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**THE EFFECT OF PUPPET-BASED INSTRUCTION ON ENGLISH
ACADEMIC ACHIEVEMENTS, ATTITUDES AND RETENTION OF 2ND
GRADE YOUNG LEARNERS**

**THESIS BY
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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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Merve ERGİN

DEDICATION

To all liberated and strong women living in Turkey...

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As I come to the end of a very pleasant, yet challenging journey, there are precious people I would like to thank.

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ABSTRACT**THE EFFECT OF PUPPET-BASED INSTRUCTION ON ENGLISH
ACADEMIC ACHIEVEMENTS, ATTITUDES, AND RETENTION OF 2ND
GRADE YOUNG LEARNERS****Master Thesis, Department of English Language Education****October 2023, 115 Pages****Supervisor: Dr. Gürcan DEMİROGLARI**

The aim of this study is to examine the effect of puppet-based instruction on English academic achievement, learning attitudes, and retention levels of 2nd grade primary school students. A quasi-experimental model with a pre-test post-test control group was used to conduct the study. The Smiley Face Language Attitude Scale developed by Çelik (2015) and the Academic Achievement Test developed by the researcher were used as data collection tools.

The study was conducted with 2nd grade students in two different classes at Hatice Karşılıgil Primary School in Şahinbey district center of Gaziantep province in the 2022/2023 academic year. Since the classes were randomly assigned by the school administration at the beginning of the year, the experimental and control groups were determined by using random assignment. There were 60 students in the study, 30 students from class 3/D, the experimental group, and 30 students from class 3/F, the control group. The study lasted eight weeks in total. At the beginning of the study, the Smiley Face Language Attitude Scale was administered to the experimental and control groups as a pre-test. During a four weeks period, the experimental group was taught English with puppets whereas the control group was taught English using traditional methods. At the end of four weeks, the same attitude scale was applied to the students as a post-test. In addition, the Academic Achievement Test prepared by the researcher was applied as an immediate post-test. After a 3-week period, the same Academic Achievement Test was distributed to the students as a retention test.

The data obtained from the research were analyzed using the SPSS (Statistical Package for Social Sciences) program. The Mann-Whitney U test was applied to the collected data to reveal the differentiation of academic achievement and attitudes of the students according to their groups (experimental/control). The Wilcoxon Signed Ranks

test was applied to reveal the differentiation between the attitude scale pre-test and post-test of each group and the differentiation in the achievement test post-test and retention test. At the same time, the Mann-Whitney U test was used to determine the differentiation of the attitude scale post-test scores of the experimental group students according to gender. According to the findings obtained from the study, it can be concluded that the activities carried out within the scope of teaching English with puppets positively affect students' academic achievement, learning attitudes towards English, and retention skills.

Key words: Young learner, puppetry, academic achievement, attitude, retention.

ÖZ

KUKLA TABANLI ÖĞRETİMİN 2. SINIF ÖĞRENCİLERİNİN İNGİLİZCE AKADEMİK BAŞARILARINA, TUTUMLARINA VE KALICILIĞA ETKİSİ

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Bu çalışmanın amacı kukla tabanlı İngilizce öğretiminin 2. Sınıf ilkökul öğrencilerinin akademik başarılarına, İngilizceye yönelik tutumlarına ve hatırlama düzeylerine etkisini incelemektir. Araştırmanın yürütülmesinde ön-test son-test kontrol gruplu yarı deneysel model kullanılmıştır. Araştırmada very toplama aracı olarak Çelik (2015) tarafından geliştirilen Gülen Yüz Dil Tutum Ölçeği ve araştırmacı tarafından geliştirilen Akademik Başarı Testi kullanılmıştır.

Araştırma, 2022/2023 eğitim-öğretim yılında Gaziantep ili Şahinbey ilçe merkezinde bulunan Hatice Karslıgil İlkokulu'nda öğrenim görmekte olan iki farklı şubedeki 2. Sınıf öğrencileriyle gerçekleştirilmiştir. Sınıflar sene başında okul idaresi tarafından rastgele öğrenci atama usulüyle oluşturulduğundan, deney ve kontrol grubunun tespiti kura yolu ile belirlenmiştir. Çalışmada deney grubu olan 3/D sınıfından 30 öğrenci, kontrol grubu olan 3/F sınıfından 30 öğrenci olmak üzere 60 öğrenci yer almıştır. Çalışma toplamda sekiz hafta sürmüştür. Çalışmaya başlandığında deney ve kontrol grubuna ön-test olarak Gülen Yüz Dil Tutum Ölçeği uygulanmıştır. Dört haftalık bir süreçte deney grubuna kukla ile İngilizce öğretimi yapılırken kontrol grubuna geleneksel yöntemlerle İngilizce öğretimi yapılmıştır. Dört haftanın sonunda öğrencilere aynı tutum ölçeği son-test olarak uygulanmıştır. Bunun yanı sıra araştırmacının hazırladığı Akademik Başarı Testi son-test olarak uygulanmıştır. Üç haftalık bir zaman diliminden sonra öğrencilere hatırlama testi bağlamında aynı Akademik Başarı Testi dağıtılmıştır.

Araştırmadan elde edilen veriler SPSS (Statistical Package for Social Sciences) programıyla analiz edilmiştir. Toplanan veriler üzerinde öğrencilerin gruplarına (deney/kontrol) göre akademik başarılarının ve tutumlarının farklılaşmasını ortaya

koymak amacıyla Mann-Whitney U testi, her bir grubun tutum ölçeđi ön-test ve son-testleri arasındaki farklılaşma ve başarı testi son-test ve hatırlama testindeki farklılaşmayı ortaya koymak için Wilcoxon İşaretli Sıralar testi uygulanmıştır. Aynı zamanda deney grubu öğrencilerinin tutum ölçeđi son-test puanlarının cinsiyete göre farklılaşma durumunu tespit etmek amacıyla Mann-Whitney U testi uygulanmıştır. Araştırmadan elde edilen bulgulara göre, kukla ile İngilizce öğretimi kapsamında yapılan etkinlikler öğrencilerin akademik başarılarını, İngilizceye yönelik tutumlarını ve hatırlama becerilerini olumlu yönde etkilemektedir sonucu çıkarılabilir.

Anahtar kelimeler: genç öğrenen, kukla sanatı, akademik başarı, tutum, kalıcılık.

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ABBREVIATIONS

- EFL** : English as a Foreign Language
L1 : First Language
L2 : Second Language
M : Mean
N : Number
YL : Young Learner
MA : Master of Art
SPSS : Statistical Package for Social Sciences

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1. INTRODUCTION

In the contemporary era characterized by globalization, there has been a consistent elevation in the significance of attaining proficiency in a foreign language. Today, possessing the capability to effectively employ at least one foreign language has evolved into an imperative requirement for individuals. The early childhood phase stands out as a critical period during which children undergo rapid physical, cognitive, emotional, and linguistic development. Consequently, the initiation of foreign language acquisition during this developmental phase facilitates the overall language learning process. This assertion aligns with the Critical Period Hypothesis, which was initially introduced by Penfield and Roberts in 1959. This hypothesis posits that individuals exhibit an enhanced aptitude for acquiring not only their native language but also foreign languages before the onset of puberty. This developmental stage preceding puberty is commonly referred to as the critical period in the literature on language acquisition, during which foreign language acquisition tends to be more conducive. Beyond this critical period, the acquisition of foreign languages becomes considerably more challenging, primarily due to the optimal developmental conditions for language acquisition having waned, as articulated by Johnson and Newport in 1989. Krashen and Terrel (1983), further proposed that in language learning occurring after puberty, the individual's effective filter is activated, impeding the learning process. An increase in the effective filter of an individual introduces heightened complexity into the language learning endeavor.

From this perspective, English language pedagogy has garnered substantial attention on a global scale, with a specific focus on the integration of early linguistic instruction into official academic curricula. Within the educational institutions of Turkey, English acquisition is officially designated as the study of a foreign language. Formal instruction in English starts at the inception of students' second year of primary education. It is suggested that children's process of acquiring a foreign language parallels that of their initial acquisition of their native language. Consequently, the pedagogical approach to language instruction should be thoughtfully customized to meet the specific requirements of young learners.

There is a distinction between young learners and adult learners. In the realm of pedagogy, an imperative understanding is required concerning the fundamental

attributes corresponding to a cohort of youth commonly referred to as young learners. In a book presented by Scott and Lisbeth (1990), these features have been mentioned:

- They have a general view of the world
- They can distinguish between fact and fiction
- They are curious about their environment and ask questions
- They comprehend messages and meaning
- They can cooperate and learn from each other

Also, Scott and Lisbeth (1990) stated that children between the ages of eight and ten are competent in using their mother tongue. They can generalize language and grasp symbols and abstracts.

