order to evaluate young learners' phonological awareness development. Before beginning, the participants completed some parts such as name, surname, gender, age, date, student number, class, and the name of English teacher. It took 40-45 minutes to complete the immediate post-test. The researcher checked the answers, and gave their overall scores.

At the beginning of the second semester, the researcher administered P.A.S.T. as a delayed post-test to find out whether young learners gained phonological awareness skills more permanently. Similarly, before beginning, the participants completed the same parts such as name, surname, gender, age, date, student number, class, and the name of English teacher. It took 30-35 minutes to complete the delayed post-test. In the same vein, the researcher checked the answers, and gave their overall scores.

The pre-test administration was more tiring than the immediate post-test and delayed post-test. The researcher thought that the pre-test administration would be very difficult for her. However, fortunately, it was better than she expected. Since young learners studied on each part of P.A.S.T. for a long time, the immediate post-test administration took less

minutes than the pre-test administration. Similarly, the delayed post-test administration took less minutes than both the pre-test and immediate post-test administrations since young learners were accustomed to all parts of P.A.S.T.

As stated previously, this study was conducted on the 5th, 6th and 7th grade students at a state secondary school in Şanlıurfa, Turkey. The school has not got any English Language Laboratory. In addition, there are not IWBs, smart boards, computers, sound systems, wall-mounted projectors in classrooms. Thus, the researcher used her own technological equipment such as computer, portable projector and speakers in the lessons throughout the study. Moreover, the researcher connected to the Internet through her own means. Unfortunately, some technical and technological problems made the process difficult for the researcher during the study.

The researcher is an English teacher and researcher of this study. She conducted this study on phonological awareness because she realized that her young learners had difficulties in English pronunciation. As an English teacher, the researcher observed her young learners' pronunciation problems and decided to go into action to develop the situation. Since their phonological awareness and phonetic knowledge were low, they could not pronounce, read, and write English sounds, words, and sentences appropriately. For this reason, it took a long time to improve this situation.

At the beginning of the study, some young learners exhibited prejudiced and uninterested behaviors in English courses. Hence, they did not want to participate in English activities. Furthermore, they were initially timid and introverted in English courses. Thus, the researcher never thought they would be so successful and willing to learn during the whole study. However, their behaviors changed positively. For instance, they became happy, eager, motivated learners, and they were more interested in language learning. In addition, English became meaningful and crucial for them. The researcher realized that her young learners loved her and the English lessons. Moreover, she observed that her young learners' classroom participation increased considerably. Even the quietest and naughtiest students were willing to participate in the multiple activities throughout the study. One of her young learners stammered. Thus, this student did not want to participate in the activities. However, this student raised the finger for the first time in one of the activities. Since this was the first time that the researcher heard the sound of this student, it was a nice surprise for the researcher. As a result, the researcher was very glad to achieve her goals at the end of the study.

The researcher was the teacher of the participating students so there might have been researcher's bias in the reflections in this part, which is also a risk factor and a limitation in research studies.

CHAPTER 5: DISCUSSION AND CONCLUSION

This chapter begins with a general overview of the study which gives information about the purpose and findings of the study, data collection tools, procedures, data analysis, the setting, the perceptions and attitudes of the participants towards the multiple phonetics activities, and the reflections of the researcher regarding the application of multiple activities with an aim to develop the phonological awareness of the young learners. Then, suggestions for further studies will be proposed. Finally, implications of the study will be provided.

5.1. Conclusion

The purpose of the present study was to explore the influences of the use of multiple activities and materials (songs, videos, music, games, toys, assignments, worksheets, audio dictionary) on English classes and young learners' phonological awareness development. This study also aimed to find out whether there is a significant statistical difference between pre-test, immediate post-test, and delayed post-test scores of the participant young learners of English in terms of their phonological awareness levels. Furthermore, the current study also aimed to investigate the perspectives of the participant young learners about the multiple activities which focus on phonetics, and the reflections of the participant English teacher regarding the application of multiple activities with an aim to develop the phonological awareness of the young learners.

This action research was conducted by an English language teacher at a state school in Şanlıurfa with 56 students from the 5th, 6th and 7th grade EFL learners. In this study, there were a total of 56 participants with 26 female and 30 male secondary school students. It was aimed to investigate the effects of using multiple activities and materials (songs, videos, music, games, toys, assignments, worksheets, audio dictionary) on developing phonological awareness among the 5th, 6th and 7th grade young learners in Turkish EFL context and gather the participant young learners' and teacher's views and reflections about the phonetics activities. In the current study, both qualitative and quantitative data were collected from the participant young learners. Hence, a mixed method research design was used in this study.

In this mixed method research study, the researcher administered the P.A.S.T. as a pre-test, immediate post-test, and delayed post-test in order to collect quantitative data. The pre-test, immediate post-test, delayed post-test scores, and ages of the participant young learners were transformed into four tables in order to show their average scores and the total number of the participants in terms of gender. The quantitative results demonstrated that the

young learners have favorable attitudes toward phonological awareness skills, phonetics, and pronunciation.

On the other hand, she kept a reflective teacher journal, held interviews with the participant students, received their comments about the activities, and made observations as qualitative data collection tools. In order to analyze the interviews and comments, a summative content analysis was used by the researcher. According to the interviews and the comments, main themes and categories were specified by the researcher. Moreover, she also specified 136 keywords in total. After that, the keywords were counted from the interviews and comments one by one to find their frequencies. The frequencies showed that the words *sounds*, *songs*, and *fun* were used very often by the participating young learners.

The data gathered from the participants' pre-tests, immediate post-tests, and delayed post-tests results showed that all the young learners gained phonological awareness skills to some extent, and developed phonological awareness by the aid of multiple activities and materials (songs, videos, music, games, toys, assignments, worksheets, audio dictionary) in English classes. Furthermore, there is a great statistical difference between the pre-test, immediate post-test and delayed post-test scores of the participant young learners of English in terms of their phonological awareness levels. Their scores increased notably, and they showed improvement in terms of phonological awareness skills. When the mean scores of the pre-test (*M* for the 5th grade = 56.571, the 6th grade = 61.941, the 7th grade = 55.444) and immediate post-test (the 5th grade = 76.761, the 6th grade = 78.470, the 7th grade = 75.944) were compared, it was found out that the scores in the immediate post-test showed an increase. The mean scores of the delayed post-test results (*M* for the 5th grade = 78.904, the 6th grade = 78.529, the 7th grade = 72.666) showed that young learners developed their phonological awareness more permanently to some extent. Furthermore, based on all the data it was clear that the multiple activities responded to the participant young learners' needs and expectations in terms of phonological awareness.

The findings of the study also indicated that all the multiple activities were considered to be effective and fun by the young learners. The reason for this could be that the multiple activities were suitable for their characteristics. In parallel with the findings of the participants' comments, the data gathered from the interviews showed that singing songs was the most useful and enjoyable activity type for the young learners. On the other hand, it was found out that the young learners were interested in sounds most. Moreover, developing phonological awareness was a totally new experience for them. Hence, the young learners were curious about the phonetics activities throughout the study.

In the current study, the researcher prioritized characteristics of the young learners while planning her lessons. Hence, she tried to find age-appropriate materials and activities for the young learners throughout the study. As stated previously, she kept a reflective teacher journal to write down her implementation process from the beginning to the end. According to the researcher, it made the process easier and stronger since she could see what worked, and what failed in an easy way. She stated that the pre-test administration was more tiring than the immediate post-test and delayed post-test since the young learners were not accustomed to the P.A.S.T. Thus, the immediate post-test and delayed post-test administrations were simpler than the pre-test. Moreover, she observed that even the quietest and naughtiest students were willing to participate in the multiple activities throughout the study. Almost all of the participants shared their positive views on the multiple phonetics activities. As a result, the researcher achieved her goal in most aspects.

All in all, the conclusions made from the study were that the multiple activities and materials (songs, videos, music, games, toys, assignments, worksheets, audio dictionary) encourage young learners' eagerness to develop their phonological awareness, and to gain phonological awareness skills, which play a crucial role in order to have a great comprehension and communication in L2. In the current study, the findings from both the quantitative and qualitative data indicated that the participant young learners had positive attitudes toward the multiple activities which focused on the phonetics. In addition, they thought that these multiple activities were all effective and fun in developing their phonological awareness. They also exhibited their love of English and English teacher in the interviews and comments. Fortunately, positive attitudes of the participants toward phonological awareness, pronunciation, phonetics, and the multiple phonetics activities increased the effectiveness of phonetics and pronunciation teaching, and their phonological awareness skills.

In terms of developing phonological awareness, there are a wide range of studies around the world. Unfortunately, there are less studies on developing phonological awareness among young learners in the field of ELT specifically. On the other hand, in Turkey, there are some studies on phonological awareness. However, many of them were conducted on adult EFL learners, or different fields except for ELT. Thus, it can be said that the number of phonological awareness studies is inadequate in the field of ELT specifically.

In one study, Mitchell and Fox (2001) aimed to examine the degree of efficiency of two computer programs designed to develop phonological awareness in children. Different from the present study, Mitchell and Fox (2001) administered PAT as a pre-test and an

immediate post-test of rhyming, segmentation, phoneme isolation and blending. However, in the present study, the researcher administered P.A.S.T., which consists of 14 parts, as a pre-test, immediate post-test and delayed post-test. Thus, it can be said that the present study is more comprehensive in terms of phonological awareness skills of young learners. Moreover, in the study of Mitchell and Fox (2001), it was seen that computer-operated phonological awareness instruction and teacher-delivered instruction offered more phonological awareness development of the children than the technology-delivered instruction. Hence, their study offers support for the use of computer-operated phonological awareness instruction. However, it is recommended that explicit instruction should be provided every single day in order to develop phonological awareness among young learners. In addition, it is also suggested that technology should be integrated into teaching and learning process. It is also very important that teachers should use technology in their classes as a means rather than an end. In other words, English teachers should transfer their knowledge and skills with the help of technology; however, they should have enough knowledge in developing phonological awareness among young learners.

The study conducted by Moritz et al. (2013) investigated whether phonological awareness and musical rhythmic skills are associated in kindergartners. They also tried to investigate whether musical activity is linked to the improvements in phonological awareness. In terms of the purposes, this study shows similarity with the present study. The researchers used six subtests of the PAT such as rhyming discrimination, rhyming production, sentence segmentation, syllable segmentation, isolation of beginning phonemes, and deletion of sounds. However, in the present study, the researcher used P.A.S.T., which consists of 14 parts. Thus, the present study is more comprehensive in terms of phonological awareness skills. When we look at the results of the present study, we saw that musical activities, songs and music integration were useful, effective and fun for young learners. In the same vein, Moritz et al. (2013) found out that the children with intensive music training made more progress in a variety of phonological awareness skills than the children with less training. Moreover, they stated that rhythm ability was strongly linked to phonological awareness. Bolduc's study (2009) identified similar results, and mentioned that music and songs helped young children to identify various phonological units and use them consciously. It was also detected that music and songs promoted them to discover, explore and acquire knowledge by means of natural activities. The findings of the present study, regarding the impact of music and songs on developing phonological awareness, are in correlation with these previous studies (Bolduc, 2009; Moritz et al., 2013). Moreover,

Bolduc (2009) also suggested that learning environment should be informal, game-based and related to real life experiences of the children. In the present study, the researcher tried to create a stress-free, motivating, informal, and game-based classroom environment for the participating young learners. She found, prepared and used the multiple activities for her young learners in order to develop their phonological awareness in an effective and enjoyable way.

In the study of Rule et al. (2006), it was found out that kinesthetic and verbal games, kinesthetic and tactile activities, hands-on object box and environmental print activities were efficient to teach phonological awareness to the children. In addition, they emphasized that all teachers should use different strategies and approaches to develop phonological awareness among the children. The results of the present study were in parallel with those of Dockstader and Stewart's study (2006) where the participants also adopted positive attitudes towards phonological awareness with the help of kinesthetic and tactile activities.

In one study, Brennan and Ireson (1997) investigated the effects of a training program of metalinguistic games and exercises in kindergarten classes. The children played various listening and sounds games, rhyming games, games for rhyme production, looked at pictures, danced, sang, etc. In their classes, syllables were taught by clapping hands. It was found out that the kindergartners who took this training program gained more scores in all the tests of phoneme awareness. Hence, the study proved that the use of activities, games, exercises, songs, pictures, and different teaching methods were highly effective to develop phonological awareness among young children. The findings of the present study are in correlation with Brennan and Ireson's study (1997) in terms of using the multiple activities in English classes to develop young learners' phonological awareness.

In another study, Sözen (2019) investigated the relationship between the learners' L2 listening comprehension, and the levels of their phonological and morphological awareness. In contrast to the present study, Sözen's study (2019) was conducted on adult EFL learners. Moreover, her study was related to listening skill in L2.

In her study, Özdemir (2008) tried to find out the role of phonological awareness in Turkish-English bilingual children's reading acquisition. The participants of her study and the present study were similar in one way. However, the purposes of these two studies were different. Özdemir's study (2008) was related to the reading skill.

The study conducted by Aksakallı (2018) investigated the opinions and behaviors of EFL pre-service teachers about pronunciation and pronunciation teaching, and their phonological awareness. Like Sözen's study (2019), this study was also conducted on adults.

Aksakallı's study (2018) and the present study appear similar in terms of their purposes in a sense. Similarly, the pronunciation instruction was provided, face to face interviews were held, and a pre-test and an immediate post-test were administered by the researcher in her study. It was found out that although the EFL pre-service teachers had some problems in pronunciation, their pronunciation levels developed after pronunciation instruction. Moreover, they adopted optimistic attitudes towards pronunciation. Similar results can be seen between this study and the present study. In the present study, the participating young learners also adopted positive attitudes towards pronunciation. After pronunciation and phonetics training, the pronunciation levels and phonological awareness skills of the young learners also increased. In this study, it was recommended that teachers should provide more activities and exercises focusing on factors influencing pronunciation learning in order to develop their learners' pronunciation skills and phonological awareness. In the same vein, the present study also noted that the teachers should provide a wide range of activities, exercises and materials focusing on developing pronunciation skills and phonological awareness. However, the present study was conducted on the young learners.

Finally, Atmaca (2018) aimed to investigate phonological awareness levels of ELT freshmen, and compared them. Like Sözen's (2019) and Aksakallı's (2018) studies, this study was also conducted on adults. In order to collect data, she administered four parts of P.A.S.T. The quantitative data collection tools of her study and the present study were the same; however, the number of parts were different. Thus, it can be said that the present study is more comprehensive in terms of the number of the parts of P.A.S.T. In this study, Atmaca (2018) suggested that the characteristics of student teachers could be focused on in order to improve their phonological skills. In addition, it is recommended that teacher trainers should plan their teaching practices according to their students' learning needs. Atmaca (2018) also recommended that student teachers can be involved in phonetic transcription activities. In the present study, the researcher taught English sounds and phonetic alphabet by using audio dictionaries and IPA phonetic chart. Firstly, she explicitly taught that words are composed of an order of speech sounds. Particularly, the sounds /ʃ/, /tʃ/, /θ/, /ŋ/, and /ə/ were the most difficult ones for the young learners. Secondly, she wrote the phonetic transcriptions of the sounds on the board. Then, the phonetic transcriptions were taught in the words for a clearer understanding. Throughout the study, the researcher provided the multiple activities in order to teach phonetics and pronunciation.

5.2. Implications

Taking into consideration that more research studies are needed to investigate the use of multiple activities in English classes to develop young learners' phonological awareness in Turkish EFL context, this study provides significant educational implications especially for English teachers of young learners working at different schools in Turkey. First of all, it is necessary that more studies should be conducted by researchers for a deeper understanding of developing phonological awareness among young learners in Turkey.

The teachers should be aware of the fact that their young learners' characteristics and interests are not the same as those of adults. As Bourke (2006) stated, language teaching should be linked to the world of young learners. Moreover, it is important to focus on the characteristics of young learners in the process of English language teaching. Thus, it is necessary for all English teachers of young learners to create a learning atmosphere in which their learners learn English in an effective and enjoyable way. In addition, the teachers should arrange, and use age-appropriate, interesting, motivating, exciting, and useful materials and activities in their classes.

In this study, one of the most common problems of the young learners was pronouncing and reading English words as in their written forms. In addition, they wrote the words as they are pronounced. They also stated that they had difficulty in producing the sounds that do not exist in Turkish. Therefore, the differences between Turkish and English orthography need to be taught by the teachers in an appropriate way. As previously stated, this problem occurs due to the lack of young learners' phonological awareness skills. It is clear that a young learner who has lower phonological awareness might have difficulty in rhyming, syllabication, or spelling a new word by its sound. Luckily, these problems can be solved with the help of the multiple activities which focus on the phonetics. Moreover, the teachers should focus on teaching pronunciation since correct pronunciation is an important aspect of successful and effective communication. Hence, the teachers should integrate pronunciation into other areas of language learning (Reid, 2014).

Another implication of this study is related to teaching listening skill to the young learners. Şevik (2012) stated that listening skill is a priority in most of primary education curricula around the world. For instance, in Turkey, listening is emphasized at the 2nd and 3rd grade levels while reading and writing are involved in higher grades (MoNE, 2018). In order to teach listening to their young learners in an effective way, the teachers should know that one of the most important skills for listening is phonological (sound) awareness. Moreover, King (2005) stated that gaining phonological awareness skills encourages the

young learners to develop their reading and writing skills. Hence, it is recommended that English teachers of young learners should take into consideration phonological awareness in order to teach different language skills effectively. They should also provide various materials and activities for their learners so that they can gain phonological awareness skills permanently.

In addition, the learners' language skills should be monitored, and tested by the teachers in order to create a positive backwash effect. The teachers should test what they taught in the classes. If test items correspond with the objectives of the curriculum, they will have positive backwash effects on the learners (Paker, 2013). In order to identify phonological awareness levels, and improvements of the learners, the teachers can administer the P.A.S.T. in their classes. The test items of P.A.S.T. should be prepared according to its parts in parallel with English curriculum. English teachers should also provide feedback for their learners. They should check their learners' assignments, worksheets, answers, etc. and give feedback in order to teach phonological awareness skills permanently; otherwise, their errors will affect their learning in a negative way.

English language curriculum should involve some classes for the teachers to develop young learners' phonological awareness. Moreover, English course books should provide various phonetics, pronunciation, and listening activities, worksheets, games, songs, nursery rhymes, coloring activities, TPR activities, etc. With the help of these activities, young learners can practice and develop their phonological awareness skills in English classes. In addition, it can be recommended that all the classes in Turkey should be arranged with more technological equipment so that the teachers can achieve their teaching objectives more practically and effectively.

All in all, it can be suggested that pre-service and in-service EFL teachers should take more phonetics, pronunciation, and phonological awareness training at their institutions so that they become a good model for their young learners.

5.3. Suggestions for Further Studies

This study investigated the effects of using multiple activities and materials (songs, videos, music, games, toys, assignments, worksheets, audio dictionary) on developing phonological awareness among 56 young learners in Turkish EFL context. The current study also aimed to gather the participant young learners' comments and the researcher's reflections about the phonetics activities.

