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Department of Foreign Language Education
English Language Teaching Program

THE EFFECTS OF L2 READING PRACTICE OF STORYBOOKS ON ENHANCING
YOUNG LEARNERS' VOCABULARY KNOWLEDGE

İrem IŞIK KHAN

Master's Thesis

Ankara, 2023

With leadership, research, innovation, high quality education and change,

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İKİNCİ DİLDE HİKAYE KİTAPLARI OKUMA UYGULAMASININ ÇOCUKLARIN KELİME
BİLGİSİNİ ARTIRMAYA OLAN ETKİSİ

İrem IŞIK KHAN

Master's Thesis

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **İrem IŞIK KHAN** and entitled “The Effects of L2 Reading Practice of Storybooks on Enhancing Young Learners’ Vocabulary Knowledge” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on .../.../.... in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. Selahattin GELBAL
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Abstract

This case study intends to investigate young learners' L2 vocabulary learning through reading storybooks, particularly focusing on their target word recognition. It also aims to find out the possible gains and effects of using interactive digital materials in an online reading program. The research was conducted with a class composed of thirteen 5th-grade students at a private school in Kayseri. They were involved in an online extensive reading program where they were instructed to complete reading and activities individually, then study with their teacher and friends on a platform where they could view interactive activities. A pre-test was implemented to identify unknown words and create a list of target words. After ten reading sessions, students were required to take a post-test. Moreover, the research journals were regularly logged into and focus group interviews along with an interview with the practitioner teacher were implemented. While the numerical data obtained represents that students' vocabulary recognition levels were quite high, qualitative data materials have brought many other details to light, and the findings were evaluated by using content analysis. The findings indicated that the process had contributed mainly on *supporting L2 learning* which helped to discover *positive effects on learners' willingness, motivation and curiosity, variety in resources, opportunities for vocabulary retention, and increase in reading pace*. On the other hand, the findings also demonstrated contributions on *supporting learner autonomy* which were explored as *independent learning, a habit of reading in L2, effective note taking and having a sense of responsibility in learning*.

Keywords: vocabulary, young learners, reading, interactive storybooks, vocabulary learning

Öz

Bu durum çalışması çocukların hikaye kitapları okuma yoluyla, özellikle hedef kelimeleri tanımlarına odaklanarak ikinci dilde kelime öğrenimlerini incelemeyi amaçlamaktadır. Aynı zamanda çevrimiçi bir okuma programında interaktif dijital materyallerin kullanımının olası kazanımlarını ve etkilerini bulmayı da amaçlamaktadır. Araştırma, Kayseri’de bir özel okuldaki 13 beşinci sınıf öğrencisinden oluşan bir sınıf ile gerçekleştirilmiştir. Seçilen her kitap için bireysel okuma yapmaları ve tüm okuma sonrası aktiviteleri bireysel olarak tamamlayıp sonrasında interaktif aktiviteleri görüntüleyebilecekleri bir platform üzerinde öğretmenleri ve arkadaşları ile birlikte çalışmalarını istenen bir kapsamlı okuma programına dahil edilmişlerdir. Bilinmeyen kelimeleri belirlemek ve hedef kelimelerden oluşan bir liste ortaya çıkarmak için bir ön-test uygulanmıştır. On okuma oturumu sonunda, öğrencilere son-test uygulanmıştır. Aynı zamanda, araştırma günlükleri tutulmuş ve uygulamacı öğretmen ile birlikte bir görüşmenin yanı sıra bir de odak grubu görüşmeleri gerçekleştirilmiştir. Sayısal veriler öğrencilerin kelime tanıma seviyelerinin oldukça yüksek olduğunu gösterirken, nitel veri materyalleri diğer birçok detayı gün ışığına çıkarmış ve bulgular, içerik analizi yoluyla değerlendirilmiştir. Bulgular sürecin temel olarak *ikinci dil öğrenimini destekleyen* katkıları olduğunu göstermiş, ki bu da *öğrencilerin isteklilikleri, motivasyonları ve merakları üzerine pozitif etkileri, kaynaklardaki çeşitliliği, kelimeleri bellekte tutma fırsatlarını, ve okuma hızındaki artışı* keşfetmeye yardımcı olmuştur. Öte yandan bulgular, *öğrenci özerkliğini destekleyen* katkıları da ortaya çıkarmış ve bunlar *bağımsız öğrenme, ikinci dilde okuma alışkanlığı geliştirme, etkili not tutma ve öğrenmede sorumluluk duygusu* olarak keşfedilmiştir.

Anahtar sözcükler: kelime bilgisi, çocuklar, okuma, interaktif hikaye kitapları, kelime öğrenimi

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Symbols and Abbreviations

L2: Second language

L1: First language

ELT: English Language Teaching

ER: Extensive reading

DCT: Dual Coding Theory

VKS: Vocabulary Knowledge Scale

Chapter 1

Introduction

The past few decades in second language acquisition have brought major considerations and significant developments in both vocabulary teaching and learning. In fact, the methods applied and techniques followed are more advanced than ever, thanks to the technology and also language teachers' abilities to combine language learning skills professionally. Whether to present words one by one, or in chunks and phrases, or to teach words, directly or indirectly, have gained considerable attention among researchers and language teachers. This has led scholars to evaluate the efficiency of certain ways of vocabulary learning, such as vocabulary learning through listening or watching and indirect learning of vocabulary items through pleasurable reading.

The researchers who explored the area of vocabulary learning revealed that subtitled television programs (d'Ydewalle & Poel, 1999), listening to stories (Elley, 1989), captioned television segments (Neuman & Koskinen, 1992), and video viewing (Oetting, Rice, & Swank, 1995; Rice & Woodsmall, 1988) can contribute to learners' vocabulary expansion in language learning. However, the literature proving that extensive reading and the use of materials such as graded readers or storybooks are productive in second language vocabulary learning has also been rich (Ananthia, 2016; Brown et al., 2008; Chang, 2019; Cho & Krashen, 1994; Chomsky, 1972; Elley, 1989; 1991; Elley & Mangubhai, 1981; Gardner, 2004; 2008; Hafiz & Tudor, 1989; Horst, 2005; Horst, Cobb and Meara, 1998; Hu, 2013; Krashen, 1989; Korat, 2010; Nation, 2015; Nation & Wang, 1999; Pigada & Scmitt, 2006; Saragi et al., 1978; Tiryaki & Tutunis, 2013; Walker, 1997; Waring & Takaki, 2003; Webb & Chang, 2015; Wells, 2003).

There is an assurance on the fact that the skill of reading will support language learners acquire more words than any other language skill. Indeed, it is probable that reading accounts for most of the vocabulary expansion in the first language, and when it comes to second language vocabulary acquisition, there are clear indications that extensive reading programs are effective compared to systematic vocabulary instruction (Paribakht & Wesche, 1996). That is why the term *incidental learning* is identical to the acquisition process through reading (Krashen, 1989). When learners encounter plenty of written language exposure, incidental vocabulary learning can take place, and learning can become substantial (Nagy et al., 1985). In addition to this, reading supported with explicit teaching materials and follow-up activities has the potential to be productive because Hulstijn (2001) emphasizes that the incidental input alone is insufficient to be able to

improve vocabulary learning. Therefore, *the integration of intentional and incidental vocabulary learning* is considered significant for effective L2 acquisition (Nation, 2001).

Reading, supported with visuals and audio, is believed to be beneficial for language learners, particularly for young learners suggesting that multimedia additions have the potential to render vocabulary learning more solid by exposing learners to multiple different input types. Instead of seeing only pictures, seeing words and pictures together will lead to better vocabulary learning (Mayer, 1997); as Multimedia Learning Theory (Mayer, 2001; 2005) and Dual Coding Theory (Sadoski & Paivio, 2001; Sadoski, 2005) suggest, presenting information both in verbal and visual forms together can improve learning.

Based on all the contributions of reading on vocabulary learning and with the concept of multimedia effect on vocabulary materials, the focus in this study has been making use of digital storybooks that are rich in terms of visuals and interactive activities to help children learn vocabulary through reading.

Statement of the Problem

Effective vocabulary learning has been the key to many language competencies, including practicing four different language skills without difficulty; reading, writing, listening, and speaking, which, in the end, helps learners become skilled foreign language users. Nowadays, the need to acquire vocabulary items as many as possible at younger ages becomes more urgent. When this process is taken seriously and planned carefully, its results appear to be outstanding.

Teaching young learners vocabulary has been challenging yet, fruitful, considering the characteristics of young learners and how they acquire a second language. Therefore, techniques to be used particularly for them need to be revised, and original ones need to be created if necessary. Based upon the facets of reading skills that provide learners more opportunities to encounter different words as much as possible, it is believed that reading age-appropriate materials for young learners has got the potential to expand their knowledge of vocabulary at the early stages of language acquisition.

Reading materials nourished with many different features and designed according to the needs of today's children are what second language teachers need the most to be able to make lessons both productive and enjoyable. Therefore, the topic of learning vocabulary through reading, particularly reading that allows the use of interactive materials needs to be further expanded.

While teaching vocabulary to young learners, the use of different reading materials is considered to be an issue that needs to be promoted more among language teachers.

ELT literature for young learners requires studies that test and evaluate the productivity of different techniques and material use, such as reading storybook series, using interactive books, or listening to stories.

Aim and Significance of the Study

It is of great importance to help children acquire a second language in a way that makes them enjoy the process while learning. It is not always possible to involve them in such kind of a process particularly when teachers choose techniques that are too traditional and prefer a model of instruction that is too explicit. Therefore, this study aims to bring contributions to the area of vocabulary teaching to young learners through a different aspect of learning, which is through reading enjoyable digital materials.

Several studies (Brown et al., 2008; Horst, 2005; Horst et al., 1998; Nation & Wang, 1999; Pellicer-Sánchez & Schmitt, 2010; Pigada & Schmitt, 2006; Pitts, White, & Krashen, 1989; Saragi et al., 1978; Waring & Takaki, 2003; Zahar, Cobb, & Spada, 2001) investigated the effects of using similar reading materials, mostly graded readers for young learners to teach vocabulary. However, in this study, it is believed that storybooks designed for children learning English as their first language will be as effective as storybooks designed for L2 young learners. Therefore, the aim of this study mainly focuses on the use of storybook materials in second language courses for young learners. The ultimate object of the study is to utilize English storybooks as target resources to gain vocabulary skills in English language classrooms as well as to increase the efficiency of this learning process by adding more input such as visuals and accompanying interactive exercises.

This study is significant as it aims to contribute to the area of language teaching for young learners, especially effective vocabulary teaching. Since the aim of the study is to explore the effects of implementing an online extensive reading program with digital storybooks and related follow-up exercises, it is considered that this study can supplement data to the relevant literature of both teaching vocabulary and reading in the second language for young learners by providing the data from a different context. As long as the technology develops faster than ever and involves the children of this era in an active process of interaction and communication, the techniques we used to rely on will not be sufficient or satisfactory for children. Today together with new technological tools integrated in language classrooms, children have various opportunities for effective language learning as these tools provide them with a variety of materials, enriched activities and multiplied modes of input. Currently, at elementary schools in Turkey, it is believed that there is still a long way to go to be able to change traditional language classrooms and turn them into classes that are technology-integrated, learner-centred, and rich in materials for young

learners. This need to provide language teachers of young learners with ideas that will go hand in hand with the necessities the current era brings urges us to seek new techniques, try alternative materials, and compare and evaluate the use of different methodologies.

Depending on all these purposes related to the needs of both young second language learners and their teachers, this study focuses on what can be obtained in terms of vocabulary enhancement as a result of using authentic reading materials that are storybooks designed for L1 learners of English. It also aims to evaluate the contributions of these storybooks to learners' effective vocabulary skills when they are used consciously with their visuals and interactive exercises.

Research Questions

As a result of questioning the problems and needs in young learners' vocabulary learning through reading, the following research questions have been formulated:

1. Does reading storybooks in L2 contribute to young learners' recognition of target L2 vocabulary?
2. What are the contributions of implementing an L2 reading program with interactive storybooks and materials in young learner classrooms?

Assumptions

The participant students in this experiment are known that they have the same level of English because they come from the same background since English teachers they had been introduced through the years and the school context they had been in from the beginning of their primary education were the same.

Based on the enquiries implemented with both students and their parents, the students are known not to have read or viewed storybooks in L2 before, based on the current and former language teachers' experiences with students.

Limitations

This study has the following limitations:

Firstly, the number of students participating in the study is limited to thirteen due to the factors such as voluntariness, nonattendance, and lack of motivation and persistence in education related to COVID-19 and online education.

Secondly, there have been many cases of students' dropout of school or not being able to join online classes efficiently across the country, and the teachers have struggled

very hard to be able to motivate students during the whole process. This study was implemented during the online education period, and it was assumed that the results would be interpreted accordingly.

Thirdly, since the study aims to shed light on the effects of storybooks, data analysis is limited to post-test results, observations, interviews, and remarks made in research journals. Therefore, this study is limited in a sense that it provides information about students' target word recognition rather than vocabulary acquisition.

Lastly, since the study was a case study conducted in a private college, particularly the results of post-test may not be generalized according to the public school context. The time allocated to foreign language learning in private schools is more than the public schools.

Definitions

Young learners: the children from their first year of formal schooling to their teenage years or adolescence.

Extensive reading (ER): reading that exposes learners to 'large quantities of material within their linguistic competence' (Grabe & Stoller, 2002, p. 259).

Interactive books: books that require active learning of readers by participating and interacting through pop-ups, digital tools or smartboard exercises.

Multimedia: the use of words and pictures to present material (Mayer, 2001).

Dual Coding Theory (DCT): According to Dual Coding Theory, a person can learn a new item using either verbal associations or visual imagery, but a combination of both will result in more successful learning.

Chapter 2

Literature Review

In various second language (L2) and foreign language instructional settings, the point of reading to learn new vocabulary has been discussed. To expand learners' word knowledge in second language, many reading materials have been used, and different techniques have been tested. It has been emphasized that having a rich vocabulary knowledge is the key to developing many other language skills, and when it comes to reading, it is no doubt that extensive vocabulary knowledge promotes the comprehension skills of an L2 learner rapidly. In fact, vocabulary knowledge that is large in size and depth can enable learners to have efficient word recognition and also text-level comprehension (Kormos et al., 2018). Moreover, it is typical for L2 learners to carry dictionaries with them instead of grammar books since having a large vocabulary is what is essential to mastering a second language (Krashen, 1989). In line with this, spending time on reading skills will contribute to what L2 learners need the most in acquiring a second language, which is comprehensible input, a prerequisite for language acquisition, that can be found easily in the form of reading texts (Krashen, 1989). Many researchers come to the conclusion that only through mechanical vocabulary teaching programs second language learners are not able to acquire vocabulary and understand the essence of it; in fact, free reading outside of school and learning by self-exploration has been proven to be fundamental in large vocabulary acquisition (Anderson, Wilson & Fielding, 1988; Miller, 1941; 1977; Nagy, Herman & Anderson, 1985; 1987; Smith & Supanich, 1984). Therefore, in the following titles of this review, we will look into more comprehensive aspects of vocabulary learning through reading for young learners by also linking it up with significant facets of other learning theories that include interactive materials and multimedia use.

Young Learners and L2 Vocabulary Learning

Children appear to be learning vocabulary items fast and relatively more effortlessly compared to adults who decide to begin learning a new language after a certain age. Thanks to the technological developments in our houses and schools and by everyday reading, watching, and listening, young learners are even closer to learning a new language wherever they are. When a question is raised whether it is easy to teach young learners, Çakır (2004) informs us that it might be easy to maintain motivation to a high degree and turn English language classrooms into classrooms where learners can have an enjoyable and stimulating experience with absorbing activities. This view is associated with the fact that students' high motivation level is directly correlated with their enjoyment and willingness to continue the activities. Similar to this, after analyzing young learners' needs in ELT

classrooms, Elley (1991) attains five significant factors related to young learners' vocabulary learning. These five common exponents of young learner vocabulary acquisition studies conducted by Elley (1991) are *working on meaningful texts, incidental vocabulary learning, presenting the combination of oral and written language, focusing on meaning rather than form, and encouraging high motivation*. The differences discovered between adult learners and young learners in language acquisition have demonstrated that children, especially, are more successful in acquiring a language when they are exposed to the language in an informal context, while the adult learners might have difficulty benefiting themselves with such an informal contact (d'Ydewalle et al., 1999). Therefore, young learners have relatively been more suitable for extraordinarily different and non-traditional activities that include multitasking and require entrepreneurial skills.

One of the favored opinions in young learners' vocabulary acquisition has been their ability *to focus more on meaning rather than form* while trying to process the language at a profound level. For example, if children are presented with an activity such as listening to fun stories read aloud rather than working at a deliberately designed activity, they have a tendency to learn vocabulary more and naturally retain more from that kind of activity (Elley, 1989). That is also one of the reasons why young learners prefer aural or oral activities compared to adults who prefer reading or watching with subtitles. Both in studies conducted by Elley (1989) and d'Ydewalle et al. (1999), we can observe that oral story reading and watching television programs without subtitles with only auditory presentation mode help children build significantly rich vocabulary knowledge. Besides, *working on meaningful texts or authentic materials* has also been quite useful since L1 children learn vocabulary from verbal exposure to daily conversation, and this process is followed by reading mostly storybooks and novels. This factor is quite related to young learners' ability to focus on meaning rather than form, and the studies by Jenkins, Stein, and Wysocki (1984), Nagy, Herman, and Anderson (1985), Herman, Anderson, Pearson, and Nagy (1987), Shu, Anderson, and Zhang (1995), Nation and Wang (1999), Gardner (2008) have also pointed out over the years that the students are able to gain a great deal of vocabulary knowledge thanks to the reading tasks and authentic reading materials. Gardner (2008) makes sure that the reason behind the use of authentic reading materials is that L2 learners are exposed to essential levels of repetitive word knowledge and comprehensible input while they read, starting from a level that is easier and moving to a harder one. Novels, as well as storybooks, are productive when it comes to vocabulary acquisition, practically the fact that they are authentic texts, and learners choose to read them for meaning, which makes them exceptional vocabulary acquisition sources in any language since the studies demonstrate that learners acquire more than expected vocabulary while reading a novel even if the words learned were not planned to be taught deliberately (Kiyochi, 1988; Pitts, White, & Krashen,

1989; Saragi, Nation, & Meister, 1978). It is also assumed that similar topics in authentic reading materials will reduce the non-essential linguistic burden and make the learning process practical by exposing the learners to plenty of necessary word repetitions. On top of it, it is well known that authentic reading materials are not mechanical but rather natural since they are unpredictable when it comes to what to learn, which also makes them full of varied learning opportunities. In addition to all these factors, children have a great potential to be able to learn words on their own if the methods chosen are appropriate for them. Based on this aspect of view; and the characteristics of children, Nagy & Anderson (1984) emphasize these three significant points: motivation, inferring the meanings of words from word parts, and inferring the meanings of words from context. Though it is greatly possible to learn words through reading since inference plays a crucial role in it, high motivation or intrinsic motivation would be the key to learning vocabulary items for young learners. *Encouraging high intrinsic motivation* is often possible when teachers know the learners well enough and when it comes to young learners, it is highly probable that age-appropriate, fun, and entertaining activities would be influential. For children to keep themselves highly motivated and easily be able to derive the meanings of new words from context, it is essential that they are highly attentive and focused, which is mostly possible by connected elements such as vividness, humor, originality, surprise, conflict, suspense, and so on (Berlyne, 1960). For example, people who observe children reading or listening to an absorbing story have been astounded by the quality and constancy of their attention (Elley, 1989). Besides, a beginner learner, no matter his/her age is, has the potential to succeed by reading a text of high interest with pleasure even if the linguistic aspects in the text are difficult or advanced compared to the learner's linguistic ability since there is an effective interaction between learner's linguistic knowledge, background knowledge and ability to comprehend, for example, process a text (Coady, 1997). We can clearly see in this case that there is a strong desire to acquire the knowledge precisely since the subject matter is appealing, or the basic vocabulary in L2 is quite familiar to the learner because of easily recognizable cognates in L1 as well as the fact that high motivation might help the learner comprehend a difficult text and become successful in it to a surprising degree (Coady, 1997). As much as it is anticipated that it will be productive for the learner if L1 and L2 are similar or if the learner has high intrinsic motivation thanks to all these factors, it is also acknowledged that presenting materials that are rich in every aspect (for example, materials supported with visuals, audio, and so on.) can also help learners acquire L2 vocabulary much easily. Therefore, *the combination of oral and written language* enables a more straightforward strategy for L2 vocabulary learning. Nagy & Anderson (1984) confirm the fact that the experience of oral language matters for sure, especially for young learners, since it allows for interaction and feedback and is naturally existent in a rich context full of

extra-linguistic figures, yet it can reduce the number of exposures to new vocabulary items since it contains less difficult words than written language. The amount of free reading hereby can determine the vocabulary growth to a great extent. Both the syllabus composed of post-reading sessions nourished with oral feedback, presentations, or discussions, and the syllabus with materials composed of books with visuals, audio, and interactive modules can enhance the effects of L2 vocabulary learning, particularly through reading. The success of all reading-aloud, reading while listening, and after-reading feedback sessions in previous studies have been tremendous; indeed, all techniques have benefited the number of vocabulary items gained in evaluations applied after the sessions or learners' duration of retaining the new words, by simply making the input easier (Brown et al., 2008; Chang, 2019; Elley, 1989; Feng & Webb, 2019; Horst et al., 1998; Hsu, 2013; Korat, 2010). As much as the way we convey the input through multiple means (audio, visual, and so on) makes a difference, and the frequency of the input is of great importance, as well. The number of exposures to a word through any means can significantly profit second language learners, particularly young learners who will acquire new items as rapidly as possible whenever they encounter them. Hence, *incidental vocabulary learning* is regarded as possible when we consider the fact that many language learners naturally pick up the words thanks to the number of exposures in language materials and the familiarity of the context in these materials. Before Nagy & Anderson (1984) hypothesized in their study that there are ambitious young language learners from middle grades, especially readers, they also strongly emphasized the hypothesis of Carroll (1964), which is that college students have the potential to be exposed to as many as a million words every week while they are reading, listening to lectures, or having conversations. This natural learning process can also be described as what Krashen (1989) made clear in his study by Input Hypothesis, emphasizing that when Language Acquisition Device is active, language is acquired subconsciously, which means that the learner consciously focuses on the message but not on the form that is why he associated this process with incidental learning and, also Chomsky's "tacit knowledge" since the knowledge acquired is depicted in the brain subconsciously. In Krashen's words, it is also recognized that more comprehensible input will result in more language acquisition no matter what the input type is, aural or written. For example, Chomsky (1972) revealed in her study that children demonstrated more grammatical knowledge if the environment they grew up in was richer in terms of the print. In addition to mentioned benefits of reading and comprehensible input, Saragi et al. (1978) also discovered that acquisition is related to the frequency of occurrence and observed that words that appeared less than ten times did not help learners with a consistent acquisition. Similarly, Nagy, Herman, and Anderson (1987) also examined young learners by using passages from elementary school textbooks and concluded that when unfamiliar words are

seen in print, there's a statistically consistent increase in word knowledge, though it is small and the chance of a learner's acquisition of those words from one exposure is between five to twenty percent which means that there is a great potential to retain words more when the number of exposures increases. Accordingly, in all likelihood, reading is the ultimate vocabulary learning skill, and passages, stories, or novels can be effective materials, particularly when language teachers do not choose the way to teach target words explicitly. Therefore, the implicit teaching of vocabulary to young learners can be carried out with a variety of materials that help learners involve themselves in diverse, meaningful contexts, often possible with stories.