In contemporary educational contexts, the transition toward student-centered pedagogical models has assumed paramount importance in the realm of English proficiency instruction for young learners. The imperative of actively engaging students during instructional sessions looms large. Within the domain of language instruction for early childhood education, educators have undertaken research initiatives and implemented pedagogical methodologies rooted in student-centered paradigms. The act of active participation within the classroom environment poses a formidable challenge, particularly for students who have recently been introduced to a foreign language. The linguistic competencies of young learners have not yet reached a developmental stage conducive to functional usage of the target language. Consequently, these learners rely heavily on the guidance and scaffolding provided by their educators within the academic setting (Enever, 2015). At this juncture, it becomes incumbent upon the instructor to assume the role of facilitator, thereby equipping the learners with the skills necessary for active involvement in the process of knowledge acquisition. An essential facet for educators entrusted with the instruction of young learners in foreign language acquisition involves the incorporation of enjoyable activities and games, as these hold particular appeal to this demographic. Integration of activities such as games and role-playing, which resonate with the interests of young learners, engenders a heightened willingness and comfort in the use of the target language and assimilation of its grammatical rules. Various techniques for teaching English to children exist, with the

most commonly employed encompassing games, kinesthetic activities, drama, masks, puppets, cartoons, and similar pedagogical tools.

Puppetry, as a form of drama activity, serves as an instructional tool that garners genuine enthusiasm and interest among young learners. It notably aligns with the educational principle of fostering lifelike experiences within the learning environment. As stated by Özdeniz (2000), the use of puppets introduces an additional proficient English speaker into the classroom, thereby affording opportunities for interactive discourse with these anthropomorphic representations. This pedagogical strategy holds significance, given that children frequently acquire natural language by observing and subsequently emulating conversations occurring in their immediate social milieu. It is common to hear children engaged in dialogue practice with their puppet companions, thereby facilitating three-dimensional dialogic modeling within the classroom context. Furthermore, the presence of puppets serves to alleviate apprehension and self-consciousness among pupils when engaging in speech in the target language, particularly resonating with the younger cohort of students who derive enjoyment from the presence of classroom puppets. During interactions mediated by puppets, students often exhibit a reduced reluctance to make linguistic errors, as they attribute any mistakes to the puppets rather than themselves. Consequently, puppets serve as catalysts for encouraging learners to explore and experiment more extensively with the English language.

Statement of the Problem

Today, with students starting to learn English from the 2nd grade, making the classes fun for young learners and making them active in the classes have become an important issue. Teaching a new language's grammatical structure, sentence patterns, and vocabulary items to children with limited focus time does not work with traditional methods. It is the teachers' most important duty to make the classes interesting and fun, and to make learning effective at the same time. Because young learners are exposed to English as a foreign language for the first time, it is essential for them to develop a positive attitude towards learning this language. In the future learning processes, their experiences at this age will play a crucial role.

Considering all these reasons, the use of various interesting materials and methods in the course while teaching language to this age group is a point of interest. Songs, games, cartoons, puppetry, and drama activities are methods and materials that this age

group will love. The use of puppets in the English language learning process for primary school students is a widespread practice with numerous positive effects. However, studies in the literature have predominantly focused on students at the middle school and beyond. Research on the use of puppets with primary school students, especially in Turkey, has been observed to be limited. Therefore, this study was conducted with the aim of shedding light on future research endeavors and providing supportive insights into existing studies.

Purpose of the Study

The aim of this study is to determine the effect of using puppets in teaching English to 2nd grade primary school students on their English academic achievements, attitudes and retention. Also, the study aims to help the teachers of English prepare environments in which young learners can have fun while learning new language items in English.

Thereby, this study aims to find out answers to the following research questions:

- 1) Is there a significant difference in English lesson academic achievements between 2nd-grade students receiving puppet-based instruction and those receiving instruction via traditional methods?"
- 2) To what extent does puppet-based instruction enhance the retention of English skills and knowledge among 2nd-grade young learners compared with traditional instruction methods?
- 3) How do 2nd-grade young learners' attitudes towards English change when exposed to puppet-based instruction as opposed to traditional methods?
- 4) Is gender a determining factor in attitudes of 2nd grade students receiving puppet-based instruction towards English?

Significance of the Study

The researcher, who is also a primary school English teacher, has accumulated years of experience in employing puppetry as a method of English instruction. While the researcher observed that classes infused with puppetry tend to be engaging and enjoyable, the precise impact of this technique on students' academic achievement and retention levels has remained indeterminate. Given the extensive use of this approach in their classrooms, the researcher sought to conduct a study to assess the effectiveness of

the technique and contribute to the literature while also evaluating its applicability to their own students. In addition, the scarcity of research conducted with primary school students in this domain served as a motivating factor for the researcher to undertake this investigation. In summary, this study holds significance for the researcher as it aims to measure the efficacy of their applied technique and contributes to the literature considering the limited existing research on this subject.

Limitations of the Study

- 1) The research is limited to 60 2nd grade primary school students attending to a primary school in Gaziantep.
- 2) The research is limited to four weeks of practice.
- 3) The research is limited to one unit of 2nd grade English lesson plan.
- 4) The information collected from the students is limited to the data obtained from the Smiley Face Language Attitude Scale and the Academic Achievement Test.

Review of the Literature

Considerations for Learning and Teaching English as a Foreign Language

Learning a foreign language can be a complex and challenging process. Regardless of the reasons for learning a new language, there are several factors that should be considered to maximize the chances of success.

One of the most important considerations for learning English as a foreign language is motivation. In order to be successful in learning a foreign language, learners must be motivated to learn (Dörnyei & Ushioda,2013). Motivation can come from a variety of sources, including personal interest in the language or culture, career aspirations, or a desire to communicate with others in their native language. Without motivation, learners may struggle to stay committed to the learning process and may not make the desired progress (Lightbown & Spada,2013).

Another important consideration for learning a foreign language is immersion. Immersion involves surrounding oneself with the language as much as possible, by listening to music or watching television shows in the target language, practicing with native speakers, or even traveling to a country where the target language is spoken. Immersion can help learners develop their listening and speaking skills, as well as their cultural understanding of the language (Gass & Selinker,2008).

Learning strategies are also an important consideration when learning a foreign language. According to Krashen (1982), there are different learning strategies that learners can use to improve their language skills, including flashcards, language learning apps, and language exchange programs. Learners should experiment with different strategies to find what works best for them and their learning style.

In addition to these considerations, learners need to set realistic goals and practice regularly. Learning a foreign language takes time and dedication, and learners should be prepared to commit to a consistent practice schedule to make progress. By setting realistic goals and practicing regularly, learners can make steady progress and reach their language learning objectives (Larsen-Freeman & Long, 2014). Learning a foreign language requires motivation, immersion, and effective learning strategies. By considering these factors and setting realistic goals, learners can make progress towards becoming bilingual and reap the numerous benefits of knowing multiple languages.

The term 'young learner' means a child as a subject of a learning process. According to Linse (2005), the term "young learners" refers to children between the ages of 5 and 12. Unlike Linse, Scott (1990) defines young learners as students between the ages of 5 and 11. According to the aforementioned opinions, the experts' views on aging vary. However, it might be inferred that pupils in primary and secondary schools are meant when the term "young learner" is used. The category of young learners can then be separated into two groups based on their ages: the younger group (aged six to eight years) and the older group (aged nine to 12 years) (Suyanto, 2007). The first group is the lower class, which means the learners who sit in primary school of 1st, 2nd, 3rd and 4th grade. The second group is higher class which means the learners who sit in secondary school of 5th, 6th, 7th and 8th grades in the Turkish education system.

Cognitive Development in English Language Learning

Teaching English to young learners (TEYL) is a challenging process because the learners are still at the age of both physical and cognitive development. They are different from adults. For that reason, it is important to understand the cognitive development of a child to teach better. There are three main considerations for cognitive development of a child and teaching young learners by Piaget, Vygotsky and Bruner.

Jean Piaget, a Swiss psychologist, is most notably recognized for his cognitive development theory. Piaget hypothesizes that children acquire knowledge through experiential learning and interaction with their environment. Piaget's theory has had a

considerable influence on our comprehension of the children's cognitive and educational growth. According to Piaget's (1970) theory, children are considered as active learners and thinkers. Children engage in a persistent process of interaction with the physical environment. When confronted with a problem, the children try to resolve the problem at hand. The learning process can be realized through the problem-solving approach. Piaget places great importance on the environment, and thus, the classroom atmosphere and activities offer valuable opportunities for foreign language learners.