The present study was implemented with 56 young learners from the 5th, 6th and 7th grades. There was only one group of young learners for the 5th, 6th and 7th graders. Thus, the current study was not implemented with an experimental and a control group. For this reason, future studies can be conducted with a control group and an experimental group.

In this study, the 8th graders were not included due to their high school entrance exam. Further studies can be conducted with more number of participants to expand the findings with different learner characteristics. The 8th graders can be incorporated into further studies. Moreover, this study investigated the young learners' phonological awareness skills. It is suggested that further studies should be conducted to investigate kindergartners', high school students', and adult learners' phonological awareness skills.

As indicated before, the researcher was the teacher of the participating students in this study and they were given some scores upon their participation in classroom activities and assignments, which might have caused them to display more favorable attitudes while giving answers in their interviews and created some negative impact since social desirability or the desire to please the class teacher. So in future studies, the researcher and the teacher can be different people and they can cooperate for the action research studies.

In this study, the data collection process took place at one state school and lasted for a term. It is suggested that further studies should be designed to collect data from different state or private schools and for a longer period of time. More longitudinal studies can provide ample qualitative and quantitative results in different settings for researchers.

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INTERNET RESOURCES

Worksheets

https://www.teacherspayteachers.com/Product/Spring-Weather-Beginning-and-Ending-Sound-Worksheet-3685751

https://tr.pinterest.com/pin/230387337164007497/

https://tr.pinterest.com/pin/383791199487739590/

https://tr.pinterest.com/pin/230457705915329928/

https://www.pinterest.co.uk/pin/68328119330504277/

https://www.superteacherworksheets.com/phonics-cvc/ic-missing-
letters_NHJUA.pdf?up=1466611200

https://www.teacherspayteachers.com/Product/Initial-Medial-and-Final-Sounds-610174

https://www.google.com/search?q=WHATS+MY+SOUND&tbm=isch&source=lnms&sa=
X&ved=0ahUKEwi9q8as5sXpAhUzw8QBHTGZAIAQ_AUIYSgB&biw=1366&b
ih=657#imgrc=99-oN42coQFydM

https://www.teacherspayteachers.com/Product/Syllables-Worksheets-Grammar-Review-
1914480

https://tr.pinterest.com/pin/113997434296190284/

https://www.worksheetplace.com/mf_pdf/Final-sounds-1.pdf

https://www.blake.com.au/Reading-Assessment-Tasks-Quick-Check-Activities-
p/9781921367106.htm

https://tr.pinterest.com/pin/134052526387618745/

https://www.pinterest.se/pin/348677196129600242/

https://tr.pinterest.com/pin/661536632745918794/

https://www.teacherspayteachers.com/Product/Sentence-Segmentation-PAST-
Phonological-Assessment-Activity-1-3498636

https://tr.pinterest.com/pin/325948091765280237/

https://www.education.com/worksheet/article/count-the-syllables-animals/

https://www.pinterest.de/pin/3335485465494972/

https://www.pinterest.cl/pin/410601691011288176/

http://www.idealconsultingservices.com/FORMS/Data%20Meeting%20Forms/Phonologic
al_Awareness_Skills_Test_PAST.pdf

Songs and Videos

Beginning Sounds | Beginning Sounds Song | Word Play | Jack Hartmann:
https://youtu.be/JVYa4Vv4mYY

Beginning sounds by BabyA Nursery Channel: https://youtu.be/KxIDkn-YxIE

Counting Words in a Sentence: https://youtu.be/pMy91E2DSJk

Exercise, Rhyme and Freeze | Rhyming Words for Kids | Exercise Song | Jack Hartmann:
https://youtu.be/cSPmGPIyykU

Hooked on Phonics: Learn to Read: https://youtu.be/iOu-QkmInKc

I Love to Rhyme | English Song for Kids | Rhyming for Children | Jack Hartmann:
https://youtu.be/RVophT8naUM

Learn Syllables | Syllable Song for Kids | Clap, Stomp and Chomp | Jack Hartmann:
https://youtu.be/vlBc703kYMg

Learning Words | Have You Heard About Compound Words | Phonics | Kid's Songs | Jack
Hartmann: https://youtu.be/2U0OBDRvkKo

Let's Make Words | Phonics Song for Kids | Onsets & Rimes | Jack Hartmann:
https://youtu.be/RyRwuV0SPzA

Months of the Year Syllable Song | Counting Syllables | Phonological Awareness | Jack
Hartmann: https://youtu.be/SSl-SbVz2oA

Parts of a Sentence | Pre-K and Kindergarten Version | Jack Hartmann:
https://youtu.be/Qh7hCqyfaPs

See It, Say It, Sign It | Letter Sounds | ASL Alphabet: https://youtu.be/WP1blVh1ZQM

Silent E | Phonics Song for Kids | Jack Hartmann: https://youtu.be/mxVWScxsOsc

Sounds of English Vowels and Consonants with phonetic symbols:
https://youtu.be/JwTDPu2TE6k

Syllables! | Scratch Garden: https://youtu.be/9S7DY2lgJlU

The Rhyming Words Game | Rhyming Song for Kids | Reading & Writing Skills | Jack
Hartmann: https://youtu.be/3Cc1TL-0bXo

The TH Sound | Phonics Video | Scratch Garden: https://youtu.be/V-cvlZLNEBM

The SH Sound | Phonics Video | Scratch Garden: https://youtu.be/eqigJZm5aa4

The CH Sound | Phonics Video | Scratch Garden: https://youtu.be/8JmCrl4FHj8

The Vowel Song (Aeiou): https://youtu.be/We_c9xZORGI

The Reading Machine 1: https://youtu.be/j2hazzQ5bSs

The Reading Machine 2: https://youtu.be/zIuS2L6yhFc

4 Fun Ways to Count Syllables: https://youtu.be/3PHezrjobKI

Audio Dictionaries

https://dictionary.cambridge.org/tr/

https://www.merriam-webster.com/

https://www.collinsdictionary.com/

APPENDICES

APPENDIX A: Technological Equipment in the Lessons
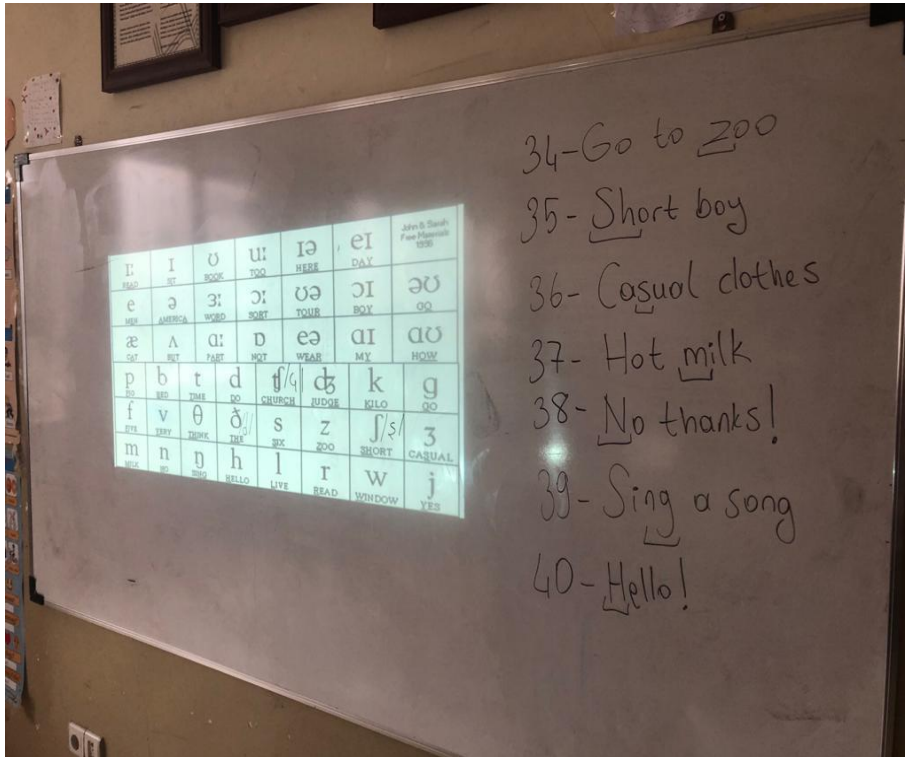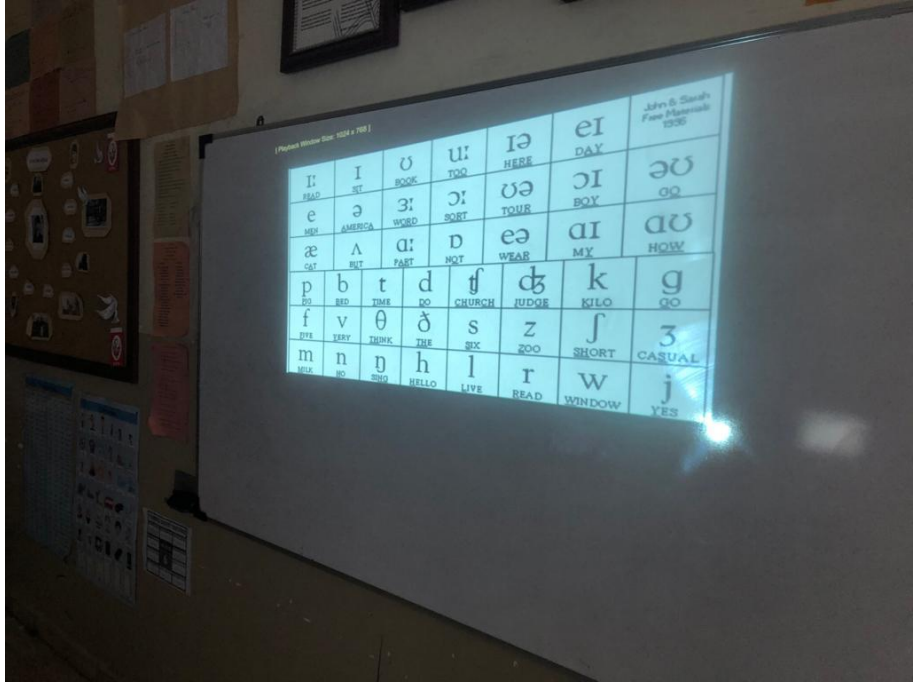
APPENDIX B: Official Permission from the Ministry of National Education (MoNE)

Evrak Tarih ve Sayısı: 31/07/2019-22713

T.C.
ŞANLIURFA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 26292541-44-E.13712769
Konu : Tez Çalışma İzni (İrem Ay KEYSAN)

PAMUKKALE ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 11.06.2019 tarih ve 27494 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitim Programı Tezli Yüksek Lisans öğrencisi İrem Ay KEYSAN'nı "Effect Of Music Integration On Phonological Awareness Among Young Learners" konulu tezine ilişkin çalışmasının Müdürlüğümüzde bulunan tüm resmi ortaokul öğrencilerine uygulanmasına ilişkin ilgi yazı ve ekleri değerlendirilmiş olup,

Söz konusu uygulamanın sonuçlarının Müdürülüğümüzce paylaşılması ve uygulamanın eğitim öğretim faaliyetini aksatmadan, gönüllülük esasına dayalı olarak yapılmasında herhangi bir sakınca görülmemiştir.

Bilgilerinize arz ederim.

İsmail YAPICIER
İl Milli Eğitim Müdürü

Güvenli Elektronik İmzalı
Aslı ile Aynıdır
22 / 09 / 2019
Mustafa KİTİK
İl Milli Eğitim

Adres: Ertuğrul Gazi Mah.Osmangazi Sok No:14 Şanlıurfa
Elektronik Ağ: www.sanliurfa.meb.gov.tr
e-posta: argem3@meb.gov.tr

Bilgi için: Kevser DURMAZ
Tel: 0 (414) 280 63 57
Faks: 0 (414) 280 63 57

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 2f9a-f3ed-389a-aaa4-6972 kodu ile teyit edilebilir.

APPENDIX C: A Consent Form for the Participants

BİLGİLENDİRİLMİŞ ONAM FORMU

Sevgili Öğrenciler;

Bu formun amacı katılmanız rica edilen çalışma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda **"Effect of Music Integration On Phonological Awareness Among Young Learners"** başlıklı Yüksek Lisans tezi İngilizce Öğretmeni İrem Ay KEYSAN tarafından gönüllü katılımcılarla yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya katılmama hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan çıkabilirsiniz. Bu formu onaylamanız, araştırmaya katılım için onay verdiğiniz anlamına gelecektir. Çalışmaya katılım gönüllülük esasına dayanmaktadır.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Dil öğrenimi sürecinde öğrenenlerin dinleme ve dinlediğini anlama becerilerinin geliştirilmesi; seslerin, kelimelerin ve cümlelerin analiz edilmesi ve İngilizce doğru telaffuzun öğrenilmesidir.

Araştırmanın Yürütüleceği Yer: Tekyamaç Ortaokulu Eyyübiye/ ŞANLIURFA

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacı ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya ve yapılacak olan görüşmelere kendi isteğimle, hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum.   ☐ Evet   ☐ Hayır

Mülakatlara gönüllü olarak katılmak istiyorum.   ☐ Evet   ☐ Hayır

Katılımcının

Adı-Soyadı:

Sınıfı:

Öğrenci numarası:

Araştırmacının

Adı-Soyadı: İrem Ay KEYSAN

Unvan: İngilizce Öğretmeni- Pamukkale Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans Öğrencisi

E-posta: iremay9520@gmail.com

APPENDIX D: Permission from the owner of P.A.S.T., Yvette Zgonc

P.A.S.T FORM

4 ileti

Irem Ay Keysan <iremay9520@gmail.com>
Alıcı: yzgonc@aol.com

Dear Yvette Zgonc,

I am an English Teacher in a secondary school in Turkey. Also, I am M.A. student at Pamukkale University, Department of English Language Teaching.
While my advisor and I were searching some relevant work on the Internet, we came across your valuable work titled Sounds in action : phonological awareness activities and assessments.
I would like use and thus cite you for this valuable test and include your book in my reference list for my study, especially for the PAST form, if you permit.
I look forward to hearing from you.
Kind Regards.

YVETTE ZGONC <yzgonc@aol.com>
Alıcı: Irem Ay Keysan <iremay9520@gmail.com>

Dear Irem Ay Keysan,

I am glad to hear you found my work helpful. Yes, you have my permission to use the PAST in any way that would assist you. I wish you continued success in your endeavors.

Sincerely.....Yvette Zgonc

APPENDIX E: Original Phonological Awareness Skills Test (P.A.S.T.)

Phonological Awareness Skills Test (P.A.S.T)

Name_____   Date_____

Teacher_____   Grade_____

Concept of Spoken Word (Sentence Segmentation)

Say: We are going to play a game with words and colored chips. (Say the sentence *Joey likes cake*. As you say each word of the sentence, push a colored chip forward-one chip per word.)

Now it's your turn. I'll say the sentence and you'll repeat the sentence and push up a chip as you say each word. Say-*Joey likes cake*. (Once the student understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing up one chip for each word. Put a check in the box to the right of the sentence if the child does it correctly.)

1. Tom ran home. (3)	□	□	□	□	□	□
2. I have two pets. (4)	□	□	□	□	□	□
3. Did you eat lunch? (4)	□	□	□	□	□	□
4. What are you doing? (4)	□	□	□	□	□	□
5. Terry loves to play soccer. (5)	□	□	□	□	□	□
6. Yesterday it rained. (3)	□	□	□	□	□	□
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	___	___	___	___	___	___

Rhyme Recognition

Say: Two words that sound the same at the end are rhyming words, such as hat and *sat*. Do *sit* and *bit* rhyme? (Yes) Do *chair* and *boy* rhyme? (No) (If the child appears to grasp the skill, do the same for the following pairs of words. Put a check in the box to the right of the pair if the child answers correctly.)

1. bed---fed (yes)	□	□	□	□	□	□
2. top---hop (yes)	□	□	□	□	□	□
3. run---soap (no)	□	□	□	□	□	□
4. hand---sand (yes)	□	□	□	□	□	□
5. funny---bunny (yes)	□	□	□	□	□	□
6. girl---giant (no)	□	□	□	□	□	□
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	___	___	___	___	___	___

Rhyme Production

Say: I'm going to say a word and I want you to tell me a word that rhymes with it. (The answer can be a real word or a nonsense word.) Can you tell me a word that rhymes with *sit*? (Possible answers may include: *bit, fit, mit, pit, dit, jit,* etc. Put a check in the box to the right if the child answers correctly. Write down his/her answers on the lines provided.

1. pan _____	□	□	□	□	□	□
2. cake_____	□	□	□	□	□	□
3. hop_____	□	□	□	□	□	□

4. see_____	☐	☐	☐	☐	☐	☐
5. dark_____	☐	☐	☐	☐	☐	☐
6. candy_____	☐	☐	☐	☐	☐	☐
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	____	____	____	____	____	____

Syllable Blending

Say: I'm going to say a word in a funny way. Your job is to put the parts together and say the whole word. (Give the following examples, pausing between syllables and have the student say the words normally.) Say: *Out-side (outside), ro-bot (robot)* (If the child grasps the skill, do the following words and put a check in the box if the child says them correctly.)

1. pen-cil	☐	☐	☐	☐	☐	☐
2. rain-bow	☐	☐	☐	☐	☐	☐
3. pop-corn	☐	☐	☐	☐	☐	☐
4. black-board	☐	☐	☐	☐	☐	☐
5. side-walk	☐	☐	☐	☐	☐	☐
6. pa-per	☐	☐	☐	☐	☐	☐
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	____	____	____	____	____	____

Syllable Segmentation

Say: I'm going to say a word and then break it into parts, or syllables. Say: *rainbow* (Say it normally and clap out the two parts in rainbow while saying each part.) Then say: *Rainbow* (This time, push up a chip as you say each syllable.)

Say: I'm going to say some more words and I want you to push up a chip as you say each syllable. (It is not necessary to clap the syllables again unless the skill needs to be retaught. Put a check in the box to the right if the child does it correctly.)

1. sometime (2)	☐	☐	☐	☐	☐	☐
2. basket (2)	☐	☐	☐	☐	☐	☐
3. bedroom (2)	☐	☐	☐	☐	☐	☐
4. fantastic (3)	☐	☐	☐	☐	☐	☐
5. maybe (2)	☐	☐	☐	☐	☐	☐
6. helicopter (4)	☐	☐	☐	☐	☐	☐
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	____	____	____	____	____	____

Syllable Deletion

Say: We are going to play a game with words where one part of the word is left out. For example, *sunshine* without the *shine* is *sun*. Now you say *airline* without *air*. (The child should say *line*.) Now we will do some more words like this (Using the words below, tell the child the syllable to leave off. Use this sentence

structure: "Say *downtown* without *down.*", "Say *inside* without *in.*" etc. (Put a check in the box to the right if the student deletes the correct syllable.)