Young learners and implicit vs. explicit L2 vocabulary teaching

Vocabulary learning studies at all ages have focused on two main aspects of learning: one of them is learning that takes place when there is a specific intention to do so (Barcroft, 2009) which is known as "intentional learning,"; and the other one is kind of learning that takes place when learners use the language with no specific intention to learn a certain linguistic element (Schmitt, 2010) which is called "incidental learning" (Pellicer-Sánchez, 2016). As a result, which kind of an aspect students will learn most effectively depends on teachers' choice of vocabulary teaching: *explicit* or *implicit vocabulary teaching*. Spencer et al. (2012) remark that vocabulary teaching through storybook reading for children is a good example of both implicit and explicit teaching and they argue while explicit teaching necessitates intentional design and information delivery from teacher to students and to be able to teach vocabulary this way, teachers provide information about the target word which is generally an explanation about a word's meaning, in implicit teaching, teacher reads the story with no additional information about a word's meaning and students are naturally exposed to new words and expected to acquire them. It is also suggested that explicit teaching may play an important role for particularly children who are having difficulty at reading through their limited vocabulary thus leading to the fact that only incidental exposure will be inadequate for particularly these children (Spencer et al., 2012). Another statement is made by Van den Berg & Klapwijk (2020) about the significance of reading with interactive and explicit word instruction while teaching vocabulary. When it comes to not only reading but also listening, it is also assumed that listening to stories improves vocabulary but what leads to greater vocabulary enhancement is listening to stories with explicit vocabulary instruction (Van den Berg & Klapwijk, 2020). The studies (Chlapana & Tafa, 2014; Van den Berg & Klapwijk, 2020) that allow learners not stay passive but active throughout the vocabulary learning process indicate that reading aloud sessions combined with both explicit and interactive instruction are beneficial in terms of vocabulary learning. Depending merely on implicit vocabulary instruction might be inadequate and ineffective that is why, it is advantageous to include explicit teaching of vocabulary in the usual

contextual activities (Zhang, 2008). However, Longhurst (2014) also informs that relying on explicit teaching too much can be time consuming or learners can become less autonomous (Shakouri et al., 2014). In her study, which Cheimonidou (2016) investigates implicit and explicit teaching of vocabulary through storytelling among Greek EFL young learners, she comes to the conclusion that neither methods should be demoted at the expense of the other, finding out that students involved in both the processes produce word recalls successfully with the combination of natural storybook materials and guidance of learners' attention to particular vocabulary items. The number of studies similar to this exploring the effects of using implicit vocabulary teaching methods with a touch of explicit instruction and helping young learners acquire language with materials that are designed for incidental learning began to increase, and in Turkey, researchers have utilized materials and techniques that allow young learners to acquire L2 words naturally and retain information for a longer time.

As a result of learning words in a meaningful context, when Tunçarslan (2013) investigated 28 Turkish pre-school students aged 3-4 learning English as a second language, she found out that students in her experimental group retained more words and became more motivated in learning English when exposed to a short story-based common syllabus. While the experimental group took the treatment of lessons composed of units designed with short stories and related activities, the control group was exposed to target words without a short story-based syllabus. To evaluate how many vocabulary items were learned, an observation checklist was used. Children's motivation and encouragement levels were found to be high and short story-based syllabus along with a meaningful context turned out to be a very effective in arranging a well-designed language learning classroom. As a result, the short story-based syllabus has been recommended to language teachers as an effective way of vocabulary learning for young learners as it has produced significantly fruitful results.

One of the studies investigating the positive effects of a different vocabulary teaching technique, "storytelling," also concluded that the technique chosen became beneficial and motivating for older students, as well. Canlı-Bekar (2019) explored the area of digital storytelling with 3rd graders learning English as a second language in a Turkish primary school. She created five digital stories that included the subject units and the vocabulary items in the curricula. Reinforced with follow-up activities such as art and craft, retelling the story, picture reading, word searches, and solving mazes, the whole process was completed in 11 weeks in total, allocating 2 hours each week, and the results were analyzed with Vocabulary Knowledge Scale (VKS) and Intrinsic Motivation Inventory (IMI). This kind of practice helped learners develop intrinsic motivation because the results of the inventory revealed that students had a significant level of high motivation and interest combined with

enjoyment and pleasure with the process. Young learners in this study felt particularly motivated and interested in vocabulary learning since they were responsible carrying out the activities assigned to them and had pleasure during the implementation period. Even though there were no significant results in their vocabulary knowledge of the target words, they still gained familiarity with the vocabulary items and increased their knowledge of words. As might be expected, the factor of “repetition” in the materials used also helped learners become more familiar with the words and retain the vocabulary gained before.

To be able to become effective in teaching target vocabulary words, Özdemir (2012) used storytelling and roleplaying with a group of young learners while he implemented standard techniques they used in their daily routines with another group of learners. While the experimental group studied the story of Cinderella, completed the worksheets, and roleplayed the story to learn twenty target vocabularies, the control group studied the same target words through the regular techniques in the English curriculum. The data was collected through pre-recall, pre-recognition, post-recall, post-recognition, and delayed recall, delayed-recognition tests. The experimental group who learned the words with storytelling and role-playing techniques scored significantly higher in all post-tests than the students in the control group. It is also affirmed in the study that the process of the experimental group was not like a learning process; rather, it was similar to an acquisition process compared to the experience of the control group.

A case study conducted by Kütük (2007) was a kind of research that could help teachers look at L2 vocabulary teaching from a different angle. By integrating visual mnemonic vocabulary learning strategy into the language syllabus using storytelling activities and analyzing the data through Vocabulary Knowledge Scale (VKS), Intrinsic Motivation Inventory (IMI), and Attitude Questionnaire, 37 5th grade students produced remarkable results in terms of learning, retention, and motivation at the end of the process. In the study, the researcher particularly avoided conscious strategy training and making teaching explicit by making use of real tasks and creating a context with the help of stories so that learners would unconsciously or implicitly implement a visual mnemonic vocabulary learning strategy. Visual aids were often used during the whole process, and as a result, the level of effective learning and retention of vocabulary items taught increased parallel with the level of high motivation, interest, and enjoyment of students. In the study, the feedback provided by particularly the students themselves demonstrated that the materials used and the activities implemented were interesting, enjoyable, and useful which increased learners' active participation.

A good research example of learning words through storybooks was by Yardım (2011). She aimed to see the effects of implicit vocabulary teaching through both computer-assisted storytelling and teacher-led storytelling. 5th graders in her study were included in

two groups, experimental and control groups, with 30 students in each group, and both groups took a pre-test to determine whether they had the knowledge of target vocabulary. Tests were based on both recognition and production of target words, and they included sections composed of picture-matching activities, picture-cued completion, and picture puzzle activities. Both the experimental group that took the treatment of computer-assisted storytelling and the control group that had storytelling with the help of the teacher were included in pre-activity, while-activity, and post-activity throughout the implementation of the books. 25 target words chosen from five stories, "Ant and Grasshopper," "Little Red-Riding Hood," "Dino," "I am too ill," "Goldilocks and Three Bears" shaped five story-based lesson plans. Particularly software programs such as flash-animated stories, PowerPoint, and paint were used for the treatment of the experimental group. The results of the post-test showed that both of the groups benefited from the process, but the teacher-led group did better because the existence of the teacher made students feel that they were involved more and had more confidence to ask clues and questions. It was demonstrated that the computers had a significant effect on vocabulary learning, but they could not replace teachers who were models for students to imitate and interact with during the sessions. It was also concluded that computers enabled one to one interaction but, a sense of involvement was not felt by the students. Still, with the results gained from both groups, this research also produced proof that storytelling is a strong vocabulary teaching technique to be used in young language learners' classrooms.

Allowing students to learn vocabulary through the use of authentic animated stories, Kaya (2011) separated 4th-grade students at a state primary school into two groups as experimental and control, and she implemented a process of vocabulary learning through authentic animated stories with the experimental group while she taught the same vocabulary to control group through the use of traditional materials such as flashcards, songs and course books. Four weeks were allocated to the use of authentic storybook materials, and to make stories easier to comprehend, retelling, high intonation, gestures, or mimes were referred by the teacher. 42 target words were chosen after students were pre-tested, and after the process was over, the results of the post-tests and delayed tests displayed that there was a remarkable difference between the experimental and the control group. Storybook-group had scored higher, and children's instinct for learning and meaningfully interpreting the context when they were exposed to stories or videos were evaluated by the author as significant factors in their high scores. As a result, it was concluded that the audio-visual atmosphere with the help of an authentic animated story has a chance to make learning memorable as well as enjoyable.

Similarly, Kaya (2007) carried her research out by presenting ten reading passages to the experimental group that studied vocabulary by reading them with the help of visual

materials such as pictures, flashcards, and real objects and to the control group that read passages in a traditional way, particularly by translating the sentences into the mother tongue and then answering the comprehension questions. The students were 6th graders and went through a 10-weeks of reading instruction. All the games and authentic materials also concluded in lesson plans encouraged the students in the experimental group to learn eagerly while the teacher was attempting to teach implicitly. The scores of the students' school reports were evaluated as a post-test, and the results showed that the experimental group had performed higher than the control group in the post-test. In addition to this, the materials used in the research created a positive attitude towards learning reading, arouse interest during the lessons, helped learners to actively participate the process.

Teaching Proficiency through Reading and Storytelling (TPRS) is a powerful approach to language teaching particularly when the subjects to be taught are children. Kara (2018) determined that she could provide 19 four-year-old kindergarten students with a considerable amount of comprehensible input through stories by exploring the possible effects of TPRS on their receptive and productive vocabulary skills. After the pre-test was applied, the target vocabulary selected from five age-appropriate storybooks was included in activities, and lesson plans were designed accordingly. Establishment of the meaning, asking a story, and reading were the stages of TPRS to be followed, and receptive-productive picture tests were developed and implemented by the researcher in one-to-one sessions with each student. The results of the post-test and delayed test showed that TPRS had favorable outcomes and a positive impact on children's recall and retention of receptive and productive vocabulary.

Based on all the factors and the results of the studies mentioned above, it can be concluded that understanding how young learners acquire vocabulary in a second language is significantly decisive in being able to teach vocabulary. As Nagy & Anderson (1984) informed, teaching children words one by one, ten by ten, or maybe even hundred by hundred would be pointlessly unproductive, and instead, the instruction to be followed should be to teach them skills and strategies so that they can thrive as independent word learners. There have been some crucial points recommended in The National Panel (NICHD, 2000) in the USA as well, related to vocabulary instruction. They proposed that direct teaching of words is valued alongside activities that include the repetition of new words or using new words in meaningful contexts. Furthermore, it has been suggested that when it comes to young learners, the key is giving them an active role in vocabulary learning and making effective use of technology to benefit children in their learning process. To teach vocabulary constructively and to benefit from the advantages of repetition and frequency of exposure, Nation & Newton (1996) describe fluency activities that allow students to process quite a lot of language and are composed of activities such as repeating the same story or

rereading the same text. Consequently, upon all these scientific interpretations, we can get a better sense of the significance of books, texts, or stories in young learners' vocabulary learning. Krashen (1989) asserts that if they are at their best, most of the vocabulary teaching methods are still boring, and when they are at their worst, they are already painful, and even those that seem a bit more interesting can not even compete with the fact that what is, indeed interesting is reading a good book. That being the case, considering all the facts and data presented above, this review will continue with the most useful techniques of effective vocabulary learning, which are incidental and intentional learning, and one popular language skill to carry it through successfully: Reading.

Incidental vs. Intentional Vocabulary Learning through Reading in L2

Input Hypothesis claims that there is only one way of stimulating the functioning of the language acquisition device, which is comprehensible input, and basically, in Krashen's words, this perspective leads us to assume that conscious and traditional learning-based instruction will have a small effect compared to the effect of comprehensible input which is favored as "reading." Any other method that is designed to give learners a thorough knowledge of words is not as time-efficient as learning words from reading, and even if those methods are more time-efficient than reading, they do not seem to help learners possess a deep knowledge of words as reading does (Krashen, 1989). Nagy & Anderson (1984) also confirm that good readers are often able to acquire a large vocabulary since they are better at inferring the meanings of words from context. Moreover, to be good at writing skills, one is expected to be advantageous in reading skills as well; as it is also emphasized in Krashen (1989), better writers read more outside of school. Additionally, one should bear in mind that neither reading nor writing ends in themselves; on the contrary, they are means that are used to construct and communicate meaning for purposes; therefore, reading is one precious skill to promote while helping children to become literate in the language (Wells, 2003).

The incidental vocabulary learning hypothesis suggested by Nagy & Herman (1985) is related to how children learn vocabulary in their mother tongue, and it suggests that an extensive amount of vocabulary words are learned systematically through repeated exposures in many different discourse contexts (Coady, 1997). To gain access to these repeated exposures, reading is particularly preferred, and it is considered as the skill which creates most of the opportunities for learners, especially children since it is the source of incidental word learning and encounter. According to Anderson & Freebody (1983), by reading 25 minutes per school day, an average student in the fifth grade can encounter tens of thousands of different unknown words a year just with a small amount of word knowledge.

Nagy & Herman (1985) inform us that learning from context should be taken into consideration with its long-term effects. Learning from written context and its long-term effectiveness is conditional on the number of unfamiliar words encountered over a period of time. This case is particularly valid for a student learning vocabulary items in L1 through reading; if a student reads at a rate of 200 words per minute spends 25 minutes a day for 200 days out of a year, that student will read a million words of text per year (Nagy & Herman, 1985). Depending on the result of the reading and word knowledge experiment conducted by Nagy et al. (1984), which presumes the chance of learning a word to any given standard from one exposure in-text is relatively around one in twenty, though this is the lowest result, Nagy & Herman (1985) estimate with the amount of reading mentioned above, young learners can encounter between 15,000, and 30,000 unfamiliar words and the fact that one in twenty of these words is learned will mean that the gain in vocabulary per year will be between 750, and 1,500 words. To be able to achieve this kind of gain within the same period of time with similar results will not easily be possible with explicit vocabulary instruction such as a word-by-word approach, and that is why incidental learning of word meanings from written context can help learners, particularly students who do read regularly benefit a large proportion of vocabulary growth each year (Nagy & Herman, 1985). When age is taken into consideration, it is observed that children are advantageous compared to adults, and a massive volume of children's vocabulary growth occurs incidentally (Nagy & Herman, 1985), and it is explored that most of the new words are learned from context either while reading or listening (Jenkins & Dixon, 1983; Jenkins, Stein, & Wysocki, 1984; Nagy & Anderson, 1984; Nagy, Herman, & Anderson, 1985). Therefore, when second language teachers aim to teach vocabulary effectively through implicit instruction, the most significant goal of their instruction should be to increase the amount of students' incidental word learning. Two integral approaches to increasing children's word learning are firstly increasing their ability to benefit from potential word-learning situations taking place outside of vocabulary instruction and secondly increasing the number of their opportunities to learn (Nagy & Herman, 1985). Nagy, Anderson, & Herman (1987) inform that how many words children actually gain from written context is determined by three factors: the volume children are exposed to written language, the quality of the text, and the ability of children to infer the meanings of new words they encounter during reading. Moreover, if key content words that are related to a certain theme and repeated more than other words in a book are recognized and targeted well, reading is one good approach that is useful for incidental vocabulary learning (Paribakht & Wesche, 1999). Accordingly, better comprehension will result in greater vocabulary acquisition, to be able to succeed in this, children need to use their ability to apply their background knowledge while trying to understand a text. As a result of this, it is suggested that teaching strategies and also making good use of young

learners' abilities, such as inferring and easily remembering the meanings of new words, should be frequently taken into consideration in vocabulary teaching through reading.

Recent studies on the other hand, have begun to examine the effectiveness of incidental instruction through book reading alone on children's vocabulary development and it is informed that the exposure to words through storybooks incidentally may not be enough for some children, particularly the ones who may be at risk in terms of reading difficulties (Neuman & Wright, 2014). Besides, for children's effective word learning in ESL and EFL classrooms, teachers need to go along with planned, sequenced and systematic instruction (Neuman & Wright, 2014). While reading or listening to storybooks for example, intentional strategies that will require children to absorb words at a deeper level of understanding are suggested by Neuman & Wright (2014) along with the incidental instruction that is the typical read-aloud experience. As a result, intentional learning comes into play at this point as Boers (2017) also suggests saying that if there is a deliberate focus on the language code, intentional learning occurs, whereas incidental learning which is also linked to acquisition takes place when learners are mainly engaged with the content or the message. The basis of incidental vocabulary acquisition is learning words naturally, as the by-product of an activity that is not willfully designed for that motive (Gass, 1999; Hulstijn, 2001; Loewen, 2015; Schmitt, 2000). However, as Laufer (2003) points out, intentional teaching and learning of L2 may be responsible for most of the L2 vocabulary learning of students that learn English in non-English-speaking communities where they may not be naturally exposed to large quantities of input.

Researchers and educationalists have become aware of the insufficiency of incidental input alone to be able to improve vocabulary acquisition (Hulstijn, 2001) and even if it increases vocabulary, they question to what extent this type of instruction is effective in language classrooms (Penno, Wilkinson, and Moore, 2002). Even though reading storybooks has the potential to enhance learners' vocabulary, when passively encountered with a text only once, the effect is minimal (McKeown & Beck, 2011). Some researchers (Ard & Beverly, 2004; Beck & McKeown, 2007; Justice, Meier, & Walpole, 2005; Van den Berg & Klapwijk, 2020) discover the effectiveness of explicit vocabulary instruction accompanied by interaction in L2 storybook reading sessions and come to the conclusion that improvement of vocabulary is attainable with the help of explicit instruction, as well. Particularly in their study, Van den Berg & Klapwijk (2020) focus on actively involving learners in discussions and negotiations both about the elements of storybooks and the vocabulary thus creating an effective vocabulary learning method in the classroom and a positive attitude towards reading among the students. Similar to all these points, Brabham & Villaume (2002) also express that the significant role the incidental learning plays for vocabulary growth should not overshadow the facilitating effects of intentional and

systematic instruction. In an extensive reading program, Meganathan et al. (2019) draw a similar conclusion that both incidental learning and combination of incidental and intentional learning are effective on students' vocabulary gains. Meaning-focused input, meaning-focused output, language-focused learning, and fluency development introduced as the four learning strands suggested by Nation (2001) support this idea, as well that the integration of intentional and incidental vocabulary learning is significant for effective L2 acquisition. Therefore, Schmitt (2008) brings forward a parallel recommendation asserting that vocabulary learning programs need to include two different components together: an explicit, intentional learning component and an incidental learning component that is based around maximizing the natural exposure.

The issue of incidental versus intentional learning in L2 is also shaped by the discussions going around individual differences such as attention, awareness, and motivation (Schmidt, 2010). Paying attention and becoming conscious of the material presented appear to be the dominant solution to be able to learn anything (Baars, 1997). The distribution of attention, according to Schmidt (2010) is the focal point at which learner external factors such as input, context or treatment and internal factors such as motivation, aptitude or learning styles and strategies are consolidated. About aptitude in particular, Schmidt (2010) suggests that aptitude for explicit learning has a role in dealing with age-related weaknesses in implicit learning. That is why, where individual differences are of significance in language learning, both incidental and intentional learning may come across as complementary with each other. Becoming aware of input in L2 is a concern; the things that are paid attention to are learned while the things that are not attended to are not learned much about (Schmidt, 2010). Though explicit learning requires attention for sure, the studies claiming that attention is not required in implicit learning are also challenged by experiments that discover no learning occurring without attention in implicit learning (Perruchet & Pacton, 2006). Schmidt (1990) specifies that what learners notice is restrained by many factors but when it comes to incidental learning, it is possible when task requires focus attention on relevant features of the input. Moreover, Schmidt (2010) points out the significance of both noticing and motivation by providing examples of two different individuals: Julie who kept a copybook that she included notes and lists of words and Wes who owned a dictionary but seldom consulted it. As Gardner (1988) remarks, the rationale behind the success of motivated learners is the fact that they are active learners and the reasons why they learn better than unmotivated ones are related to their selective attendance to specific information and paying attention more which results in noticing and high level of awareness. In another study, Tremblay & Gardner (1995) also recognize that attention, effort and persistence are associated with motivation. Moreover, learning strategies and motivation are found to be connected in many studies, as well (MacIntyre &

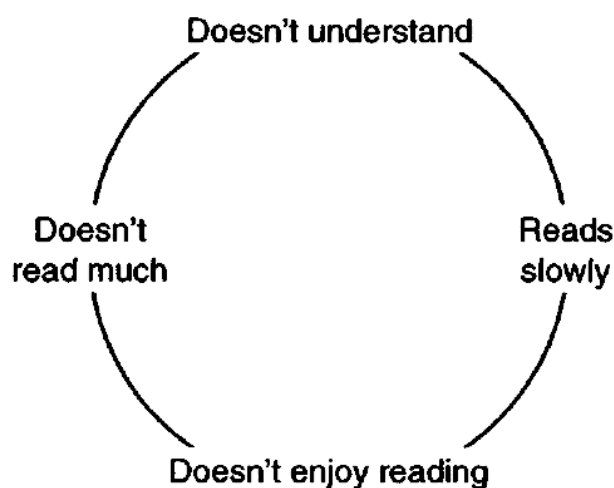
Noels, 1996; Schmidt, Boraie & Kassabgy, 1996). Therefore, assuming that students have the potential to learn better when they are attending to the information presented, intentional learning in addition to incidental learning can provide a suitable context for attention and awareness that may also have an influence on motivation.

Nevertheless, in relation to young learners' incidental learning, the researchers also assess the fact that the ability to infer meanings of the words from the context plays a crucial role in vocabulary growth through reading; in fact, general verbal ability is related to young learners' ability to deduce the meanings of unfamiliar words from context (Daneman & Green, 1986; McKeown, 1985; Nagy, Anderson, & Herman, 1987; Quealy, 1969; Rankin & Overholser, 1969; Sternberg & Powell, 1983). Naturally, this fact leads to the other that children who know more words understand the text better, and it draws attention to the importance of *extensive reading* since it leads to multiple encounters with words in many different meaningful contexts, which will mean when the rest of the text is already comprehensible, these encounters will assist readers in building connections between the new word and their previous knowledge (Nagy & Herman, 1985). Extensive reading will not only help readers expand their vocabulary knowledge but also increase their general knowledge. Crafton (1980) noticed that it is much easier to comprehend a second article if the first article read is on the same topic. As a result of this, when it comes to children, it can be quite useful to start and go on with the same line of *storybooks* or stories with similar themes. Learning words' definitions alone will not produce the same amount of new word knowledge as extensive reading will, and when it comes to written context, one should not underestimate the value of a single encounter, even if the information gained from that encounter is relatively small, as long as it is encountered in a meaningful context (Nagy & Herman, 1985). Wide and regular reading on its own assuredly provides the necessary exposure to words in various meaningful contexts (Nagy, Herman, & Anderson, 1985; 1987). Additionally, the frequency of words will be a facilitating factor in vocabulary learning through reading, and it has been found in various studies (Brown, 1993; Długosz, 2000; Eckerth & Tavakoli, 2012; Horst, Cobb & Meara, 1998; Jenkins, Stein & Wysocki, Peters & Webb, 2018; 1984; Saragi et al., 1978) that the frequency factor makes incidental vocabulary growth more possible. Increasing the frequency and also the amount of contact directly affect both the retention of words and grammatical structures in the long-term memory of children (Długosz, 2000). The words are more likely to be noticed and become familiar, as well when they occur more frequently (Peters & Webb, 2018). Besides, learners utilizing lexical processing strategies while reading for comprehension also proved that they preferred inferring more from the text and ignoring less when it comes to unknown words (Fraser, 1999). Using strategies and involving oneself in a fruitful process of extensive reading, one might have a chance to reach a critical level of automaticity with the high-

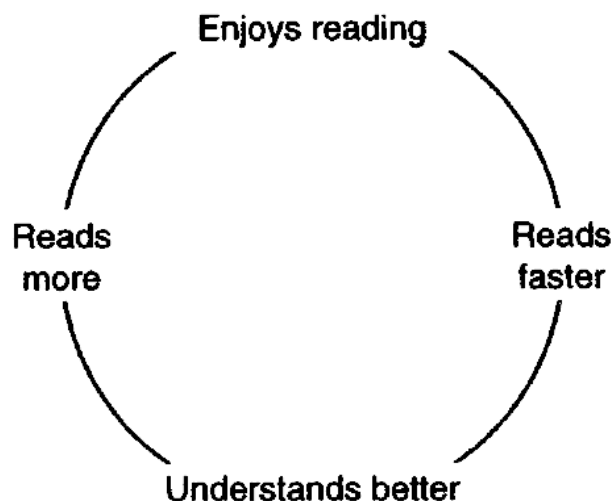
frequency vocabulary, and this may easily pave the way for learning the less frequent words over time. Lewis (1993) states that "Language is not words and grammar; it is essentially lexical" (p. 196). Based on this view, Coady (1997) also asserts that we, as language teachers need to enable our students to learn and acquire a lexical base if we wish to achieve overall success in language learning, and the greatest part of this process is apparently extensive reading.