Piaget assumed that children go through a series of four cognitive developmental stages in his theory of cognitive development. According to Piaget (1952), the four developmental stages of cognitive development are identified as the sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage. Each stage of human development is distinguished by distinctive cognitive abilities and limitations.

Sensorimotor Stage

The initial phase of Piaget's theory of cognitive development is the sensorimotor stage, which occur during the period from birth up to approximately two years of age. During this developmental stage, infants acquire knowledge about their environment through tactile, auditory, visual, and gustatory sensations, as well as through the use of their motor capacities (Pakpahan&Saragih, 2022). During early developmental stages, infants acquire the cognitive ability to comprehend that entities persist despite being outside their sensory perceptual field. This acquisition of knowledge is commonly referred to as the development of object permanence. The concept of object permanence is rooted in the recognition that objects maintain their existence beyond the perceptual field, even when they are no longer visible to an observer. (Piaget, 1977).

The pre-operational stage represents the second developmental stage in Piaget's theoretical model of cognitive development, spanning the age range of approximately two to seven years old. During this developmental stage, children initiate the use of symbolic imagery, including verbal and numeric representations, to signify objects and events (Barrouillet, 2015). According to Piaget (1977), children also go through the process of developing egocentrism, where they encounter difficulty in comprehending the fact that other individuals possess varying perspectives. As an illustration, a child may hold a belief that the perspective through which they perceive the world is identical to that of others.

The third stage in Piaget's cognitive development theory is the concrete operational stage, where children aged seven to eleven years, experience cognitive growth. During this developmental stage, children begin to comprehend rational principles and the notion of conservation. Conservation is a cognitive ability characterized by the recognition that a given quantity remains constant despite any changes in form or appearance, as posited by Piaget (1983). As an illustration, a child may possess the cognitive capability to comprehend that a lofty, slender glass and a diminutive, broad glass possess an identical volume capacity for liquid containment.

The formal operational stage constitutes the conclusive stage in Piaget's cognitive developmental theory and typically occurs from approximately the age of eleven years and onwards. During this stage of cognitive development, an individual acquires the cognitive faculty of abstract and hypothetical thinking (Sidik, 2020). According to Piaget (1977), individuals possess the competence to use logic in analyzing intricate problems and contemplating various alternatives. For example, individuals have the capacity to grasp the notion of infinitude and engage in contemplation of a hypothetical existence on a planet beyond Earth.

Piaget's cognitive developmental theory has received widespread acceptance and adoption in the sphere of developmental psychology. Nevertheless, its limitations and criticisms cannot be disregarded. According to certain critics, Piaget may have underestimated the cognitive capacities of young individuals while simultaneously overestimating those of their older counterparts. Alternative perspectives contend that the theoretical framework proposed by this individual fails to sufficiently consider the impact of variances in cultural and personal factors on the development of cognition.

Despite its considerable critiques, Piaget's theory of cognitive development continues to be influential in shaping our comprehension of how children develop and learn. The significance of children's experiences and interactions with their surroundings in shaping their cognitive development has been extensively acknowledged, as per his emphasis on the subject matter. Scholars persist in employing and augmenting Piaget's theoretical paradigm in order to gain a greater comprehension of the mechanisms by which children acquire knowledge and develop.

In conclusion, Piaget's theoretical framework on cognitive development has evidently contributed to enhancing our comprehension of the fundamental mechanisms involved in the developmental and learning processes exhibited by children. Despite the existence of critiques and constraints surrounding the theoretical framework, it is

imperative to note that it maintains its pertinence and perpetuates its usage in developmental psychology. As cognitive development continues to be an area of focus for researchers, Piaget's theoretical framework is expected to continue to significantly influence our comprehension of children's learning and developmental processes.

The prominent psychological scholar Lev Vygotsky, hailing from Russia, proposed a theory of cognitive development that emphasizes the importance of sociocultural factors. Vygotsky (1978) posits that cognitive development is shaped by social and cultural factors, such as language, social interaction, and cultural norms and values. This assertion highlights the crucial influence of the larger social and cultural context on cognitive development.

Vygotsky's cognitive developmental theory posits that the process of cognitive development is intricately linked to social and cultural factors. Vygotsky posited that the acquisition of knowledge in children is facilitated by their engagement in social interaction with individuals who possess higher levels of competence, including parents, educators, and colleagues. Vygotsky posited that the cognitive development of children occurs through a process termed "scaffolding," which entails the provision of guidance and support by knowledgeable individuals as learners gain new skills and knowledge (Wertsch, 1985).

Zone of proximal development (ZPD) constitutes a fundamental construct within Vygotsky's cognitive developmental theory (Christy, 2013). The concept of Zone of Proximal Development (ZPD), as postulated by Wertsch (1991), pertains to the set of tasks that a child is capable of accomplishing only with the assistance of a more experienced person, but not without their aid. Vygotsky contended that the Zone of Proximal Development (ZPD) constitutes a critical notion within the scope of cognitive development, because it denotes the domain where learning occurs. During the acquisition of a foreign language, it is the responsibility of the instructor to facilitate the recognition of new patterns and words by the child. The child then emulates the mentor and subsequently internalizes the newly acquired knowledge. This means internalization (Cameron, 2005). Through the provision of adequate levels of support and guidance, the individual possessing greater expertise, also known as the more knowledgeable other, may assist the child in navigating through the zone of proximal development (ZPD) and enhancing their acquisition of new skills and knowledge, as posited by Lantolf and Thorne (2006).

Another important concept within Vygotsky's cognitive development theory concerns the significance of language with respect to cognitive development. Vygotsky proposed that language serves as a cognitive tool, enabling children to enhance their thinking as they acquire the capacity to engage in communicative interactions with others (Daniels, 1996). Vygotsky suggests that language has a social and cultural dimension, and affirms that children are not solely exposed to the fundamentals of language structure, but are also exposed to cultural values and beliefs embedded in language usage (Pathan et al., 2018).

Vygotsky's theoretical framework regarding cognitive development has significant implications in the field of education. Based on Vygotsky's perspective on education, the proper approach is one that conforms to the scaffolding principle. This involves educators providing appropriate levels of guidance and support to learners to aid their navigation through the zone of proximal development (ZPD), while simultaneously enabling the acquisition of new skills and knowledge (Gredler, 2005). According to Vygotsky, education ought to be contextualized within the cultural milieu, whereby teachers integrate cultural values and beliefs into their pedagogy.

In conclusion, the theory of cognitive development developed by Vygotsky posits that cognitive development is a process that occurs within a cultural and social context. Vygotsky suggests that the acquisition of knowledge in children is facilitated by social interaction with individuals possessing greater expertise, while their cognitive development is subject to the impact of language, cultural values, and social interaction (Berk, 2013). Vygotsky's theoretical framework has significant implications for education, where the principles of scaffolding and culturally relevant teaching serve as key principles of his approach.

Jerome Bruner, an American psychologist, proposed a cognitive developmental theory in 1960 that emphasized the significance of acquiring knowledge through self-discovery and active involvement with the environment.

Bruner's theory argues that cognitive development is a dynamic process of active construction, where learners actively discern and contextualize information from their environment (Bruner, 1990). According to Bruner (1966), the acquisition of knowledge is a journey of self-discovery whereby learners actively engage with their environment to construct their own understanding. The cognitive development theory proposed by Bruner underscores the significance of the learner's active participation in the learning process.

One of the key concepts in Bruner's theory of cognitive development is the idea of scaffolding. Scaffolding refers to the support that a more knowledgeable other provides to a learner as they acquire new skills and knowledge (Bruner, 1983). The term 'scaffolding' is used for the talk of adults to their children. This talk is finely-tuned to support the child in carrying out a task (Littlemore & Juchem-Grundmann, 2010). According to studies carried out among American mothers and children, parents who scaffold chores for their children do the following:

- sparked interest in the task;
- divided the activity into manageable steps;
- managed the child's frustration during the activity;
- identified the key elements of the task;
- kept the child "on task" by reminding him of the purpose or objective;
- modeled the task, including several methods to accomplish the task.

Bruner believed that learners benefit from the guidance and support of a more knowledgeable other, who can provide feedback and help them develop their understanding of a particular topic.

The notion of representation constitutes a critical component of Bruner's theory of cognitive development. According to Lefrançois (2012), Bruner argued that individuals use symbols and cognitive models to depict their surroundings, whereby these representations constitute a significant aspect of the cognitive development process. According to Bruner, the cognitive capabilities of learners are enhanced through the process of constructing and manipulating mental representations of the world.