1. (down)town	town	☐	☐	☐	☐	☐	☐
2. (in)side	side	☐	☐	☐	☐	☐	☐
3. for(get)	for	☐	☐	☐	☐	☐	☐
4. bas(ket)	bas	☐	☐	☐	☐	☐	☐
5. af(ter)	af	☐	☐	☐	☐	☐	☐
6. (skate)board	board	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		____	____	____	____	____	____

Phoneme Isolation of Initial Sounds

Say: I'm going to say a word and I want you to tell me the **first** sound of the word I say. Are you ready? What is the first sound in the word *top*? (The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the first sound correctly.)

1. big /b/	☐	☐	☐	☐	☐	☐
2. land /l/	☐	☐	☐	☐	☐	☐
3. farm /f/	☐	☐	☐	☐	☐	☐
4. apple /a/	☐	☐	☐	☐	☐	☐
5. desk /d/	☐	☐	☐	☐	☐	☐
6. ship /sh/	☐	☐	☐	☐	☐	☐
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	____	____	____	____	____	____

Phoneme Isolation of Final Sounds

Say: I'm going to say a word and I want you to tell me the **last** sound of the word I say. Are you ready? What is the last sound in the word *pot*? (The child should say /t/. Do the same for the words below and put a check in the box to the right if the child says the last sound correctly.)

1. pick /k/	☐	☐	☐	☐	☐	☐
2. ran /n/	☐	☐	☐	☐	☐	☐
3. fill /l/	☐	☐	☐	☐	☐	☐
4. bug /g/	☐	☐	☐	☐	☐	☐
5. same /m/	☐	☐	☐	☐	☐	☐
6. tooth /th/	☐	☐	☐	☐	☐	☐
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	____	____	____	____	____	____

Phoneme Blending

Say: I am going to separate all the sounds in a word and I want you to say the whole word. For example, if I say /s/ /i/ /t/ the whole word is _____. (The child should say *sit*.) Let's do another example. If I say /s/ /t/ /o/ /p/, the whole word is _____. (The child should say *stop*.) Let's do some more words just like this. (Read each word segmented. Put a check in the box to the right if the child says the whole word correctly.)

1. /m/ /e/	me	☐	☐	☐	☐	☐	☐
2. /b/ /e/ /d/	bed	☐	☐	☐	☐	☐	☐
3. /h/ /a/ /t/	hat	☐	☐	☐	☐	☐	☐
4. /m/ /u/ /s/ /t/	must	☐	☐	☐	☐	☐	☐
5. /sh/ /o/ /p/	shop	☐	☐	☐	☐	☐	☐
6. /p/ /l/ /a/ /n/ /t/	plant	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		___	___	___	___	___	___

Phoneme Segmentation

Say: We're going to play a game with all the sounds in the words. (Show the child the three sounds in *dime*. Push a chip up for each sound you say---- /d/ /i/ /m/.)

Say: Now you try it. Push up a chip as you say each sound in the word *hat*. (The child should push up a chip while saying each sound in the word hat--- /h/ /a/ /t/---3 chips.) Now let's do some more words just like this. I'll say some more words and I want you to push up a chip for each sound in the words I say. Are you ready? (Read each of the following words one at a time. The child should push up a chip for each sound in each word. Put a check in the box to the right if he/she does it correctly.)

1. in (2)	☐	☐	☐	☐	☐	☐
2. at (2)	☐	☐	☐	☐	☐	☐
3. name (3)	☐	☐	☐	☐	☐	☐
4. ship (3)	☐	☐	☐	☐	☐	☐
5. sock (3)	☐	☐	☐	☐	☐	☐
6. chin (3)	☐	☐	☐	☐	☐	☐
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	___	___	___	___	___	___

Phoneme Deletion of Initial Sounds

Say: We're going to play a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Now you try. What is *can* without /c/? (The child should say *an*.)

Say: Let's do some more words just like this. (Read each word and tell the child the beginning sound to leave off. Use this sentence pattern… What is *sun* without /s/? What is *pig* without /p/?, etc. Put a check in the box to the right if the child answers correctly.)

1. (s)un	un	☐	☐	☐	☐	☐	☐
2. (p)ig	ig	☐	☐	☐	☐	☐	☐
3. (m)op	op	☐	☐	☐	☐	☐	☐
4. (n)eck	eck	☐	☐	☐	☐	☐	☐
5. (b)at	at	☐	☐	☐	☐	☐	☐
6. (t)ape	ape	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		___	___	___	___	___	___

Phoneme Deletion of Final Sounds

Say: In our next word game, the final sound of a word is left off. For example, *goat* without /t/ is *go*. What is *meat* without /t/? (The child should say *me*.)

Say: Now let's do some more words just like this. (Read each word and tell the child the ending sound to leave off. Use this sentence pattern… What is *rose* without /s/? What is *train* without /n/?, etc. Put a check in the box to the right if the child answers correctly.)

1. ro /s/ e	row	☐	☐	☐	☐	☐	☐
2. trai /n/	tray	☐	☐	☐	☐	☐	☐
3. grou /p/	grew	☐	☐	☐	☐	☐	☐
4. sea /t	sea	☐	☐	☐	☐	☐	☐
5. ba /k/ e	bay	☐	☐	☐	☐	☐	☐
6. in /ch/	in	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		____	____	____	____	____	____

Phoneme Deletion of First Sound in Consonant Blend

Say: You're going to make new words by taking the first sound off of a consonant blend. For example: The word *crow* without /k/ is *row*. Say *still* without /s/? (The child should say *till*. Do the following words with the student and put a check in the box on the right if the child does each correctly.)

1. Say *clap* without /k/	lap	☐	☐	☐	☐	☐	☐
2. Say *stop* without /s/	top	☐	☐	☐	☐	☐	☐
3. Say *trust* without /t/	rust	☐	☐	☐	☐	☐	☐
4. Say *black* without /b/	lack	☐	☐	☐	☐	☐	☐
5. Say *drip* without /d/	rip	☐	☐	☐	☐	☐	☐
6. Sat *smile* without /s/	mile	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		____	____	____	____	____	____

Phoneme Substitution

Say: Now we will play a very different game with sounds of words. I'm going to have you take off the first sound of a word and replace it with another sound. For example: Replace the first sound in *pail* with /m/. The new word is *mail*.

Now it is your turn. Replace the first sound in *top* with /h/. (The child should say *hop*. Do the following words with the student and put a check in the box on the right if the child does each correctly.)

1. Replace the first sound in *man* with /k/	can	☐	☐	☐	☐	☐	☐
2. Replace the first sound in *pig* with /d/	dig	☐	☐	☐	☐	☐	☐
3. Replace the first sound in *sack* with /t/	tack	☐	☐	☐	☐	☐	☐
4. Replace the first sound in *well* with /f/	fell	☐	☐	☐	☐	☐	☐
5. Replace the first sound in *bed* with /r/	red	☐	☐	☐	☐	☐	☐
6. Replace the first sound in *shop* with /ch/	chop	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		____	____	____	____	____	____

APPENDIX F: Phonological Awareness Skills Test (P.A.S.T.) for 5th, 6th and 7th grades

SESBİLİMSEL FARKINDALIK BECERİLERİ TESTİ (P.A.S.T.) (5.SINIF)

Ad- Soyad_____Tarih _____

Cinsiyet- Yaş _____ Öğrenci Numarası _____

Öğretmen _____Sınıf _____

A) İşitilen/ Söylenen Kelimenin Kavramı (Cümle Bölümlendirmesi)

Yönerge: Kelimeler ve renkli fasulyeler ile bir oyun oynayacağız. ('Joey kek sever.' cümlesini söyle. Cümleyi söylerken cümledeki her bir kelime için renkli fasulyeyi kaldır.)

Şimdi sizin sıranız. Ben cümleyi söyleyeceğim ve sen tekrar edeceksin ve her bir kelime için farklı renkteki fasulyeyi yukarı kaldıracaksın. Joey kek sever, de. (Öğrenci beceriyi anladıktan sonra, öğrenciye her bir cümleyi oku ve her kelime için renkli fasulyeyi yukarı kaldırarak cümleyi tekrarlamasını iste. Eğer çocuk doğru yaparsa cümlenin sağındaki kutuya bir tik (√) koy.)

1. I like history.   _____

2. Is John at home? _____

3. Do you like swimming? _____

4. This is my daily routine. _____

5. I have a fever.   _____

6. I have wings.   _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

B) Kafiye (Uyak) Tanıma

Yönerge: Sonundaki sesleri aynı olan iki kelimeye 'kafiyeli kelimeler' denir; 'hat' ve 'sat' gibi. 'sit' ve 'bit' kafiyeli midir? (Evet) 'chair' ve 'boy' kafiyeli midir? (Hayır) (Eğer çocuk beceriyi anlarsa, aynısını verilen kelime çiftleri için yap. Eğer çocuk doğru bir şekilde yanıtlarsa kelime çiftlerinin sağındaki kutuya bir tik (√) koy.)

1. class---course   _____

2. pool---cool   _____

3. pill---till   _____

4. funny---bunny   _____

5. tag---take   _____

6. pain---rain   _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

C) Kafiye Üretme

Yönerge: Şimdi size bir kelime söyleyeceğim ve sizden bana o kelimeyle kafiyeli bir kelime söylemenizi istiyorum. (Cevap, gerçek ya da uydurmaca bir kelime olabilir.) Bana 'sit' kelimesi ile kafiyeli bir kelime söyleyebilir misiniz? (Muhtemel cevaplar şunlar olabilir: *bit, fit, mit, pit, dit, jit, vb.)* Eğer çocuk doğru bir şekilde yanıtlarsa sağdaki kutuya bir tik (√) koy. Verilen boşluklara cevapları yaz.)

1. hate   _____

2. book   _____

3. tower   _____

4. rest   _____

5. duck   _____

6. fit _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

D) Hece Birleştirme

Yönerge: Bir kelimeyi komik bir şekilde söyleyeceğim. Yapmanız gereken, parçaları bir araya getirip kelimeyi bir bütün olarak söylemek. (Heceler arasında durarak aşağıdaki örnekleri verin ve öğrencilerin kelimeleri normal bir şekilde söylemesini sağlayın.)

Yönerge: *Out-side (outside)* (dışarıda)*, ro-bot (robot)* (robot) (Çocuk beceriyi kavrarsa, aşağıdaki kelimeleri yapın ve çocuk kelimeyi doğru bir şekilde söylerse kutuya bir tik (√) koyun.)

1. near-by   _____

2. dodge-ball _____

3. on-line   _____

4. back-ache _____

5. help-ful   _____

6. pa-per   _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

E) Hece Bölme

Yönerge: Bir kelime söyleyeceğim ve sonra onu parçalara veya hecelere ayıracağım. Rainbow (gökkuşağı) deyin. (Normal bir şekilde söyleyin ve rainbow kelimesindeki iki heceyi söylerken ellerinizi çırpın.) Ardından *Rainbow* de. (Bu kez, söylediğin her hece için renkli fasulyeyi kaldır.)

Yönerge: Birkaç kelime daha söyleyeceğim ve sizden her bir heceyi söylerken renkli fasulyeyi kaldırmanızı istiyorum. (Eğer becerinin yeniden kazandırılması gerekmezse heceleri tekrar el çırparak söylemek gerekli değildir. Eğer çocuk doğru bir şekilde söylerse kutuya bir tik (√) koy.)

1. enjoy _____

2. Turkish _____

3. tower _____

4. fever _____

5. fantastic _____

6. interesting _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

F) Hece Çıkarma

Yönerge: Bir kısmı çıkartılmış kelimelerle bir oyun oynayacağız. Örneğin, **'***sunshine***'** *(güneş ışığı)* kelimesinden '*shine*' kaldırırsak '*sun*' kalır. Şimdi siz '*airline' (havayolu)* kelimesini '*air*' olmadan söyleyin. (Çocuk '*line*' demeli.) Şimdi bu gibi birkaç kelime daha yapacağız. (Aşağıdaki kelimeleri kullanarak çocuğa hangi heceyi çıkartması gerektiğini söyle. Bu cümleyi kullan: 'downtown' (şehir merkezi) kelimesini 'down' olmadan söyle, 'inside'(içinde) kelimesini 'in' olmadan söyle., vb. (Eğer çocuk doğru heceyi çıkartırsa kutuya bir tik (√) koy.)

1. sec(ond) _____

2. (vis)it _____

3. soc(cer) _____

4. (shop)ping _____

5. ill(ness) _____

6. car(toon) _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

G) İlk Seslerin Ayrımı

Yönerge: Ben size bir kelime söyleyeceğim ve sizden söylediğim bu kelimenin **ilk** sesini bana söylemenizi istiyorum. Hazır mısınız? '*top*' kelimesindeki ilk ses nedir? (Çocuk /t/

sesini söylemeli. Aynısını aşağıdaki kelimelerle yap ve eğer çocuk ilk sesi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. shoe _____

2. pool _____

3. tissue _____

4. monkey _____

5. boring _____

6. order _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

H) Son Seslerin Ayrımı

Yönerge: Ben size bir kelime söyleyeceğim ve sizden söylediğim bu kelimenin **son** sesini bana söylemenizi istiyorum. Hazır mısınız? '*pot*' kelimesindeki son ses nedir? (Çocuk /t/ sesini söylemeli. Aynısını aşağıdaki kelimelerle yap ve eğer çocuk son sesi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. hate _____

2. chess _____

3. tag _____

4. wash _____

5. fit _____

6. lake _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

I) Ses Birleştirme

Yönerge: Ben bir kelimenin bütün seslerini ayıracağım ve sizden bu kelimeyi tam olarak söylemenizi istiyorum. Örneğin, eğer ben */s/ /i/ /t/* seslerini söylersem, tam kelime ………… (Çocuk *'sit'* demeli.). Haydi bunu gibi başka bir örnek daha yapalım. Eğer ben */s/ /t/ /o/ /p/* seslerini söylersem tam kelime ………… (Çocuk *'stop'* demeli.). Haydi bunun gibi birkaç kelime daha yapalım. (Seslere ayrılmış her kelimeyi oku. Eğer çocuk tam kelimeyi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. /sh/ /o/ /p/   _____

2. /t/ /a/ /g/   _____

3. /s/ /o/ /l/ /v/ /e/   _____

4. /h/ /u/ /r/ /t/ _____

5. /v/ /e/ /t/ _____

6. /f/ /a/ /r/ /m/ _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

J) Ses Bölünmesi

Yönerge: Kelimelerdeki seslerin tümüyle bir oyun oynayacağız. Çocuğa *'dime'* (loş, sönük) kelimesindeki üç sesi göster. Söylediğin her bir ses için renkli fasulyeyi kaldır---- /d/ /i/ /m/.)

Yönerge: Şimdi siz deneyin. *'hat'* (şapka) kelimesindeki her bir sesi söylerken farklı renkteki fasulyeyi havaya kaldırın. (Çocuk, *'hat'* kelimesini söylerken her bir ses için farklı renkteki fasulyeyi havaya kaldırmalı--- /h/ /a/ /t/---3 renkli fasulye.) Haydi, şimdi bunun gibi daha fazla kelime yapalım. Ben birkaç kelime daha söyleyeceğim ve sizden söylediğim kelimedeki her bir ses için renkli fasulyeyi havaya kaldırmanızı istiyorum. Hazır mısınız? (Aşağıdaki kelimelerin her birini birer birer oku. Çocuk, her kelimedeki her bir ses için farklı renkteki bir fasulyeyi havaya kaldırmalı. Eğer çocuk bunu doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. talk _____

2. wash _____

3. mint _____

4. join _____

5. art _____

6. dog _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

K) İlk Seslerin Çıkartılması

Yönerge: Kelimenin ilk sesinin çıkartıldığı bir kelime oyunu oynayacağız. Örneğin, *'bed'* (yatak) kelimesi */b/* sesi silinirse *'ed'* olur. Şimdi siz deneyin. *'can'* (-ebilmek) kelimesi */c/* sesi olmadan ne olur? (Çocuk *'an'* demeli.)

Yönerge: Haydi şimdi bunun gibi daha fazla kelime yapalım. (Her bir kelimeyi oku ve çocuğa kelimenin ilk sesini çıkarmasını söyle.) *'sun'* (güneş) kelimesi */s/* sesi olmadan ne olur? vb. Eğer çocuk doğru bir şekilde cevap verirse sağdaki kutuya bir tik (√) koy.)

1. (t)ent _____

2. (l)earn _____

3. (s)eek _____

4. (n)ame   _____

5. (k)itten   _____

6. (l)ion   _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

L) Son Seslerin Silinmesi

Yönerge: Bir sonraki kelime oyunumuzda, kelimenin son hecesi çıkartılıyor. Örneğin, *'goat'* (keçi) kelimesi */t/* sesi olmadan *'go'* olur. *'meat'* (et) kelimesi */t/* sesi olmadan ne olur? (Çocuk *'me'* demeli.)

Yönerge: Haydi şimdi bunun gibi daha fazla kelime yapalım. (Her bir kelimeyi oku ve çocuğa kelimenin son sesini çıkarmasını söyle. Şu cümle kalıbını kullan... *'rose'* (gül) kelimesi */s/* sesi olmadan ne olur? *'train'* (tren) kelimesi */n/* sesi olmadan ne olur?, vb. Eğer çocuk doğru bir şekilde cevap verirse sağdaki kutuya bir tik (√) koy.)

1. clim(b)   _____

2. hur(t)   _____

3. wal(k)   _____

4. ten(t)   _____

5. earl(y)   _____

6. coun(t)   _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

M) Ünsüz Karışımındaki İlk Sesi Çıkarma

Yönerge: Ünsüz karışımından ilk sesi çıkararak yeni kelimeler bulacaksınız. Örneğin, *'crow'* (karga) kelimesini */k/* sesi çıkartılırsa *'row'* olur. Şimdi 'still' kelimesini /s/ sesi olmadan ne olur, de. (Çocuk 'till' demeli. Geri kalanları öğrenciyle birlikte yap ve eğer çocuk her birini doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. Say *drink* without /d/

"*Drink*" kelimesini /d/ sesi olmadan söyle. _____

2. Say *speak* without /s/

"*Speak* "kelimesini /s/ sesi olmadan söyle. _____

3. Say *black* without /b/

"*Black*" kelimesini /b/ sesi olmadan söyle. _____

4. Say *sport* without /s/

"*Sport*" kelimesini /s/ sesi olmadan söyle. _____

5. Say *smile* without /s/

"*Smile*" kelimesini /s/ sesi olmadan söyle. _____

6. Say *flag* without /f/

"*Flag*" kelimesini /f/ sesi olmadan söyle. _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

N) Ses Değişimi (Seslerin Birbirinin Yerine Geçmesi)

Yönerge: Şimdi ise, kelimelerin sesleriyle çok farklı bir oyun oynayacağız. Sizden kelimenin ilk sesini çıkartmanızı ve onu başka bir sesle değiştirmenizi isteyeceğim. Örneğin, *'pail'* (kova) kelimesinin ilk sesini */m/* sesiyle yer değiştir. İşte yeni oluşan kelime '*mail*' (posta).