Extensive reading (ER)

Coady (1997) informs that the vocabulary acquired by beginner readers has some major developmental categories, such as the words whose forms and common meanings are recognized automatically no matter what the context is, the words whose forms and meanings seem fairly familiar to the learner but can be recognized only in context and lastly the words whose meanings, and most of the time forms as well, are unknown to the learner so their meanings must be derived from the context, looked up in a dictionary or neglected and left uncomprehended. Each time beginner readers attempt reading in L2 if they encounter words whose both forms and meanings are unknown, will they attempt to give up more? This is the beginner learner's paradox in vocabulary learning through reading, and the critical question is how beginner L2 readers can come to a level of comprehension that will help them understand the text better each time they read and at the same time, sustain their interest in reading with pleasure. Pedagogically, Nuttall (1982) explains the situation many L2 readers get stuck in when they begin reading in L2, which is being trapped in the *Vicious Circle*:



No matter where the reader enters the circle, any of the factors making it up will continue producing any others (Nuttall, 1982). However, there is another circle Nuttall (1982) proposes as the *Virtuous Circle* that will allow readers to escape from the Vicious Circle (Coady, 1997):



Nuttall (1982) asserts that to be able to escape the Vicious Circle, readers must break the chain, which will become possible with the quantity of reading and enjoyment (Coady, 1997).

Extensive reading (ER) is described as reading that helps learners experience “large quantities of material within their linguistic competence” (Grabe & Stoller, 2002, p. 259). According to Brown et al. (2008), extensive reading has got a strong connection with incidental vocabulary learning, and it is described by the researchers (Bright and McGregor, 1970; Day and Bamford, 1998; Harmer, 2003; Krashen, 1993; Nation, 2001; Waring, 1997) as a pleasurable reading situation that takes place when students are encouraged by the teacher to choose what they want to read for themselves out of all reading materials at a level they can understand. With the help of extensive reading, students can reinforce their previous knowledge of words as well as increase their lexical access speeds and establish a connection between the words they already know and the words that will be acquired (Horst, Cobb & Meara, 1998).

Nation (2015) suggests that repetition and varied meetings are first and foremost factors affecting vocabulary learning through extensive reading. Horst (2005) also advises that the main value of extensive reading can be the opportunities it provides for learners to develop more quick recognition of frequent words. There have been prominent studies in this area (Brown et al., 2008; Horst, 2005; Horst, Cobb and Meara, 1998; Saragi, Nation and Meister, 1978; Pigada and Scmitt, 2006) that have proved the strong relationship between incidental vocabulary acquisition and extensive reading, especially by focusing on the number of times a word occurs in the text. Extensive reading will mostly lead learners to guess from context, and in this case, the quantity of input is essential because there will be a greater opportunity for repetition and encountering the word in various different contexts if the amount of input becomes larger (Nation, 2015). In a study by Elley &

Mangubhai (1981), they touch on utilizing carefully selected books for children's book programs to be followed with the principles of extensive reading. They suggest that not only having the books in the classroom but also using them regularly will make a great difference to the vocabulary learning of children. Similarly, Gardner (2004) is of the opinion that enough exposure to printed materials is particularly efficient in expanding children's vocabulary knowledge.

Extensive reading programs allow learners to read a great variety of books and even re-read the books that have already been read before since re-reading can increase both the reading fluency and the frequency of similar words. Nation (2015) suggests language teachers include an extensive reading program as part of their language course and support vocabulary learning with this program, in particular by getting learners to do dictionary look-ups, note unfamiliar words for independent studies that will be done later on, and make good use of guessing from context strategies. Besides, what teachers need to be acquainted with is the fact that vocabulary learning from extensive reading requires careful planning and long-term efforts; in Nation's (1997) words, this process is 'fragile.' If there is a small amount of learning that has taken place, and it is not reinforced in a short time by another meeting, that learning is sure to be lost (Nation, 1997). That is why the frequency significantly matters, as the learners having the opportunities to keep encountering the words they have encountered before can make a prominent difference. Miller (1941) recognizes extensive reading as less painful and more challenging compared to the direct methods of vocabulary teaching, such as using selected lists of words, and while she expresses that the direct method suggests drills, monotony, demands, memory work, but she eloquently describes extensive reading as a method that "allows choice, individuality, selection, association, self-activity, experimentation" (pp. 665-66). Yet, an extensive reading program eloquently designed with an awareness of benefits both incidental and intentional methods can provide for effective vocabulary learning is likely to be an overall productive process as in Meganathan et al. (2019); while their first experimental ER group received treatment that included only the extensive reading of storybooks, the second experimental ER+ group received an extra treatment that also included vocabulary enhancement activities. In both groups, the significant growth in children's vocabulary was observed along with a finding that they were motivated participating in the extensive reading program. Because in the same study, the control group who did not participate in any of the extensive reading programme could not reach similar gains. Studies in the past have also indicated that pleasurable reading such as ER is able to increase motivation for reading in L2 (Al-Hammad, 2009; Mason & Krashen, 1997; Matthew, 2005; Meganathan & Yap, 2018; Ro, 2013; Takase, 2007). Therefore, motivation is likely to arrive where extensive reading programs are applied successfully. In qualitative analysis of their study, Meganathan & Yap

(2018) have found that extensive reading is able to promote increased motivation for reading. Similarly, learners have showed positive attitudes towards extensive reading coming along with strong motivation to continue reading extensively in a study by Al-Hammad (2009).

The reasons why the idea that learners can improve their vocabulary and language knowledge via extensive reading seems attractive are that it is an individual activity that allows learners to pace the process at their own level; if they are at different proficiency levels, it can be a great source of motivation because it presents learners a variety of choices and they can read what they are interested in and lastly it provides opportunities for learners to be able to learn outside the classroom, as well (Nation, 1997). In several of her studies (Elley, 1991; Elley & Mangubhai, 1981a; Elley & Mangubhai, 1981b), Elley experimented with book-based extensive reading programs, which she also called "book flood," and discovered some compelling evidence on the second language development brought by these programs and she attributes the success gained from them are attributed to the factors such as incidental learning, fostering high intrinsic motivation, focusing on meaning rather than form, making use of extensive input from meaningful texts and integrating oral and written activities (Elley, 1991). As a result, for extensive reading to produce credible results, it is important that it should serve its purpose in the best way and allow children to read both in and out of school hours. Teachers and the program they follow play a crucial role in this case, and these can greatly contribute to the purpose of extensive reading. As a matter of fact, teachers have a significant influence on how much time children spend reading books after school (Anderson, Wilson & Fielding, 1988). Guaranteeing access to interesting books at an appropriate level of difficulty, making use of incentives to encourage reading and increase motivation, creating time for reading during school hours, and even reading aloud to children are the things teachers can do to promote reading (Anderson, Wilson & Fielding, 1988).

The studies show that increasing the amount of reading is positively related to the language development of students (Chomsky, 1972; Greaney, 1970). Moreover, data obtained support the strong impact of extensive reading programs on language development; for example, Greaney (1970) pays attention to leisure time reading and its effect; other than reading at school hours, leisure time reading is a strong predictor of success in language and attitude toward reading along with motivation correlate significantly with reading and language achievement (Greaney & Hegarty, 1987). In a similar study conducted with Turkish elementary level students (Tiryaki & Tutunis, 2013), even though the students in the experimental group were reluctant to learn English at school, it was investigated that extensive reading with graded readers improves the range of the words of the participants. Furthermore, it is also similarly described in Hafiz & Tudor (1989) that

extensive reading is quite different than the intensive type of reading concerning the number of reading materials L2 learners are supposed to read and the degree of intensity with which the material is studied. In intensive reading, while students are exposed to relatively short texts which are used either to represent specific features of the lexical, syntactic, or discoursal system of the L2 or to teach the targeted reading strategy, in extensive reading, students are 'flooded' with large quantities of L2 input with few or no specific tasks to complete on the material, which is pedagogically valued since it is based on the idea that exposing students to large quantities of meaningful and interesting language materials will be productive on their second language development in the long run (Hafiz & Tudor, 1989). So, the reason why learners are close to being successful through extensive reading is that it allows learners to endeavour with natural, authentic, and meaningful materials, and it leads the way for them to explore language in a genuine and intense way. Wilkins (1972) maintains that as learners often see the lexical items embedded in natural linguistic contexts through reading, as a result of this, they steadily begin to have the same meaningfulness for learners that they have for the native speaker. Therefore, one of language teachers' aims should be to promote extensive reading since it has the potential to lead learners to have greater vocabulary growth than any other program of explicit instruction ever could do on its own (Nagy & Herman, 1987).

Hereby with all these facts, one might be concerned with whether perfect reading materials with authenticity and meaningfulness are used efficiently by second language learners who wish to know what they are. As a result of meaning-focused extensive reading, Waring & Takaki (2003) found out that *graded readers* are effective materials for incidental learning; Elley & Mangubhai (1981) used *book flood* and discovered various language learning benefits; Ananthia (2016) made it clear that reading *storybooks* help children design their writing in a successful and meaningful way; Nation and Wang (1999) figured out that second language learners need to expose themselves to word repetitions as much as necessary for substantial vocabulary growth and in order to do this, they need to read at least one graded reader every two weeks. Above all, because of the fact that extensive reading involves texts that are at the right level for the reader, Nation (2015) suggests that it is essential, particularly for low and intermediate proficiency language learners to use graded readers. As a result, researchers put forward many advantages of using graded readers (Brown et al., 2008; Chang, 2019; Cho & Krashen, 1994; Hafiz & Tudor, 1989; Hu, 2013; Nation, 2015; Nation & Wang, 1999; Pigada & Scmitt, 2006; Tiryaki & Tutunis, 2013; Walker, 1997; Waring & Takaki, 2003) and storybooks for children (Ananthia, 2016; Chomsky, 1972; Elley, 1989; 1991; Elley & Mangubhai, 1981; Gardner, 2004; 2008; Krashen, 1989; Korat, 2010; Wells, 2003).

Graded readers & storybooks

Brown et al. (2008) suggest that graded readers need to be part of any regular extensive reading program to make sure that learners are exposed to great amounts of written text, and learners' reading effort should indicate that they read approximately a book a week at coverage rates of ninety-five percent or more (Day & Bamford, 1998; Nation & Wang, 1999). Cho and Krashen (1994) hypothesized that when they provide second language learners with the right texts composed of readers series, they would see more pleasurable free reading and clear progress in second language acquisition and found out that second language learners have been more willing to read than ever, and the process has helped them improve their skills in other language areas, as well. One of the many prominent characteristics of readers is that they make sure the target words are repeated several times so that learners will have many opportunities to encounter the words in different contexts (Hu, 2013).

Graded readers are described by Nation & Wang (1999) as books that restrict vocabulary and control the grammatical structures that will take place and match the length of the text to these standards; therefore, they are the books that are specially written or adapted for second language learners. The length of graded readers will increase in relation to their level of them, so the graded readers designed for beginners are only a few hundred words long, while the graded readers for intermediate learners are several thousand words long (Nation, 2015). Moreover, gaining skills and being fluent in reading, reinforcing previously learned vocabulary and grammar, learning new ones, and having pleasure from reading are a few learning goals of reading graded readers, and upon all these, it is strongly argued, without graded readers, it would be difficult for learners to experience reading in a second language at a level of comfort and fluency as they do in first language reading (Nation & Wang, 1999). Interestingly, another strong determinant in successful second language reading, which is encountering target words several times, is one of the basic feature of graded readers. Chang (2019) explored the process with graded readers and affirmed that words that were encountered more frequently were naturally retained more than those encountered fewer times. The data gained in Nation & Wang (1999) and Waring & Takaki (2003) support another characteristic of graded readers which is consolidating the basis for already known vocabulary. More than learning new words, graded reading, indeed, helps learners deepen and strengthen their *already known vocabulary knowledge* (Waring & Takaki, 2003). When graded readers are used, one should bear in mind that learners need to experience a high volume of reading; thus, a book a week at learners' appropriate reading level or more would be favorable (Nation & Wang, 1999; Waring & Takaki, 2003). As Nation & Wang (1999) point out, seeing that graded readers also allow learners to develop fluency with the words they already know; if the reading process is applied at an

appropriate level and pace, learners will encounter fewer unknown words over time, and it will naturally give a lead for learners to concentrate on reading faster. Therefore, upon all the data obtained, not only one graded reader but a massive amount of them would help learners build new vocabulary (Waring & Takaki, 2003).

One of the most significant offers graded readers possess for learners is that they present a reading experience that seems more like the leisure reading done in the first language of the learner because, in readers, possible speed of reading can be achieved, it is easy to enjoy and comprehend, there is absolute exposure to regular, comprehensible input, and learners' awareness of structure and vocabulary develop (Walker, 1997). Therefore, it is highly possible that students can benefit from materials such as graded readers in well-designed extensive reading programs. For instance, in Pigada & Schmitt (2006), the readers used in the extensive reading program helped learners gain extensive vocabulary acquisition. Similarly, in Hafiz & Tudor (1989), graded readers in the extensive reading program helped learners improve their skills, especially writing, and they inform that the reasons why certain books are chosen make a difference; in fact, the appearance of the books has a role to play since good-quality illustrations, attractive cover and a clear typing design can take learners' attention and help them maintain it for a longer time. Quality of the story matters as well, and also the length; even though it is a relative factor, keeping books relatively shorter can help learners keep their concentration and make books likely to be picked up anywhere (Hafiz & Tudor, 1989).

Storybooks have outstanding features in second language reading as well and correspondingly come with a variety of contributions to learners' vocabulary knowledge just as graded readers. Because one of the good examples to this view was attained by Elley (1989) who made contributions to the area, asserting that the research on story reading was poor and children could learn and retain more from an activity such as hearing entertaining stories read aloud other than studying contrived activities, and as a result, it was found out that illustrated storybooks are rich sources of incidental vocabulary learning for children. In fact, illustrated books have such a potential that Evans & Saint-Aubin (2013) explored that the illustrations easily helped children learn new words implicitly from context when they read the children the same book daily for seven days by tracking their eye movements. When they tested their knowledge of vocabulary in the first and last day of the experiment, they came to know that the children who were able to learn more words after seven readings were the same children who were quicker to direct their attention to the relevant part of the illustration during the first reading. However, while this was the case with younger learners, a similar study by Evans, Saint-Aubin & Landry (2009) also found out children who know more words and letters also orient more to words and letters in the books. In a similar fashion, Kaefer (2017) investigated young learners in shared-book

reading by being inquisitive about the relation between children's background knowledge on a topic and their attention to the specific areas of an illustration. The results reassured that the background knowledge may become like a power source to guide students' visual attention which is complementary with the results of similar studies conducted by Kaefer, Neuman, & Pinkham (2017) and Evans & Saint-Aubin (2013), as well. Moreover, studies by Elley (1989) and Elley & Mangubhai (1981) enlighten us about children's ability to learn words thanks to the rich context of storybooks and being exposed to new words more than once. Accordingly, without an explanation of new words in storybooks, children are able to learn their meanings with more than one exposure to them as well as with the help of rich pictorials. The verbal context in storybooks since these contexts provide cues leading children to make a reasonable guess about what the unfamiliar word may mean, and the pictures have the potential to foster children to constitute more detailed networks of meaning which naturally enhances learning and strengthens the retention of the story content (Elley, 1989). In 'shared book experience' implemented in Elley & Mangubhai (1981), the results of the process demonstrate a similar outcome suggesting that when children are exposed to a wider range of vocabulary and structures through interesting stories that take their attention and intrinsically motivate them, language learning is more efficient. Storybooks are known as narrative types that are inclined to focus more on human interaction or characteristics such as emotions or expressions unlike expository types that are more explanatory, informative, or scientific. Gardner's choice of narrative texts over expository texts for children is an influential example to the fact that narratives can be productive materials for children; as his findings demonstrate, Gardner (2004) supports the idea that narrative contexts are favored over expository ones for incidental vocabulary learning because, in general, narratives put fewer lexical demands on children and involve a greater proportion of General High Frequency (GHF) words than expository texts and emphasizes that in narrative collections, single authorship works the best when compared to expository collections. Very close to all these views, Gardner (2008) also adds that reading stories from the same series other than reading unrelated stories or texts will reduce the vocabulary load to a greater extent because a higher proportion of word families other than 2,000 most frequent words tends to repeat in stories from the same series which creates more favorable conditions for students' vocabulary learning. Based on a series of case studies, Philips & McNaughton (1990) inform that the new opportunities might occur for children to direct their attention to the other features of the text if they are exposed to repeated readings of one story and get familiar with the story content. McLeod & McDade (2011) also illuminate this point affirming that reading the same short story repeatedly rather than reading one longer story leads the way for effective word learning in children. Similarly, instead of reading different stories, going with the repetitions of the same stories might

improve children's word learning (Horst et al., 2011; Williams & Horst, 2014). Particularly for children, Neuman & Wright (2014) emphasize that the frequency of exposure is a strong predictor of word learning since children are more likely to learn the words they hear the most. In addition to being exposed to repeated words in storybook collections, storybooks are the most fruitful when supported with communication or fluency activities (Nation & Newton, 1996). When children are asked questions about the story or presented with more complex language activities through reading, they are able to increase their knowledge of language quite naturally (Chomsky, 1972; Wells, 2003). Moreover, including children's literature in English language classrooms is recognized by Bland (2019) as high-quality input that comes up with freedom from coursebook-driven language teaching or any one-size-fits-all materials. Alongside the issue of sticking to one coursebook, even if teachers are provided copies of photocopiable materials which do not always necessarily take the characteristics of young learners or individual differences into account, to what extent such teaching materials will benefit young learners remains unambiguous (Haznedar & Uysal, 2010).

It is fascinating to see learners' higher-level performance on English structures that they acquired from incidental learning through reading, as in Elley (1991), including a large input of high-interest, illustrated storybooks in the reading program with various activities designed to make sure that the children could actively process and comprehend the text contributes to the pace of learners' language growth. Elley (1991) also found consistent results that children are successful in all aspects of second language development when they are involved in a process composed of storybooks. However, Flack & Horst (2017) inform about the storybooks particularly pointing out to the fact that they need to be carefully revised because storybooks that are overly simplified or rather have a heavy cognitive load with extraneous information may not provide fruitful results in terms of word learning. In a study conducted by Flack & Horst (2017), children are presented two different illustrated formats of storybooks, one-illustration format and two-illustration format with additional materials. While the latter provides students conflicting information which increases cognitive load and slows down the process of learning, the former provides them only the relevant scene which is in harmony with the text they hear at the moment by reducing the cognitive load and helping children understand both the new words and the story better. While this data provides hints to English teachers particularly for picking up organized and balanced storybooks in terms of cognitive load, Zosh et al. (2013) also notify that children are prone to struggle in learning situations that are too simple. Therefore, in all manners of using storybooks for children, the amount and relevance of visuals and concomitant activities might matter. As Kaefer, Pinkham and Neuman (2017) emphasize, by having more

to look at, particularly visual attention to illustrations, story comprehension may be better. On the other hand, in parallel to the results of Elley (1991), Ananthia (2016) demonstrated that making use of children's storybooks helps learners develop their language skills, particularly writing. Besides, apart from individual storybook reading, when stories are read aloud by teachers and listened to by students, along with a number of repetitions of this process, it is also fruitful to see that students are able to use target words more accurately by pure acquisition and without explicit instruction (Krashen, 1989). However, the nature of storybooks that allow teachers follow the implicit instruction does not restrict explicit instruction as similar studies (Beck & McKeown, 2007; Coyne, McCoach, & Kapp, 2007; Coyne, Simmons, Kameenui, & Stoolmiller, 2004) indicate, shared storybook reading introduces favorable results in terms of new word learning for children when grounded with explicit teaching of vocabulary. When Mol et al. (2009) decided to conduct an experiment to find out to what extent interactive storybook reading effects vocabulary and print knowledge of children, they came to know children did the best when they were able to interact individually with experimenters. In addition to this, when teachers read to whole groups and presented the storybooks with extra activities, they were able to reveal the moderate effects in oral language and print knowledge. It makes sense that learners are able to perform well when instruction requires interaction as well as includes extra activities designed for explicit teaching. This facet of reading storybooks individually, in a group or through interaction with someone was also analyzed by Morrow & Smith (1990). They concluded that students performed better in comprehension questions and demonstrated verbally active participation when they heard stories read in smaller groups or one-to-one interaction with the teacher compared to whole-class reading.

What is more functional for vocabulary learning has also been presenting storybooks to students in an electronic way. That is why e-books have been popular for the last decade; indeed, Korat (2010) used them on kindergarten students by comparing two groups; while one of them received the school's regular program, the other group benefited from the e-book software developed for them and results showed a considerable difference between these groups helping e-book readers advance their vocabulary learning and word reading. Text tracking, which is the change of printed text by highlighting and coloring as the narration continues, supports children's knowledge of print; one of them is word reading (Korat, 2010). Also, activating e-books that come with a built-in dictionary, music, sound effects, and animations will help children gain new words effectively by focusing both on meaning and word recognition (Korat, 2010). With the aim of contributing to literature of incidental word learning from conventional storybooks, Fibriasari (2021) also developed digital storybooks and the results represented the effectiveness of multimedia use that

encouraged children's language acquisition. Consequently, what students need at this point may be the kind of materials that can offer them more than just print. That is where a variety of different input modes can come into play. Presenting children with storybooks that include audio, animations, and interactive activities entails a careful reading program that can take good advantage of technology, and that will naturally bring about multimedia.

Multimedia Learning Theory

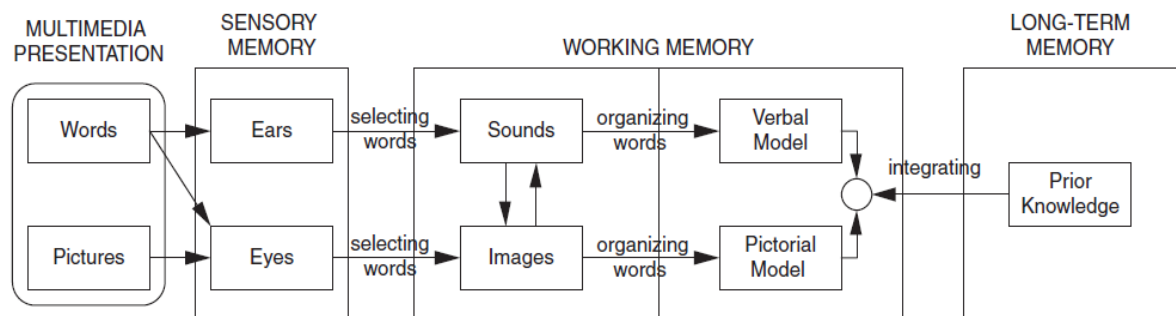
The way learners interact with their environment differs, and how they acquire or process the information, such as visual versus verbal, is distinguishable when it comes to second language acquisition, and by all means, these preferences call for multimedia learning. In multimodal learning environments, a verbal representation of the content is presented to learners along with a visual representation of the content (Moreno & Mayer, 2007). Learners are assumed that they actively select relevant visual and verbal information in multimedia learning theory, then organize this information into mental representations consistent with each other and integrate these newly set up visual and verbal representations with each other (Plass et al., 1998). The cognitive theory that supports multimedia learning is established on three scientific and cognitive principles of learning: *dual-channel assumption*, which informs that the dual channels for visual/pictorial and auditory/verbal processing are part of the human information processing system; *limited-capacity assumption*, which warns about each channel's limited capacity for processing; *active processing assumption*, which tells that active learning necessitates implementing a systematically organized set of cognitive processes during learning (Mayer, 2005). In fact, Moreno & Mayer (2002) state that information is presented to students by a variety of different combinations in multimedia learning; they are called *modalities* or *modes*, such as pictures or spoken words. Mode stands for the format used to represent the lesson; for example, either words or pictures can be the means for that (Paivio, 1986). It is underlined in Mayer (1997) that students learn better when they see words and pictures together rather than seeing pictures alone. It is also emphasized that when words are presented both visually and aurally, learners are capable of selecting both pieces of information with no cognitive overload (Moreno & Mayer, 2002). In a study by Plass et al. (1998), it is clearly portrayed that students are able to learn more effectively when different modes are presented, and they actively select visual and verbal modes of elaborating on the material presented to them instead of having no access to different modes or selecting only one mode. The technique of presenting students options for selecting and processing materials in both modes: visual and verbal, helps them acquire words effectively also by taking individual differences into consideration (Plass et al., 1998). Because the design of the

learning materials and paying attention to individual learner differences may accompany more effectively for the useful potential of computer technology supporting multimedia learning and its cognitive processes on language learning (Kozan et al., 2015).