The cognitive developmental theory posited by Bruner has significant implications for education. Bruner recommends that education should be founded on the fundamental precepts of scaffolding and discovery learning. Bruner advocated for an active engagement of learners with the subject matter they are studying, while emphasizing the role of teachers in providing the necessary guidance and support for learners to construct their own comprehension of the material (Wood et al., 1976).

Bruner's cognitive development theory highlights the crucial role of active engagement and discovery in facilitating the learning process. Consistent with Bruner's perspective, individuals develop their knowledge through active interaction with their environment, while receiving necessary assistance and direction from an experienced and knowledgeable individual. The theoretical framework posited by Bruner holds

notable implications for the educational sphere, given that the principles of discovery-based learning and scaffolding are central to his approach.

Young Learners

The term "young learners" encompasses individuals ranging in age from three to twelve years (Ellis,2014). However, due to the substantial divergences in their developmental trajectories, even within the confines of a single calendar year, this concept warrants examination through the lens of three fundamental categories. These distinctions arise from the marked variations in the needs and developmental attributes of children during the transitional period spanning from three to twelve years of age. Recognizing and emphasizing these variations within educational contexts, along with the meticulous planning of instructional strategies aligned with these developmental stages, carry profound pedagogical significance. Consequently, the concept of young learners may be discernibly categorized into three distinct groups: "very young learners," "young learners," and "late young learners."

To begin with "very young learners," it is essential to examine children in the age range of three to six within the context of English Language Teaching (ELT). During this developmental stage, children are in the pre-literacy phase, focusing primarily on listening and speaking skills. Children in this age group are capable of learning only concrete concepts; hence, the objective should center on teaching these concepts effectively (Reilly&Ward,1997). Repetitive songs and games serve as foundational tools for instruction in this age group. Furthermore, it is imperative to note that the attention span of very young learners is notably short. Teachers are in consequence necessitated to employ a variety of activities, including repetitive songs and games, to sustain the children's engagement and attention (Orsel&Yavuz,2017).

The concept of "young learners" encompasses children aged between six and nine years (Ellis,2014). Individuals in this age group typically possess a basic level of literacy, having acquired rudimentary reading and writing skills. Consequently, while elementary writing practices can be integrated into their curriculum, the primary focus should remain on reading and speaking skills. Similar to "very young learners," children in this category also have limited attention spans. Therefore, teachers must incorporate attention-grabbing and enjoyable activities when planning instruction. They generally exhibit engagement in the classroom setting; however, they are particularly sensitive to external causes. Their attention can be swiftly diverted, and they may easily influence

one another. Consequently, teaching activities should be designed to modify the entire group, fostering collective enjoyment and learning. Teaching basic phrases, incorporating songs and games, aligns with the suitability for this age range (Fatimah,2023).

Finally, "late young learners" pertain to children in the age range of ten to twelve years. At this stage, children's reading and writing skills have significantly matured, making it possible to effectively integrate these skills into the teaching process (Nunan,2005). Teachers may assign homework, and children can independently fulfill the given tasks. As they have reached a cognitive level where they can comprehend abstract concepts, instruction is also designed to encompass these concepts. Their attention spans are not as short as the two preceding groups, and the necessity for utilizing a multitude of activity types within a single lesson is diminished. Late young learners exhibit a comparatively better capacity to maintain focus and attention, relative to the other groups.

The cognitive flexibility and heightened linguistic acquisition capabilities observed in young learners render early language acquisition a valuable and advantageous pursuit (Naderiheshi,2022). The introduction of English as a Foreign Language (EFL) to children at an early age not only enhances linguistic proficiency but also fosters cultural awareness (Oktavia et al.,2022). Furthermore, it lays the cornerstone for future language acquisition endeavors, given that a strong foundation in EFL can accelerate the acquisition of additional languages in later stages of life.

The incorporation of game-based methodologies into EFL pedagogy, far from being merely entertaining, is profoundly efficacious. Games, songs, and interactive activities serve to captivate the attention of young learners and fill the process of language acquisition with a natural and enjoyable dimension (Stakanova&Tolstikhina,2014). Play, within this context, stimulates linguistic acquisition through immersive experiences, persistent repetition, and contextual comprehension.

Concept of Attitude

Attitude represents a significant concept within the field of social psychology. It is widely recognized that social psychologists are particularly inclined to engage in and allocate greater attention to the formation and change of attitudes, compared to their counterparts in other disciplines. From a socio-psychological perspective, attitudes refer to a relatively stable organization of affective experiences. Attitudes can be defined as

assessments that are characterized by both evaluative beliefs and behavioral tendencies towards an object or an individual (Kazazoğlu,2013).

In Latin, ‘‘Attitude’’ is a word derived from the word ‘‘Aptus’’ meaning to have a tendency towards behavior (Baker,1992).

Shaw and Wright (1967:9) consider attitude to be a predisposition to the environment that guides the behavior of individuals. In this context, attitudes are defined as affective determinants in the learning environment.

According to Gardner (1985:9), attitude is an individual’s belief and thoughts about an object.

Triandis (1971:2) states that attitude is a continuum of behavior towards an object. According to Baker (1988), attitudes are as follows:

1. Attitudes are affective (i.e., they are accompanied by thoughts and emotions) and cognitive (i.e., they may be thought about).
2. Rather than being binary, attitudes are dimensional; the degree of favorability or unfavorability varies.
3. While a person’s attitudes influence how they act, there isn't a substantial correlation between attitudes and deeds.
4. Attitudes are neither inherited nor genetically predisposed; they are learned.
5. Although attitudes have a tendency to endure, experience can change them (Ellis, 1994, p. 199).

In terms of the attitude idea, Brown’s (2007) theories are not very different from Baker’s (1988). Regarding attitudes, the author claims that they "form in early childhood and are a product of parental and peer attitudes, of contact with people who are different from you in many ways, and of interacting numerous aspects in the human experience" (p. 193).

As proposed by social psychological theories, attitudes are inherently shaped by individual differences, implying that individuals may hold varying attitudes towards similar stimuli. Kumaravadivelu (2006) alludes to these theoretical underpinnings, citing Eiser's (1987) work (as cited in Kumaravadivelu, 2006, p. 39). Attitudes are widely regarded as a social construct, and their formation and evolution are subject to external influences.

In summary, the notion of attitude encompasses affective characteristics and induces a disposition towards positive or negative responses within an individual. Each individual holds either a positive or negative attitude. The notion that an individual can maintain an impartial attitude towards a specific topic is deemed unattainable in academic literature.

Within the educational framework, the attitude concept encompasses the affective states of the student towards numerous aspects, including the lesson, instructor, educational institution, peers, examinations, and materials used in the course.

Importance of Attitude in Learning English as a Foreign Language

Language learning constitutes an indispensable component of human existence by facilitating cross-cultural communication and interconnectivity with individuals of diverse ethnicities and social origins. In the contemporary globalized milieu, proficiency in multiple languages has progressively emerged as an essential attribute, potentially leading to diverse prospects for individual and career advancement (Angell et al., 1995). Acquiring proficiency in a novel language presents a formidable challenge, necessitating effort, time allocation, and a patient disposition.

Attitude pertains to the affective, cognitive, and evaluative components of an individual's feelings, beliefs, and opinions about a specific object or action (Dörnyei, 2005). The attitude towards language acquisition has noteworthy impacts on the learning process, leading to concomitant effects on the motivation and involvement of the learner. Gardner (1985) proposed that fostering a positive attitude towards language acquisition can facilitate learners' abilities to overcome challenges and exhibit perseverance in their efforts to acquire the target language. Conversely, a negative attitude may impede the acquisition of knowledge and lead to frustration and apathy towards language learning.

Maintaining a positive attitude is essential in promoting learners' motivation and engagement in the language learning process. According to Noels et al. (2000), when individuals possess a positive attitude, they perceive the process of language acquisition as a chance to gain new knowledge and competencies and display a readiness to expend the necessary determination and exertion towards accomplishing their objectives. In addition, a positive attitude plays a significant role in enabling learners to surmount obstacles and setbacks encountered during the educational journey. As an illustrative

example, learners with positive attitude view mistakes or challenges not as impediments, but as prospects for personal and academic development.

Conversely, negative attitudes concerning language acquisition possess the potential to impede the proficiency acquisition process and ultimately result in frustration and a lack of desire to learn the language (MacIntyre & Charos, 1996). Negative attitudes may emerge from multiple factors, such as fear of failure, lack of interest, and antecedent unfavorable events. The manifestation of negative attitudes can induce a lack of motivation, procrastination, and insufficient participation within the educational sphere. As an illustrative example, individuals who possess a negative attitude towards acquiring language skills may experience a sensation of being overburdened by the intensified exertion demanded for language acquisition, or alternatively, they may incur a feeling of discouragement from their perceived insufficiency of progress.