Şimdi sıra sizde. *'top'* (üst) kelimesinin ilk sesini */h/* sesiyle yer değiştirin. Çocuk *'hop'* (atlamak) demeli. Geri kalanları öğrenciyle birlikte yap ve eğer çocuk her birini doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. Replace the first sound in *near* with /b/

('*near*' kelimesinin ilk sesini /b/ sesiyle yer değiştir.) _____

2. Replace the first sound in *go* with /s/

('*go*' kelimesinin ilk sesini /s/ sesiyle yer değiştir.)   _____

3. Replace the first sound in *need* with /s/

('*need*' kelimesinin ilk sesini /s/ sesiyle yer değiştir.) _____

4. Replace the first sound in *pool* with /k/

('*pool*' kelimesinin ilk sesini /k/ sesiyle yer değiştir.) _____

5. Replace the first sound in *cake* with /b/

('*cake*' kelimesinin ilk sesini /b/ sesiyle yer değiştir.) _____

6. Replace the first sound in *get* with /p/

('*get*' kelimesinin ilk sesini /p/ sesiyle yer değiştir.) _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

SESBİLİMSEL FARKINDALIK BECERİLERİ TESTİ (P.A.S.T.) (6.SINIF)

Ad- Soyad_____**Tarih** _____

Cinsiyet- Yaş _____ **Öğrenci Numarası** _____

Öğretmen _____**Sınıf** _____

A) İşitilen/ Söylenen Kelimenin Kavramı (Cümle Bölümlendirmesi)

Yönerge: Kelimeler ve renkli fasulyeler ile bir oyun oynayacağız. ('Joey kek sever.' cümlesini söyle. Cümleyi söylerken cümledeki her bir kelime için renkli fasulyeyi kaldır.)

Şimdi sizin sıranız. Ben cümleyi söyleyeceğim ve sen tekrar edeceksin ve her bir kelime için farklı renkteki fasulyeyi yukarı kaldıracaksın. Joey kek sever, de. (Öğrenci beceriyi anladıktan sonra, öğrenciye her bir cümleyi oku ve her kelime için renkli fasulyeyi yukarı kaldırarak cümleyi tekrarlamasını iste. Eğer çocuk doğru yaparsa cümlenin sağındaki kutuya bir tik (√) koy.)

1. She plays chess.   _____

2. He likes pancakes very much. _____

3. Donald is resting. _____

4. The weather is cloudy. _____

5. I can look after ill people. _____

6. Ali is attending a drama club. _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

B) Kafiye (Uyak) Tanıma

Yönerge: Sonundaki sesleri aynı olan iki kelimeye 'kafiyeli kelimeler' denir; 'hat' ve 'sat' gibi. 'sit' ve 'bit' kafiyeli midir? (Evet) 'chair' ve 'boy' kafiyeli midir? (Hayır) (Eğer çocuk beceriyi anlarsa, aynısını verilen kelime çiftleri için yap. Eğer çocuk doğru bir şekilde yanıtlarsa kelime çiftlerinin sağındaki kutuya bir tik (√) koy.)

1. milk---silk   _____

2. town---down _____

3. dry---cry   _____

4. funny---boring _____

5. climb---try _____

6. sing---ring _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

C) Kafiye Üretme

Yönerge: Şimdi size bir kelime söyleyeceğim ve sizden bana o kelimeyle kafiyeli bir kelime söylemenizi istiyorum. (Cevap, gerçek ya da uydurmaca bir kelime olabilir.) Bana 'sit' kelimesi ile kafiyeli bir kelime söyleyebilir misiniz? (Muhtemel cevaplar şunlar olabilir: *bit, fit, mit, pit, dit, jit, vb.)* Eğer çocuk doğru bir şekilde yanıtlarsa sağdaki kutuya bir tik (√) koy. Verilen boşluklara cevapları yaz.)

1. take _____

2. run _____

3. tomato _____

4. winter _____

5. worker _____

6. racket _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

D) Hece Birleştirme

Yönerge: Bir kelimeyi komik bir şekilde söyleyeceğim. Yapmanız gereken, parçaları bir araya getirip kelimeyi bir bütün olarak söylemek. (Heceler arasında durarak aşağıdaki örnekleri verin ve öğrencilerin kelimeleri normal bir şekilde söylemesini sağlayın.)

Yönerge: *Out-side (outside)* (dışarıda)*, ro-bot (robot)* (robot) (Çocuk beceriyi kavrarsa, aşağıdaki kelimeleri yapın ve çocuk kelimeyi doğru bir şekilde söylerse kutuya bir tik (√) koyun.)

1. ba-gel _____

2. down-town _____

3. rain-y _____

4. den-tist _____

5. for-est _____

6. pub-lic _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

E) Hece Bölme

Yönerge: Bir kelime söyleyeceğim ve sonra onu parçalara veya hecelere ayıracağım. Rainbow (gökkuşağı) deyin. (Normal bir şekilde söyleyin ve rainbow kelimesindeki iki heceyi söylerken ellerinizi çırpın.) Ardından *Rainbow* de. (Bu kez, söylediğin her hece için renkli fasulyeyi kaldır.)

Yönerge: Birkaç kelime daha söyleyeceğim ve sizden her bir heceyi söylerken renkli fasulyeyi kaldırmanızı istiyorum. (Eğer becerinin yeniden kazandırılması gerekmezse heceleri tekrar el çırparak söylemek gerekli değildir. Eğer çocuk doğru bir şekilde söylerse kutuya bir tik (√) koy.)

1. pancake _____

2. skyscraper _____

3. windy _____

4. hairdresser _____

5. forest _____

6. candidate _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

F) Hece Çıkarma

Yönerge: Bir kısmı çıkartılmış kelimelerle bir oyun oynayacağız. Örneğin, *'sunshine' (güneş ışığı)* kelimesinden *'shine'* kaldırırsak *'sun'* kalır. Şimdi siz *'airline' (havayolu)* kelimesini *'air'* olmadan söyleyin. (Çocuk *'line'* demeli.) Şimdi bu gibi birkaç kelime daha yapacağız. (Aşağıdaki kelimeleri kullanarak çocuğa hangi heceyi çıkartması gerektiğini söyle. Bu cümleyi kullan: 'downtown' (şehir merkezi) kelimesini 'down' olmadan söyle, 'inside'(içinde) kelimesini 'in' olmadan söyle., vb. (Eğer çocuk doğru heceyi çıkartırsa kutuya bir tik (√) koy.)

1. (down)town _____

2. (af)ter _____

3. sea(side) _____

4. book(shelf) _____

5. (sales)man _____

6. break(fast) _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

G) İlk Seslerin Ayrımı

Yönerge: Ben size bir kelime söyleyeceğim ve sizden söylediğim bu kelimenin **ilk** sesini bana söylemenizi istiyorum. Hazır mısınız? *'top'* kelimesindeki ilk ses nedir? (Çocuk /t/ sesini söylemeli. Aynısını aşağıdaki kelimelerle yap ve eğer çocuk ilk sesi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. rest _____

2. milk _____

3. farm _____

4. sunny _____

5. doctor _____

6. public _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

H) Son Seslerin Ayrımı

Yönerge: Ben size bir kelime söyleyeceğim ve sizden söylediğim bu kelimenin **son** sesini bana söylemenizi istiyorum. Hazır mısınız? '*pot*' kelimesindeki son ses nedir? (Çocuk /t/ sesini söylemeli. Aynısını aşağıdaki kelimelerle yap ve eğer çocuk son sesi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. help _____

2. milk _____

3. jam _____

4. teeth _____

5. river _____

6. vote _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

I) Ses Birleştirme

Yönerge: Ben bir kelimenin bütün seslerini ayıracağım ve sizden bu kelimeyi tam olarak söylemenizi istiyorum. Örneğin, eğer ben */s/ /i/ /t/* seslerini söylersem, tam kelime ………… (Çocuk *'sit'* demeli.). Haydi bunu gibi başka bir örnek daha yapalım. Eğer ben */s/ /t/ /o/ /p/* seslerini söylersem tam kelime ………… (Çocuk *'stop'* demeli.). Haydi bunun gibi birkaç kelime daha yapalım. (Seslere ayrılmış her kelimeyi oku. Eğer çocuk tam kelimeyi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. /d/ /a/ /d/ _____

2. /m/ /i/ /l/ /k/ _____

3. /f/ /a/ /r/ /m/ _____

4. /m/ /u/ /f/ /f/ /i/ /n/ _____

5. /sh/ /o/ /p/ _____

6. /b/ /o/ /x/ _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

J) Ses Bölünmesi

Yönerge: Kelimelerdeki seslerin tümüyle bir oyun oynayacağız. Çocuğa *'dime'* (loş, sönük) kelimesindeki üç sesi göster. Söylediğin her bir ses için renkli fasulyeyi kaldır---- /d/ /i/ /m/.)

Yönerge: Şimdi siz deneyin. *'hat'* (şapka) kelimesindeki her bir sesi söylerken farklı renkteki fasulyeyi havaya kaldırın. (Çocuk, *'hat'* kelimesini söylerken her bir ses için farklı renkteki fasulyeyi havaya kaldırmalı--- /h/ /a/ /t/---3 renkli fasulye.) Haydi, şimdi bunun gibi daha fazla kelime yapalım. Ben birkaç kelime daha söyleyeceğim ve sizden söylediğim kelimedeki her bir ses için renkli fasulyeyi havaya kaldırmanızı istiyorum. Hazır mısınız? (Aşağıdaki kelimelerin her birini birer birer oku. Çocuk, her kelimedeki her bir ses için farklı renkteki bir fasulyeyi havaya kaldırmalı. Eğer çocuk bunu doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. shop _____

2. jam _____

3. cheese _____

4. knit _____

5. dog _____

6. north _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

K) İlk Seslerin Çıkartılması

Yönerge: Kelimenin ilk sesinin çıkartıldığı bir kelime oyunu oynayacağız. Örneğin, *'bed'* (yatak) kelimesi */b/* sesi silinirse *'ed'* olur. Şimdi siz deneyin. *'can'* (-ebilmek) kelimesi */c/* sesi olmadan ne olur? (Çocuk *'an'* demeli.)

Yönerge: Haydi şimdi bunun gibi daha fazla kelime yapalım. (Her bir kelimeyi oku ve çocuğa kelimenin ilk sesini çıkarmasını söyle.) *'sun'* (güneş) kelimesi */s/* sesi olmadan ne olur? vb. Eğer çocuk doğru bir şekilde cevap verirse sağdaki kutuya bir tik (√) koy.)

1. (m)ilk _____

2. (d)ad _____

3. (t)ailor _____

4. (n)ovel _____

5. (h)air _____

6. (h)otel _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

L) Son Seslerin Silinmesi

Yönerge: Bir sonraki kelime oyunumuzda, kelimenin son hecesi çıkartılıyor. Örneğin, *'goat'* (keçi) kelimesi */t/* sesi olmadan *'go'* olur. *'meat'* (et) kelimesi */t/* sesi olmadan ne olur? (Çocuk *'me'* demeli.)

Yönerge: Haydi şimdi bunun gibi daha fazla kelime yapalım. (Her bir kelimeyi oku ve çocuğa kelimenin son sesini çıkarmasını söyle. Şu cümle kalıbını kullan... *'rose'* (gül) kelimesi */s/* sesi olmadan ne olur? *'train'* (tren) kelimesi */n/* sesi olmadan ne olur?, vb. Eğer çocuk doğru bir şekilde cevap verirse sağdaki kutuya bir tik (√) koy.)

1. mil(k) _____

2. par(k) _____

3. star(t) _____

4. rea(d) _____

5. fee(l) _____

6. coo(k) _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

M) Ünsüz Karışımındaki İlk Sesi Çıkarma

Yönerge: Ünsüz karışımından ilk sesi çıkararak yeni kelimeler bulacaksınız. Örneğin, *'crow'* (karga) kelimesini */k/* sesi çıkartılırsa *'row'* olur. Şimdi 'still' kelimesini */s/* sesi olmadan ne olur, de. (Çocuk 'till' demeli. Geri kalanları öğrenciyle birlikte yap ve eğer çocuk her birini doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. Say *play* without /p/

"*Play*" kelimesini /p/ sesi olmadan söyle. _____

2. Say *bring* without /b/

"*Bring*" kelimesini /b/ sesi olmadan söyle. _____

3. Say *scare* without /s/

"*Scare*" kelimesini /s/ sesi olmadan söyle. _____

4. Say *plug* without /p/

"*Plug*" kelimesini /p/ sesi olmadan söyle. _____

5. Say *close* without /k/

"*Close*" kelimesini /k/ sesi olmadan söyle. _____

6. Say *draw* without /d/

"*Draw*" kelimesini /d/ sesi olmadan söyle. _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

N) Ses Değişimi (Seslerin Birbirinin Yerine Geçmesi)

Yönerge: Şimdi ise, kelimelerin sesleriyle çok farklı bir oyun oynayacağız. Sizden kelimenin ilk sesini çıkartmanızı ve onu başka bir sesle değiştirmenizi isteyeceğim. Örneğin, *'pail'* (kova) kelimesinin ilk sesini */m/* sesiyle yer değiştir. İşte yeni oluşan kelime '*mail*' (posta).

Şimdi sıra sizde. *'top'* (üst) kelimesinin ilk sesini */h/* sesiyle yer değiştirin. Çocuk *'hop'* (atlamak) demeli. Geri kalanları öğrenciyle birlikte yap ve eğer çocuk her birini doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. Replace the first sound in *run* with /s/

('*run*' kelimesinin ilk sesini /s/ sesiyle yer değiştir.) _____

2. Replace the first sound in *chips* with /sh/

('*chips*' kelimesinin ilk sesini /sh/ sesiyle yer değiştir.) _____

3. Replace the first sound in *like* with /b/

('*like*' kelimesinin ilk sesini /b/ sesiyle yer değiştir.) _____

4. Replace the first sound in *funny* with /s/

('*funny*' kelimesinin ilk sesini /s/ sesiyle yer değiştir.) _____

5. Replace the first sound in *pick* with /k/

('*pick*' kelimesinin ilk sesini /k/ sesiyle yer değiştir.) _____

6. Replace the first sound in *look* with /k/

('*look*' kelimesinin ilk sesini /k/ sesiyle yer değiştir.) _____

Mastery (Yeterlik) 5/6   **/6**

Date (Sonuç):

SESBİLİMSEL FARKINDALIK BECERİLERİ TESTİ (P.A.S.T.) (7.SINIF)

Ad- Soyad_____ **Tarih** _____

Cinsiyet- Yaş _____**Öğrenci Numarası** _____

Öğretmen _____**Sınıf** _____

A) İşitilen/ Söylenen Kelimenin Kavramı (Cümle Bölümlendirmesi)

Yönerge: Kelimeler ve renkli fasulyeler ile bir oyun oynayacağız. ('Joey kek sever.' cümlesini söyle. Cümleyi söylerken cümledeki her bir kelime için renkli fasulyeyi kaldır.)

Şimdi sizin sıranız. Ben cümleyi söyleyeceğim ve sen tekrar edeceksin ve her bir kelime için farklı renkteki fasulyeyi yukarı kaldıracaksın. Joey kek sever, de. (Öğrenci beceriyi anladıktan sonra, öğrenciye her bir cümleyi oku ve her kelime için renkli fasulyeyi yukarı kaldırarak cümleyi tekrarlamasını iste. Eğer çocuk doğru yaparsa cümlenin sağındaki kutuya bir tik (√) koy.)

1. He can play basketball well. _____

2. I am a reptile. _____

3. She was born in Ankara. _____

4. Why did you go there? _____

5. Did you read the newspaper? _____

6. Jason wants to be an astronaut. _____

Mastery (Yeterlik) 5/6 /6

Date (Sonuç):

B) Kafiye (Uyak) Tanıma

Yönerge: Sonundaki sesleri aynı olan iki kelimeye 'kafiyeli kelimeler' denir; 'hat' ve 'sat' gibi. 'sit' ve 'bit' kafiyeli midir? (Evet) 'chair' ve 'boy' kafiyeli midir? (Hayır) (Eğer çocuk beceriyi anlarsa, aynısını verilen kelime çiftleri için yap. Eğer çocuk doğru bir şekilde yanıtlarsa kelime çiftlerinin sağındaki kutuya bir tik (√) koy.)

1. fat---cat _____

2. fur---leg _____

3. donkey---monkey _____

4. kill---pill _____

5. meet---food _____

6. pay---say _____

Mastery (Yeterlik) 5/6 /6

Date (Sonuç):

C) Kafiye Üretme

Yönerge: Şimdi size bir kelime söyleyeceğim ve sizden bana o kelimeyle kafiyeli bir kelime söylemenizi istiyorum. (Cevap, gerçek ya da uydurmaca bir kelime olabilir.) Bana 'sit' kelimesi ile kafiyeli bir kelime söyleyebilir misiniz? (Muhtemel cevaplar şunlar olabilir: *bit, fit, mit, pit, dit, jit, vb.)* Eğer çocuk doğru bir şekilde yanıtlarsa sağdaki kutuya bir tik (√) koy. Verilen boşluklara cevapları yaz.)

1. old _____

2. net _____

3. gold _____

4. host _____

5. town _____

6. neck _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

D) Hece Birleştirme

Yönerge: Bir kelimeyi komik bir şekilde söyleyeceğim. Yapmanız gereken, parçaları bir araya getirip kelimeyi bir bütün olarak söylemek. (Heceler arasında durarak aşağıdaki örnekleri verin ve öğrencilerin kelimeleri normal bir şekilde söylemesini sağlayın.)

Yönerge: *Out-side (outside)* (dışarıda)*, ro-bot (robot)* (robot) (Çocuk beceriyi kavrarsa, aşağıdaki kelimeleri yapın ve çocuk kelimeyi doğru bir şekilde söylerse kutuya bir tik (√) koyun.)

1. out-door _____

2. glob-al _____

3. sit-com _____

4. sur-face _____

5. rack-et _____

6. birth-day _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

E) Hece Bölme

Yönerge: Bir kelime söyleyeceğim ve sonra onu parçalara veya hecelere ayıracağım. Rainbow (gökkuşağı) deyin. (Normal bir şekilde söyleyin ve rainbow kelimesindeki iki heceyi söylerken ellerinizi çırpın.) Ardından *Rainbow* de. (Bu kez, söylediğin her hece için renkli fasulyeyi kaldır.)

Yönerge: Birkaç kelime daha söyleyeceğim ve sizden her bir heceyi söylerken renkli fasulyeyi kaldırmanızı istiyorum. (Eğer becerinin yeniden kazandırılması gerekmezse heceleri tekrar el çırparak söylemek gerekli değildir. Eğer çocuk doğru bir şekilde söylerse kutuya bir tik (√) koy.)