Plass & Jones (2005) describe second language acquisition with multimedia from the interactionist perspective with its three related functions: comprehensible input (Krashen, 1982), interaction (Long, 1985), and comprehensible output (Swain, 1985). Therefore, the second language acquisition with multimedia can be described as a process that includes the use of words and pictures to support the comprehensible input; it is presented to the learners with the expectation of their interaction with it, and naturally, after the interaction, they will try to elicit and negotiate comprehensible output (Plass & Jones, 2005). This theory promotes the idea that learners establish meaningful connections between words and pictures and operate them actively in long-term memory (Kanellopoulou et al., 2019). This process of learning is illustrated in Mayer (2005) to display how the human information processing system develops through a cognitive model of multimedia learning (see Figure 1).

Figure 1

Cognitive theory of multimedia learning (Mayer, R. 2005)



Mayer (2005) informs that while the top row represents the verbal channel, the bottom row represents the visual channel; memory stores are represented by the boxes (sensory, working, and long-term memory), and the arrows represent the steps of cognitive processes such as selecting, organizing, and integrating. In more detail, Mayer (2005) shares the idea that five cognitive processes composed of *selecting words*, *selecting images*, *organizing words*, *organizing images*, and *integrating* are essential to coordinate and monitor successful multimedia learning (see Table 1).

Table 1

Five cognitive processes in the cognitive theory of multimedia learning (Mayer, R. 2005, p. 54)

Process	Description
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Selecting words	Learner pays attention to relevant words in a multimedia message to create sounds in working memory
Selecting images	Learner pays attention to relevant pictures in a multimedia message to create images in working memory
Organizing words	Learner builds connections among selected words to create a coherent verbal model in working memory
Organizing images	Learner builds connections among selected images to create a coherent pictorial model in working memory
Integrating	Learner builds connections between verbal and pictorial models and with prior knowledge

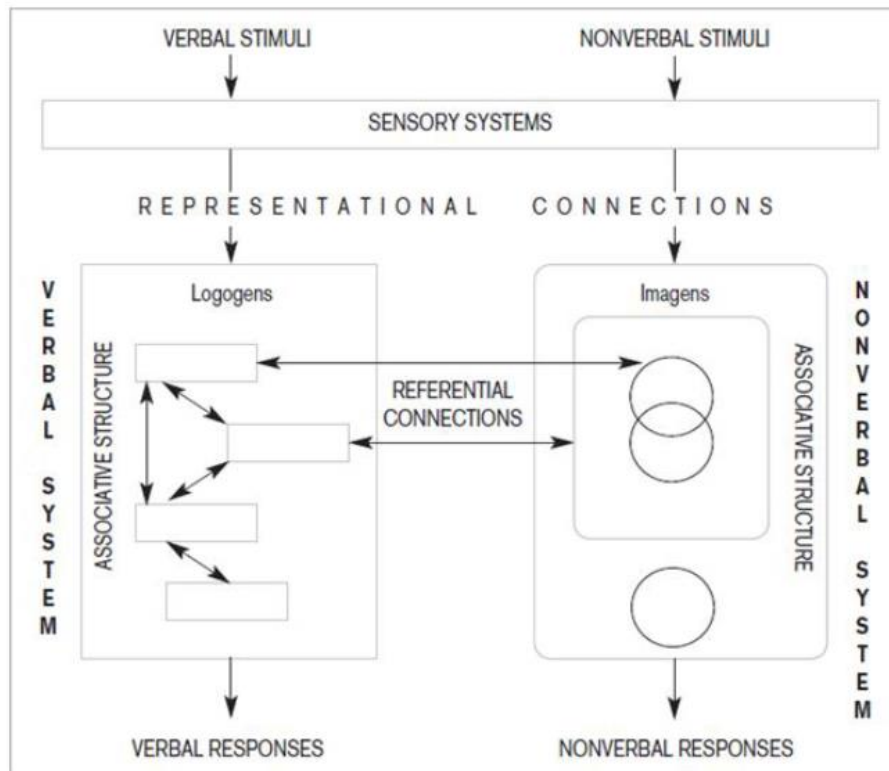
This process does not always proceed in linear order yet; it is the procedure that assists learners in becoming more active in their learning, retaining information for a longer time, and integrating it with their prior knowledge.

Dual coding theory (DCT)

Dual Coding Theory goes way back (Paivio, 1971, 1986, 1991) and is older than Multimedia Learning Theory; indeed, it forms the basis for the cognitive theory of multimedia learning. The major difference between the cognitive theory of multimedia learning and dual coding theory is that the learner takes a more active role on oneself in knowledge construction within the framework of multimedia learning theory (Kanellopoulou et al., 2019). Dual coding theory presumes that cognition takes place in two independent yet connected codes: a verbal code which stands for language, and a non-verbal code which stands for mental imagery (Sadoski, 2005). The dual coding theory clarifies that the brain uses both visual and verbal information to construct information, but the process of this information occurs differently along two distinct channels in the mind, which creates different representations for information processed by each channel (Kanellopoulou et al., 2019). Therefore, many of the studies focusing on reading and vocabulary acquisition were fundamentally built on the theory behind dual coding (Sadoski & Paivio, 1994, 2001, 2004; Sadoski, Paivio, & Goetz, 1991) since it plays a crucial role in teaching sight words and effective reading comprehension by categorizing words as the abstract-the verbal and the concrete-the imaginal (Paivio & Sadoski, 2013).

Figure 2

General Model of Dual Coding Theory (Paivio, A., Sadoski, M. 2013)



In experiments carried out by Mayer & Anderson (1991), the results supporting the dual-coding theory were found and as a result, it was discovered that both the simultaneous presentation of words and pictures were more effective than any form of successive presentation, and the students who were presented with words including pictures performed better than any other group of students who received pictures only, words only, or control treatment. Since DCT suggests that encountering and using words in various different contexts establishes rich verbal and nonverbal connections, the principles of DCT are very helpful in understanding vocabulary acquisition and teaching meaningful vocabulary (Sadoski, 2005). The idea behind the dual coding hypothesis, which leads the way to the effective use of language and mental imagery cooperatively, profits particularly the vocabulary learning through reading. As also mentioned in previous titles, storybooks or any kind of electronic books have verified beneficial effects and productivity gains in second language learners' vocabulary learning, exclusively for children.

Interactive children's books

When reading books to children, de Jong & Bus (2002) emphasize the impact of adults and state that adults have been found to help children understand the stories better by engaging them in discussions, making events in the storyline clear, or making connections between what happens in the story and children's own lives (e.g., Bus & van IJzendoorn, 1995; Neuman, 1996). In an environment surrounded by computers, and all technological devices, paper formats, conversely, could not overmaster electronic or

interactive books equipped with audio, animations, or games that can be activated by children. Since de Jong & Bus (2002) explain that electronic books dramatize the words and the meanings, internalization of story content and target vocabulary in the book becomes easier (Greenfield et al., 1996; James, 1999; Matthew, 1996; McKenna, 1998; Reinking, 1994). It is also emphasized that information acquired is more memorable since it is processed both visually and verbally (de Jong & Bus, 2002). Consequently, when it comes to comprehending stories and recalling linguistic information seen in these stories, it is emphasized that multimedia storybooks, in particular, are able to provide a better framework than static picture storybooks (Lewalter, 2003). It is also in line with the effect of audio-visual input on the learning of new vocabulary since studies by Montero Perez (2020) and Webb (2015) that primarily make use of videos in their studies demonstrate the combination of these two channels have the potential to provide learners with substantial amounts of L2 input as well as authentic language use. While experimenting with language minority students, Phadung & Dueramae (2018) also reach significant conclusions showing that students score high in word recognition tests with efficient e-book design and application thus fostering language learning for students particularly who have difficulty with learning languages. Silverman & Hines (2009) arrive a similar perspective when they use multimedia enhanced instruction; from the dynamic visuals and sounds in the video to the verbal parts and the static pictures of the storybooks used, multiple means to acquire word knowledge in L2 have the potential to support children's vocabulary development.

Repeated exposure to storybook reading helps develop important literacy skills by bringing students an understanding of the purpose behind reading, knowledge of vocabulary and schemas of stories, and an interest in reading, but in addition to all these facts, multimedia books have the potential to supply instant assistance with many features of the text by providing definitions and syllabication of words, animated illustrations, and prompts to make students use more advanced comprehension strategies (Okolo & Hayes, 1996). It is clearly pointed out that animated books encourage students' motivation and interest in text in a study conducted by Okolo & Hayes (1996), and it was found that the students spent more time, almost four times as much time reading the animated book as they did listening to the story read by an adult; they were obviously more engaged with the book and showed their enthusiasm with their comments about the story and interactions with picture elements. Interestingly, it is also discussed by Shamir & Korat (2006) that the electronic version of a storybook has the potential to create more comprehension and recollection. Indeed story comprehension (Doty et al., 2001; Reinking, 1988) and story retelling (Matthew, 1996) were stated higher among the children who used the electronic format of storybooks than the children who used the printed format of the same books (Shamir & Korat, 2006). Several studies (Doty, 1999; Doty et al., 2001; Matthew, 1997;

Pearman, 2003, 2008; Reinking, 1988) produced positive results towards the use of electronic storybooks and indicated that interactive storybooks could increase reading comprehension. As a result, particularly for elementary-level students, the use of interactive storybooks may help improve reading comprehension (Greenlee-Moore & Smith, 1996).

In terms of competency in interactive storybooks, Pearman (2008) states that traditional print texts are passive and static when individuals make use of printed books; they can not respond to them, they are restricted by their composition since they are linear, and the expectation of activating prior knowledge heavily depends on the reader's internal strategies yet, interactive storybooks can ensure a literal interaction between the reader and the text (Ertem, 2011). In addition, kindergarten children with low L2 proficiency in a study by Verhallen & Bus (2009) benefited more from the video storybooks and their repetitions that made children's mental effort remain at a higher level which led to the conclusion that video storybooks were more effective than static storybooks when it came to stimulating L2 vocabulary of children. On the other hand, studies also show some disagreement with the practicality of interactive storybooks; for example, de Jong & Bus (2002) expressed that children could understand the content of the story better while reading the traditional printed version of the books compared to the electronic format, apparently causing more distraction. Too many animations or too many different choices offered in interactive storybooks have the potential to distract or confuse particularly struggling readers (Coiro, 2003). Any unrelated elements, including illustrations, pictures, or games in e-books that do not support the story, can also distract children easily and delay their early literacy development (de Jong & Bus, 2002; Matthew, 1996; Shamir & Korat, 2006).

One of the outstanding studies is by Shamir et al. (2008), and their explorations of the effects of interactive storybooks on kindergarten students indicate that the activity implemented with the help of interactive storybooks supports students in better comprehension of the story and also increases phonological awareness. It is also notable how the use of dictionaries in interactive storybooks motivates students and facilitates comprehension; Grimshaw et al. (2006) investigated that there was fairly a greater use of the dictionary in interactive storybooks instead in printed ones. Besides all these utilities of interactive storybooks, it is also elaborated in Trushell et al. (2003) that students who read the interactive storybook recalled the story event structure better than students who were included in the interactive picture-play group. Children's expansion of vocabulary and syntax as well as better story comprehension thanks to multimedia additions in interactive storybooks were also discovered by Verhallen et al. (2006); their study focused on 5-year-old pupils learning Dutch as a second language, and their use of multimedia storybooks reinforced by repeated encounters helped children understand content or characters better

compared to the children who implemented the process with static picture storybooks. Sharp et al. (1995) found similar results with 6-year-old children by using short stories with the addition of a video framework resulting in better story recall and interpretation compared to the stories composed of primarily static pictures. Neuman (1989) also observed that the students who watched a multimedia story could recall more elements in the story than the students exposed to only one medium (Verhallen et al., 2006). Furthermore, it is indicated that reading from interactive software provided learners with eagerness and enjoyment; in one of the studies carried out by Greenlee-Moore & Smith (1996), it was reported that learners using software books for long narrative texts performed better than students who did not read from computers because their comprehension level was higher particularly thanks to immediate assistance on vocabulary, such as being able to use a dictionary, pronunciation tools, and audio easier compared to traditional reading format. Moreover, it was also observed in this study (ibid.) that students showed such eagerness, joy, and motivation using the software, especially sound effects, background music, and textual manipulations, that the group of students who did not read with the software program could not experience much. A similar yet remarkable experiment by van Druten-Frietman et al. (2016) also provided positive results related to the increase in children's expressive vocabulary by the help of a dialogic storybook-based intervention that integrated dialogic storybook reading with activities allowing them to have conversation afterwards and share their experiences. This study demonstrated that being active and having a participating role are possible with a good storybook-based program and it has the potential to pave the way for children to thrive in vocabulary acquisition during interactive storybook reading.

It is clear that storybooks, exclusively interactive books, are advantageous alternatives for reading in a second language. Supported with multimedia, various inputs, and options, interactive storybooks are getting more and more popular among language teachers as well as language learners as individual readers. Therefore, both printed hard copy storybooks and interactive storybooks have been found useful for the purpose of the current study.

Chapter 3

Methodology

This chapter presents information about the research design, setting and participants, data collection, instruments, and data analysis.

Research Design

This study is designed as a case study. According to Creswell (2014), case studies “are a design inquiry found in many fields, especially evaluation, in which the researchers develops in-depth analysis of the case, often a programme, event, activity, process or, one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time” (p.14). Therefore, this study aims to inquire into the effects of a reading method utilizing the use of storybooks materials on students’ vocabulary learning experience, as well as testing their target vocabulary recognition to investigate the qualitative data thoroughly. In this study, both the numerical data related to students’ word recognition gains, and the data obtained from all the other qualitative data sources were used to be able scrutinize the whole experience and obtain perceptive details and reflective data about the process employed in the present L2 classroom. Van den Berg & Klapwijk (2020) mention that the main function of the numerical data in their study was to provide a credible base of information about learners’ abilities that would help them make reasonable deductions after the analysis of the data. Similarly, we used post-test results in this study as a base for reasonable deductions while analyzing other data sources which shaped the design of this study as qualitative. Denzin and Lincoln (2011) inform that qualitative researchers “study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them” (p. 3). For this study, the effects of reading practice of storybooks on students’ vocabulary knowledge were investigated.

This qualitative study was composed of post-test results, research journals, focus-group interviews with students and an interview with the practitioner teacher. Patton (2002) explains that the qualitative results are derived from three types of data collection: in-depth, open-ended interviews, direct observations, and written documents. Based on this clarification, clear and open-ended interviews with both the participants and the practitioner were implemented in addition to the observations done in its own environment and written down in research journals attentively by the researcher herself during every reading session. According to Mackey and Gass (2005), qualitative researchers' goals are to

provide caring and extensive descriptions and case studies are in depth exploration from multiple perspectives with a purpose to generate an in-depth understanding of a specific topic (Simons, 2009, p.10); for these reasons, the current study was reinforced with more than one qualitative data collection technique as well as numerical data to help understand all the other findings in relation to students' word recognition ability and the whole study was supported with the essence of the case study method. Correspondingly, the researcher gathered and analyzed all the data with an explanatory design and inferences were drawn by the relationship among these various types of data results. For more reliable results, data triangulation was utilized and the data had its origin from multiple sources. The researcher's journal is a tool to turn private knowledge into prospective public knowledge by reflection and analysis (Dörnyei, 2007). To be able to find more answers and explore beyond the numerical data, research journals in which observations were done by the researcher were used. Creswell (2012) defines observations as "the process of gathering open-ended, first-hand information by observing people and places at a research site" (p. 213). Furthermore, interviews were implemented to understand the post-effects of the process, particularly focus-group interviews provided data on students' perceptions of their performance, preferences, ideas, and motives. Shoaf & Shoaf (2006) inform about what focus group methodology offers is more of an in-depth understanding of participants' perceptions when compared to quantitative measures such as test scores and surveys. When it came to the analysis of the qualitative data gathered, the researcher resorted to content analysis since it is described by Krippendorff (2004) as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p.18). While analyzing journal entries that were kept regularly by the researcher and comments made in interviews by the participants and the teacher, content analysis was adopted to create the themes and categorize the qualitative data more systematically.

Setting and Participants

The students

The target population of this study was composed of 5th-grade students studying at a private school in Kayseri, Turkey. Their age range is 10-11, and they are young learners who study English as a foreign language. They were assumed to be novice-mid when we think of their proficiency level in English according to the language proficiency guidelines of the American Council on the Teaching of Foreign Languages. It means that they were able to comprehend short, well-learned, or sentence-length utterances where the context supports understanding, in particular. That is why the grade of students was chosen

according to the proficiency level in the target storybooks series. To define the participants more clearly, they were elementary-level language students who are halfway through their current level in terms of four language skills.

After the ethics approval required for the study was ratified from the school chosen for the study, a classroom composed of 5th grade students was chosen due to the convenience of the classroom. 6 male and 7 female students participated in the study. The total number of students was limited to 13 due to a lack of attendance and consistency in online education. The socio-economic and educational backgrounds of students were very similar, all students' mother tongue was Turkish, and most of the students changed at most one to two English teachers in their foreign language education background.

The practitioner teacher

Another crucial role in this study belongs to an English teacher with a six-year old experience in ELT particularly with young learners. This English teacher is not participants' current English teacher, yet she has been working with students in 2nd to 6th grade for six years in government schools of Turkey. She has generally used short reading texts and videos to teach vocabulary to her students throughout the years in her teaching experience and before starting the study, she has been provided detailed information about the process and the materials. She has also accepted to be trained by the researcher on the use of storybooks. At the end of the instruction provided by the researcher, she has gained knowledge of how to start reading sessions and proceed with them smoothly, what to do at the end and how to carry out the exercises.

The participant observer / the researcher

Possessing the insight over the whole process, the researcher, also being an English teacher, has had the knowledge of the use of storybooks and how to make effective use of them thoroughly. Similar to the practitioner teacher, she has put her experience of working with young learners to use and observed the classroom and the teacher meticulously. She has kept these direct observations in research journals to comprehend the nature of vocabulary learning experience of young learners through the use of storybooks in the eyes of both an English teacher and a researcher in this area. This role of the researcher, in this regard, has been decisive in solidly shaping the qualitative data to come up with selective information on the topic of this study. What she has included in journals has been students' comments or reactions along with the events and impressions that had been naturally monitored throughout all the sessions that took place in classroom.

The setting of the study was a private primary school in Kayseri, Turkey. There were eight hours of online English classes a week. There was a traditional way of teaching

English, mostly test-based, and there was not much multimedia or technology used in English classes. In fact, most of the classrooms lacked technological equipment such as smartboards and projectors.

Data Collection

The teacher and the researcher engaged students in a reading program that took five weeks during their online education. Five books were chosen from the same collection, and each week, students read two books. Each book was read twice by the students. At the end of the program, students completed ten reading sessions in total. Books were carefully selected according to the age and proficiency level of students as well as by considering their quality. Unknown words, particularly the most highlighted or the most frequent ones in the stories, were chosen as the target words.

Before starting the reading program, parents had been informed about the details of the program, and students had been told that they were supposed to take a test to find out unknown words. All the target words were chosen according to some criteria, such as their frequency in the stories or significance in the context. To be able to apply the pre-test considering the scope of rich vocabulary in storybooks, 144 words were chosen and included in the test. The test was divided into two parts and given to students by taking a break between them so that only one test would not be too long to complete. After the results of the pre-test, the words known even by a single student were removed. Secondly, the words that are neither repeated more than once nor highlighted in the stories were removed. As a result, the list of target words was shaped again and composed of 45 words at the end. Even if some words were repeated once but highlighted in the context of the story or visuals, they were not removed. There were 45 target words solely without their repetitive encounters and 171 encounters of those target words, which means the number that occurred when each one of repeating words was counted separately.

Table 2

The list of target words in isolation

lorry	stuck	flow	upstairs	crowded
bright	cross	loud	downstairs	whistle
warden	ground	gasp	dinghy	steam
field	stream	worried	yell	engine
mud	flood	upset	shelter	super squirter
fence	pleased	mop	put out	steps
grab	mirror	spooks	tongue	nervous

take off	steward	passenger	twins	propeller
flight deck	barn	wing	ladder	statue

Table 3

The list of target words with their repetitions in each book

The Rainbow Machine (Level 8)	Flood! (Level 8)	What Was It Like? (Level 8)	Key Trouble (Level 9)	The Flying Machine (Level 9)
Lorry x14	Mud(dy) x3	Upset x2	Super squirter x4	Nervous x2
Bright x3	Ground x2	Loud x3	Cross x4	Take off x2
Warden x1	Stream x2	Gasp x3	Steps x2	Steward x3
Field x3	Flood x19	Yell x1	Grab x3	Flight deck x3
Mud x1	Flow x1	Shelter x4	Yell x1	Passenger x1
Stuck x2	Field x1	Put out x1	Pleased x2	Downstairs x1
Cross x1	Loud x1	Crowded x1	Gasp x2	Engine x5
	Gasp x2	Whistle x2	Upstairs x5	Barn x1
	Worried x3	Cross x2	Mirror x1	Gasp x3
	Stuck x2	Steam x3	Spooks x2	Twins x3
	Lorry x1	Engine x1	Downstairs x2	Propeller x6
	Upset x2	Pleased x1	Tongue x4	Wing x2
	Upstairs x3			Yell x3
	Downstairs x2			Ground x3
	Dinghy x2			Ladder x1
	Fence x2			Statue x1
	Pleased x1			
	Mop x1			

Table 4

The number of target words and encounters in each book

The title of the book	The Rainbow Machine (Level 8)	Flood! (Level 8)	What Was It Like? (Level 8)	Key Trouble (Level 9)	The Flying Machine (Level 9)
<i>The number of target words in each book</i>	7	18	12	12	16
<i>The number of target word encounters in each book</i>	25	50	24	32	40

The issue related to the number of encounters was taken seriously by the teacher and the researcher, considering the literature on vocabulary learning through reading. In the L2 context, Rott (1999) stated that after two exposures, vocabulary growth occurs, but after six exposures, it becomes even stronger. While Horst et al. (1998) found that eight exposures to target words are necessary for a considerable amount of learning to occur, Saragi, Nation & Meister (1978) found out that the minimum number of encounters is around ten for the same learning experience to take place. In light of these similar experimentations, even if it was not always possible to include target words that students encountered more than once, the target words list covered as many repetitive and significant words as possible.

The format of the test was similar to the most well-known vocabulary knowledge scale (VKS) developed by Wesche & Paribakht (1996), but it was converted to the same format as the version adapted by Kutuk (2007) designed for EFL young learners in Turkey. The participants of the current study were very similar to the young learners in Kutuk's (2007) study, which is why her adapted version was favored for this study. At the end of the fifth week, when the process was over, the same test was implemented again as a post-test to measure students' vocabulary gains.

The storybooks were selected from the online e-book library of Oxford Owl. It is stated on their website that the storybooks available in their digital library were developed for children aged 3-11 years old. Since the students participating in this study were already 5th graders, higher levels from the book collections, such as levels 8 and 9, were preferred for them. According to the statement in *Oxford Levels Guide*, after level 7, children are at a stage called "*starting to read alone*." It is also affirmed that before level 7, they are *beginner readers*, and after level 10, they are *gaining more independence*. That is why, considering the characteristics of the books stated by the Oxford Levels Guide, the principles of comprehensible input, and the facets of graded readers, it was essential to choose the books appropriately in accordance with the criterion of easy to hard. Moreover, taking students' level into account, which is a stage where they are not too independent but are able to read on their own, levels 8 and 9 were found appropriate for them.