The attitude of English language learners is of utmost significance in facilitating their language acquisition and can significantly influence their level of motivation and engagement throughout the learning experience, as posited by Oxford (1994). A positive attitude towards acquiring language proficiency is crucial as it enables the learners to maintain their motivation and overcome challenges. Conversely, negative attitudes can impede the learning process and result in frustration and apathy towards acquiring the language. Hence, it is imperative to foster a positive attitude towards the acquisition of language to attain success in the process of language learning. The accomplishment of this task can be facilitated by establishing attainable objectives, commemorating advances, and discovering means to cultivate a lighthearted and gratifying learning experience. Through this approach, individuals may cultivate a proclivity towards language acquisition during their lives, thereby accruing a diverse array of advantages such as cognitive, academic, and cultural benefits.

Research on personal and affective factors within the realm of language acquisition emphasizes the characteristics that individuals possess upon entering the language learning environment. In this particular context, it is widely acknowledged that attitudes towards a given language represent one of the most impactful affective elements within the realm of foreign language pedagogy. As per Smith (1971), a student manifests a range of attitudes, predominantly negative, towards foreign language instruction from the very outset. The student may perceive the lesson as lacking in significance, unengaging, or arduous. Modifying such attitudes is a fundamental requirement for academic achievement. Dulay and Burt's (1977) Affective Filter Theory hypothesizes

that the process of acquiring a foreign language comprises both objective and affective variables. This theory has been widely regarded as a fundamental explanation of individual differences in language learning. Krashen (1981) further advanced this theory, which became known as the "Input Hypothesis", in the context of the "Five Hypotheses" of second language acquisition. Krashen (1981) stated that the emotional and behavioral states exhibited by the language learner operate as a filtering mechanism, facilitating the acquisition of the requisite linguistic input.

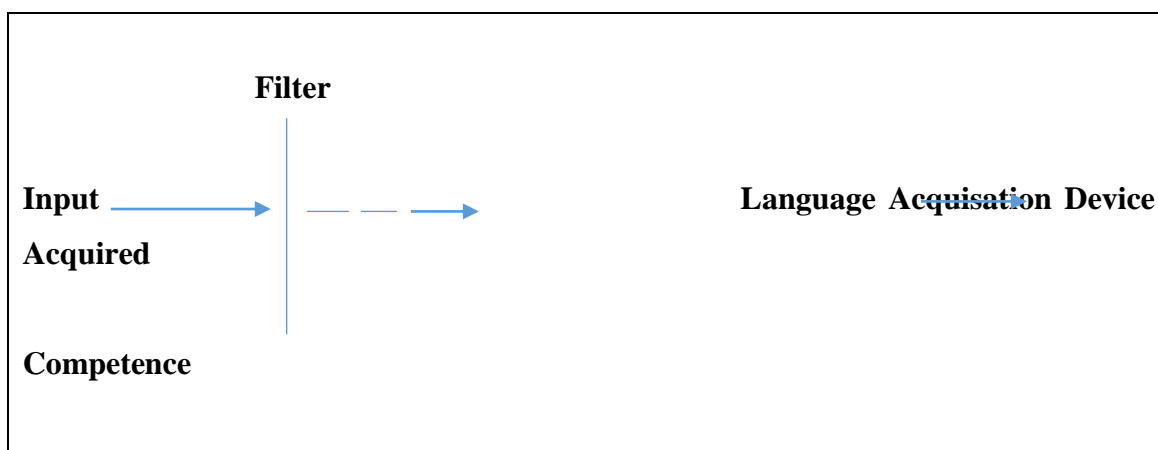


Figure 1. Operation of Affective Filter (Krashen,1981)

Individuals who exhibit symptoms of nervousness, irritability, and anxiety may struggle to effectively filter the necessary linguistic input, thereby impeding their ability to acquire language. Language acquisition varies based on the emotional state of the individual, where the filter functions as a restricting factor. According to Krashen (1981) the acquisition of a foreign language is only possible with comprehensible input, combined with a low affective filter, which in turn facilitates the individual's willingness to receive and process such input. Consequently, it is imperative for the student to sustain a state of being attentive and alert in order to effectively revise the given input. Krashen's (1981) theoretical framework highlights the concepts of motivation, attitude, anxiety, and self-confidence. He explains his main viewpoints as follows:

A high affective filter can block the input by preventing access to the language acquisition device. The affective filter forms individual differences in second language acquisition. Neither is the affective filter is present in children nor is it related to first language acquisition.

The theoretical framework assumes that attitudes directed towards a foreign language have a significant influence on foreign language learning. Krashen (1981) asserts that;

- It has been observed that individuals who exhibit a positive attitude towards language learning are more likely to acquire a foreign language effectively and expeditiously. In contrast, negative attitudes impede the process of learning.
- The affective attachment of an individual is contingent on their attitude. It is plausible that learners undergoing language learning disruptions exhibit a tendency towards passivity, with concomitant low levels of academic attainment.
- Classroom engagement of individuals is affected by their attitude. Individuals who possess a positive learning attitude are more likely to attain superior grades in their academic courses, particularly when they actively engage in the learning process within the classroom setting.

Attitude has been identified as one of the key factors that account for the variability in achievement levels observed in foreign language acquisitions during the standard language learning process. There is a significant variation in the attitudes of students towards the target language, their teacher, their parents, and the speakers of the language. Each factor controls the student's target language learning motivation.

The concept of attitude is undoubtedly a subjective characteristic that varies among individuals. Malcolm (1987) contends, however, that two external factors, specifically the environment and pedagogy, play a role in shaping an individual's attitude. The environmental component includes a diverse set of factors, namely social, cultural, political, and economic imperatives, which collectively impact the milieu of L2 education (p. 39). The pedagogical factor pertains to the manner in which the interactions between the instructors, learners, and educational milieu influence the formation of learners' attitudes, whether they are positive or negative.

According to Tucker and Lambert (1973), the attitudes of instructors have a greater impact on L2 development than the attitudes of parents or the general population. The majority of experts in the subject conclude that "success in language learning requires a positive attitude, but it is not sufficient" (p. 39).

Attitude and Academic Success in English as a Foreign Language

In the context of education, success refers to a student's achievement of the objectives set forth within the parameters of the curriculum. As a result, each institution tries to develop the best training program that will aid students in achieving these objectives.

According to Carter and Good (1973), success is an indicator of the degree to which an individual benefits from academic programs or a specific lesson in a school setting. According to Bandura (1982), people who experience achievement have a greater desire to work and pay attention to it. He also contends that failure is influenced by people's unwillingness to use and expand their cognitive abilities. Additionally, despite having talents, people who lose their confidence fail.

Second and foreign language acquisition has social and psychological perspectives. The success of a foreign language learner depends on how willing the learner is to learn the target language, namely, on his/her attitude (Gardner and MacIntyre, 1993). Brown (2001) states that attitude is the most important factor affecting success in language learning.

Shah's (1999) study on unsuccessful students learning English as a second language suggested that students who have a negative attitude towards learning a language also have low level of success. According to Noels et al. (2000:63), attitudes towards education are often associated with second language achievement and related consequences.

Puppetry and Education

In academic education in schools, the most important element is communication. According to the most influential theories of learning, the act of learning is the transmission of knowledge (concepts, facts, and information) or abilities from those who already possess them to those who must master or acquire them (Furlan, 1972). In the lessons, teachers communicate with pupils both verbally and non-verbally. Non-verbal communication is as important as the words that are spoken verbally in the classroom. In particular, young learners pay attention to their teacher's tone of voice, his mimes and gestures, and even his clothes. They can easily express the teacher's opinion or mood (Garton & Copland, 2018). They make inferences from all these non-verbal message tools. As a consequence, they learn the subject or events through both teachers' verbal statements and the environmental non-verbal messages (Wulandari et al., 2020).

Some pupils can be shy and find it difficult to communicate with their teacher or the environment in the class. At that point, activities involving puppetry can help children express themselves, develop their unique abilities, and create new, unique, and individualized forms of communication in the learning process. The simplest way to incorporate puppetry techniques into schoolwork is to use the teacher's own hands, fingers, knees, or feet. Additionally, marionettes made of cloth or plastic bottles, body puppets, and puppets made of socks or gloves can be interesting for pupils (Kroflin,2012).

A child is more likely to interact with a puppet than a teacher. Children may be afraid of adults. but a puppet, as a mediator, can make it easier for children communicate with the environment in such a stressful condition. When a teacher sends the messages with a puppet, he/she gains the young learner's confidence. Children view this teacher as someone who brings happiness, contentment, and enthusiasm to the classroom. They perceive him as one of them, someone with whom they can sincerely share their happiness or sorrow. This ensures the fundamental building blocks for trouble-free restoration of interpersonal communication (Majaron,2000).