1. selfish   _____

2. lizard   _____

3. baseball   _____

4. fantastic   _____

5. painkiller   _____

6. cosmopolitan _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

F) Hece Çıkarma

Yönerge: Bir kısmı çıkartılmış kelimelerle bir oyun oynayacağız. Örneğin, *'sunshine' (güneş ışığı)* kelimesinden *'shine'* kaldırırsak *'sun'* kalır. Şimdi siz *'airline' (havayolu)* kelimesini *'air'* olmadan söyleyin. (Çocuk *'line'* demeli.) Şimdi bu gibi birkaç kelime daha yapacağız. (Aşağıdaki kelimeleri kullanarak çocuğa hangi heceyi çıkartması gerektiğini söyle. Bu cümleyi kullan: 'downtown' (şehir merkezi) kelimesini 'down' olmadan söyle, 'inside'(içinde) kelimesini 'in' olmadan söyle., vb. (Eğer çocuk doğru heceyi çıkartırsa kutuya bir tik (√) koy.)

1. (in)door   _____

2. bas(ket)   _____

3. (skate)board _____

4. fore(cast)   _____

5. (mile)stone _____

6. (cos)tume   _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

G) İlk Seslerin Ayrımı

Yönerge: Ben size bir kelime söyleyeceğim ve sizden söylediğim bu kelimenin **ilk** sesini bana söylemenizi istiyorum. Hazır mısınız? *'top'* kelimesindeki ilk ses nedir? (Çocuk /t/ sesini söylemeli. Aynısını aşağıdaki kelimelerle yap ve eğer çocuk ilk sesi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. shark   _____

2. reptile _____

3. big _____

4. leg _____

5. bill _____

6. alone _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

H) Son Seslerin Ayrımı

Yönerge: Ben size bir kelime söyleyeceğim ve sizden söylediğim bu kelimenin **son** sesini bana söylemenizi istiyorum. Hazır mısınız? '*pot*' kelimesindeki son ses nedir? (Çocuk /t/ sesini söylemeli. Aynısını aşağıdaki kelimelerle yap ve eğer çocuk son sesi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. trick _____

2. fresh _____

3. tooth _____

4. miss _____

5. moon _____

6. dig _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

I) Ses Birleştirme

Yönerge: Ben bir kelimenin bütün seslerini ayıracağım ve sizden bu kelimeyi tam olarak söylemenizi istiyorum. Örneğin, eğer ben */s/ /i/ /t/* seslerini söylersem, tam kelime ………… (Çocuk *'sit'* demeli.). Haydi bunu gibi başka bir örnek daha yapalım. Eğer ben */s/ /t/ /o/ /p/* seslerini söylersem tam kelime ………… (Çocuk *'stop'* demeli.). Haydi bunun gibi birkaç kelime daha yapalım. (Seslere ayrılmış her kelimeyi oku. Eğer çocuk tam kelimeyi doğru bir şekilde söylerse sağdaki kutuya bir tik (√) koy.)

1. /a/ /i/ /r/ _____

2. /s/ /e/ /e/ _____

3. /p/ /l/ /a/ /n/ /t/ _____

4. /o/ /r/ /d/ /e/ /r/ _____

5. /g/ /i/ /n/ /g/ /e/ /r/ _____

6. /t/ /r/ /a/ /sh/ _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

J) Ses Bölünmesi

Yönerge: Kelimelerdeki seslerin tümüyle bir oyun oynayacağız. Çocuğa *'dime'* (loş, sönük) kelimesindeki üç sesi göster. Söylediğin her bir ses için renkli fasulyeyi kaldır---- /d/ /i/ /m/.)

Yönerge: Şimdi siz deneyin. *'hat'* (şapka) kelimesindeki her bir sesi söylerken farklı renkteki fasulyeyi havaya kaldırın. (Çocuk, *'hat'* kelimesini söylerken her bir ses için farklı renkteki fasulyeyi havaya kaldırmalı--- /h/ /a/ /t/---3 renkli fasulye.) Haydi, şimdi bunun gibi daha fazla kelime yapalım. Ben birkaç kelime daha söyleyeceğim ve sizden söylediğim kelimedeki her bir ses için renkli fasulyeyi havaya kaldırmanızı istiyorum. Hazır mısınız? (Aşağıdaki kelimelerin her birini birer birer oku. Çocuk, her kelimedeki her bir ses için farklı renkteki bir fasulyeyi havaya kaldırmalı. Eğer çocuk bunu doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. save   _____

2. television   _____

3. visit   _____

4. trick   _____

5. wrap   _____

6. thin   _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

K) İlk Seslerin Çıkartılması

Yönerge: Kelimenin ilk sesinin çıkartıldığı bir kelime oyunu oynayacağız. Örneğin, *'bed'* (yatak) kelimesi */b/* sesi silinirse *'ed'* olur. Şimdi siz deneyin. *'can'* (-ebilmek) kelimesi */c/* sesi olmadan ne olur? (Çocuk *'an'* demeli.)

Yönerge: Haydi şimdi bunun gibi daha fazla kelime yapalım. (Her bir kelimeyi oku ve çocuğa kelimenin ilk sesini çıkarmasını söyle.) *'sun'* (güneş) kelimesi */s/* sesi olmadan ne olur? vb. Eğer çocuk doğru bir şekilde cevap verirse sağdaki kutuya bir tik (√) koy.)

1. (r)ace   _____

2. (l)and   _____

3. (n)et   _____

4. (d)ate   _____

5. (h)azel   _____

6. (t)usk   _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

L) Son Seslerin Silinmesi

Yönerge: Bir sonraki kelime oyunumuzda, kelimenin son hecesi çıkartılıyor. Örneğin, *'goat'* (keçi) kelimesi */t/* sesi olmadan *'go'* olur. *'meat'* (et) kelimesi */t/* sesi olmadan ne olur? (Çocuk *'me'* demeli.)

Yönerge: Haydi şimdi bunun gibi daha fazla kelime yapalım. (Her bir kelimeyi oku ve çocuğa kelimenin son sesini çıkarmasını söyle. Şu cümle kalıbını kullan... *'rose'* (gül) kelimesi */s/* sesi olmadan ne olur? *'train'* (tren) kelimesi */n/* sesi olmadan ne olur?, vb. Eğer çocuk doğru bir şekilde cevap verirse sağdaki kutuya bir tik (√) koy.)

1. ski(n) _____

2. bul(b) _____

3. hos(t) _____

4. ho(l)e _____

5. poin(t) _____

6. new(s) _____

Mastery (Yeterlik) 5/6   /6

Date (Sonuç):

M) Ünsüz Karışımındaki İlk Sesi Çıkarma

Yönerge: Ünsüz karışımından ilk sesi çıkararak yeni kelimeler bulacaksınız. Örneğin, *'crow'* (karga) kelimesini */k/* sesi çıkartılırsa *'row'* olur. Şimdi 'still' kelimesini */s/* sesi olmadan ne olur, de. (Çocuk 'till' demeli. Geri kalanları öğrenciyle birlikte yap ve eğer çocuk her birini doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. Say *claw* without /k/

"*Claw*" kelimesini /k/ sesi olmadan söyle. _____

2. Say *trust* without /t/

"*Trust*" kelimesini /t/ sesi olmadan söyle. _____

3. Say *crime* without /k/

"*Crime*" kelimesini /k/ sesi olmadan söyle. _____

4. Say *place* without /p/

"*Place*" kelimesini /p/ sesi olmadan söyle. _____

5. Say *stop* without /s/

"*Stop*" kelimesini /s/ sesi olmadan söyle. _____

6. Say *preserve* without /p/

"*Preserve*" kelimesini /p/ sesi olmadan söyle. _____

Mastery (Yeterlik) 5/6 /6

Date (Sonuç):

N) Ses Değişimi (Seslerin Birbirinin Yerine Geçmesi)

Yönerge: Şimdi ise, kelimelerin sesleriyle çok farklı bir oyun oynayacağız. Sizden kelimenin ilk sesini çıkartmanızı ve onu başka bir sesle değiştirmenizi isteyeceğim. Örneğin, *'pail'* (kova) kelimesinin ilk sesini */m/* sesiyle yer değiştir. İşte yeni oluşan kelime '*mail*' (posta).

Şimdi sıra sizde. *'top'* (üst) kelimesinin ilk sesini */h/* sesiyle yer değiştirin. Çocuk *'hop'* (atlamak) demeli. Geri kalanları öğrenciyle birlikte yap ve eğer çocuk her birini doğru yaparsa sağdaki kutuya bir tik (√) koy.)

1. Replace the first sound in *gold* with /b/

('*gold'* kelimesinin ilk sesini /b/ sesiyle yer değiştir.) _____

2. Replace the first sound in *net* with /p/

('*net'* kelimesinin ilk sesini /p/ sesiyle yer değiştir.) _____

3. Replace the first sound in *cage* with /p/

('*cage'* kelimesinin ilk sesini /p/ sesiyle yer değiştir.) _____

4. Replace the first sound in *hit* with /s/

('*hit'* kelimesinin ilk sesini /s/ sesiyle yer değiştir.) _____

5. Replace the first sound in *save* with /k/

('*save'* kelimesinin ilk sesini /k/ sesiyle yer değiştir.) _____

6. Replace the first sound in *host* with /p/

('*host'* kelimesinin ilk sesini /p/ sesiyle yer değiştir.) _____

Mastery (Yeterlik) 5/6 /6

Date (Sonuç):

APPENDIX G: Games

Find and clip the beginning sounds
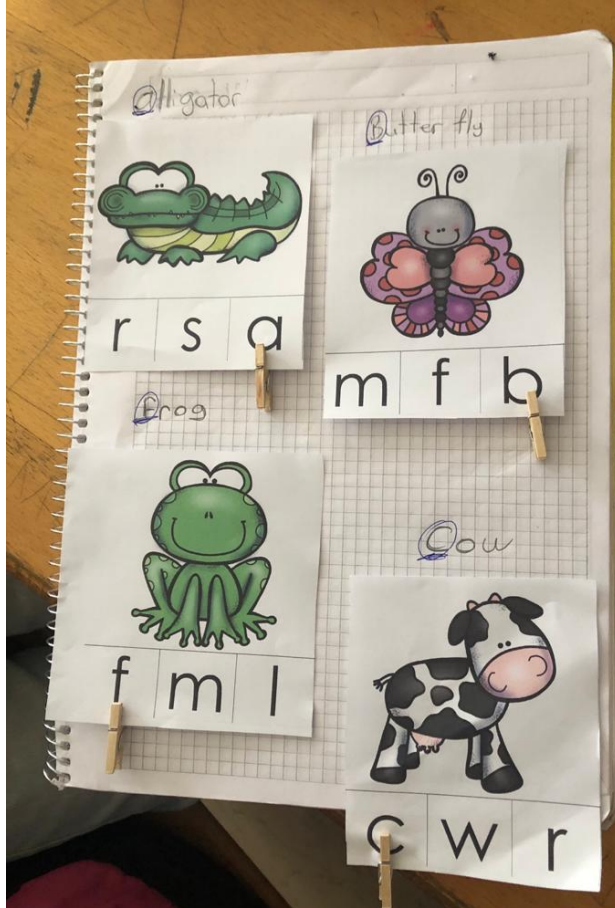
Let's find the beginning sound!

Let's find the final sound!
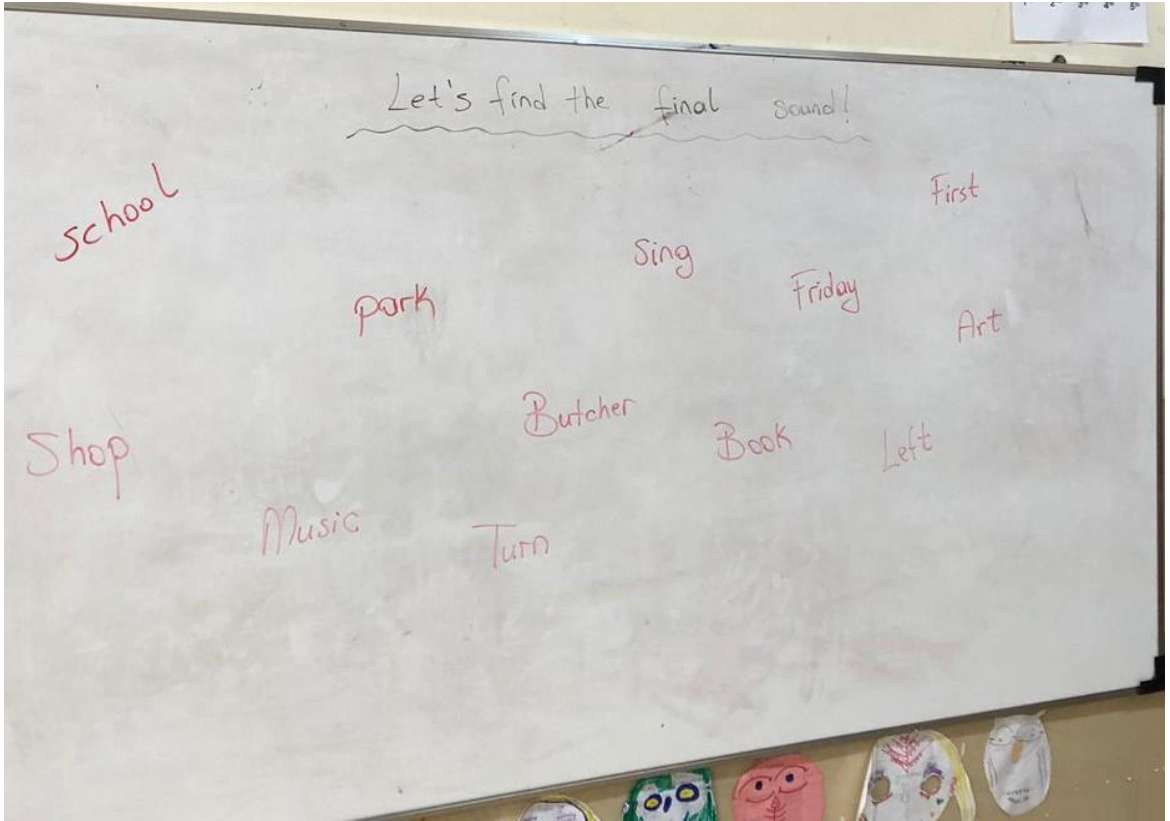
Rhyming Words Card Game!
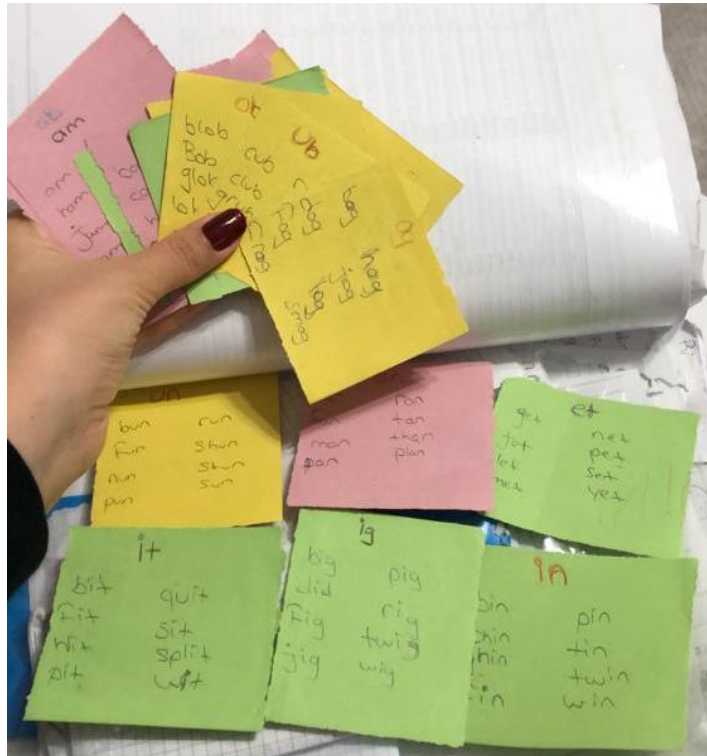
Let's Rhyme!

APPENDIX H: Worksheets

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Finish the Words!

Words beginning with ch, sh, th, ph and wh.

___air   ___orn

___ip   ___one

___istle   ___oto

___imp   ___umb

___eel   ___ark

Initial sounds ch and sh   © Copyright 2017. www.sparklebox.co.uk

Finish the Words!

Words beginning with ch, sh, th, ph and wh.

ch_air   th_orn

sh_ip   ph_one

wh_istle   ph_oto

sh_imp   th_umb

wh_eel   sh_ark

Finish the Words!

Words beginning with ch, sh, th, ph, wh.

1. Ch_air   3. Sh_ip   5. wh_istle   7. ch_imp   9. Wh_eel
2. Th_orn   4. Ph_one   6. Ph_oto   8. th_umb   10. Sh_ark

Initial Consonants

Write the missing letter for each word. Then write the word.

B ag   F ire   m ug
Bag   fire   mug

H og   P en   h at
Hag   Pen   hat

Initial Consonants

B ag   m ug   P en
Bag   mug   Pen

f ire   H og   H at
fire   Hog   Hat

Initial Sounds

at	og	ig
en	up	ox
in	ot	ed
us	en	in
at	un	ap
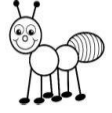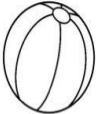
Initial Sounds

Cat	Dog	Pig
hen	cup	Fox
win	pot	bed
bus	men	Pin
Bat	sun	Cap

Initial Sounds

Cat		Pot
Dog	hen	fox	bed
Pig	Cup	win	bus
Sun	men	Pin	bat

What's My Sound?

Shade the beginning sound of each picture.

What's My Sound?

Shade the beginning sound of each picture.

What's My Sound?

Find the beginning sound.

1. Cat — c, m, u
2. hat — s, h, t
3. ant — n, a, r
4. flower — f, c, d
5. ball — e, d, b
6. bag — a, b, x
7. Monkey — m, b, i
8. Rabbit — r, w, y

Name:_____

COLOR the # OF SYLLABLES
Directions: Color the number of syllables that go with each picture.

Picture		Picture	
1. horseshoe	2 3 4	2. bathtub	2 3 4
3. caterpillar	2 3 4	4. paintbrush	2 3 4
5. flowerpot	2 3 4	6. calculator	2 3 4
7. banana	2 3 4	8. grasshopper	2 3 4

Name:_____

COLOR the # OF SYLLABLES
Directions: Color the number of syllables that go with each picture.

Picture		Picture	
1. backpack	1 2	2. teapot	1 2
3. frog	1 2	4. star	1 2
5. horse	1 2	6. fence	1 2
7. oyster	1 2	8. queen	1 2

Final consonant sounds

ca____   lea____   va____

fro____   broo____   fla____

clou____   chai____   shee____

What Do You Hear?

Name each picture. Listen for the beginning sound.
Circle the letter you hear.

1. d b m
2. d c m
3. b s m

Name each picture. Listen for the middle sound.
Circle the letter you hear.

4. i o e
5. a e u
6. a i e

Name each picture. Listen for the ending sound.
Circle the letter you hear.

7. f c t
8. s p l
9. g d t

What Do You Hear?

Name each picture. Listen for the beginning sound.
Circle the letter you hear.

1. Bed — d b m
2. DOG /d/ — d c m
3. Bus — b s m

Name each picture. Listen for the middle sound.
Circle the letter you hear.