Five weeks during the online education period were allocated for the study, two English lessons were specified every week as "reading lessons," which took 35 minutes, and students were sent the links of the same storybook chosen for that lesson. Students were required to read the storybooks individually, continue with post-reading activities on digitally designed worksheets and then share their answers with their friends and teacher by viewing the post-reading activities as interactive exercises. After finishing all 5 books, students started reading them once more. As a result, each book was read twice, and 10 reading sessions took place. The reason why the researcher and teacher decided to repeat

books once more and increase the number of target word encounters was the literature of storybooks for young learners demonstrating that hearing the same story a few times encourages children to become more aware of the details and gain a better understanding of the storyline (Philips & McNaughton, 1990) and even helps more word learning (e.g., Senechal, 1997) (Verhallen et al., 2006). A similar effect was discovered with multimedia stories (Huston & Wright, 1983; Rice, Huston, & Wright, 1982); as well, stated by Verhallen et al. (2006), at-risk children having difficulty in language proficiency also benefit from a collection of word encounters with the same story presented in multimedia (Linebarger, Kosanic, Greenwood, & Doku, 2003). In addition to this, Leung and Pikulski's (1990) statement that children who are good at language skills could get bored by the third reading formed the concept that reading books twice would be well-balanced for the participants of this study. The class took the post-test online and target words in the test were supported with visuals. During and after each session of book reading, the researcher observed the class, commented on students, the teacher, or activities, and took notes about them by logging in to her research journal. The journal is composed of 10 entries that are summaries of 10 sessions that took place in the classroom. During the process, the researcher wrote about before reading, while reading, and after-reading moments that happened in the class. The feedback sessions with students were implemented after every reading session was over. Accordingly, the comments made by students, the way they participated, and any extra work they completed were all included in the research journal. After the whole process was over, focus groups that were composed of six to seven students were interviewed in two sessions and they shared their experiences based on six main questions asked by the researcher. According to Denscombe (2017), a focus group is a small group of people (typically composed of six to nine participants) a trained researcher brings together to investigate their attitudes, perceptions, feelings, and thoughts about a subject. Focus groups that were created in this study were two groups, one was composed of six students, the other one was composed of seven students. When it comes to focus group interviews, Anderson (1990) particularly highlights that qualitative researchers should avoid questions that have possible 'yes' or 'no' answers by emphasizing that focus questions are always open ended. Therefore in this study, we implemented the part of focus questions in a semi-structured way which meant that there was not an obligation to give answers that were bounded, rather, we provided an environment where students could answer or comment freely. Similarly to the way students were interviewed, the teacher who administered the process with the researcher was also interviewed yet, she was not urged to answer certain questions, rather asked to share her observations, even then the teacher's interview was comprised of more precise, pinpoint comments since she had knowledge of young learners

and experience of vocabulary teaching for many years. The interview conducted with the teacher and both sessions of focus group interviews took thirty minutes.

Instruments

Data collection instruments of this study were composed of pre-test and post-test designed according to the Vocabulary Knowledge Scale (VKS) (Paribakht & Wesche, 1996; Kutuk, 2007) and research journals composed of classroom observation, notes taken by the researcher during the sessions, focus-group interviews and the teacher interview. Materials used during the data collection process were five storybooks from Oxford Reading Tree available in the Oxford Owl e-book library. In addition to storybooks, there were digital post-reading exercises designed by the teacher and the researcher.

Vocabulary Knowledge Scale (VKS)

The pre-test and post-test used in this study were adopted as the same design and scale, which was Vocabulary Knowledge Scale. While the pre-test aimed to determine the target L2 words to be included in the study by ensuring that they were all new for students, which was crucial for the reliability of the results, the post-test intended to measure gains and also find out whether the target L2 words were recognized by the participants. Questions in both tests were multiple-choice questions with answers visually represented, and both tests were presented to students online.

Vocabulary Knowledge Scale (VKS) is a scale originally developed by Wesche & Paribakht (1996). It is a practical data collection tool to test target vocabulary recognition and reveal perceived and demonstrated knowledge of vocabulary items chosen. Therefore, it is a 5-point scale that involves self-report knowledge and requires learners to write the meaning of the target word item as a synonym or translation and use it in a meaningful sentence. As seen below in the table, the points in the scale range from lack of target word knowledge to knowing the word and then to being able to use it accurately.

Table 5

The Vocabulary Knowledge Scale (Paribakht & Wesche, 1996)

I: I don't remember having seen this word before

II: I have seen this word before, but I don't know what it means

III: I have seen this word before, and I think it means _____ (synonym or translation)

IV: I know this word. It means _____ (synonym or translation)

V: I can use this word in a sentence. e.g.: _____ (if you do

this section, please also do section IV)

Since Paribakht & Wesche's version of VKS (1996) was designed for adult learners, it was not used totally for this study; instead, adaptation alternatives of VKS for young EFL learners were revised and compared. Regarding the cognitive level and the age of the participants, Derin (2002) adapted and simplified VKS by reducing the 5-points scale to 3-points and translating it to participants' first language, as well. Similarly, Kütük (2007) conducted a case study with young learners for vocabulary learning with the visual imagery technique and implemented Derin's (2002) VKS by replacing the translation part with multiple-choice questions, including visuals (see Table 6).

Table 6

Adapted Vocabulary Knowledge Scale (Kutuk, 2007)

Turkish Version

"soup"

- a) Bu kelimeyi daha önce hiç görmedim.
 b) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
 c) Bu kelimeyi daha önce gördüm ve anlamını biliyorum.

Bu kelimeyi anlatan doğru resmi seçin



Based on the aspects such as simplification, translation into L1, and visually supported choices in Kütük's (2007) scale, it was suitable for the purpose of the current study to employ the same design of scale. The target group of participants in this study was composed of young learners, and multimedia use was emphasized in this study as well; therefore, an adapted version of the Vocabulary Knowledge Scale (VKS) by Kutuk (2007)

was adopted in this study. The current design of the scale employed 3-points of perception remarks, as well, but the question that requires the demonstrated recognition of the target word constituted four multiple choices with visuals. Besides, before presenting it to the students, the scale was generated via online form tools, as can be seen below in an example question that was also used in the post-test of the current study.

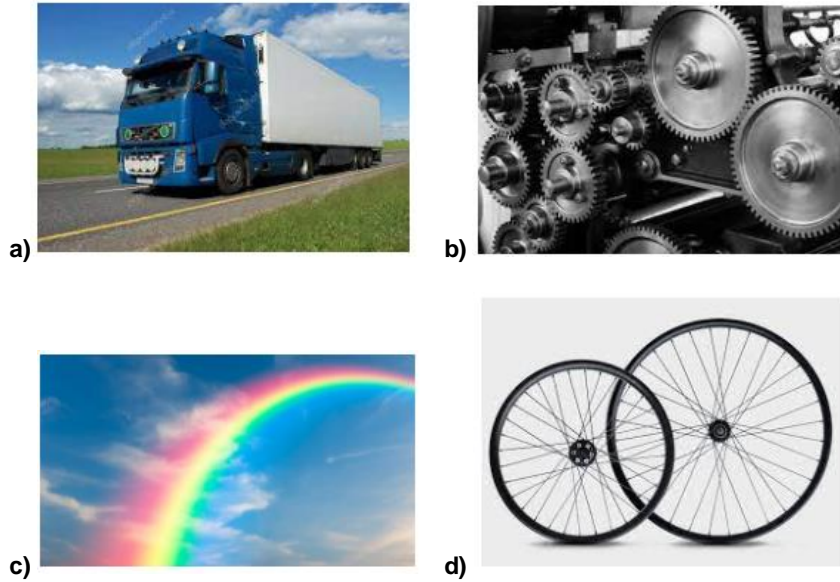
Table 7

Vocabulary Knowledge Scale

“Lorry”

- a) Bu kelimeyi daha önce hiç görmedim.
- b) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
- c) Bu kelimeyi daha önce gördüm ve anlamını biliyorum.

“Lorry” - Bu kelimeyi anlatan doğru resmi seçin



As can be noticed in the examples of all scales, two types of data are obtained from the Vocabulary Knowledge Scale tests. In this study, data from two categories were also obtained, which were participants' perception of their vocabulary learning and their actual vocabulary gains that reflect whether they could successfully recognize target items. In the original scale by Paribakht & Wesche (1996), the scoring was carried out by giving all five points scores of 1, 2, 3, 4, and 5, respectively. Since the current version of the scale was

reduced to three categories, the first type of data, which was students' perceptions, was analyzed by giving a score of 1 to the first question, a score of 2 to the second question, and a score of 3 to the third question. Since the second type of data reflected students' actual gains, a score of 3 was given to the students when they chose the correct picture illustrating the meaning of the target vocabulary item. In case of a wrong answer in the second part, a score of 2 was given. In the end, students had two different scores composed of perceptions of their vocabulary knowledge and their actual knowledge that reflected their vocabulary recognition.

Storybooks and activities

It is affirmed by Nagy et al. (1987) that authors of children's texts are sensitive to the needs of their readers to some extent, which is an indication of the relationship between conceptual difficulty and contextual support because of the degree to which the context around a new word gives information about that word decides how easily a reader learns a new word. Clearly, the reason we chose storybooks that were similar to each other in terms of context and concepts was the fact that our participants were young learners and could benefit from well-written, age-appropriate reading materials. Five storybooks were carefully selected from the Oxford Reading Tree Series, Stage 8 and 9. E-books were obtained from the digital library of Oxford Owl, available on their website: <https://www.oxfordowl.co.uk/school/oxford-owl-ebook-collection>.

All five books were written by the same author and titled in order as "The Rainbow Machine (Stage 8)," "Flood! (Stage 8)," "What Was It Like? (Stage 8)," "Key Trouble (Stage 9)," and "The Flying Machine (Stage 9)". In this study, the researcher particularly stuck to the single authorship in books for the reason that more specialized and repetitive vocabulary occurs in authentic children's narratives written by the same author compared to the narratives written by several different authors (Gardner, 2008). All books are also composed of 32 pages and visuals on each page. Below is an example of a storybook page viewed by the students and it was followed by activities that belong to the same web source.

Figure 3

The storybook "Flood!"

Oxford OWL Play activity 1 Play activity 2 Help



Wilf and Wilma were in their house. They were looking out of the window. Biff, Chip and Kipper waved at them.

"You can come and rescue us, next," called Wilma.

26



A cat was stuck on a fence. The fire officer stopped the dinghy. Dad rescued it and gave it to Mum. Floppy looked at the cat, but he didn't even bark.

"He is being a good dog," said Kipper.

27

Audio: Zoom: Reset zoom Go to page: Turn:

Figure 4

Interactive activity sample of the storybook "Flood!"

Oxford Owl **Flood! Activity 1**
Read the question. Click on all the right answers.

What did the family do to prepare for the flood?



They lifted the sofa up high.

They bought a boat.

They put sandbags in front of the doors.

They took things upstairs.

5th graders
© Oxford University Press 2011

next

To contribute to the interactive activities and the aim of the study, more post-reading activities were developed through the use of an online tool which was called "Wordwall" for creating learning activities. Digital PDF worksheets created by Wordwall itself were sent to students first, and the same questions were later viewed together in online Wordwall exercises. The teacher's demonstrations on how to take notes or use a pen or marker on the pages were of good use to students while they were trying to complete the activities efficiently. Similar exercises to storybooks' were created on Wordwall particularly focusing

on gaining new vocabulary. Exercises, such as gameshow quizzes, multiple-choice tests, find the match, random wheel, match up, matching pairs, unjumble, and maze chase, were designed to involve students in an enjoyable, interactive practicing process. After every book, students completed at least two different interactive activities from the resources of the storybook and three activities on Wordwall.

Figure 5

Interactive Wordwall activity sample designed for the storybook "Flood!"

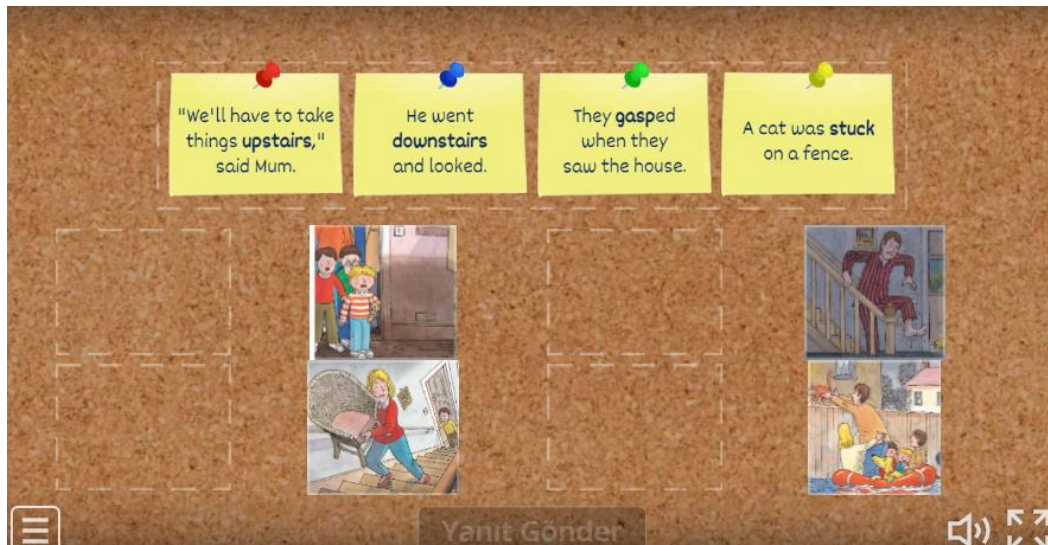


Figure 6

Worksheet activity sample for the storybook "Key Trouble" in PDF format

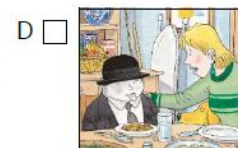
Key Trouble - Multiple Choice

Adı:

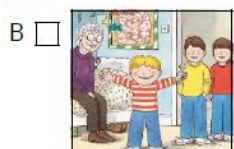
1. Biff and Chip grabbed Kipper by the arms.



2. "Oh Kipper!" gasped Mum.



3. "I don't like you," he yelled.



Research journals

Research journals are acknowledged as diaries kept by the researchers themselves during the research process. In this study, the researcher observed, took notes, and sought for answers regarding the topic of investigation. Journals were mostly used to find answers to the second research question: the contributions of using L2 interactive storybooks and materials in young learner classrooms.

As Dörnyei (2007) recommends researchers, including some technical details such as what they do, where, how, when, and why they do it, what data they collect and how they present it relating it to what they read, any outcomes from the data analysis, particular surprises, events, achievements, and what they think or feel about any event that takes place during the process so that their study can turn into more reliable and valid research. Similarly, in this research, the researcher wrote down about what she encountered, what she thought, and how she felt both about the little details and bigger events throughout the whole process. Before each reading session, the date, title of the book, the number of the session, and expected period of time for the treatment were included in the journal. After each session, the teacher got reflective feedback from the students and included them in the notebook, as well.

Focus-group interviews & teacher interview

Further data to contribute to this qualitative study were collected through interviews conducted with the students that formed the focus groups and an interview carried out particularly with the practitioner teacher. Since the researcher conducted interviews at the end of the process, she had an opportunity to form the questions either to gain an insight to what was not included in research journals, or learn more about what was mentioned before yet needed to be further explored, that is why, she encouraged students to talk about their opinions of the whole process. The focus groups were composed of six to seven students, carried out in two sessions and each session took thirty minutes. Interviews were conducted in a flexible manner in which students could share their opinions and experiences freely. Six main questions were posed in Turkish which was participants' native language so, students could participate easily and feel confident while answering the questions without being concerned about the problem of language barrier. The practitioner teacher was subjected to an interview session that took about thirty minutes, as well, where she discussed her observations with the researcher and came to the point by expressing them in statements that were noted down by the researcher. The comments and answers provided by the teacher herself contributed to the data in this study to a considerable extent

since she lived through the whole process with the participants and discovered many aspects of the subject matter along the way.

As a result, Vocabulary Knowledge Scale (VKS) was used to gain an insight to students' ability to recognize target words, while research journals and interviews helped collecting data on the contributions of storybook reading program. Below can be seen a table that outlines the data collection instruments and related research questions.

Table 8

Data Collection Instruments

Research Questions	Data Collection Instrument
1. Does reading storybooks in L2 contribute to young learners' recognition of target L2 vocabulary?	Vocabulary Knowledge Scale
2. What are the contributions of implementing an L2 reading program with interactive storybooks and materials in young learner classrooms?	Research Journals, Focus Group Interviews, Teacher Interview

Data Analysis

Before any analysis was implemented, scores from students' post-test results were calculated, and the data, including their raw scores, were noted down. Students' pre-test results were not used in any calculation or data analysis; they were rather used to identify unknown words.

The data collected with the Vocabulary Knowledge Scale through post-test was analyzed and the results of the participants were displayed on frequency tables along with the frequencies of the most unrecognized words to see students' particular gains and their ability to recognize target words after using storybooks.

The data collected through the researcher's journals and interviews were analyzed qualitatively with an exploratory design using content analysis. As the concepts or codes emerge, the researcher tended to give meaning to each concept. This bottom-up analytic strategy commonly recognized as "inductive analysis" was used to make meaning from the data and develop themes and findings accordingly. Most common practices in inductive analysis are known as open coding (often called initial coding), in vivo coding (codes developed from participants' own utterances), and constant comparative analysis (Bingham & Witkowsky, 2022). Through reading the observation data and students' statements along with the teacher's, the researcher began analyzing with open coding which allowed to see a clear representation of what was happening in the data. Then, she continued with "pattern

coding” to be acquainted with patterns across and within data sources. Following this process also paved the way for developing themes and headlines clearly and the subsequent step became identifying the data that would represent findings and support the themes created. Direct observation notes and participants’ own words that are in vivo codes helped researcher reasonably illustrate the themes and findings. Because of the small size of data in this study, it was not too demanding to code the data so, time after time, the researcher attempted to code the data by reading it repeatedly, besides, the same data and the codes had been discussed with the practitioner teacher to make sure that at least two coders had worked together to increase the reliability. Lastly, the researcher related the findings to the theory and relevant literature which also contributed to being able to present pedagogical implications and recommendations meaningfully.

Chapter 4

Findings

In this chapter, the analysis of data obtained from the Vocabulary Knowledge Scale, research journals, focus-group interviews, and the teacher's interview related to the results and experiences of the participants is presented.

The Results of the Vocabulary Knowledge Scale (VKS)

Firstly, a wide list of words that were composed of the most significant, highlighted, and repetitive ones in all five storybooks was created. All the words were included in the pre-test that was conducted to single out words that were unknown and to start from the same level with all the students. After the process ended, the post-test results of the students were calculated by dividing them into two categories, just as in the Vocabulary Knowledge Scale: students' perceptions and their actual success. Forty-five vocabulary items were scored, and for the first part of the scale, which was the perceptions of the students regarding the meaning of the word, a score of 3 was given to students who perceived that they both saw the word before and knew what it meant. A score of 2 was given to students who felt that they saw the word before but did not know what it expressed, and a score of 1 was given to students who neither saw the word before nor knew what it meant. For the second part of the scale indicating whether students actually knew the word and chose the correct option corresponding to it, a similar method of scoring was carried out. A score of 2 was given to students who perceived that they both saw the word before and knew what it meant in the first part but chose the incorrect option in the second part, and a score of 3 was given to students who chose the correct option.

After getting the raw scores of students' post-test results, they were calculated by percentage and both types of scores were presented in frequency tables. The post-test prepared according to Vocabulary Knowledge Scale (VKS) was used in this research to obtain numerical data in order to provide an answer to the following research question:

- Does reading storybooks in L2 contribute to young learners' recognition of target L2 vocabulary?

When it is observed in table 9, it is clear that the method used in the classroom was useful considering students' perception scores and the fact that more than half of the participants scored high and very close to each other, indicating that there was a particular gain when it came to their perception of word recognition.

Table 9*Frequency Table of Perception Scores*

PERCEPTION SCORES	FREQUENCY	%
100	2	%15,3
99	2	%15,3
97	1	%7,7
95	1	%7,7
94	1	%7,7
91	1	%7,7
89	1	%7,7
86	1	%7,7
77	1	%7,7
70	1	%7,7
49	1	%7,7
TOTAL	13	

However, students' actual scores are slightly lower than their perceptions, yet, these results also indicate that they maintained high scores in their actual word recognition as seen in table 10.

Table 10*Frequency Table of Actual Scores*

ACTUAL SCORES	FREQUENCY	%
100	1	%7,7
98	1	%7,7
97	2	%15,3
89	1	%7,7
88	1	%7,7
84	1	%7,7
79	1	%7,7
71	1	%7,7
54	1	%7,7
52	1	%7,7
40	1	%7,7
17	1	%7,7
TOTAL	13	

As it is represented in both tables, it is understandable that the perception scores of the participants have generally been higher than their actual scores. It is an indication that students recognized that they had encountered the words even if they could not remember the meanings precisely and, as a result, chose the correct pictures corresponding to them.

The number of unrecognized words by each participant and also which words seemed the most unfamiliar to the students were represented in table 11. Later, these

unrecognized words were presented with their frequencies as in table 12, which indicates the frequency related to the number of students who could not recognize a particular word. The target words that were not recognized by half of the participants (at least six students and above) were represented with their frequencies in figure 7, on a column chart as the most unrecognized words.