Role of Puppetry in Language Learning

Puppetry has been used as a tool for language learning for many years. It is an effective way to teach language skills to young learners who are still developing their reading, writing, listening, and speaking skills. Puppetry provides an engaging and interactive learning environment that helps children develop their language skills. With puppets, children can learn through play and imagination, making the learning process more enjoyable and memorable (Wang & Liou, 2010). Puppets can act out stories, sing songs, and interact with children, encouraging them to participate and practice their language skills.

Puppet shows can be created to teach children about various languages, customs, and traditions around the world. This can help children develop an appreciation for different cultures and broaden their worldview. Puppetry can also be used to introduce children to various cultures and languages (Gronna et al., 1999).

Puppetry is an effective way to improve language skills such as listening, speaking, and vocabulary. Puppet shows can be designed to teach children new words and phrases, and encourage them to practice their pronunciation and use of language.

Children can also learn how to express themselves more effectively using puppets (Ahlcrona, 2012).

Puppetry is a valuable tool in language learning. It provides an engaging and interactive learning environment that can help children develop their language skills. It also provides a fun and creative way to introduce children to different cultures and languages. Overall, puppetry can be an effective way to supplement traditional language learning methods and make the learning process more enjoyable and effective for young learners.

Moreover, puppetry can help children overcome their shyness and fear of speaking in public. Some children may feel intimidated or self-conscious when speaking in front of others, but with puppets, they can express themselves more freely and confidently. Puppets can also create a safe and non-judgmental space where children can practice their language skills without the fear of making mistakes or being ridiculed.

Puppetry can also be used to teach children about different accents and dialects. In some countries, there are different accents and dialects within a single language, which can be confusing for young learners. Puppet shows can be designed to teach children about these different accents and dialects, helping them to understand and appreciate the diversity of language. In addition, puppetry can be used to teach children grammar and sentence structure. By using puppets to act out different scenarios, children can learn the correct use of verbs, adjectives, and other grammatical structures. This can help children develop a more intuitive understanding of language, making it easier for them to learn and use new words and phrases.

Overall, puppetry is a versatile and effective tool for language learning. It can be used to teach children about different cultures and languages, to improve their language skills, and to help them overcome their fear of speaking in public (Insani,2023). By incorporating puppetry into language learning programs, educators can create a more engaging and effective learning experiences for young learners.

The Role of Puppetry in English Language Teaching

The use of puppets in language teaching has gained popularity in recent years. Puppets can be used to make learning more engaging and interactive for students, and can also help create a more relaxed and playful learning environment (Loh,2013).

One of the primary benefits of using puppets in language teaching is their ability to engage and motivate students. Puppets can bring a sense of fun and playfulness to the

classroom, which can help to create a more positive and enjoyable learning experience for students (Kenny & Savage,2012). Additionally, puppets can help to break down the language barrier by providing a visual representation of the language being taught. This can be particularly helpful for students who are struggling to understand new vocabulary or grammar concepts (Anderson,2010).

Another benefit of using puppets in language teaching is their ability to encourage interaction and communication. Puppets can be used to model conversation and dialogue, to prompt students to practice speaking and listening skills. This can help to build students' confidence and fluency in the language, and create opportunities for students to work collaboratively and practice social skills (Garcia,2015).

In the language learning process, both the teacher and the students need communication, interaction, and verbal practice of the target language (Ogay,2020). Daily expressions and many vocabulary items can be easily practiced using puppets in the classroom concept. The principle of proximity of life is provided in the teaching process. Particularly for young learners, it can be intimidating to communicate with their teacher in the target language at the beginning of learning. At that point, a puppet can be an aid for the children who have difficulty in speaking. When they speak with the mouth of a puppet, they feel more free to make mistakes. Thus, the puppet reduces the stress level of the student. Hunt (1982) claims that children can accept puppets as non-threatening and sympathetic friends. On the other hand, when the teacher asks a question via a puppet, the students more easily give an answer as they do not speak to their teacher, an authority, but to the puppet itself.

Puppets can also be used to support cultural learning and understanding. Teachers can use puppets to introduce students to different cultures and customs, and to help students understand and appreciate diversity. Puppets can be used to tell stories or act out traditional folktales from different cultures, which can help build students' cultural knowledge and understanding (Baglio,2011).

Traditional Instruction Methods and Puppet-Based Language Instruction

Under this heading, a comparative analysis has been conducted between traditional language teaching methods and communicative language teaching, which also encompasses puppet-based language instruction.

Teaching English to primary school students presents unique challenges that require specific strategies to make the learning experience enjoyable for young learners. Unlike

older learners, children possess remarkable language learning abilities, but require different teaching methods (Prayatni,2019). Misapplication of teaching methods can negatively impact motivation. Factors such as discomfort, depression, and complex grammar rules can inhibit the language learning journey. In addition, children's short attention spans make extended lessons less effective, leading to boredom and disinterest. Excessive teacher corrections can discourage young learners. Children learn a foreign language better if they have more opportunities to be exposed to the language they are learning. Another way for them to acquire a foreign language is to use all their senses and become fully involved, such as by observing and listening, and imitating sounds and gestures (Fauzi,2022). Certain techniques can be applied in language learning classes to ensure that children are directly involved in learning activities, for example, by creating a language-learning environment that is free from learners' anxiety (Prabhakaran & Yamat, 2017). Fun learning activities are one of the best ways to get young learners interested in learning a language. Incorporating interactive elements such as puppets into language learning classes can significantly enhance young learners' motivation and proficiency in acquiring a foreign language (Nasimova,2022).

Considering all the evidence above, this section compares traditional language teaching methods applied to young learners with communicative language teaching (CLT), which is also a framework of puppet-based language instruction.

In traditional instruction methods, vocabulary is memorized by translating it into a student's native language. This is done to help students understand the meaning and use of the target language. In contrast, the Communicative Language Teaching (CLT) approach and the puppet-based instruction technique in this approach, instruct students to acquire vocabulary in real-world contexts. In addition, the teacher may instruct students to acquire vocabulary in real-world contexts with the aid of puppets. Furthermore, traditional language instruction methods such as the Grammar Translation Method (GTM), emphasize that learners must understand grammar before producing a sentence in the text. The students are taught grammar deductively, which is different from the CLT approach. The CLT approach emphasizes that teachers teach grammar inductively or through a retrospective approach (Matin,2021). Inductive instruction is implemented through puppet-based language teaching, where students learn and internalize the correct usage of the target language in an enjoyable manner, facilitated by the puppet. In this approach, rules are conveyed to the students subconsciously. Furthermore, the CLT approach with puppet use encourages students to communicate in

the target language without focusing on grammar (Richards,2006). In traditional teaching methods, there is no instruction using authentic materials; all materials are from the teacher or a systematic book. In contrast, the CLT approach uses authentic material to familiarize students with the real context of the subject. Finally, in traditional teaching methods, students are not forced to communicate in the target language, whereas in puppet-based language instruction, students are encouraged to communicate in the target language for teaching-learning activities. In traditional methods, students are encouraged to analyze the language, whereas in the puppet-based instruction method, students are encouraged to use the language.

In conclusion, both traditional language teaching methods and puppet-based instruction have their respective advantages and unique features. Traditional methods provide a comprehensive framework that ensures thorough coverage of language components and rules, resulting in a strong foundation for language learners. However, it is important to note that the traditional language teaching models find greater utility in contexts where language instruction is targeted towards adults or in situations requiring a focus on the structural aspects of language. On the other hand, puppet-based instruction, within the framework of communicative language teaching, offers a novel and engaging approach to language learning that is particularly appealing to young learners. Through puppetry, students can absorb language in a playful and interactive manner, leading to a more intuitive understanding of linguistic nuances. Additionally, the semi-conscious delivery of rules through puppetry can result in improved retention and application of language skills (Wardhani & Abbas, 2022).

Review of Related Research in the Global Context

Several studies have been conducted on the use of puppetry in language teaching, which have highlighted the effectiveness of this method in enhancing language learning. Here are a few examples in the global context:

Yolanda and Hadi (2019) conducted a study with high-school students. The study used puppets to teach students speaking skills in English lessons in the tenth grade of SMA Perjuangan Depok. The data were collected through quantitative and qualitative methods, and the results indicated that students' speaking skills improved. The mean of the pre-test and post-test was 58.34 and 77, respectively. Based on the result analysis, it was determined that there was a significant effect of the puppets games (Yolanda & Hadi, 2019).