4. Leaf /i/ — i o e
5. rain /a/ — a e u
6. Pig /i/ — a i e

Name each picture. Listen for the ending sound.
Circle the letter you hear.

7. hat /t/ — f c t
8. Snail — s p l
9. Bird /d/ — g d t

What Do You Hear?

Beginning Sound
1. bed /b/
2. Dog /d/
3. Bus /b/

Middle Sound
4. leaf /i/
5. rain /a/
6. Pig /i/

Ending Sound
7. hat /t/
8. Snail /l/
9. Bird /d/

Name: _____
Making New Words
Short e Words

Word	Change it to...	Write the word
fed		_____
den		_____
set		_____
hen		_____
let		_____
men		_____
pet		_____

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Making New Words
Short e Words

Word	Change it to...	Write the word
fed		f/→bed →/b/
den		hen /h/→/n/
set		Net
hen		ten
let		Wet
men		Pan
pet		Jet

Making New Words

hat

hat
Change the /h/ to a /b/.
What word does it make?

bat

Word	Change it to...	Write New Word
1. fed /f/	/f/→/b/	bed
2. Den /d/	/d/→/h/	hen
3. Set /s/	/s/→/n/	net
4. hen /h/	/h/→/t/	ten

Making New Words

hat

hat
Change the /h/ to a /b/.
What word does it make?

bat

Word	Change it to...	Write New Word
5. Let /l/	/l/→/w/	Wet /w/
6. Men /m/	/m/→/p/	Pen
7. Pet /P/	/P/→/j/	Jet

A) İşitilen/ Söylenen Kelimenin Kavramı (Cümle Bölümlendirmesi)
Yönerge: Cümlede geçen kelime sayılarını boşluğa yazın.
Örneğin; Joe likes English. (<u>Joe</u> <u>likes</u> <u>English</u> = 3)

1. I like playing chess. 4
2. Are you Japanese? 3
3. Do you like playing soccer? 5
4. Can you play the guitar? 5
5. What is your name? 4
6. She is good at swimming. 5

B) Kafiye (Uyak) Tanıma
Yönerge: Sonundaki sesleri aynı olan iki kelimeye '**kafiyeli kelimeler**' denir;
'**big**' ve '**pig**' kafiyeli midir? (Evet) '**girl**' ve '**boy**' kafiyeli midir? (Hayır)

1. fish---wish evet = yes
2. cat—good hayır = NO
3. blue---pink hayır = NO
4. pen---men evet = Yes
5. swimming---singing eveb = Yes
6. talk--- listen hayır = No

C) Kafiye Üretme
Yönerge: Şimdi size bir kelime söyleyeceğim ve sizden bana o kelimeyle kafiyeli bir kelime söylemenizi istiyorum. **Örneğin;** pig---big---dig.

1. dish Wish - fish - rish
2. look book - cook
3. sun buna - run
4. pink at ing - ling
5. dog frog = log
6. late nate - late

D) Hece Birleştirme
Yönerge: Bu bölümde yapmanız gereken, parçaları bir araya getirip kelimeyi bir **bütün** olarak söylemek.
Örneğin; muf - fin= muffin

1. so-cial social
2. hel-lo hello
3. in-ter-est-ed interested
4. lan-guage language
5. book-shop book shop
6. pup-py puppy

köpek yavruşu = puppy

E) Hece Bölme
Yönerge: Bir kelime söyleyeceğim ve sonra onu parçalara veya hecelere ayıracağız.
Örneğin; baby= ba-by

1. kitten   kit-ten=yavru kedi
2. hospital   hos-pi-tal
3. dislike   dis-like
4. cafe   cafe
5. rabbit   rab-bit
6. watermelon   wat-er-me-lon

F) Hece Çıkarma
Yönerge: Aşağıda verilen kelimelerin hecelerinden biri, parantez içinde verilen, o kelimeden çıkarılacaktır.
Örneğin; '*pencil*' *(kurşun kalem)* kelimesinden '*pen*' hecesini çıkarırsak '*cil*' kalır.

1. foot(ball)   foot
2. (fish)ing   ing
3. home(town)   home
4. mag(ic)   mag
5. (mel)on   on
6. check(ers)   check

G) İlk Seslerin Ayrımı (Beginning Sound)

Yönerge: Kelimelerinin ilk sesini yandaki boşluklara yazın.
Örneğin; 'rope' kelimesindeki ilk ses nedir? " /r/ " sesi.

1. science   /s/
2. Japan   /j/
3. sheep   /s/
4. think   /θ/
5. puppy   /p/
6. choose   /th/

H) Son Seslerin Ayrımı (Final Sound)
Yönerge: Kelimelerinin son sesini yandaki boşluklara yazın.
Örneğin; 'rain' kelimesindeki son ses nedir? " /n/ " sesi.

1. like   /k/
2. ball   /l/
3. English   /sh/
4. tooth   /th/
5. pet   /t/
6. Maths   /s/

I) Ses Birleştirme

Yönerge: Ayrı ayrı verilen sesleri birleştiriniz ve bütün bir kelimeye ulaşınız. Bulduğunuz kelimeyi yandaki boşluğa yazınız.

Örneğin; /b/ /e/ /d/ = bed

1. /th/ /i/ /n/ /k/ — _think_
2. /s/ /a/ /d/ — _sad_
3. /sh/ /o/ /r/ /t/ — _short_
4. /ch/ /i/ /ck/ — _chick_
5. /y/ /o/ /y/ /o/ — _yoyo_
6. /d/ /o/ — _do_

J) Ses Bölünmesi

Yönerge: Bütün olarak yazılmış kelimeleri seslerine ayırınız.

Örneğin; 'bat' kelimesi = /b/ /a/ /t/ olarak seslerine bölünür.

1. swim — /s/w/i/m/
2. sister — /s/i/s/t/e/r/
3. stamp — /s/t/a/m/p/
4. ill — /i/l/l/
5. tennis — /t/e/n/n/i/s/
6. turn — /t/u/r/n/

K) İlk Seslerin Çıkartılması

Yönerge: Aşağıda verilen kelimelerin ilk seslerini çıkartınız.

Örneğin; 'frog' kelimesinden ilk sesi olan /f/ sesini çıkartırsak = 'rog' kalır.

1. (l)esson — _esson_
2. (sh)ow — _ow_
3. (f)ollow — _ollow_
4. (j)ump — _ump_
5. (s)leep — _leep_
6. (k)ite — _ite_

L) Son Seslerin Silinmesi

Yönerge: Aşağıda verilen kelimelerin son seslerini kelimelerden siliniz.

Örneğin; 'pen' kelimesinden son sesi olan /n/ sesini silersek = 'pe' kalır.

1. ge(t) — _ge_
2. tal(k) — _tal_
3. ta(g) — _ta_
4. do(g) — _do_
5. fee(d) — _fee_
6. star(t) — _star_

M) Ünsüz Karışımındaki İlk Sesi Çıkarma

Yönerge: Ünsüz karışımından ilk sesi çıkararak yeni kelimeler bulacaksınız.
Örneğin; 'block' kelimesinden /b/ sesi çıkartılırsa 'lock' olur.

1. Say snowy without /s/
"snowy" kelimesini /s/ sesi olmadan söyle. _____nowy_____
2. Say fresh without /f/
"fresh" kelimesini /f/ sesi olmadan söyle. _____resh_____
3. Say stop without /s/
"stop" kelimesini /s/ sesi olmadan söyle. _____top_____
4. Say climbing without /k/
"climbing" kelimesini /k/ sesi olmadan söyle. _____limbing_____
5. Say trash without /t/
"trash" kelimesini /t/ sesi olmadan söyle. _____trash_____
6. Say fruit without /f/
"fruit" kelimesini /f/ sesi olmadan söyle. _____ruit_____

N) Ses Değişimi (Seslerin Birbirinin Yerine Geçmesi)

Yönerge: Aşağıda verilen kelimelerin ilk seslerini verilen diğer ses ile değiştiriniz.
Örneğin; 'bake' kelimesinin ilk sesini /l/ sesi ile değiştirirsek = 'lake' olur.

1. Replace the first sound in hat with /b/
('hat' kelimesinin ilk sesini /b/ sesiyle yer değiştir.) _____bat_____
2. Replace the first sound in sing with /r/
('sing' kelimesinin ilk sesini /r/ sesiyle yer değiştir.) _____ring_____
3. Replace the first sound in rain with /p/
('rain' kelimesinin ilk sesini /p/ sesiyle yer değiştir.) _____Pain_____
4. Replace the first sound in pet with /s/
('pet' kelimesinin ilk sesini /s/ sesiyle yer değiştir.) _____set_____
5. Replace the first sound in shell with /t/
('shell' kelimesinin ilk sesini /t/ sesiyle yer değiştir.) _____tell_____
6. Replace the first sound in cook with /l/
('cook' kelimesinin ilk sesini /l/ sesiyle yer değiştir.) _____look_____

RHYMiNG
TAKE OUT THE TRASH

fan, pan, cat
fox, dig, box
red, bed, pot
sit, pig, bit
top, tug, rug
bag, kit, fit
ham, fix, six
wig, fan, big
ten, men, van
pit, kit, wag

win, jet, net
pen, yak, ten
hot, rot, log
did, bag, rid
dad, sad, mom
pot, pat, mat
hug, bug, tag
hot, fan, can
mom, rat, Tom
hit, fit, did

mat, yak, cat, pat
cup, jet, net, pet
jug, can, tug, mug
bed, red, led, kit
tan, can, hat, pan
bin, pat, pin, tin
rim, dim, Tim, jog

RHYMiNG
TAKE OUT THE TRASH

fan, pan, cat   Kafiyeli olmayan   win, jet, net
fox, dig, box   çöpe atalım   pen, yak, ten
red, bed, pot   hot, rot, log
sit, pig, bit   did, bag, rid
top, tug, rug   dad, sad, mom
bag, kit, fit   pot, pat, mat
ham, fix, six   hug, bug, tag
wig, fan, big   hot, fan, can
ten, men, van   mom, rat, Tom
pit, kit, wag   hit, fit, did

mat, yak, cat, pat
cup, jet, net, pet
jug, can, tug, mug
bed, red, led, kit
tan, can, hat, pan
bin, pat, pin, tin
rim, dim, Tim, jog

RHYMING
TAKE OUT THE TRASH

fan, pan, cat — van
— can

fox, dig, box — dox
— cox
— rox

red, bed, pot — sed
— ped
— led
— Ted

sit, pig, bit — kit
— pit
— fit
— mit

top, tug, rug — mug
— jug
— sug

bag, kit, fit — sit
— bit
— mit
— jit
— hit

ham, fix, six — mix
— nix
— bix
— rix

wig, fan, big — fig — pig
— dig — jig
— lig

ten, men, van — pen
— den
— ben
— hen

pit, kit, wag — sit
— bit
— mit
— jit
— hit

win, jet, net — pet
— set

pen, yak, ten — hen
— ben
— men

hot, rot, log — sot
— pot
— not
— dot

did, bag, rid — kid
— tid

dad, sad, mom — pod
— lod
— fad

pot, pat, mat — cat — mat
— rat

hug, bug, tag — mug — rug
— jug — nug

Counting Words

Count the words in each sentence. Color the apples to show your answer

I made a snowman.

Today is my birthday.

She has a new dress.

The pie is for you.

Counting Words

Count the words in each sentence. Color the apples to show your answer

I made a snowman.

Today is my birthday.

She has a new dress.

The pie is for you.

Words that Rhyme

Draw a line from each word on the left to the rhyming word on the right.

Name:
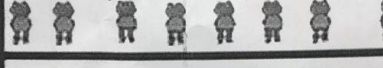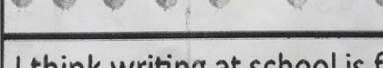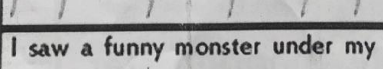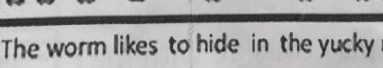
pan	fish
fly	horn
corn	suit
fruit	sky
wish	fan

Words that Rhyme

Draw a line from each word on the left to the rhyming word on the right.

pan	fish
fly	horn
corn	suit
fruit	sky
wish	fan

I want to be a superhero.

The green leaf fell down from the tree.

I can spot a frog in the water.

The sun is shining so brightly.

I can hear the birds chirping outside.

I think writing at school is fun.

I saw a funny monster under my bed!

The worm likes to hide in the yucky mud.

I want to be a superhero. — 6

The green leaf fell down from the tree. — 8

I can spot a frog in the water. — 8

The sun is shining so brightly. — 6

I can hear the birds chirping outside. — 7

I think writing at school is fun. — 7

I saw a funny monster under my bed! — 8

The worm likes to hide in the yucky mud. — 9

SENTENCE — Word, word, word ? !
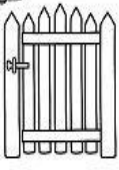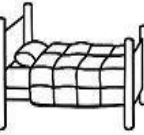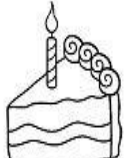
The cat sat on the chair. — 6

I like to eat ice cream. — 6

Can you climb a tree? — 5

I like to smell flowers. — 5

It is raining outside.

I get to fly on a jet.

I saw a shooting star.

Will you play outside with me?

Silent -e Read & Color
Directions: Fill in the oval that matches the picture. Then color the pictures.

gat / gate — bus / buse — kit / kite
fan / fans — bed / bede — con / cone
cap / cape — bik / bike — cak / cake
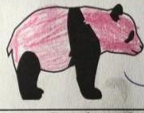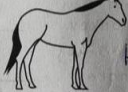
Read & Color
Directions: Fill in the oval that matches the picture. Then color the pictures.

gat / gate — bus / buse — kit / kite
fan / fans — bed / bede — con / cone
cap / cape — bik / bike — cak / cake

Count the Syllables: Animals
Look at each picture. Say the word aloud and mark how many syllables you hear in the word.

Panda — Pan-da 3 2
Elephant — El-e-phan 3
Pig)1
Octopus — oc-to-pu 3
Dog)1
Horse)1
Monkey — Mon-key 2
Kangaroo — Kan-ga-roo 3

Syllable Zoo
Divide each word by putting a slash (/) symbol between each syllable. On the space provided, write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.
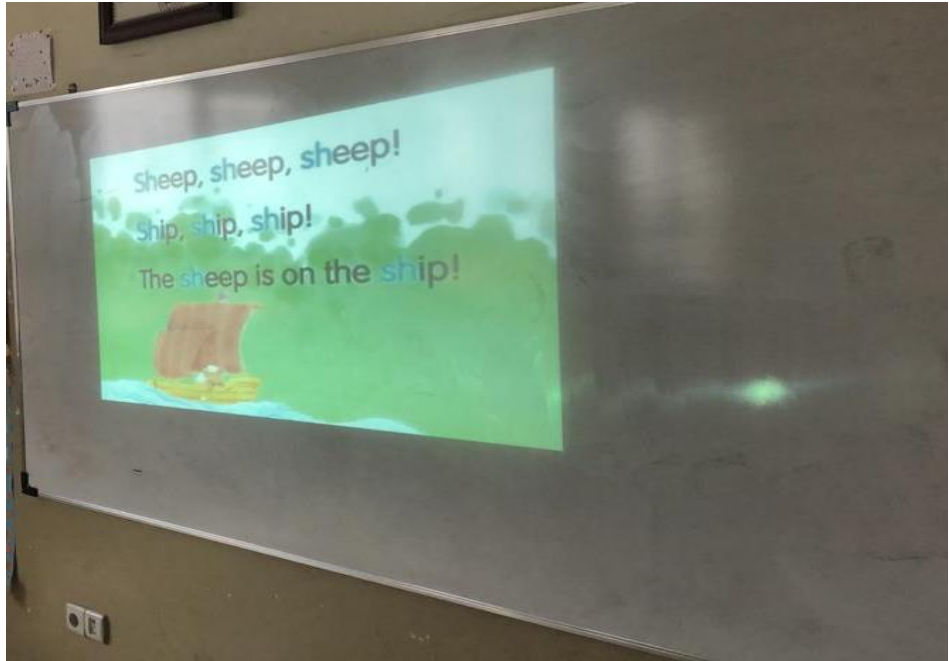
example: an/i/mal 3
pen/guin 2

1. elephant — el-e-phant 3
2. zebra — ze-bra 2
3. lion — li-on 2
4. skunk — skunk 1
5. walrus — wal-rus 3
6. pelican — pel-i-can 3
7. wolf — wolf 1
8. monkey — mon-key 2
9. chimpanzee — chim-pan-zee
10. snake — snake 1
11. hippo — hip-po 2
12. kangaroo — kan-ga-roo 3
13. bear — bear 1
14. alligator — al-li-ga-tor 4
15. ostrich — os-trich 2
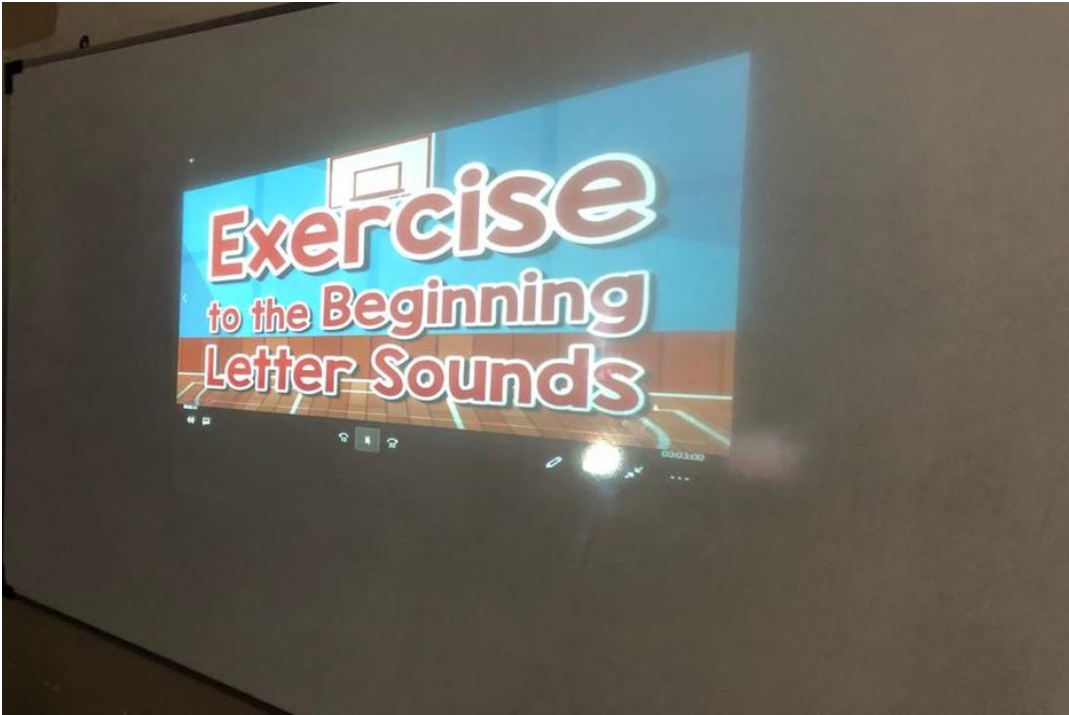16. panda — pan-da 2