Table 11*Unrecognized words by each participant*

Participants	The number of unrecognized words	%	Unrecognized words
St.1	-	-	-
St.2	1	%2	<i>dinghy</i>
St.3	2	%4	<i>grab, nervous</i>
St.4	2	%4	<i>steward, nervous</i>
St.5	6	%13	<i>dinghy, put out, steam, grab, steward, nervous</i>
St.6	8	%18	<i>stream, flow, loud, crowded, steam, grab, statue, bright</i>
St.7	9	%20	<i>worried, dinghy, whistle, steps, grab, tongue, twins, flight deck, steward</i>
St.8	12	%26	<i>Field, cross, flow, loud, gasp, dinghy, crowded, super squirter, tongue, passenger, steward, nervous</i>
St.9	16	%35	<i>warden, flow, loud, gasp, upset, fence, pleased, yell, shelter, put out, crowded, whistle, ladder, steward, nervous, bright</i>
St.10	24	%53	<i>warden, field, mud, stuck, stream, flood, flow, loud, gasp, worried, fence, shelter, crowded, whistle, steps, grab, spooks, statue, ladder, wing, propeller, steward, nervous, bright</i>
St.11	29	%64	<i>warden, field, mud, stuck, stream, flood, flow, loud, gasp, worried, upset, downstairs, dinghy, pleased, mop, put out, crowded, whistle, grab, tongue, statue, ladder, wing, twins, passenger, steward, take off, nervous, bright</i>
St.12	29	%64	<i>warden, field, mud, stuck, cross, stream, flow, loud, gasp, upstairs, pleased, shelter, put out, crowded, whistle, engine, steps, mirror, tongue, statue, ladder, wing, propeller, twins, barn, passenger, flight deck, steward, take off</i>
St.13	38	%84	<i>lorry, warden, field, mud, stuck, cross, stream, flood, flow, loud, gasp, upset, upstairs, dinghy, fence, pleased, mop, yell, shelter, put out, crowded, whistle, steam, steps, grab, mirror, spooks, tongue, statue, ladder, wing, twins, barn, passenger, flight deck, steward, take off, bright</i>

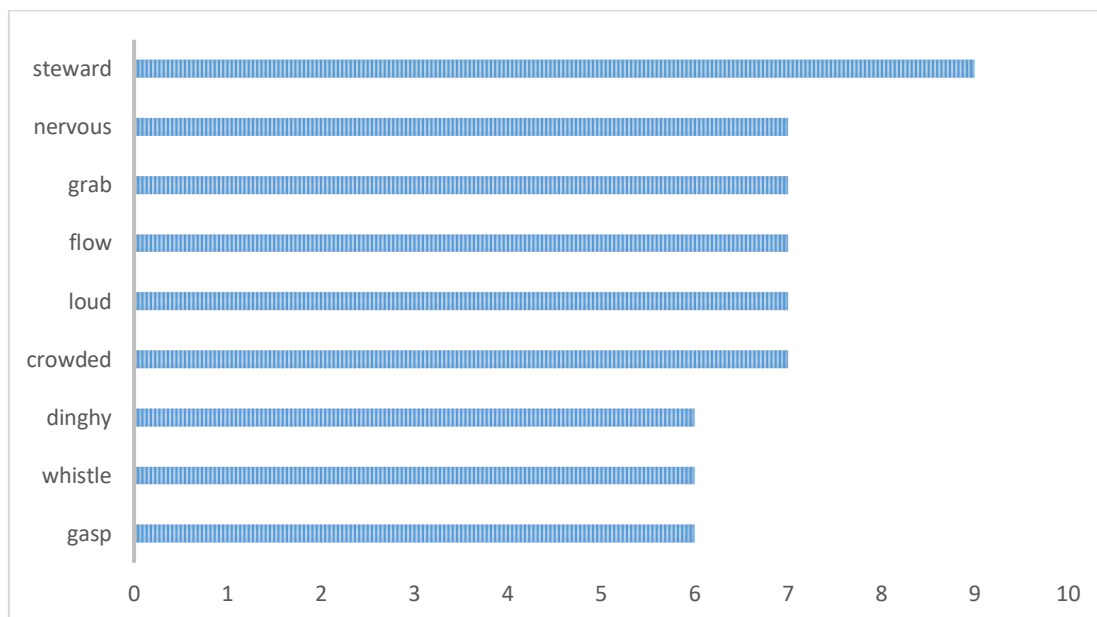
Table 12*Frequencies of all unrecognized words*

Unrecognized Words	Frequency	%	Unrecognized Words	Frequency	%	Unrecognized Words	Frequency	%	Unrecognized Words	Frequency	%
steward	9	%5	statue	5	%3	mud	4	%2,2	propeller	2	%1,1
nervous	7	%3,9	bright	5	%3	stuck	4	%2,2	spooks	2	%1,1
grab	7	%3,9	tongue	5	%3	wing	4	%2,2	mop	2	%1,1
flow	7	%3,9	field	5	%3	steam	3	%1,7	upstairs	2	%1,1
loud	7	%3,9	warden	5	%3	flight deck	3	%1,7	mirror	2	%1,1

crowded	7	%3,9	ladder	5	%3	cross	3	%1,7	barn	2	%1,1
dinghy	6	%3,4	steps	4	%2,2	upset	3	%1,7	yell	2	%1,1
whistle	6	%3,4	twins	4	%2,2	fence	3	%1,7	downstairs	1	%0,6
gasp	6	%3,4	passenger	4	%2,2	flood	3	%1,7	engine	1	%0,6
put out	5	%3	pleased	4	%2,2	take off	3	%1,7	lorry	1	%0,6
stream	5	%3	shelter	4	%2,2	worried	3	%1,7	super	1	%0,6
									squitter		

Figure 7

Frequencies of the most unrecognized words



The Procedure for Qualitative Data Analysis

The notebook used in this study was composed of 10 entries since the researcher logged into the journal each time a reading session took place in the classroom. Students read five books. Each book was read twice, and the researcher noted down the details with the date, the number of the session, and the title of the book.

The focus group interviews were carried out in two sessions with each group composed of six to seven students. In an English lesson that took thirty minutes, students were encouraged to share their opinions to six open-ended questions that they could freely answer. The answers were recorded, transcribed and analyzed the same way the researcher's diaries were evaluated.

When the researcher referred to the journals to analyze the data collected, she assured that similar events, feedback, or reactions were highlighted and noted down separately as well as the other details. In interviews, the same method was followed but this time the researcher particularly focused on the adjectives by taking account of how students

described the sessions and materials, how they thought and felt during and after the whole process. When it came to careful analysis of the written data, firstly, the researcher had to eliminate the information that was redundant and irrelevant. Secondly, she selected important details that were related to the second question of this study which was the contributions of L2 reading practice with interactive storybooks and materials in young learner classrooms. Then, she sought for techniques to shape little details and distinct facts in a more perceptible way by using mind maps particularly grouping them under a certain theme with respect to their relevance. Considering the bigger picture, the aim of the researcher took better form, and it was to present the findings firstly in two major themes which are the contributions *supporting L2 learning* and *supporting learner autonomy*. They were later presented on a table with sub-themes under the title of *overall qualifications and contributions of the storybook reading program* both on students and in general English classroom. The changes along the process were revealed in findings as well as the significant effects observed were displayed with explanations.

Overall Qualifications and Contributions of Storybook Reading Program

The participants of this study constituted individual readers that joined the process that took five weeks and were expected to be involved in a program similar to extensive reading that utilized ten e-books with interactive materials and the program carried out made the participants of the study display certain distinct qualifications to learn and achieve along the process. Interestingly, it was examined that the participants of this study gave a good account of themselves in terms of whole process participation. In the quantitative part of this study, the numerical results represent that there is a gain in terms of recognition of target words and what urged students to make progress both in reading program along with activities and post-test was explored by the researcher based on the patterns discerned in all data sources of this qualitative study.

Two major themes have emerged in the analysis: "*supporting L2 learning*" and "*supporting learner autonomy*". The first one is further divided into four sub-themes which are the *positive effects on learners' affect, variety in resources, opportunities for vocabulary retention, and increasing reading pace*. The second one is also divided into four sub-themes which are *independent learning resulting in flexibility, a sense of responsibility, effective note taking and habit of reading in L2*. These sub-themes have also been analyzed in detail and as a result, further descriptions have been presented with corresponding data later in this chapter. Below can be seen an organized table of the themes that emerged in the analysis:

Table 13

The Contributions of Storybook Reading Program

Themes	Sub-themes	Further Descriptions
1. Supporting L2 Learning	1.1. Positive effects on learners' affect	<p><i>*Willingness to participate in the classroom</i></p> <p><i>* Motivation to learn, to achieve and to identify with the members of the L2 community</i></p> <p><i>*The sense of curiosity and interest</i></p>
	1.2. Variety in resources	<p><i>*Effective use of various material resources</i></p> <p><i>e.g., dictionaries, online translation platforms, online language learning websites, and applications</i></p> <p><i>*Various input modes, particularly visuals</i></p> <p><i>* Various difficulty levels (getting higher in parallel with activities)</i></p>
	1.3. Opportunities for vocabulary retention	<p><i>Effectiveness of reading each book twice</i></p> <p><i>Coming across target words multiple times</i></p>
	1.4. Increasing reading pace	<p><i>Allocated time for the whole session falling by half over the period of time</i></p>
2. Supporting Learner Autonomy	2.1. Independent learning resulting in flexibility	<p><i>Learning at their own pace while being able to interact freely, focusing on areas they want to improve themselves in</i></p>
	2.2. A sense of responsibility	<p><i>Taking care of materials previously used, being ready for lessons, knowing what to do beforehand</i></p>
	2.3. Effective note taking	<p><i>Highlighting unknown words to look up in the dictionary, noting significant words to use in the future</i></p>
	2.4. Habit of reading in L2	<p><i>Not being concerned about the exam, reading for pleasure and self-satisfaction with involvement in the process</i></p> <p><i>Mentioning how they start using similar materials often</i></p>

1. Supporting L2 Learning

1.1. Positive effects on learners' affect

In classroom, students were often observed to have revealed their interest in the reading program and the materials used. The most significant changes were seen in their state of attentiveness, motivation and interest coming along with curiosity. The examples related to their willingness to participate, motivation and curiosity can be seen below.

Willingness to participate

Active participation and attentiveness have been the major factors in the comprehension of the stories as well as enjoying the sessions. The implementation of a

different program which is reading with interactive materials regularly made students willing to participate. As a result, students who actively participated not only got ahead of their peers in learning vocabulary items but also improved their other language skills too, such as writing or speaking. Because participation made them a part of an active group that is talking, sharing, and constantly producing. We came across numerous examples of active participation from many students throughout the whole process, which may have also contributed to their post-test results.

“...teacher has managed to involve nearly all students in actively participating after completing the exercises on their own.” (Research Journals, 3rd Session)

“Students who participated more than the others were the ones who took notes carefully and expressed ideas in the discussion session.” (Research Journals, 9th Session)

“I like participating in all activities. I am always excited before reading and after reading.” (Focus-Group Participant 7)

“I did not miss these lessons and activities. There were too many extra things to learn. We learned a lot of new words.” (Focus-Group Participant 9)

“I think, it is a very nice experience, I always came to these lessons very willingly.” (Focus-Group Participant 10)

“I join in these lesson very willingly and I think, I am improving myself.” (Focus-Group Participant 5)

“The students who wanted to participate in more than the others turned out to be more successful in activities.” (The Practitioner Teacher)

“Students who had been more involved in first sessions’ readings showed the same performance in second sessions (repetitions), as well. These students who had been careful in selecting words and scanning text were faster and relatively more successful in activities. Some of them had accurately located where the target words were in the second turn.” (The Practitioner Teacher)

Students who were attentive and noticed the new words easily, for example the ones who paid attention to pronunciation, asked for elaboration on a word or even remembered which word was on which page seemed to be more successful and active in activities.” (The Practitioner Teacher)

Motivation to learn, to achieve and to identify with the members of the L2 community

From the first session, the motivation to learn demonstrated itself in most of the students. It was mostly intrinsic giving consideration to students’ inclination to be able to

understand what the books are about and showing excitement to see new words and including them in their foreign language word reservoir. This factor also brought about productivity in all activities from the very first session. Here are some examples from notes and observations on students' learning motivation:

“One of the girls (relatively successful) expressed her thoughts in enthusiasm. She said, “teacher I think, we are so lucky we are reading these books, every day I used to look at Wordly on my mother’s phone to learn a new word now I am just noting the new words here, and then study.” After she said that, many other students approved her and started to give examples.” (Research Journals, 6th Session)

Students basically became aware of the fact that this experience was going to open another door for them to learn new vocabulary. Similarly, the way everyone was involved and valued learning both reading and in post-reading activities showed that they possessed intrinsic motivation in the process.

“The other activities involved more different and challenging questions, but almost everyone tried their best to learn.” (Research Journals, 2nd Session)

“I have felt the energy that most of the students have been eager to learn the unknown words.” (Research Journals, 3rd Session)

“When some students tried to read the questions, they imitated the teacher and stated that they remembered how the teacher pronounced some certain words and it was important to pronounce them correctly.” (Research Journals, 9th Session)

“Nowadays, we are reading with my friends on Zoom sessions. It motivates us to learn new words... ..since you were giving us tasks, too, reading books always motivated us.” (Focus-Group Participant 1)

“We are already joining your lessons more eagerly but reading sessions were more motivating.” (Focus-Group Participant 10)

“When we have these books and activities to learn, English lessons make me more motivated.” (Focus-Group Participant 13)

“Learning new words make me happier. I love English even more. And I become more motivated. This also makes me feel like I want to learn more new words.” (Participant 1)

“The students who had high motivation to participate in also easily inferred the meanings of unknown words from the context.” (The Practitioner Teacher)

Alongside encountering students' motivation to learn during many moments of the process, the researcher came across that strong will to achieve along the process emerged in some students, and it was mostly a combination of desire to succeed and to compete. The researcher also witnessed certain students trying to prove to the other students their ability to read fast and tell the story in their own words. Here are a few clear examples:

"I can say that some are too excited to do or prove something – well, I guess, kind of an achievement on their own." (Research Journals, 1st Session)

"There has been a competition in the group, almost everyone tried to prove that they could complete their sheets in the best way and make them ready as soon as possible." (Research Journals, 2nd Session)

"It took 6-7 minutes at most for some certain enthusiastic students to finish reading." (Research Journals, 2nd Session)

"A group of girls was always so eager to prove that they had understood the story very well and they could have even summarized it." (Research Journals, 2nd Session)

"This time, some students are even willing to retell the story in English." (Research Journals, 6th Session)

"When the days that we were going to read books came, I became eager and motivated." (Focus-Group Participant 1)

"I think all of my friends' were highly motivated, because almost everybody loves these lessons." (Focus-Group Participant 11)

"My motivation is so high and I'd always love to join." (Focus-Group Participant 7)

In addition to all the examples above, the type of motivation to identify with the members of L2 community observed in students played a decisive role for most students to participate and become successful in activities. The researcher became aware of this kind of factor when students remarked that they heard or saw certain words in their favorite TV shows or songs. Later, she discovered in feedback sessions that the books made them feel like they were a part of the L2 community. Most of the students also expressed their ideas about how much they wanted to speak English fluently and go abroad; that is why they wanted to learn new words in books and pronounce them correctly.

"Some girls told the teacher that they liked this word "trouble," they kept hearing it in the songs, its pronunciation sounded cute, and they wanted to pronounce it the same way as L2 speakers." (Research Journals, 9th Session)

“...and one of them said that everyone should try to read these books in their free time, as well so that they can be like native speakers.” (Research Journals, 8th Session)

“She said, “I find what we are doing now very important because I want to go abroad and speak English very well.” Later, many students have expressed that they want to do the same.” (Research Journals, 6th Session)

The sense of curiosity & interest

The reading program and particularly the books that were used made students curious about the process. Students who had always been curious about what was going on in the books gained better results in activities and post-test. Apparently, having questions was a sign of learning motivation, as well, since students who were successful at the end could come up with interesting questions about the stories and the process. The interest shown in the storyline, events, and characters supported students to analyze the story and comprehend it better. The determination to learn about the steps of the process also prepared them for the experience. After starting to read the books, inquisitiveness naturally came out in some of the students, but for the others, the books that appealed to them helped them the most to remember target words afterwards.

“There were a lot of questions. More than doing the exercise, students were trying to figure out how they could do it, or even why they were doing it.” (Research Journals, 1st Session)

“In the discussion part, they were trying to ask each other questions about the characters they related themselves to.” (Research Journals, 9th Session)

“...these students sometimes commented on specific target words, as well. There was sometimes explicit negotiation of the meaning of unknown words. These were generally curious students who turned out to be accomplished in both reading and activities.” (The Practitioner Teacher)

“I am usually curious about what will happen next. I am curious about new words, too but more curious about what will happen in the book because of the magic key.” (Focus-Group Participant 2)

“As some of my friends say, ‘what will happen in the book?’, I also felt the same while reading. The books were fun.” (Focus-Group Participant 4)

1.2. Variety in resources

Effective use of various material resources

From the first session, the factor of which the effects were easily sensed was students' use of learning and material resources efficiently. Most of the time, it was witnessed that the reading practice had students often resort both to their hard-copy dictionaries and e-dictionaries. Besides, foreign language learning and vocabulary learning platforms have been used by some students who were particularly successful both in activities and post-test. It was compelling that students were aware that using extra learning resources would be helpful to them. Moreover, they had fun while using them or discovering new resources along the way.

"They are getting excited to send them to their teachers. Because they have used any pen, pencil, symbols or colors, they liked on their PDFs." (Research Journals, 1st Session)

"There are some students in this class who use Google Translate on another tab of their browser. They say that it is very helpful." (Research Journals, 2nd Session)

"They have used everything they could. Dictionaries, too... ...going back to the pages of a storybook, scanning the words, and using dictionaries have been the main strategies of this session." (Research Journals, 4th Session)

"The most active students have mentioned that they will continue reading books this way, especially they have pointed out that they will do it on their desktop or tablet computers by using the resources they learned to use, and it will be more fun." (Research Journals, 10th Session)

"Students mostly got habits such as looking up in a dictionary regularly, looking at right information in a text." (The Practitioner Teacher)

Various input modes, particularly visuals

In journals, the researcher usually pointed out the significance of visuals to teach target words and how functional they were in this sense. The presence of visuals might have guided students in understanding the story and helped them enjoy it more. While hearing the pronunciation of a word with the help of the teacher or audio dictionaries assisted students to pronounce a target word item better the next time they saw it, appealing visuals helped them guess and match the word and the corresponding image in mind easily. The pictures were helpful in recognizing the target word and motivating since they were adding color and fun to the books.

"The pictures and theme of the storybook made it so much easy to read and made students willing to spend time on it." (Research Journals, 1st Session)

“I liked the way they included such colorful pictures in storybooks.” (Focus-Group Participant 5)

Various difficulty levels

The storybooks and their materials had a specific structure and the higher the level gets, the more challenging the comprehension or activities become. However, the students got accustomed to the nature of storybooks over time and as a matter of course, the challenging activities were familiarized by them. So, just as students adjusted to the way post-reading activities are done, they also figured out how to handle more difficult activities over time. They generally made progress in all activities, but more challenging activities such as reordering the words and making a sentence with which they had difficulty the most at first were overcome in time by the students. The inclination to make mistakes in the same activities repeatedly declined over time.

“This time, reordering the words went well, too. Better than the previous ones and especially the first sessions where they had difficulty. But I think students know what to do and where to look anymore.” (Research Journals, 4th Session)

“The students did not make the same mistakes second time they read the same book. While trying to make a sentence by reordering the words, they had difficulty but after some time, especially after second reading of the same book, they were better.” (The Practitioner Teacher)

1.3. Opportunities for vocabulary retention

Both repetition of the storybooks and coming across target words many times made students comfortable while participating and helped them recall those target words whenever needed. We found out that when students particularly reached the second round of reading the book they had read once before, they started to gain self-confidence and made an effort to actively participate in each step of the process. It was especially prominent in students who once showed a lack of motivation or were easily distracted.

“When it was time to make sentences, they were at their best because they were so used to seeing sentence structures thanks to regular reading sessions.” (Research Journals, 5th Session)

“This time, the other students join, as well. I think this comfort stems from having read the story once before. The exercises have been easy for them, too. There have been almost no wrong answers.” (Research Journals, 6th Session)

“I am so glad that the students who did not join us in the first sessions of the books join more nowadays. I think it is either they are motivated by seeing their friends who join,

or the repetition of the stories makes it more comfortable to read and, as a result, participate more.” (Research Journals, 9th Session)

“I think, reading twice has a lot of benefits. I went through my notes again, I had written unknown words before and in second time, I added new words that I had missed before.” (Focus-Group Participant 1)

“In second reading, the books were more comprehensible and we repeated new words this way.” (Focus-Group Participant 11)

“Students definitely became better in second reading. Especially, they focused on other elements more than the story itself: vocabulary, grammar etc.” (The Practitioner Teacher)

1.4. Increasing reading pace

Besides creating a habit of reading in L2, the program contributed to students' reading pace, as well. While analyzing the journals session by session, it was discovered that the time allocated both for reading and activities decreased in the course of time. It means that students completed their tasks in a duration that took less and less time compared to the first couple of sessions. It was noted down that the reading duration, which approximately took 10-12 minutes, generally decreased to 6-7 minutes in the end. The process of reading took the form, by time, of a lesson where everyone knew what to do and how to do it with utmost efficiency.

“It has taken approximately 10-12 minutes to finish the story. But as I always see, there are a couple of girls who are done with the book including the exercises in 10-12 minutes.” (Research Journals, 5th Session)

“It has taken 6-7 minutes to finish everything for some certain enthusiastic students. In general, it has taken 9-10 minutes to finish reading.” (Research Journals, 6th Session)

“They are quite motivated thinking that the story is nice and heartwarming. For most of the students, it has taken 6-10 minutes to complete it. Including activities.” (Research Journals, 7th Session)

2. Supporting Learner Autonomy

2.1. Independent learning resulting in flexibility

It is also observed that the nature of reading that requires independent thinking, the ability to stop and ask questions, or search for facts about information provided revealed itself during the course of this study. The reason why students could stop, ask questions, or search for something they were curious about was the fact that they were individually

reading and independent readers at that moment. On the contrary, in a group reading situation, they would not be able to have the opportunity to be independent and stop or think when they felt that they did not understand. Because of the fact that there were post-reading activities to be completed and a precondition to them, stories to be comprehended well, and since students were not simply expected to sit and listen as very young learners in nursery schools whom teachers mostly try to make familiar to listening to English books only, being active during the course of reading was also of great importance. Thus, this kind of reading experience gave students more flexibility; they were able to choose whether to go on and decide where to stop to gain a better sense of what they were reading.

“She said when extra time was left from reading; she looked up words she highlighted by using an online translator.” (Research Journals, 3rd Session)

“The teacher was exposed to questions by curious students during and after reading. They liked making comments or asking about a particular phrase.” (Research Journals, Individual Readers, 6th Session)

“Students always had a chance to look up an unknown word on their own or interact with both of us (teacher and researcher) because they were independent readers reading at their own pace at that moment.” (The Practitioner Teacher)

2.2. A sense of responsibility

This trait was exposed during the process as an effect of reading because reading and its related tasks by nature, required a responsibility. This sense of responsibility was observed in students who were active and thriving throughout the process. These students took good care of their notes and all their materials, they often knew what to do before a task, and they were usually ready before the sessions.

“I realized that students took post-reading activities very seriously. They were trying to finish and arrange their materials.” (Research Journals, 1st Session)

“The group, girls in particular, have started the session very eagerly and with a sense of duty. Everyone has remained silent for almost 10 minutes only for reading.” (Research Journals, 2nd Session)

“Seeing more and more as well as acting responsible made them better book readers.” (Research Journals, 5th Session)

“Friends have even helped each other to understand the story or find the right answers.” (Research Journals, 10th Session)

“Because we feel that we have a responsibility to read books and we learn the new words naturally.” (Focus-Group Participant 8)

"I do the readings eagerly because I have a responsibility." (Focus-Group Participant 2)

"Students who were interested in English outside the school for fun, easily took control of their own learning and actively joined teacher's reading program turned out to be more successful in activities." (The Practitioner Teacher)

2.3. Effective note taking

The reading program created various learning opportunities in the class and as a result, made students apply different learning strategies. Besides, students who were both enjoying the process and effectively learning discovered how they chose to learn through the reading practice. Note taking was one of them, and indeed, it contributed to their vocabulary gains in almost all sessions since they were referring to their notes frequently. Moreover, there have been examples of students' note taking and using them efficiently when needed. In fact, most of the students demonstrated more success in the second reading of the same storybook owing to their notes on significant keywords.

"I have seen students taking notes on their sheets, and they are unknown keywords in the story and their meanings in Turkish." (Research Journals, 2nd Session)

"Some of the students say that they have the resources and the notes they took during the first reading session of the book." (Research Journals, 6th Session)

"Some of the students use their notes effectively; it helps them a lot. Thanks to their efficient way of studying, they have completed the book with all the other activities in approximately 6-7 minutes." (Research Journals, 10th Session)

"A group of students is scanning the text again. They will try to find out the synonyms and note them down." (Research Journals, 4th Session)

"There is also this impression with them (referring to students who actively took notes and used applications): when a target word had been recognized by those students, it was read aloud, kind of repeated, pronounced or even sometimes used in a sentence." (The Practitioner Teacher)

2.4. Habit of reading in L2

At the end of the process as well as during the process, most of the students started to seek out new storybook collections in L2. This situation gave us the feeling that the whole experience was going to have a positive impact on students' reading habits outside school, too. The way they also know how to read anymore, what to focus on for comprehension, where to look for information, and how to make progress in terms of entire L2 reading skills

demonstrated that the process taught them several useful points that were necessary to read in L2.

“The students said that they were searching for English storybooks with post-reading activities because they did not know that they were going to enjoy reading English books this much. Mothers of three students already informed us that they bought English books for them.” (Research Journals, 6th Session)

“Anymore, we are reading books with my friend and making it a habit.” (Focus-Group Participant 5)

“We’re doing the same thing now, we’re reading online English books together with my friends.” (Focus-Group Participant 1)

One of the most prominent differences in students was the fact that they chose to read in L2 in their free time just for pleasure after the reading program started and the way they treated the experience they were involved in. Students who were very successful in the post-test were the students who started reading English storybooks after they enjoyed the experience. So, the enjoyment students had in the reading program seemed to create a habit of reading outside the school. The few students who neither started reading similar books in their leisure time nor were quite pleased preferred leaving the scene of performance in lessons to better performing students while reading.