Kloetzer&Tau (2022) concerns college students enrolled in a distant learning course. A university course in Switzerland named "Psychology and Migration" had to be moved online during the spring semester of 2021 because of the coronavirus illness 2019 (COVID-19) pandemic. Through a theoretical, individual, and artistic examination of the subjective experience of migration, based on the performing arts, psychology, and education, students in this course learn the sociocultural considerations of migration. The primary educational tactics include inviting students to work in groups to develop a small theater production based on few chosen literary pieces. Puppetry arts were chosen as a novel method for remote learning in response to the pandemic's constraints. The students worked with theatrical professionals to produce a brief play, which they then performed online using sock puppets, picture theater, or object theater. This study examines the important process of reduction and expansion, as well as the (perhaps) beneficial tensions that the course generates, using data gathered during the course (video recordings of online sessions and students' diaries). It examines two primary appropriation strategies for course participants: In adaptative appropriation, students attempt to ease these tensions by conforming to what they believe are the teachers' expectations; in transformative appropriation, students imaginatively make use of the opportunities provided by the course to carry out a personal investigation, fusing theories with their own questions and experiences (Klotzer& Tau, 2022).

Chen and Jasmine Yu-Hsing (2022) introduced a method for enhancing students' motivation to learn Chinese as a second language (CSL) by using Chinese glove puppets. By guiding students to create a Chinese puppet show, the instructor effectively combined language learning with drama, folklore, and culture. Previous studies argue that learning culture can help learners learn a language or highlight the importance of introducing cultural meaning in a language class, while little empirical evidence shows how to innovatively integrate language teaching with culture. Therefore, this study contributes to the literature on ways to use puppetry to promote "real language" learning of CSL in higher education. Puppetry performances made the language learning process more meaningful and memorable, because they not only occupied the learners cognitively but also engaged them physically and emotionally. The curriculum instruction showed the effectiveness of adopting puppetry performance to enrich students' CSL learning through an interactional and communicative approach.

The purpose of Hoit & Toledo's study ("Developing Speaking Skills in First Grade: The Impact of Puppets on Young Learners' Spoken Interactions and Motivation," 2016)

was to determine how the puppets affected the spoken interactions and motivation of the students. 22 first-graders who were learning to read and write in Spanish, their native tongue, were the study's subjects. They take four English as a Foreign Language sessions each week. The following conclusions were drawn regarding how puppets affected young learners' spoken interactions and motivation:

Puppet use enhances the development of spoken conversational skills in children. Children do not realize they are truly learning a foreign language when they are concentrating on puppets.

In general, these studies suggest that the use of puppetry can be an effective instrument for enhancing learning, especially in developing speaking and listening skills. By creating a fun and engaging learning environment, puppetry can help overcome students' fear of speaking in a foreign language and improve their motivation to learn.

Review of Related Research in the Turkish Context

In Turkey, studies on teaching English with puppets, especially for primary school students, are not very common. However, there are studies in the literature on the effects of teaching with puppets in courses in different fields.

Çay (2017) conducted a 5-week study with 3rd grade primary school students. In this study, students' academic achievement was measured. The participants were 66 3rd grade primary school students living in Yozgat/Sorgun. Pre-tests and post-tests with a control group and an experimental group were used in the study's experimental design. The researcher developed the English Achievement Test as data collection tool. According to the findings, the activities used in the context of teaching English with puppets had a beneficial impact on student progress.

Çınar&Özçakmak (2022) conducted a study with the aim of determining the effect of the dramatization method on verb teaching in Turkish as a foreign language. The study group consisted of 42 foreign students at the A1 level and between the ages of 7 and 12 years, who were studying in the central district of Antakya, Hatay province in the 2017-2018 academic year. In the study, a pretest-posttest control group experimental design was used. A 24-question Verb Achievement Test (FBT) created by the researcher and a Student Interview Form to determine student opinions were used as data collection tools. In the five-week study, students in the experimental group received verb instruction using the dramatization method whereas those in the control

group received it the conventional way. The study's findings showed that there was a significant difference between the experimental group's verb achievement scores and those of the control group, which received verb instruction using the conventional method, in favor of the experimental group. Additionally, there was a substantial difference between the experimental group's pre-test and post-test scores, favoring the post-test. The gender variable did not significantly differ between the students in the experimental and control groups on any outcome.

Overall, these studies suggest that the use of puppetry can be an effective tool in teaching English to young learners in Turkey. By creating an engaging and enjoyable learning environment, puppetry can improve students' motivation, language acquisition, and development.

2. METHODOLOGY

The current chapter presents the research methodology utilized in this study. First, the research design is outlined. Afterward, the research presents an extensive portrayal of the settings and participants. The following sections provide detailed explanations of the methods used to gather the data. The following section details the process of data analysis.

2.1. Research Design

The present study is assumed with the purpose of finding out the effect of puppet use in 2nd grade English lessons on the academic achievements of the students, their learning attitudes, and retention. To this end, this research has been conducted employing a quantitative method and a quasi-experimental research design comprising of questionnaires and a multiple choice test as pre-test, and; post-test. Quantitative studies often involve collecting numerical data through surveys, experiments, or other standardized methods, and using statistical analysis to identify patterns and relationships within the data (Gall et al.,2018). Quantitative studies can be used to answer several research questions, from exploring the prevalence of a particular behavior or condition to identifying the effectiveness of a particular intervention or treatment (Babbie,2016). A strength of quantitative studies is their ability to generate precise and replicable results. Because these studies often use standardized methods for collecting and analyzing data, they can produce highly accurate and reliable findings (Hesse & Johnson,2019).

To accomplish the objectives of the present study, a quasi-experimental research design with a pre-test, post-test control group has been used. A quasi-experimental design is a research design used to study causal relationships between variables in situations where it is not feasible or ethical to use a randomized controlled trial (Cook & Campbell,1979). This type of design is commonly used in social and educational research, as well as in public health and medical research.

One of the main strengths of quasi-experimental designs is their ability to study causal relationships between variables in real-world settings (Wang & Degol, 2016). Because they are often used in situations where a randomized controlled trial is not possible or ethical, quasi-experimental designs provide an important tool for researchers

to study the effectiveness of interventions and policies in the real world (Neuman, 2016).

The symbolic representation of the research model is illustrated in table 1.

Table 1.

Quasi-Experimental Research Design with Pre-Test Post-Test Control Group

GROUPS		PRE-TEST	TREATMENT	POST-TEST	RETENTION
Experimental	R	O1.1	X	O1.2	t
				O3.1	
Control	R	O2.1		O2.2	t
				O4.1	

R: Unbiasness

X: Activities carried out within the scope of teaching English with puppets in the experimental group

O1.1: Experimental group attitude scale pre-test

O2.1: Control group attitude scale pre-test

O1.2: Experimental group attitude scale post-test

O2.2: Control group attitude scale post-test

O3.1: Experimental group academic achievement post-test

O4.1: Control group academic achievement post-test

t: 3weeks interval

O3.2: Experimental group retention delayed-post-test

O4.2: Control group retention delayed-post-test

In order to ensure the validity of the research, it is an important step in experimental research to produce accurate findings and conclusions. Two types of validity, internal and external validity, determine the accuracy of the research. There are some factors that affect the internal and external validity of research. It is important to consider these factors during research to increase validity (Cresswell, 2013). In this research, some studies were conducted to ensure internal validity. Table 2 shows the studies conducted to ensure internal validity.

Table 2.

Studies Conducted to Ensure the Internal Validity of the Research

Factors	Studies Conducted
Features of the Samples	In the primary school where the study was conducted, it was informed that the classes were not determined according to a criterion, but were formed randomly according to the number of students. In determining the experimental and control groups, no distinction was made, and one of the classes was assigned as the experimental group and the other as the control group through random assignment. From this point of view, it can be asserted that the features of the students in the experimental and control groups are similar.
Loss of Samples	There were 30 participants in the experimental group and 30 participants in the control group. The research continued with the same students and was completed with these students.
Place	During the research, data were collected in the classroom environments of the students in both the experimental and control groups. Therefore, there was no difference in terms of the place where the data were collected.
Data Collection Tools	The data collection tools remained unchanged throughout the study. The pre-test and post-test applications in both experimental and control groups were conducted by the same researcher.
	The attitude scale was administered as a pretest in the first week of April and as a posttest in the first week of May. There is

Test Effect	a 3-week period between the achievement test application as a post-test and the retention test application as a delayed-post-test. it can be claimed that the elapsed time of 1 month and three weeks decreased the students' recall of the questions in the data tools. It can be stated that the use of the control group in the study also reduced the test effect.
Background	During the research, no concrete event or situation leading to a change in the dependent variables except for the experimental procedures was identified.
Attitude of Samples	In the experimental group, the students were informed in advance by the researcher that experimental applications would be carried out in the classroom. students voluntarily agreed to take part in this study.
Regression	In the analysis of quantitative data, normality analyses were made for each of the academic achievement and attitude variables and for the experimental and control groups separately. It can also be stated that the determination of the experimental and control groups in the study through random assignment also reduced the regression effect.
Implementation	In both experimental and control groups, the instruction was carried out in similar classroom environments and by the same teacher. In addition, in both experimental and control groups, the teacher did not exhibit any positive or negative attitudes and behaviors towards the students according to the groups.