APPENDIX I: Phonetic Sound Charts

Iː R**EA**D	**I** S**I**T	**ʊ** B**OO**K	**uː** T**OO**	**Iə** H**ERE**	**eI** D**AY**	John & Sarah Free Materials 1996
e M**E**N	**ə** **A**MERIC**A**	**ɜː** W**OR**D	**ɔː** S**OR**T	**ʊə** T**OUR**	**ɔI** B**OY**	**əʊ** G**O**
æ C**A**T	**ʌ** B**U**T	**ɑː** P**AR**T	**ɒ** N**O**T	**eə** W**EAR**	**ɑI** M**Y**	**ɑʊ** H**OW**
p **P**IG	**b** **B**ED	**t** **T**IME	**d** **D**O	**ʧ** **CH**UR**CH**	**ʤ** **J**U**DG**E	**k** **K**ILO	**g** **G**O
f **F**IVE	**v** **V**ERY	**θ** **TH**INK	**ð** **TH**E	**s** **S**IX	**z** **Z**OO	**ʃ** **SH**ORT	**ʒ** CA**S**UAL
m **M**ILK	**n** **N**O	**ŋ** SI**NG**	**h** **H**ELLO	**l** **L**IVE	**r** **R**EAD	**w** **W**INDOW	**j** **Y**ES

iː /siː/ s**ee**	ɪ /hɪz/ h**i**s	ʊ /lʊk/ l**oo**k	uː /juː/ y**ou**	ɪə /hɪə/ h**ear**	eɪ /neɪm/ n**a**me
e /ten/ t**e**n	ə /əbaʊt/ **a**bout	ɜː /hɜː/ h**er**	ɔː /mɔːnɪŋ/ m**or**ning	ʊə /'tʊərɪst/ t**ou**rist	ɔɪ /bɔɪ/ b**oy**

						əʊ /nəʊ/ n**o**
æ /bæd/ b**a**d	ʌ /bʌt/ b**u**t	ɑː /kɑː/ c**ar**	ɒ /hɒt/ h**o**t	eə /weə/ wh**ere**	aɪ /maɪ/ m**y**	aʊ /haʊ/ h**ow**
p /pen/ **p**en	b /bʊk/ **b**ook	t /tiː/ **t**ea	d /deɪ/ **d**ay	tʃ /tʃeə/ **ch**air	dʒ /'dʒɜːmən/ **G**erman	k /kæt/ **c**at
						g /gʊd/ **g**ood
f /fɔː/ **f**our	v /'verɪ/ **v**ery	θ /θɪŋk/ **th**ink	ð /ðæt/ **th**at	s /sɪks/ **s**ix	z /zuː/ **z**oo	ʃ /ʃiː/ **sh**e
						ʒ /'telɪvɪʒən/ televi**si**on
m /mæn/ **m**an	n /naɪs/ **n**ice	ŋ /θɪŋ/ thi**ng**	h /'hæpi/ **h**appy	l /lʊk/ **l**ook	r /red/ **r**ed	w /wɒnt/ **w**ant
						j /jes/ **y**es

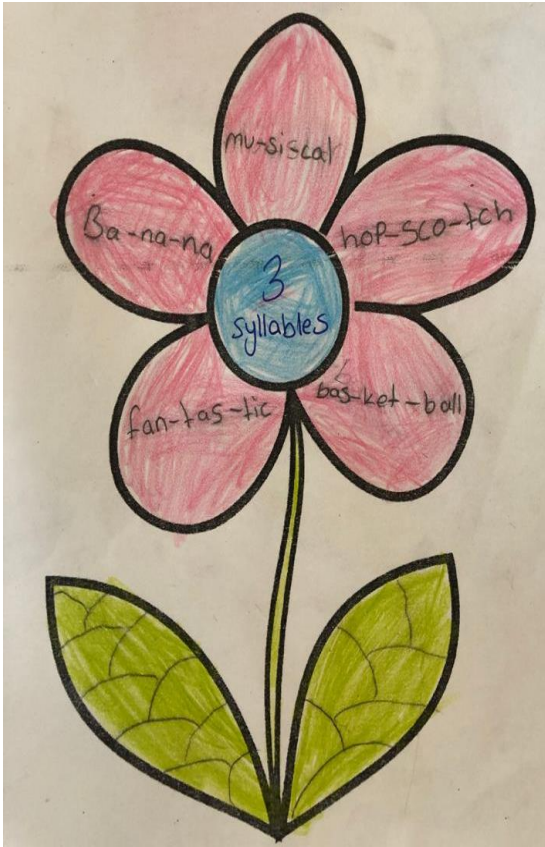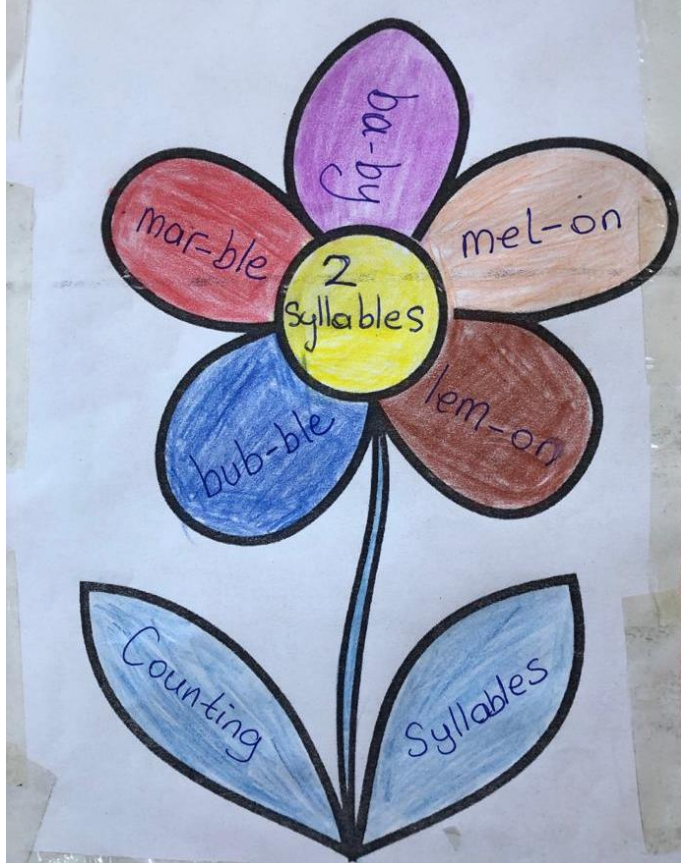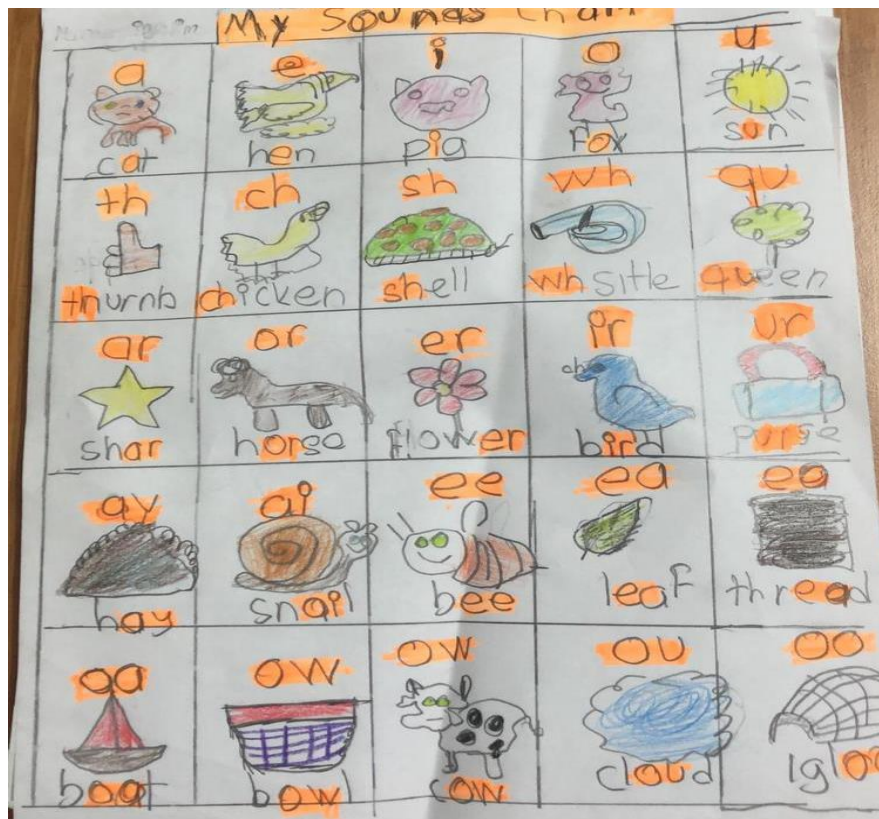**APPENDIX J: Total Physical Response (TPR) Activities**
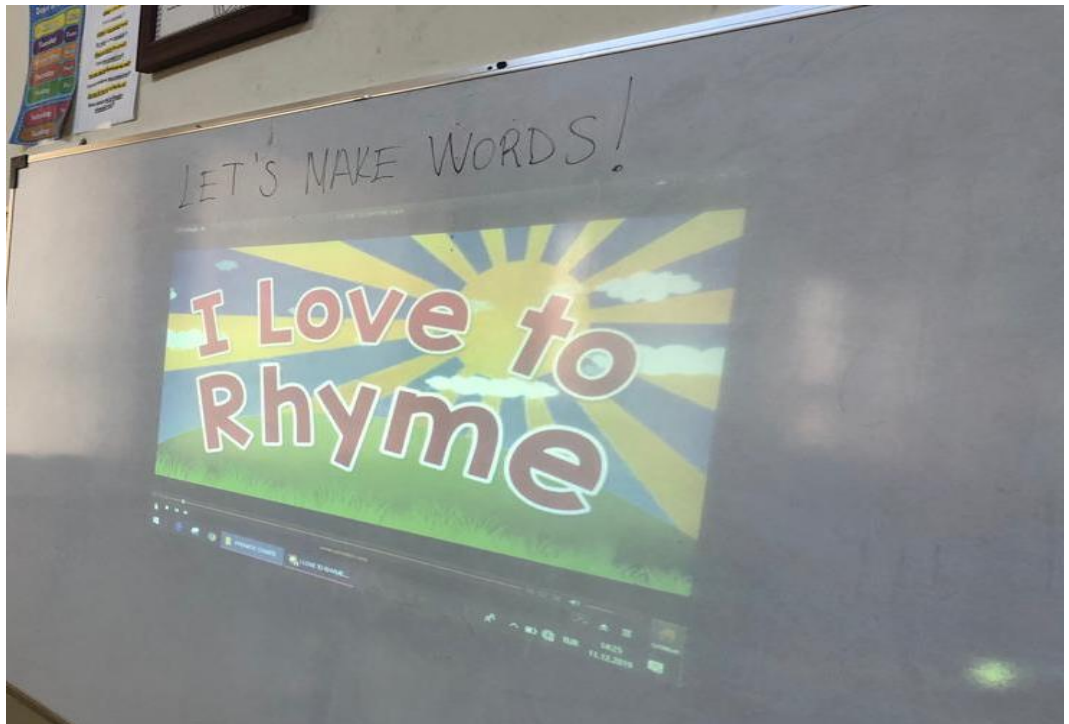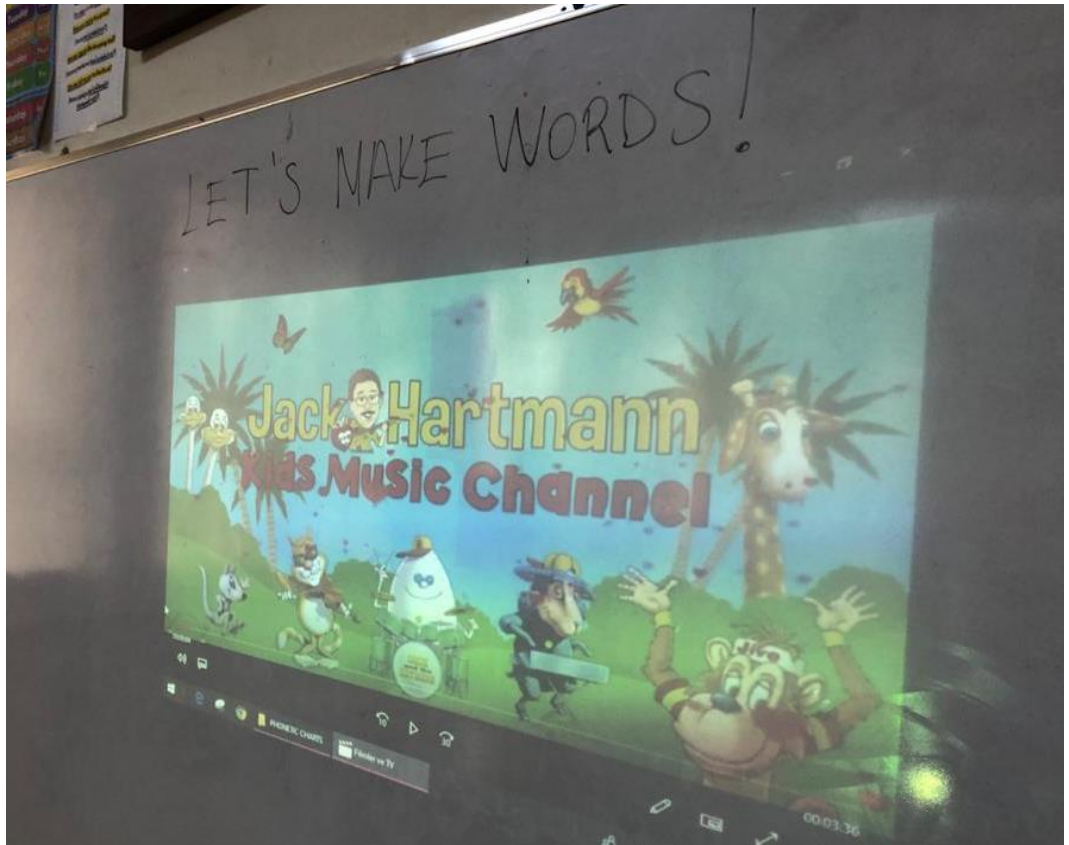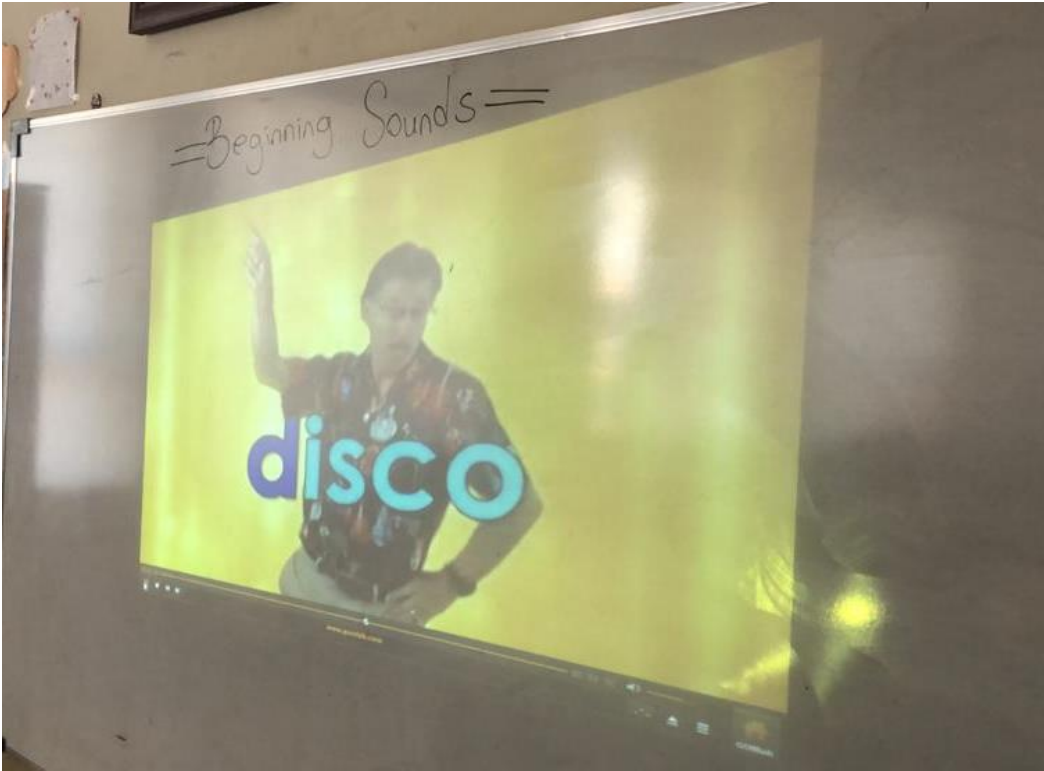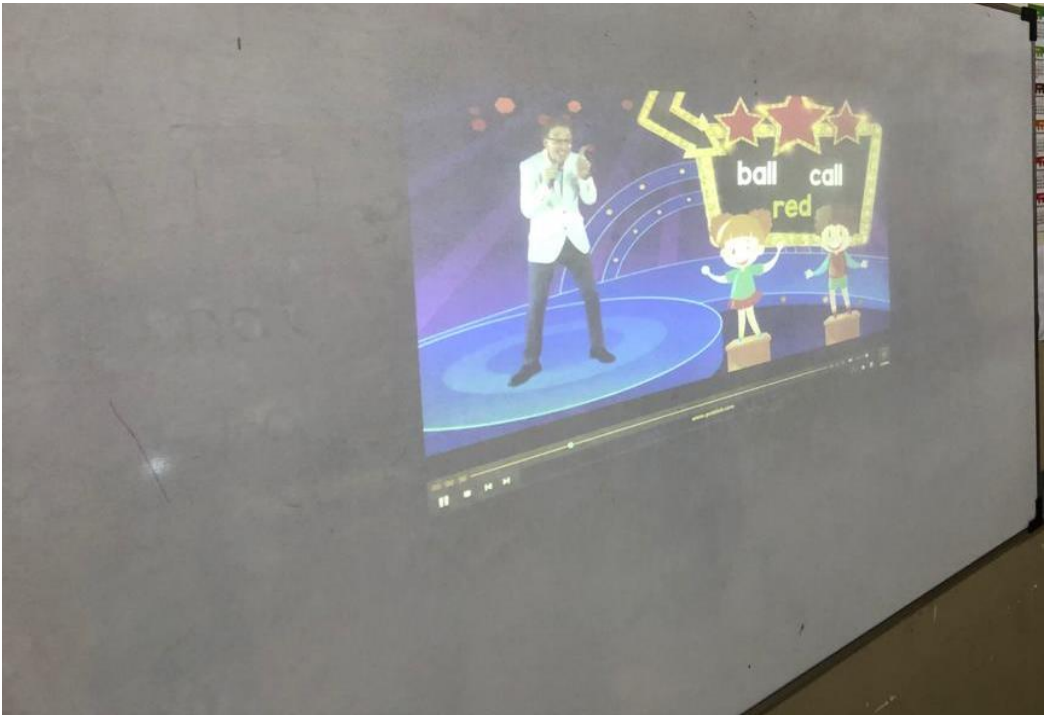
APPENDIX K: Assignments
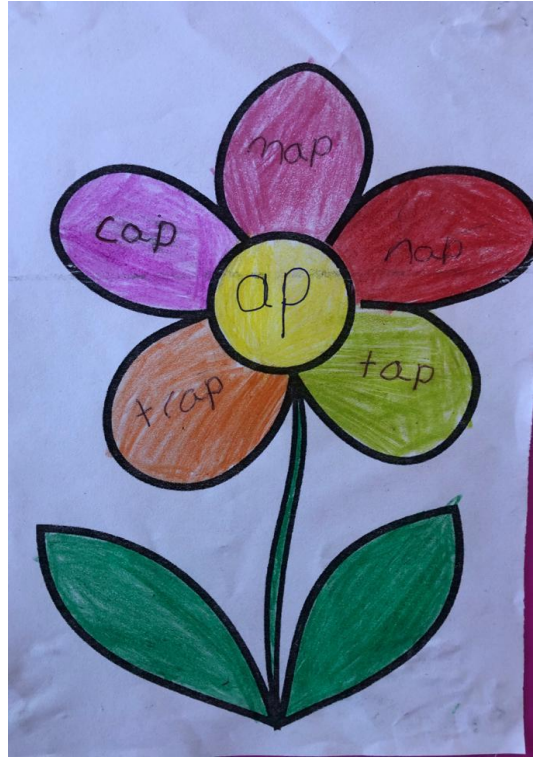
APPENDIX L: Notebooks and Notes of the Participants