“I was surprised to hear those five students already started reading books in English and asked their parents to buy new series of books.” (Research Journals, 5th Session)

“They stated that they had fun and pleasure while reading, and it did not feel like the passages in their coursebooks.” (Research Journals, 9th Session)

“I started to use the books and materials. I have word lists, too. We create games with new words on Wordwall and play them.” (Focus-Group Participant 1)

In general students have gained target words through the reading program that has been implemented by using storybooks and interactive materials yet, when all gains are put aside, being present and active throughout the whole process have resulted in better performance and assisted students to be better book readers. In summary, the contributions of storybook reading program can be listed as follows:

- The implementation of the storybook program created a habit of reading in L2.
- The implementation of the storybook program increased opportunities for classroom learning.

- The nature of storybooks along with their physical properties had positive effects on students' learning process.
- The practice of individual reading of storybooks had students both become independent learners and take the responsibility of their own learning.
- Encountering target words several times made them easy to remember.
- The whole process and the materials had positive effects on students' affect such as willingness, motivation and curiosity.
- The technique used increased the pace of reading in L2 over time.

Further Findings from Focus-Group Interviews

To be able to understand the effects of the technique used as well as the materials utilized during the process, further questions were asked to two groups of participants, each composed of six to seven students. Students were firstly asked about what they think of the materials used, particularly the storybooks. Almost all students mentioned that books are *fun* and *appealing*. Three students expressed that there were fabulous characters in the books, as well. While two students mentioned that storybooks *stimulated their curiosity*, one student stated that he found the materials *age-appropriate* in addition to finding them *enjoyable*.

When it came to a question about their participation in the whole process and interaction with the materials chosen, six students mentioned that they felt more *willing* while coming to reading sessions, they had also *willingness to read book in and outside the classroom*; particularly one student among them mentioned this willingness is also related to the *responsibility* she felt. Five students said that they were *motivated to participate*, two of them were particularly *motivated to learn new words* in English. Four students, further added that this experience helped them to *take up a new hobby which was reading English storybooks* outside of school, as well.

Students were asked for an elaboration on their attitudes related to their motivation and eagerness both before and after the process. Before and during the sessions, almost all students were *enthusiastic* and mentioned that they joined in reading lessons with *motivation* and *willingness*, three of them even uttered that they were *highly motivated* compared to traditional English lessons or lessons of other subjects at school. While one of the students described the reading sessions as *useful*, one student described the whole process as *a very different experience*.

Students were also asked to evaluate the technique used to contribute to their L2 vocabulary enhancement. Five students precisely stated that reading is a *good idea to learn new vocabulary* while four students described it as *a fun way to learn* and emphasized that it is *not a boring method*. Two students expressed that reading like this is *the best method to learn new words*. Two other students also mentioned that they see reading as a *responsibility* and as a result of this responsibility, they have *a chance to learn new words*. While one of the students also mentioned that it is similar to watching movies in English and both are *useful*, one student characterized the method as *a very practical way of learning new words*.

Another question that was posed to students was whether they would be using an e-book library, English storybooks or an interactive games platform such as Wordwall in the future. Most of the students mentioned that storybooks and activities were *fun* and *motivating* and *they want to continue using them* in the future. Two students mentioned that they were already both using Wordwall and reading e-books they found. They also stated that they learned how to find new resources similar to the ones used in the classroom.

When they arrived the last question which was what they thought about reading the same book twice, unexceptionally all the students answered it enthusiastically with a positive statement. Additionally, six students mentioned that *they understood the context of the story better in second reading*, four students particularly stated *that it made new words easier to learn because of repetitions*. One student specifically mentioned that in addition to repeating the words she saw before, she realized she had missed some new words and reading twice helped her to identify those words and note them down.

Chapter 5

Conclusion, Discussion, and Suggestions

In this chapter, the findings of the study related to the L2 reading practice for vocabulary enhancement in general and the use of interactive e-books and materials during reading are discussed by touching upon significant details observed throughout the study. Afterwards pedagogical implications and suggestions for further studies are presented.

The Evaluation of L2 Reading Practice for Vocabulary Learning

One of the main outcomes of this research is the positive correlation between reading in L2 and learning new vocabulary. This issue has been studied for many years and is still in demand at present; hence, how tremendous impact reading has on vocabulary is beyond doubt.

Interestingly, the results we gained from the participants of this study reflected many characteristics of their age and their nature as young learners. d'Ydewalle & Van de Poel (1999) attract attention to the difference between young learners and adults in terms of *foreign language presentation mode*, affirming that young children are better when it comes to auditory presentation whereas, adults are able to perform better with visual presentation mode. The participants of this study were young learners at an upper level of comprehension compared to young learners who are just starting to become acquainted with a new foreign language. Therefore, they were at a stage of learning where they could easily read by both viewing and listening. In this study, *particularly the visual presentation mode is assumed to be functional in increasing the efficiency of their vocabulary learning.*

The current study possesses similar qualities to studies where any kind of exposition to reading materials for young learners has been exploited effectively to help them acquire L2 or to teach L2 vocabulary (Elley & Mangubhai, 1981; Elley, 1989; 1991; Gardner, 2008; Jenkins et al., 1984; Korat, 2010; Nagy et al., 1985; 1987). However, one of the most common factors in some of these studies is the significant role of the materials' rich context that is also identical to the element that constitutes the ground for this study. The power of *learning from context* is highlighted in studies by Elley & Mangubhai, 1981; Hu, 2013; Jenkins et al., 1984; Nagy et al., 1985; 1987, and what we consider is that this property of context that can help readers to infer meanings of the words easily is distinguished in particularly, storybooks. This noteworthy quality of the storybooks was also the reason the researcher desired to have experimented with them. In parallel to the conclusion of Jenkins et al. (1984), it is also found in this study that incidental vocabulary learning during reading

occurs when context presentations are increased, and the context is enough for students to come to understand their meanings. What we have also discovered in this study has been that students familiarized themselves with many new words thanks to the context of storybooks they were exposed to throughout the reading process. We even assume that some students might have learned more than expected through the rich and familiar context of these storybooks.

The interest and curiosity factors are other distinguishing qualities displayed by students towards both the books and the process overall; in fact, students who showed curiosity, excitement and remarkable interest in what we were doing achieved not only in post-test but also in almost every step of the process. What we experienced in this study was also very similar to what Elley & Mangubhai (1981) expressed, which is that language learning is more efficient when students are exposed to a wider range of vocabulary through exciting stories that naturally attract their attention. From the students who remarked that they wanted to continue reading the books because they were curious about what other journeys those characters would have in other books to the students who heartily involved themselves in the adventures of characters while reading, this experimentation itself proved that it was convenient to choose storybooks for children to attract their attention.

The sense of responsibility driven by motivation was also detected during the process. Similar results such as the facts that students show a rapid second language learning growth when they have high intrinsic motivation while reading (Elley, 1991), when they have perseverance in reading (Hafiz & Tudor, 1989), or even when they use an explicit vocabulary learning strategy during reading have also been obtained in this study. Because, students similarly possessed high motivation level. Qualitative data results indicate that students are motivated and active both during the reading sessions and in activities and the overall contributions of the reading program have been extensive when we think of an example such as effective reading and internalizing second language reading as a part of life routine outside school. It was observed that effective book readers utilized various strategies and made good use of the advantages that the technique provided them. Both for the effective definition of word meaning and vocabulary learning, Fraser (1999) emphasized the significance of *consulting dictionaries* in L2 reading classes depending on the results of her study, and similarly, we have experienced a familiar situation with the participants of this study. For example, keeping a dictionary just by their side or regularly consulting e-dictionaries and online translation sites have helped some students gain more confidence throughout the process and recollect the target words easily whenever they need. On the other hand, some words were exposed to multiple dictionary consultations repeatedly. The fact that some words require being looked up only once while the others

need to be looked up many times was keynoted in Grabe and Stoller (1997), and familiar situations have also been lived through during the process. The participants who looked up a word long before, took notes but seemed to forget what it meant in the activities and had to refer to the dictionary once more to remember it has proved that dictionary consultation accounted for recollection of some words. In fact, there is even the possibility that the same participants might have been good at remembering words because of morphological relatedness since those students might have had the ability to infer meanings of the words from the context or deduce the word meanings by applying morphological principles. As Anderson and Freebody (1983) remark, when it comes to reading, good students in the middle grades show a bold attitude and resort to morphological principles while trying to deduce the meanings of unfamiliar words. Considering the age and the similarity of their attitude to our participants, we have also watched the reflections of a similar case throughout this process.

Increasing reading pace was observed in this study and based on the literature of extensive reading, increasing reading pace and fluency were acknowledged as the results that might be gained in any effective extensive reading program particularly in studies that emphasized this positive aspect of ER (Ateek, 2021; Beglar & Hunt, 2014; Beglar, Hunt & Kite, 2012; McLean & Rouault, 2017). While reading comprehension and reading speed were reported by Bell (2001) as the useful effects of L2 extensive reading, Ateek (2021) emphasized in his study that the fact of fluency is relevant to students' learning and reading at their own level and pace in their own time. In this study, granting students the opportunity to read individually, at their own pace helped students both enjoy the process of reading in L2 and explore that they were able to increase their fluency in reading since the time allocated for the whole session dropped by half and students became quicker in reading sessions overall. In this study, students' continuous interest and motivation in reading might also be related to this effect of extensive reading in L2. Indeed, a sense of achievement and enjoying reading in L2 were reported to be the results of being involved in extensive reading regularly and gaining fluency by time (Ateek, 2021; Grabe, 2009).

However, despite fruitful results upon incidental and intentional word learning and much-appreciated effectiveness of all practices implemented by participants, some issues had to remain ambiguous. Issues such as long-term recollection of target words or how many word encounters were essential to be able to retain the knowledge gained in the first place were not answered in this study. Therefore, this study provided data more from its qualitative angle by presenting information on the progress of students by time and their feedback along with reflections observed during the implementation of this reading program and the use of different materials. Because the data gained only from one immediate post-test is limited to students' recent knowledge and Waring & Takaki (2003) emphasize that

whether a word has been acquired is related to whether the meaning of a word is retained over time, and an assessment that can test both these factors would prove that how long the new knowledge gained would last. What we also doubt, depending on the seriousness of this issue, is that the time students would retain the words they proved they had acquired in the post-test might not be that long, and it might be related to another factor, as well, which is the number of target word encounters or the interval between these encounters. Deighton (1959) points out that only one or a few encounters with a word would not be satisfactory considering the fact that multiple exposures in various contexts would be requisite to learn many types of words from context. The target words used in this study were encountered in not only one book but also in others along with the activities, which is a plus for this kind of research design, yet, not enough analysis has been done on this matter thoroughly though the essential information has been presented in methodology about how many encounters each word possessed throughout the books with the total number of target word encounters when counted together and all these information have been provided to display how repetitive target words were in general in storybook collections. Besides, the researchers see the frequency as an obvious major factor in incidental vocabulary learning; while Zahar, Cobb, and Spada (2001) proved that the frequency of word encounters is significant in learning, Nation & Wang (1999) even found out that around 10 repetitions is useful and encourages the more, the better. In this study, none of the words, when counted separately was able to reach ten encounters, indeed. In addition, the space between exposures was not paid attention; it is particularly highlighted by Baddeley (1999) with respect to learning and memory relation that for word learning to be effective, the space between exposures to repetitions should be large, and repetitions can be distributed across a period of time rather than accumulating them all together and another point is keeping initial repetitions closer in time and after some time, later repetitions can be much further apart. But despite the lack of retention data in this research, we can argue that students might have benefited from the post-reading activities and reading the same books for another round since they were exposed to target words various times, all over, thanks to these factors. Because, students of this study shared their ideas about reading the books twice and seeing target words multiple times expressing that they helped them remember the words easily and comprehend the overall story better. This finding supports the conclusion arrived by Kütük (2007), as well; multiple exposures to meaningful information related to vocabulary items should be provided to the learners in terms of effective vocabulary instruction. Besides that, using target words in post-reading activities contributed to the composition of the instruction making it not only implicit but also explicit. In this sense, Cheimonidou (2016) makes it clear that both methods should be used equally as they support each other and in her study, she made good use of storybooks and implicit

teaching with explicit attention. By making students pay attention to target words also explicitly, students did benefited from both incidental and intentional learning. Likewise, our participants experienced a similar way of learning, combination of both, which provided effective results in terms of vocabulary enhancement.

In general, we can confirm that the use of stories in L2 classrooms composed of young learners has been fruitful in this study and the results gained corroborate the similar studies conducted in Turkish primary schools (Canlı-Bekar, 2019; Kara, 2018; Kaya, 2007; Kaya, 2011; Kütük, 2007; Özdemir, 2012; Tunçarslan, 2013; Yardım, 2011). As Kaya (2011) mentioned, the way of introducing a new vocabulary item through a story that help students' instincts to interpret the meanings of the words may require mental work and have a positive effect on how well a new target word is engraved in their memory. This study has also aimed to expose students to new words through the contexts of storybooks to encourage students to make inferences when it comes to understanding the meaning of unknown words. In Tunçarslan (2013), the factor of students' attentiveness was related to different and enjoyable nature of activities which led to more motivation in students of experimental group and brought about success in all activities throughout the study. The participants of this study indicated that they were more successful in activities and willing to read more when they felt motivated and when they actively participated in both reading and post-reading sessions. In addition, Canlı-Bekar (2019) ascertained the importance of story topics based on the findings from her Intrinsic Motivation Inventory and clarified that they appealed to the interest of young learners and had an influence upon their motivation and hereby, their success. In this study, there were quite a few students likewise who stated that they loved the storybooks collections, topic of the stories or characters in them which made them feel motivated to continue reading as they expressed. Furthermore, they also found out that elements such as active participation, interest, and curiosity contribute to learners' intrinsic motivation while enjoyment and pleasure they experience during the learning process can be the primary source of motivation. In the current study, from all the students expressing that they were motivated due to their curiosity and interest in the books chosen to the students who explained how they enjoyed reading the books or who were active in most of the sessions were identifying themselves with having high motivation level. Another point is how students who could interact with the teacher during the process were willing to participate more and able to understand the meaning of a word better. Yardım (2011) expressed that in her teacher-led storytelling group, students' vocabulary gains were higher thanks to the fact that teacher was a model and told the stories twice while acting out at the same time by paying attention to giving meaning through actions. In the current study, the presence of the teacher was obvious to students even though they studied individually at first, and a few students asked her the meaning of some words or asked for the clarification

of a certain word they might have known during the reading session and after reading, there was even the negotiation of meaning of certain words in activities session among the students and the teacher. Yardım (2011) found out that teacher-led storytelling was a better technique than computer assisted storytelling in vocabulary learning of students since teacher was more active and acted as a model, as well. We also assume that even though students worked individually in front of their screens at first, the fact that the teacher did not refrain her assistance to students whenever they needed might have made the process more effective for the students.

Further Evaluation of Other Factors Encountered during L2 Reading Practice (motivation, curiosity, learning strategies etc.)

Exploring the world of storybooks at school during the experiment process has been a different experience and alternative way of learning new words for the participants since they claimed at the very beginning that they had never read storybooks in English lessons before. Moon (2000:3) points out that being motivated is what makes young learners learn a foreign language and it is conditional on the teacher's style, so the way teacher motivates them would enable them to be quicker learners (Çakır, 2004). At this point, we can also add that the activities play a significant role because the activities will make young learners attempt to learn new information when they are encouraged to explore something in them, which is stimulating, motivating and interesting (Çakır, 2004). In this experiment, both the teachers, aware of the needs of young learners, planned a careful course of action where students would be stimulated to pay good amount of attention to what would be presented, and motivated to follow along not only during reading but also in post-reading activities. In this sense, storybooks and their activities helped learners feel curious and motivated thanks to the thrilling nature of these materials.

Van Druten-Frietman et al. (2016) remark that compared to children who have a more passive role during storybook reading, when children have an active and participating role, their vocabulary develops faster. We had witnessed this fact particularly in later reading sessions where certain students actively participated and naturally completed the activities with ease and even recalled the words from other reading sessions readily, particularly from the first reading sessions of the same books. In addition, Kaefer (2017) finds out that children who know more naturally learn more but these children who know more than the others and have background knowledge about a topic in storybooks or about words may be attending to the information presented in various ways. Based on the data gathered through research journals and the teacher's reflections, we could similarly observe that the students who were confident or had information on a particular word in storybooks seemed alert

during reading and attentive to new information, as well. Besides, Morrow (1990) explored that when there was a small-group setting during storybook reading, the children were observed that they commented on the story, responded to each other's comments, related them to their own life experiences and paid even a great deal of attention to events in the story. Similarly, the small group of students in this study paid attention to events and characters during the reading sessions, had a chance to comment on a particular word or were even able to interact easily with the teacher.

The element of interactive reading of storybooks with extra activities had adequate effects on students' oral language and print knowledge in one of the studies conducted by Mol et al. (2009) and the children who individually interacted with experimenters during the process reflected this effect the most. Mostly based on students' feedback, we also came to know that extra activities presented after each reading session had contributions on students' word knowledge and comprehension of the story and students who had been attempting to communicate actively with the practitioner teacher during their reading time both performed well and acted quick in activities. In relation to all these characteristics learners possess while reading, Teimouri et al. (2022) argue that not only the quality of the students' goals but also the quality of the manners they pursue to reach those goals have an effect on their language learning behaviors and achievement. Students who owned strong attitude in learning English effectively availed themselves of various language learning strategies, as well such as notetaking, resorting to dictionaries, reading outside the classroom and at the same time, their curiosity and willingness to participate actively became visible during the whole process. Moreover, as Neuman & Wright (2014) point out, explicit instruction has advantages for children since words to be learned are more likely to be remembered that way, and in our case, explicit way of teaching that could mostly be spotted in the activities were useful for students because they could see target words often and this case might have benefited their recognition of those target words. It is also in line with the conclusion arrived by Meganathan et al. (2019) that the explicit activities may lead to a greater opportunity for learning target words since they maximize the amount of exposures to them. Besides, Van den Berg & Klapwijk (2020) perceive interactive reading practices for children useful stating that they lead to learner participation and involvement which bring greater gains in learners' vocabulary. Also both in Chlapana and Tafa (2014) who combined reading aloud sessions with interactive vocabulary instruction and in Van den Berg & Klapwijk, (2020) who utilized explicit and interactive vocabulary instruction instead of direct instruction of vocabulary, learners' vocabulary gains were greater and particularly in Van den Berg & Klapwijk (2020), learners' active participation was a distinguishable factor in their achievement. In current study, teaching words not directly but through storybooks with supporting activities that included explicit instruction of target words

turned out to be effective for students' vocabulary recognition and increased their active participation. Furthermore, Hill & Laufer (2003) discovered that explicit activities focusing on target words support effective word learning while Hulstijn, Hollander & Greidanus (1996) found out that utilizing explicit oriented tasks such as referring to a dictionary can lead to successful learning of vocabulary during reading compared to reading alone. Some participants of this study put dictionaries to good use when it came to understanding the meaning of target words, some even took notes after consulting the dictionary just in case they would need the information in the future. Furthermore, post-reading activities composed of various different exercises involved students of the current study in an explicit way of learning practice, as well since the target words were emphasized in those activities. Likewise, in an L2 extensive reading program with young learners, Meganathan et al. (2019) concluded that the combination of incidental and intentional learning of L2 vocabulary supported with explicitly enhanced post-reading activities was quite effective in learners' vocabulary development and during the process, it was believed that children might have been taught skills which helped maintain their motivation to be efficient independent readers. Moreover, explicit activities are believed to be useful since they maximize the amount of exposure to target words which might lead to greater gains for learning (Meganathan et al., 2019). Based upon all these examples, we speculate that children's current success in their word recognition, general satisfaction with the materials and the process, and their ability to become motivated during the experiment might be related to encountering target words numerous times both in storybooks and activities which has allowed them to take advantage of the opportunities incidental and intentional learning provide. Similar assumptions can be made about the general use of storybooks as current vocabulary learning materials, as well. When Kütük (2007) used stories and follow-up activities, the participants of her study expressed that the activities in particular made them curious and willing to learn while some students also stated that they easily remembered English words through these stories studied in the class. Thanks to appealing nature of storybooks, the participants of this study also expressed that they were mostly curious and willing to participate and learn. Active participation was the key; as the case in Şahin (2022) also demonstrated, students learning words through flipped classroom model and technology which provided them an atmosphere of autonomous and individual learning actively participated and their motivation to learn increased by time, students of this experiment likewise went through a similar process where they learned by taking responsibility and making good use of technological resources and naturally felt motivated and willingly participated. Maintaining a good attitude towards learning a new foreign language in general is emphasized by Yardım (2011) as it is vital in learning languages and the use of stories can bring motivation and help creating this positive attitude in learners.

Bringing storybooks into effective action for L2 vocabulary enhancement not only contributed to vocabulary knowledge of the participants in this study but also helped them increase their motivation for learning more in English lessons and develop a positive attitude towards reading in English language.

The Evaluation of Multimedia Use During Reading

The use of interactive books with visuals and exercises allowed students to enjoy reading as well as facilitated their effective word learning. Integration of technology into the classroom along with the combination of it with storytelling, young learners who are seen as digital natives are attracted to the materials they are presented with and their level of interest, motivation, and enjoyment towards vocabulary learning is promoted (Canlı-Bekar, 2019). The participants of the current study also utilized various digital materials and demonstrated success in word recognition by benefiting from the use of technology in general. Significantly, the visuals in materials are believed to have contributed to a better comprehension of the books overall. Since students were exposed to the pictures greatly in the books alongside activities and the visuals had mostly the potential to clarify the story, it is believed that most of the participants benefited from their effects while trying to recall not only the content of the story but also the target words in it. Comparable to the participants in Elley (1989), we also support the fact that the pictures in the stories may have triggered our students to create more detailed networks of meaning, which helped them to retain the content of the stories. Unlike the group which performed poorly by watching a silent video with captions only in Hu (2013), the participants of this study enjoyed the advantages of the multimedia learning.

Chang (2019) asserts that reading and listening complement each other, and presenting them together make both kind of inputs easier to process, resulting in the smooth acquisition of aural and sight vocabulary as well as learning the pronunciation of more challenging words. Similar statement by de Jong & Bus (2002) also indicates that this kind of an experience is able to extend students' word recognition skills. In this study, we encountered students who were enthusiastic to learn about the pronunciation of certain words or asking the teacher how to pronounce them which made it clear that this kind of an experience incited them to focus on the significance of pronunciation, as well.

Our supposition was to find out results similar to Korat (2010) as the participants in her study were composed of both young learners and kindergarten students, and both the groups displayed satisfactory results using e-book software compared to the other group who received only the regular literacy program at their school. Based on our research results, we also determined that studying with e-books with interactive features is effective,

and we observed that students profited from the reading program implemented and materials used when it came to the recognition of target words in storybooks and general comprehension. This conclusion is similar to the conclusion made by Doty, Popplewell, & Byers (2001) and Reinking (1988), stating that story comprehension skills are high among the students who use e-book versions of storybooks. On the other hand, the results gained in this study are contrasting with the studies assuming that interactive storybooks with visuals might have the potential to distract students easily (Coiro, 2003; De Jong & Bus, 2002; Matthew, 1996; Okolo & Hayes, 1996). Instead, we discovered that visuals were the substantial element of all materials and greatly contributed to whole process of learning.

The studies on reading skills mention that readers' ability matters in incidental vocabulary acquisition (Herman et al., 1987), individual differences in working memory have a strong influence on learners' L1 and L2 reading skills (Linck et al., 2014), and the differences that occur among students such as their processing speed, ability to infer meaning from context and attention control have also impact on their effective word learning (Kormos, 2017; Kormos et al., 2018). Some students were willing to participate and joined the sessions, in their words, "with high motivation" while few students did not show much willingness or attentiveness. At the same time, students who were motivated and willing to participate were the same students who acted quick in activities session or got curious about the pronunciation of a word. Yet, owing to the fact that there were not many students who did not understand the stories completely, students in general did not have too much difficulty with activities and recognizing the target words. Yardim (2011) points out that when it comes to effective vocabulary learning through storytelling, teacher-led storytelling method is a better technique than computer assisted storytelling. She found out that students who were involved in computer assisted storytelling program could not be active enough and lacked the opportunity to use the language productively since computers did not have the capacity to act as a model for students while in teacher-led storytelling program, there were two significant factors: the teacher was a helpful model and an attitude of co-operation among learners was effectively developed. What is more was that the fact that teacher-led storytelling helped students gain autonomy, consciousness and responsibility for learning because the partial involvement that could be observed in computer-assisted storytelling could not provide learners such opportunities. Very similar to what was encountered in Yardim (2011), even though the participants in this study also used computer, they took the responsibility of their learning mostly since they were reading individually. Moreover, the teacher was not entirely passive and the students could find opportunities to ask the teacher anything during reading or interact with their friends. On the other hand, reading e-books in general was very effective after all; Silverman & Hines (2009) emphasized in vocabulary teaching to young learners that showing only the video to

learners instead of using the video as part of a multifaceted vocabulary intervention which was teachers' guiding children to notice words in the video and scaffolding their word learning by discussing words in the context would not have been as much effective. What we did in the experiment was comparable to this; post-reading activities which provided learners several occasions to be able to encounter target words explicitly might have transformed incidental vocabulary learning through digital storybooks into a more established and efficient way of learning.

In comparison to many vocabulary learning studies for young learners, this study has possessed parallel as well as varied qualifications in terms of instruments and materials used. The use of digital and interactive resources was abundant, particularly during the online education period and this led to the fact that students were naturally involved in effective technology use. As a result, this study helped us see how we can utilize storybook collections and digital materials effectively to teach L2 vocabulary to young learners as well as how we can develop positive attitudes towards reading in L2 in young learner classrooms.

Pedagogical Implications

Based on all the findings gained from this experiment and the observations made throughout the process and analysis, pedagogical implications are presented to guide English teachers who wish to contribute to their students' vocabulary learning through reading storybooks.

- ***Students should be encouraged to own storybook collections, and the classroom should have a library in a second language.***

Throughout the process of this study, we have realized that storybooks have the potential to play a huge role in the improvement of L2 reading skills. The words encountered account for most of the words to be learned an early age and used continuously in the future. Therefore, we recommend L2 teachers constantly seeking series of storybooks and interesting collections that will both appeal to learners and help their incidental L2 vocabulary learning. Most of the students in this study proved to us their willingness to read by keeping up with regular reading schedules in English, even outside school. Parents informed that their kids loved buying collections of English storybooks and students that persisted in spending time eagerly with fun and age-appropriate books established evidence for the distinction of reading in learning English with motivation. For this reason, each second language classroom is recommended to have a library composed of L2 series of storybooks, magazines, or graded readers.

- ***The level of the students should be progressively checked, and books composed of richer contexts and more challenging words should be chosen accordingly.***

One of the most noteworthy aspects we have observed from this research has been students' advancement regarding the difficulty level of storybooks. At first, we started with easier books and continued with books that were relatively long and had more complex sentences and different target words. Some students did not seem to be bothered; in fact, they were eager to read words that sounded and looked different, and they were apparently excited to see how challenging the stories got over time. Similarly, the book collections they preferred outside of school were also a reflection of the level they had reached. The most critical point L2 teachers should not ignore to help their students improve their reading skills is observing each individual and presenting them with the right materials that are consistent with their needs. Each level students reach requires modifying or replacing the materials appropriately; even then, a situation where the teacher sticks with the same materials with the same level and content would turn out with poor results whose effects can be discerned in the future. On account of this, it is of great significance to be watchful when it comes to presenting reading materials to students, depending on their needs and determination.

- ***The number of target word encounters across a variety of contexts should be taken into account.***

It is prominent to consider the number of target words students will encounter while reading the materials chosen. What we have mostly come across in this study has been how the repetition of certain words occurred in the context of stories and it might have affected students' recognition of those words afterward. The books that are part of a collection, written by the same author, or belong to the same series are often better books to teach common vocabulary. Since the words that are aimed to be taught repeat often, and sentence structures are similar, students do not struggle while reading the story and retaining the target words. Thus, the major point is to expose students not only to one book composed of repetitive words but also to a collection of books where they can sight the same words in a variety of different contexts. Considering the fact that the most encountered words in books carry the potential to be remembered well, teachers are suggested to prefer books that can represent a collection aiming to teach students words through similar contexts and help them encounter targeted words as many times as possible.

- ***Online reading sessions can be useful.***

Even though the students and teachers have now returned to their traditional routine system of education, which is face-to-face education, online sessions of education have also been advantageous considering some useful aspects of technology. Being in an online education period, this study has been greatly shaped by the use of technology and the norm

of individual participation. It has been often observed that students in this study could quickly adapt themselves to this new system and the materials used. What we recommend based on all our observations is that teachers and students do not always have to implement reading sessions necessarily at school. Where students spend time with books, the most is usually outside the school, and teachers, in this sense, have the feasibility to benefit from this kind of an opportunity. We have encountered in this study many students who enjoyed sitting in front of their own screens, specifying their needs on their own, using their favorite e-dictionaries and websites to learn. These same students were not bothered to be involved in a process that required the use of technology too much or the obligation to be ready on time in front of their screens. Most of them expressed their ideas about the process by pointing out how easy it was to gather on Zoom, start reading and discussing about stories, and how pleasurable it was to do the assignments on PDFs and to use interactive tools. Hence, our major suggestion to L2 teachers would be that they can make good use of online meeting platforms to organize reading sessions and meet with students to only read books, complete activities using audio, interactive games, and tools and give feedback to each other about the books.

- ***Assigning students e-books and interactive resources to study on individually has the potential to create a fruitful reading process.***

We have been aware of the fact that when students are given a task that they are supposed to complete individually, a sense of responsibility naturally emerges, just as it did in the participants of the current study. A situation where students are expected to read or listen to a story together from a single screen might not make students of this age responsible of their own learning, create opportunities for them to look up an unknown word or go over a part that they do not understand well. That being the case, L2 teachers can assign each student a technological device when they decide to go with interactive resources. Seeing that it is not possible at every school, particularly in more traditional education settings, our recommendation can pretty much be bound up with the previous one which is having online reading sessions. Where this idea will be the most effective is either a technology classroom composed of many personal computers or online meetings. Teachers can assign each student an interactive book with post activities by providing them the link, and then they can convert the meeting into a regular group lesson where they can share their answers, feedback, and ideas. In this wise, they are able to enjoy the advantages of both using interactive resources and getting involved in reading and tasks individually.

- ***Individual differences should be constantly kept in mind, and the process should proceed with respect to the differences explored.***

Any technique or material used or the design or program followed in L2 classrooms requires constant investigation of students concerning their individual differences. While the

process is going on, it is up to teachers to monitor students, adjust the steps that are followed accordingly, and guide students according to their individual abilities when necessary. We have come across students with different motives and learning styles in this study. Teachers should both give themselves time to recognize students and grant students some time as well, to help them to be acquainted with their skills, strengths, weaknesses, and how they want to keep going when they start a process such as being a part of L2 reading sessions. In this study, observing students well and constantly taking notes about them helped teachers in various ways; they knew what to do as the next step, what more to add to the process, what to remove from the process, how to put students' strengths to good use, how to modify the materials considering their weaknesses, how to create new ways to allow them to display more of their motivation and appreciate their skills more. All in all, when it comes to teaching a second language in the classroom, what we practice does not necessarily have to be only reading or vocabulary teaching to be able to focus on individual differences, but in every skill that we are supposed to teach in L2, individual differences matter and teachers are responsible for paying great attention to them because it simply means paying attention to people we come face-to-face most of our lives: our students.

Suggestions for Further Studies

Any study that will shed light on learning L2 vocabulary through reading can pay attention to certain points that will both improve the issues discussed and contribute further to this area.

Firstly, what lacks in this study and what we think that could have provided more information on students' vocabulary knowledge, in the long run, have been the data related to their retention of the vocabulary gained. Studies in the future are suggested to consider increasing the number of post-tests so that they will understand whether students could retain the target words they are exposed to for a longer time. In this study, we do not know whether students can retain target words learned in the future, as well so the recommendation to L2 teachers would be to pay attention to measuring what is learned through interval tests.

Secondly, we can recommend L2 teachers measure the effects of reading on other second language skills. In this way, it is believed that it will be easy to see vocabulary gains while assessing students' other skills, as well. Speaking and writing skills can be assessed during or after the reading process. Instead of taking post-tests that are mostly composed of multiple-choice questions, students who are taken into a writing test or involved in speaking sessions where they debate, ask, and answer questions will give teachers hints

about their vocabulary knowledge and how effectively they can put target words to use while writing or speaking.

Thirdly, any study in the future can engage in presenting richer qualitative data on this area by changing the data collection instruments. For example, instead of post-tests, presentations can be implemented. It is quite related to the previous suggestion where we mention the effect of reading on speaking skills but this idea is particularly useful when we want to analyze students' gain more qualitatively. Students who are presenting will give us ideas about their learning process, and how they reflect it is what we will observe and interpret. Students who read many books can choose one of their favorites at the end, and create a presentation about it, talk about the storyline, characters, and events and even challenge their friends to talk about it more and contribute to the presentation. Hence, teachers can determine whether students are able to utilize target L2 words effectively during the presentation while evaluating their speaking skill, as well.

Lastly, due to the age factor and students' evolving needs over time, instead of storybooks, graded readers can be used in any further reading process similar to this one. L2 teachers can take good advantage of graded readers since they possess richer vocabulary and are composed of more complex sentences. Students who are involved in a reading process with graded readers will also be easy to monitor, considering their levels and changing needs. Since graded readers will contribute greatly to students' vocabulary knowledge, post-tests can also be composed of many categories where more complicated exercises can be employed. Consequently, teachers will have contributed to their students' L2 vocabulary knowledge and reading skills on a larger scale.

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APPENDIX-A: Interactive Exercises for Storybooks created on Wordwall

Multiple choice exercise for "The Rainbow Machine"

✓ 0

The rainbow makers found the lorry. They were cross with Fred.



A  B 

C  D 

1/3

✓ 0

**"Oh dear," gasped Anneena.
"It's got straight sides."**



A  B 

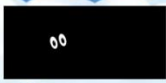
C  D 

2/3

✓ 0

The rainbow changed again. This time it was twisted and it was very bright.







A  B 





C  D 

3/3


Matching exercises for "The Rainbow Machine"

sky	wheel	field	rainbow
lorry	keyboard	warden	mud








Yanıt Gönder




light



heavy



up



pull

Reordering the words exercise for "The Rainbow Machine"

key, to suddenly magic the glow began.

< 1 / 3 >

✓ 0

mud The in the stuck lorry.

☰ ◀ 2 / 3 ▶ 🔊 🗉

✓ 0


in colours rainbow seven the There are.


☰ ◀ 3 / 3 ▶ 🔊 🗉


Multiple choice exercise for "Flood!"


✓ 0


"The stream is flowing really fast and you can't see the edge of it."



A 

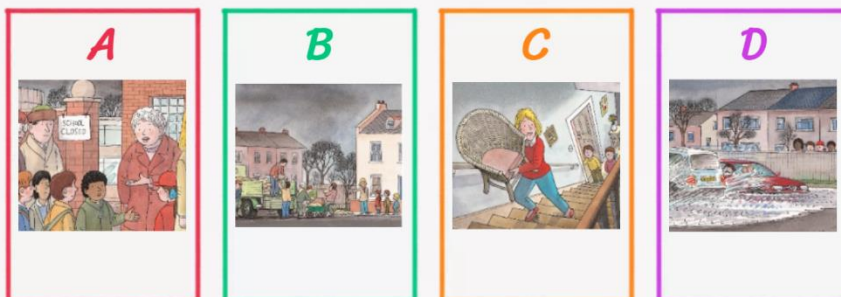
B 

C 

D 

☰ ◀ 1 / 5 ▶ 🔊 🗉

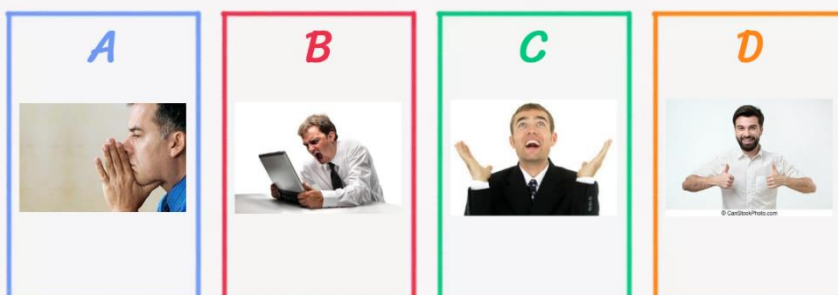
The children watched the cars going through the flood.



◀ 2 / 5 ▶



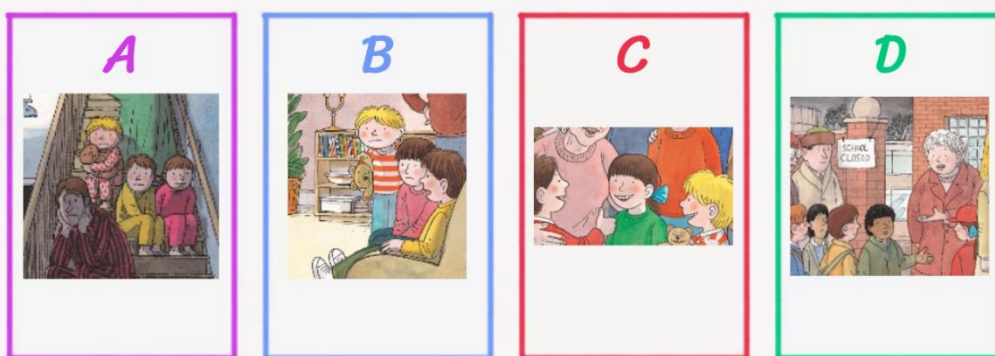
Dad couldn't sleep. He was too worried about the flood.



◀ 3 / 5 ▶



The children were pleased.




◀ 4 / 5 ▶




✓ 0

Kipper was upset.


A




B



C




D



☰
◀ 5 / 5 ▶
🔊 🔊 🔊

Matching exercises for "Flood!"

♥♥♥ ✓ 0



field

stream

loud

lorry

muddy

dinghy

mop

fence

ground

broom

☰
🔊 🔊 🔊

They **gasp**ed when they saw the house. ▲

"We'll have to take things **upstairs**," said Mum. ▲

He went **downstairs** and looked. ▲

A cat was **stuck** on a fence. ▲









Matching exercise for "What Was It Like?"

shelter	yell	upset	put out	whistle
gasp	steam engine	cross	loud	

Yanıt Gönder

Multiple choice exercise for "Key Trouble"

Biff and Chip grabbed Kipper by the arms.

A 	B 	C 	D
--------------	--------------	--------------	--------------

1 / 3

✓ 0

himself Kipper the mirror at looked in .

☰ ◀ 2 / 3 ▶ 🔊 🗉

✓ 0

back downstairs Dad went .





☰ ◀ 3 / 3 ▶ 🔊 🗉

Multiple choice exercise for “*The Flying Machine*”

✓ 0

It had crashed into a statue.

A B C D

☰ ◀ 1 / 3 ▶ 🔊 🗉

✓ 0

Nadim and his dad went on to the flight deck.


A




B



C



D



◀ 2 / 3 ▶

🔊 🔍

✓ 0

A strange-looking aeroplane was standing by a barn.

A



B



C



D



◀ 3 / 3 ▶

🔊 🔍

Reordering the words exercise for *“The Flying Machine”*

the hit The ground plane .

◀ 1 / 3 ▶

🔊 🔍

passenger nervous a I'm .

☰ 2 / 3 🔊 🔍

engine the heard She an of sound .

☰ 3 / 3 🔊 🔍

Matching exercise for "The Flying Machine"

- | | | | | | | |
|------------|-----------|---------|---------|-------------|--------|------|
| yell | propeller | steward | gasp | take off | engine | wing |
| downstairs | passenger | ladder | nervous | flight deck | twins | barn |

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Yanıt Gönder











APPENDIX-B: Individual Worksheets for Storybooks created by Wordwall

Worksheets for “The Rainbow Machine”

The Rainbow Machine - Match

Adı:

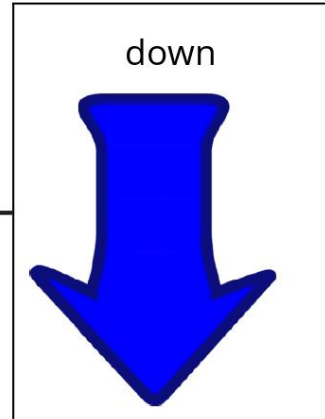
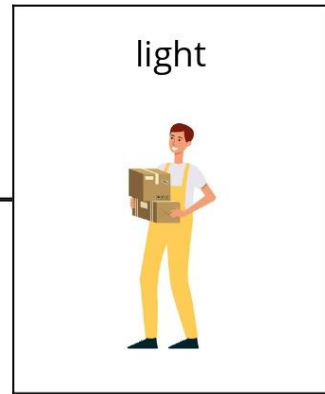
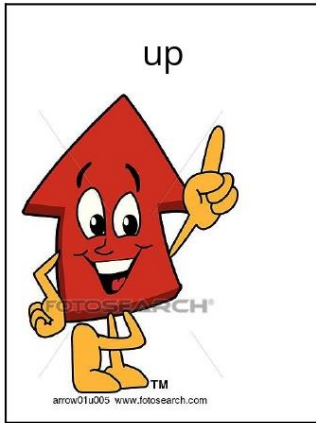
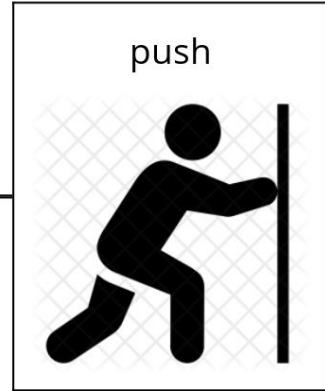
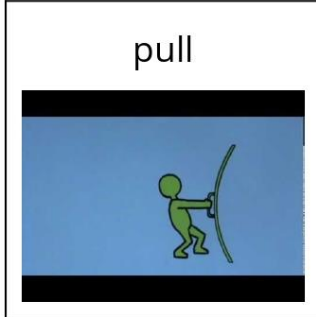
Her kutu çiftini bağlamak için bir çizgi çizin

field	
warden	
rainbow	
sky	
lorry	
keyboard	
wheel	
mud	

The Rainbow Machine - Opposites Match

Adı:

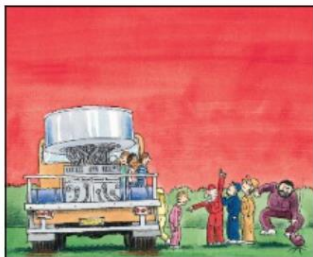
Her kutu çiftini bağlamak için bir çizgi çizin







The Rainbow Machine - Test

Adi:

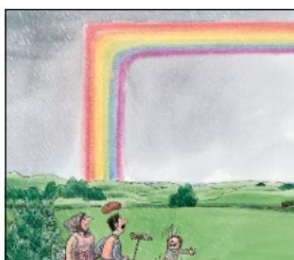
1.



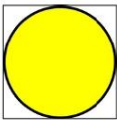
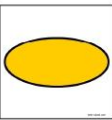


The rainbow makers found the lorry. They were cross with Fred.

- A  C 
- B  D 

2.







"Oh dear," gasped Anneena. "It's got straight sides."

- A  C 
- B  D 

3.



The rainbow changed again. This time it was twisted and it was very bright.

- A  C 
- B  D 

Reorder the words and make a sentence.

the ,key to magic

Suddenly glow began .

mud The lorry the stuck in .











in rainbow the There

are colours seven .

Flood! - Matching

Adı:

Her kutu çiftini bağlamak için bir çizgi çizin

lorry	
fence	
broom	
mop	
stream	
dinghy	
loud	
field	
ground	
muddy	

Flood! - Matching Cards

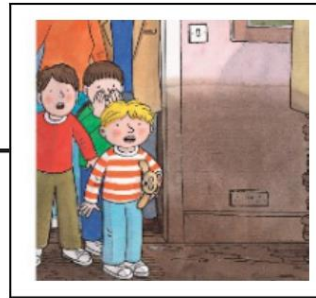
Adı:

Her kutu çiftini bağlamak için bir çizgi çizin

They gasped
when they saw
the house.



He went
downstairs and
looked.



A cat was stuck
on a fence.



"We'll have to
take things
upstairs," said
Mum.






Flood! - Test

Adl:





1.



"The stream is flowing really fast and you can't see the edge of it."

- A  C 
 B  D 





2. The children watched the cars going through the flood.

- A  C 
 B  D 





3. Dad couldn't sleep. He was too worried about the flood.

- A  C 
 B  D 

4. The children were pleased.

- A  C 
 B  D 

5. Kipper was upset.

- A  C 
 B  D 

What Was It Like - Matching

Adı:

Her kutu çiftini bağlamak için bir çizgi çizin



whistle

steam engine

shelter

cross

upset

loud

gasp

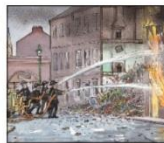
yell

put out

What Was It Like - Test

Adi:

1. Firemen were starting to put the fire out.

A B C D 

2. The station was crowded with children.

A B C D 

3. Gran was pleased with them.











A B C D 

Worksheets for "Key Trouble"

Key Trouble - Matching

Adı:

Her kutu çiftini bağlamak için bir çizgi çizin

tongue	
upstairs	
magic key	
super squirter	
spooks	
cross	
pleased	
downstairs	
steps	
mirror	

Reorder the words and make sentences.

sent Kipper upstairs Mum .

_____.

went downstairs Dad back .

_____.

*in at Kipper looked
the mirror himself .*

_____.

Key Trouble - Multiple Choice

Adi:

1. Biff and Chip grabbed Kipper by the arms.

A B C D 

2. "Oh Kipper!" gasped Mum.

A B C D 

3. "I don't like you," he yelled.















A B C D 

Worksheets for "The Flying Machine"

The Flying Machine - Matching

Adı:

Her kutu çiftini bağlamak için bir çizgi çizin

steward	
ladder	
propeller	
downstairs	
flight deck	
engine	
gasp	
nervous	
twins	
wing	
barn	
yell	
passenger	
take off	

Reorder the words and make sentences.

ground hit the plane The .

passenger nervous a I'm .

*an the engine She
heard sound of .*

The Flying Machine - Multiple Choice

Adi:

1. It had crashed into a statue.

A B C D 

2. Nadim and his dad went on to the flight deck.

A B C D 

3. A strange-looking aeroplane was standing by a barn.

A B C D 

APPENDIX-C: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Tarih: 12/04/2021
Sayı: E-35853172-300-00001536131

0001536131

Sayı : E-35853172-300-00001536131
Konu : İrem IŞIK (Etik Komisyon İzni)

12.04.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 04.03.2021 tarihli ve E-51944218-300-00001477033 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencilerinden **İrem IŞIK**'ın **Prof. Dr. Hacer Hande UYSAL** danışmanlığında yürüttüğü "**İnteraktif Hikaye Kitaplarının Çocukların İkinci Dilde Rastlantısal Kelime Öğrenimine Etkisi**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **23 Mart 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 8311A373-9347-42ED-B487-88A28180DEC2

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Bilgisayar İşletmeni

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APPENDIX D: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(DD) /(MM)/(YY)

(Signature)
İrem IŞIK KHAN

APPENDIX-E: Thesis/Dissertation Originality Report

17/10/2022

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: THE EFFECTS OF L2 READING PRACTICE OF STORYBOOKS ON ENHANCING YOUNG LEARNERS' VOCABULARY KNOWLEDGE

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
24.10.2022	149	224773	18.11.2022	%15	1934038198

Filtering options applied:

1. Bibliography excluded
2. Quotes included
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: İrem IŞIK KHAN
Student No.: N19136493
Department: Foreign Language Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Prof. Dr. Hacer Hande UYSAL, Signature)

APPENDIX-F: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezimin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezimin aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimin ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /

(imza)

İrem IŞIK KHAN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tez erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tez erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.