~ BLENDS ~

SK	SN	Sm	SW
sket	snail	smile	swoon

SC	SL	St	br
scale	slug	star	pretzel

SP	tr	cr	br
spider	truck	crab	brush

fr	dr	gr	bl
	dragon	grapes	blocks

Cl	fl	gl	Pl
cloud	fly	globe	planet

Ab	Ad	Ag	Am	An
Cab - Grab	Bad - lad	Bag - nap	an - Sam	Can - Plan
Crab - Lab	dad - mad	brap - rap	ham - slam	fan - ran
dab - nab	Glad - Pad	drap - tap	Jam - spam	Man - tan
drab - tab	had - tad	dap - wap	Pam - yam	Pan - than

Ap	At	Ed	En	Et
Cap - map	bat - mat	bed - red	Ben - Pen	get - net
gap - nap	Cat - Pat	fed - shed	den - ten	Jot - Pet
hap - tap	hat - sat	led - Ted	hen - then	let - set
flap - trap	flat - that	Wed - wed	Men - when	met - yet

ig	in	ip	It	Ob
Bog - Pig	bin - Pin	dip - rip	bit - quit	bob - mob
dig - rig	Chin - tin	hip - sip	fit - sit	Bob - rob
dig - twig	fin - twin	flip - tip	hit - split	plob - snob
Jig - wig	Pin - Win	hip - trip	Pit - wit	

Og	Op	Ot	Ub	Ug
bog - hog	Cop - Pop	Cot - jot	Cub - rub	bug - lug
dog - jog	drop - shop	dot - not	club - scrub	dop - mug
fog - log	hop - stop	fot - plot	grub - sub	hug - rug
frog - smog	mop - top	hot - tot	Rub - tub	Jug - tug

I Love to Rhyme

Un	Ut	
bun - run	but - nut	
fun - shun	cut - rut	
nun - stun	fut - shut	
Pun - sun	hut - strut	

APPENDIX M: Photos Taken during Teaching Process
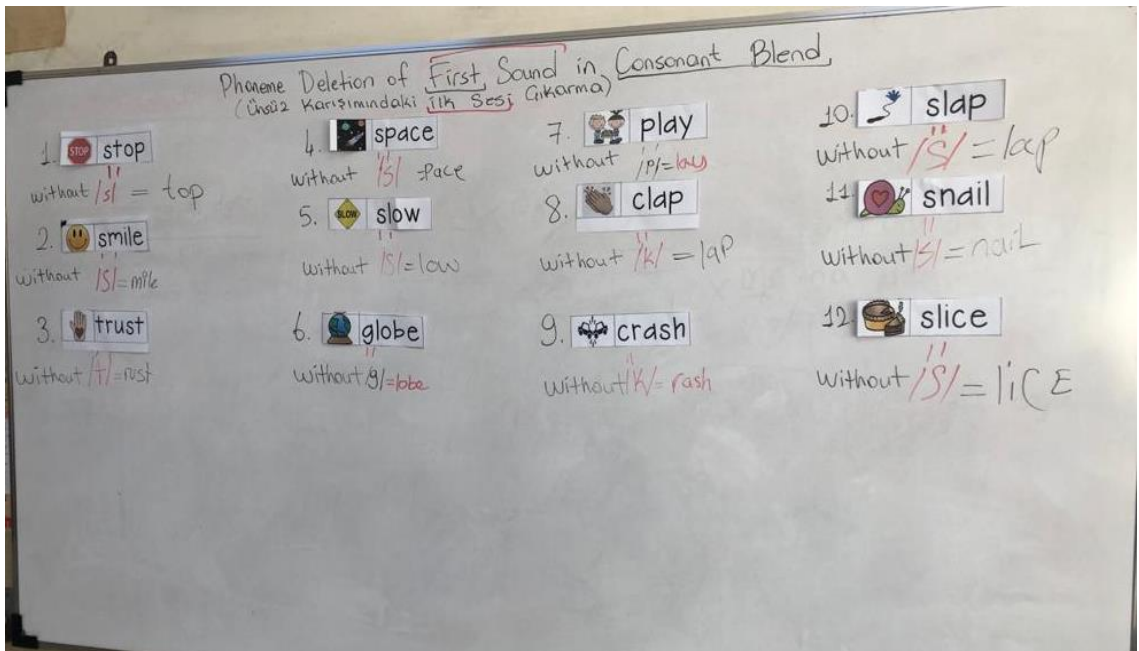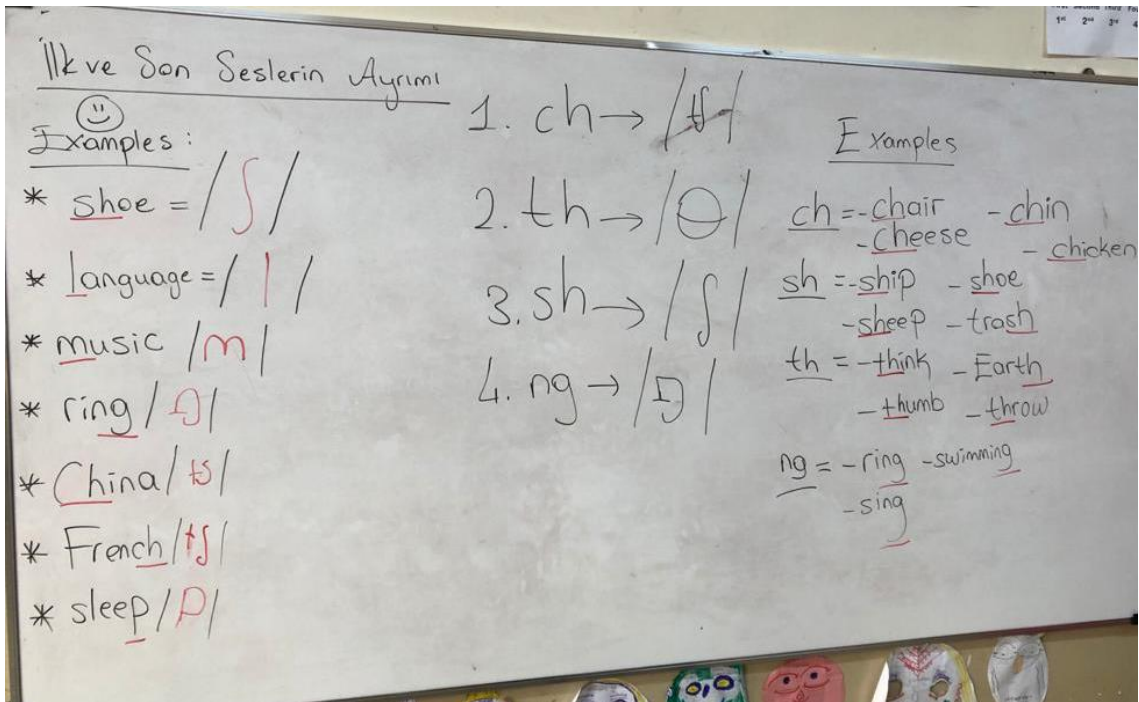
Ses Bölünmesi

⓫ Examples

* arm ⟹ /a/r/m/
* smart ⟹ /s//m//a//r//t/
* wild ⟹ /w//i//l//d/
* hat ⟹ /h/ /a/ /t/
* dime ⟹ /d/ /i/ /m/
* ship ⟹ /sh/ /i/ /p/
* dig ⟹ /d/ /i/ /g/

WHAT IS A SYLLABLE?

Syllables

1. ti-ger (2)
2. pi-lot (2)
3. sand-wich (2)
4. car-pet (2)
5. pic-nic (2)
6. bas-ket-ball (3)

ba-na-na

1 syllable | 2 syllables | 3 syllables | 4 syllables

1 syllable
- I syllable (pig, lock, boot, cat)
- stor ☆ (star)
- queen
- frog
- hand

2 syllables
- cof – fee / Coffee
- scoo – ter / Scooter
- trum – pet / trumpet
- rock – et / rocket
- zeb – ra / Zebra
- flow – er / Flower
- bas – ket / basket

3 syllables
- bas – ket – ball / basketball
- ra – di – o / radio
- me – di – cine / medicine
- mu – si – cal / musical
- fam – i – ly / Family

4 syllables
- cal – cu – la – tor / Calculator
- al – li – ga – tor / alligator
- cat – er – pil – lar / Caterpillar
- hel – i – cop – ter / Helicopter

Count the syllables — ba na na — Watermelon, banana

= SYLLABLES =

2 syllables
- Mu–sic
  - music
  - (mu)–sic = sic
- Turk–ish
  - Turkish
  - Turk–(ish) = Turk

3 syllables
- ba–na–na
  - banana
- vol–ca–no
  - volcano
- oc–to–pus
  - octopus
- sky–scrap–er
  - skyscraper

4 syllables
- wa–ter–mel–on
  - watermelon
- al–li–ga–tor
  - alligator
- col–cu–la–tor
  - calculator
- dic–tion–ar–y
  - dictionary

Syllable Deletion
(Hece Çıkarma)

1- (tea)pot = pot   5-(bas)ket = ket   9- Eng(lish) = En s

2- Soc(cer) = soc   6- pic(nic) = pic   10- S(wimming) = swim

3- (lem)on = on   7- racket = et   11- Coffee Fee

4- back(pack) = back   8-(ti)ger = ger   12- Listen Ter

1   2
bas — ket = basket

jig — saw = Jig Saw

plan — et = Planet

flow — er = flower

wait — ress = waitress

1   2   3
bas — ket — ball = Basketball

1 2 3
musical = musical

1   2   3   4
cat — er — pil — lar = caterpillar

hel — i — cop — ter = Helicopter

İlk Seslerin Ayrımı

Example

* shoe /ʃ/
* beautiful /b/
* grow /g/
* live /l/

* think /θ/
* stubborn /s/
* herbivore /h/
* feather /f/

* chin = /tʃ/
* rude /r/
* lazy /l/
* clumsy /c/

/ʃ/ → /sh/
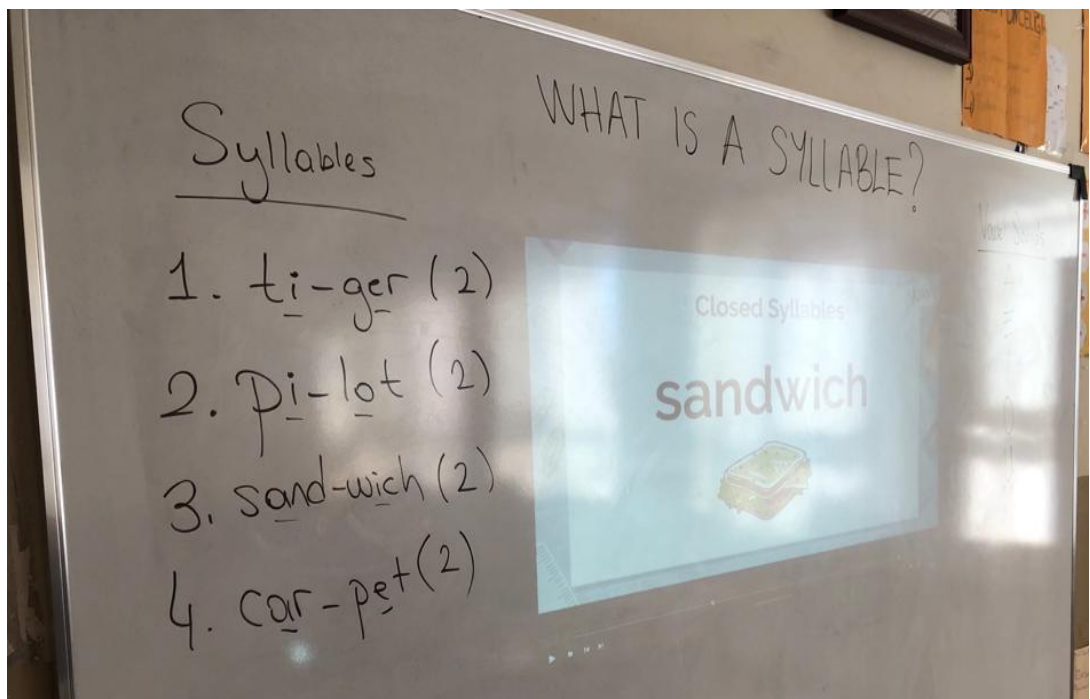/tʃ/ → /ch/
/ŋ/ → /ng/
/θ/ → /th/

İlk ve Son Seslerin Ayrımı

Examples:

* shoe = /ʃ/
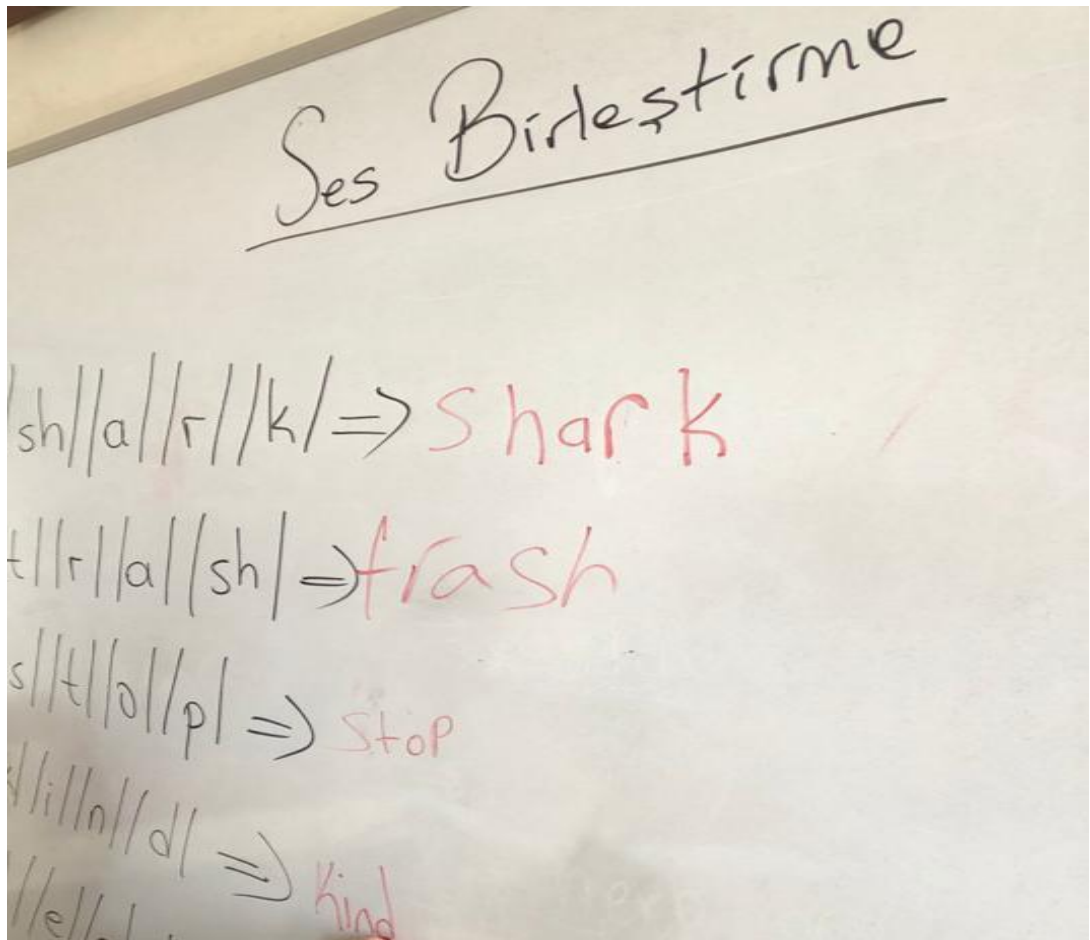* language = / /
* music / /
* ring / /
* China / /
* French / /
* sleep / /

... Ayrımı

...ooth /θ/ → short = /t/
...sing /ŋ/ → pig /g/
...ied /d/ → handsome /m/
...animal /l/ → life /f/

Ses Birleştirme

/sh//a//r//k/ => shark

/t//r//a//sh/ => trash

/s//t//o//p/ => stop

/k//i//n//d/ => kind

//e//o//

Syllables

WHAT IS A SYLLABLE?

1. ti-ger (2)

2. pi-lot (2)

3. sand-wich (2)

4. car-pet (2)

Closed Syllables

sandwich

CURRICULUM VITAE (CV)

Personal Information	
Name	İrem Ay
Surname	KEYSAN
Birth date	04/09/1995
Nationality	T.R.
Contact address	Merkezefendi/DENİZLİ
E-mail address	iremay9520@gmail.com
Educational Background	
Primary	Denizli/ 100. Yıl Mehmetçik Primary School (2001-2006)
Secondary	Denizli/ Atatürk Secondary School (2006-2009)
High School	Denizli/ Durmuş Ali Çoban Anatolian High School (2009-2013)
Higher education (Bachelor's degree)	Denizli/ Pamukkale University, English Language Teaching Program (2013-2017)
Higher education (Master's degree)	Denizli/ Pamukkale University, English Language Teaching MA Program (2017-2020)
Foreign Language	
Foreign language	English
Exam name	YÖKDİL
Exam date	July, 2017
Points received	93,750
Professional Experience	
2018-still	Şanlıurfa/ Tekyamaç Secondary School English Teacher