Table 2 explains the factors affecting the internal validity of the experimental design of the research and the precautions taken during the research for these factors. In the scope of the factors explained, it can be assumed that the internal validity of the research is high. In addition, the following studies were conducted to ensure the external validity of the research. The conducted studies are given in table 3.

Table 3.

Studies Conducted to Ensure External Validity in Research

Factors	Conducted studies
Interaction of Sample Selection and Experimental Procedure	In the study, the experimental and control groups were determined through random assignment. there were 30 participants in the experimental group and 30 participants in the control group. It can be said that the research groups conform to the criterion of at least 15 participants defined for experimental studies and the results obtained from the research can be generalized to similar situations.
Interaction of Experimental Setting and Experimental Procedure	The research was conducted in a primary school under the Ministry of National Education. There were no special tools or materials in the classrooms where the research was conducted. the conditions specific to the environment (group work, games, music, air-conditioning, etc.) were arranged by the researcher.
Interaction of Application Time and Experimental Procedure	The experimental procedures were carried out in April and May of the second semester of the academic year within the natural time frame. Teachers and students did not allocate any special time for the experimental procedures.

In Table 3, the factors affecting the external validity of the experimental design of the research and the precautions taken during the research for these factors are explained.

2.2. Research Setting and Participants

The present study was conducted at Hatice Karşılıgil Primary School, situated in Şahinbey district of Gaziantep, Turkey, throughout the second term of the 2022-2023 academic year. The educational institution in the study is a public school. Second, third, and fourth grade curricula are designed to allot a total of two hours each week dedicated to English language instruction. The current research was carried out among primary school students enrolled in the second grades level.

The present study involved a total of 60 primary school students who were enrolled at Hatice Karşılıgil Primary School during the 2022-2023 academic year. Given the study's research objective of examining the effects of incorporating puppets into second-grade English lessons on the academic achievement, learning attitudes, and retention of students, the study exclusively recruited participants who were enrolled as second-grade students within the same school. Therefore, the subjects for this study were chosen using a purposive selection method. As the researcher is employed as an English teacher within the school, it became practical to collect the data. The participants willingly agreed to participate in the study. The participants were stratified into two groups comprising an experimental and control group.

Table 4 shows the distribution of the gender of the students in the study according to their groups.

Table 4.

Distribution of the Gender of the Students in the Study According to Their Groups

Groups	Gender		Total
	Female	Male	
%	50,0	50,0	100,0
%	43,3	56,6	100,0
%	46,6	53,3	100,0

According to Table 4, a total of 60 students, 15 of the students in the experimental group were female and, 15 of the students were male; 13 of the students in the control group were female and, 32 of the students were male.

2.3. Data Collection Tools

The present study utilized three instruments to gain the required data, (1) the Smiley Face Language Attitude Scale, which employed a Likert-type scaling system and was accompanied by a demographic form that served as both a pre-test and post-test (please refer to Appendix A for additional details), (2) a Multiple Choice Academic Achievement immediate post-test, and (3) a Multiple Choice Academic Achievement delayed post-test. The immediate post-test for vocabulary achievement was administered once more after three weeks of intervention with the aim of assessing the extent to which the students retained the knowledge acquired during the treatment period.

The participants in this study consists of 60 2nd grade primary school students hailing from an area of low socioeconomic status. These students have had no prior exposure to English as a foreign language and are being introduced to it for the first time in a classroom setting. Therefore, they do not possess any level of proficiency in the English language. Due to a myriad of factors, the researcher refrained from employing the Academic Achievement Test as a pre-test. All the students were accepted as beginners and lacked knowledge about the units presented to them.

When learners are successful in learning a foreign language, they develop positive attitudes towards the target language. However, when people experience feelings of failure, their motivation to persist decreases because they develop negative thoughts about the language in question (Gardner-Lambert, 1972). To gather the required data regarding students' attitudes, the Smiley Face Language Attitude Scale (Çelik, 2015) was used as the measuring instrument. Prior approval was acquired to employ/utilize the scale. The present scale was presented in two distinct languages, specifically English and Turkish. In the present study, the Turkish version of the scale was employed with the aim of facilitating students' comprehension of its contents.

The Smiley Face Language Attitude Scale comprises a series of 19 items employing a five-point Likert-type response format, alongside a concluding open-ended question. The open-ended question posed was deemed irrelevant to the topic of this study.

Consequently, the researcher opted to employ solely 19 items utilizing a Likert scale with five response alternatives in the research.

The academic achievement test consists of a total of twenty items in the form of multiple choices questions. The Academic Achievement test is designed to assess the performance of students and yield a score ranging from 0 to 20 points. The achievement test was based on the relevant unit within the yearly curriculum of the second-grade primary school English class.

Following a 4-week treatment period, the Academic Achievement Test was administered to both the experimental and control group as an immediate post-test. After a time-frame of three weeks, the researcher administered the same academic achievement test to both groups as a delayed post-test to assess their retention capabilities.

2.4. Data Collection Procedure

The present research was carried out during the second semester of the 2022-2023 academic year. Before starting data collection, the necessary approval was granted from Çağ University Ethics Commission. Subsequently, the instruments were assessed for suitability regarding their application to primary school students. Upon obtaining approval from the committee, the researcher was granted permission by the Gaziantep Governorship, the Gaziantep Provincial Directorate of National Education, and the school administrator to initiate the study. According to the initial plans, the instruments were scheduled to be used for a period of eight weeks beginning in February. However, due to an earthquake that occurred in the south-east of Türkiye, the beginning of the second academic term in schools was delayed until the late of March. Due to the aforementioned rationales and the catastrophe, the data collection tools were administered to the students in the first week of April 2023, and the investigation persisted until the 2nd week of May. Table 5 shows the fundamental steps and the procedure of the study.

Table 5.

The Fundamental Steps and the Procedure of the Study

	Experimental group	Control group
Pre-test Academic Achievement Test	Since the students are considered beginners and assumed to have no prior knowledge, an academic achievement test was not administered as a pre-test to both groups.	
Pre-Test Smiley Face Language Attitude Scale	+	+
FOUR WEEKS IMPLEMENTATION PROCESS		
1 st week	Puppet show by the teacher to introduce the new topic 'at the playground' Class survey with finger puppets	Flashcards to introduce the new topic 'at the playground' Picture worksheets
2 nd week	Reinforcing the playground vocabulary and actions through a charades-style puppet game	Write the learned sentence structure on the board along with its Turkish translation. Ask students to use this sentence structure to perform role-plays.
3 rd week	Puppet role-play Puppet interviews to practice the sentence structure	Flashcards Pair-work and presenting the dialogue in front of the board as a role-play
4 th week	Team game as relay race with puppets	Worksheet Ask and answer game through a ball
Post-Test Smiley Face Language Attitude Scale	+	+
Post-Test Academic Achievement Test	+	+
THREE WEEKS INTERVENTION		
Delayed Post-Test Academic Achievement Test	+	+

Table 5 illustrates the fundamental steps and processes of the study. Each step plays a significant role in the progression of the study and contributes to its outcomes. Each of these steps should be taken into consideration throughout the process, from research design to data collection, analysis, and presentation of results.

In the first week of April, the attitude scale was administered to both the experimental and control groups to serve as a pre-test. The administration of the scale was executed in a duration ranging from 25 to 30 minutes, where the students' queries were addressed and essential clarifications were provided. The participants involved in the study underwent no form of coercion. During the study, the experimental group received instruction using puppetry techniques for four weeks. Meanwhile, the control group received instruction using traditional teaching methods. Following a four weeks treatment period, both sets of participants underwent an identical attitude scale as a post-test.

Upon completion of a four-week treatment period, the researcher administered an achievement test, which had been specifically developed by the researcher, to both the experimental and control groups. Upon completion of the instructional unit, the students promptly engaged in an assessment by addressing the test questions. After a lapse of three weeks, both groups were administered the identical test as a delayed post-test to gauge the students' retention. The data obtained in the research were subsequently transferred to a computer environment, and analyzed by using the 23.00 version of the Statistical Package for Social Sciences (SPSS) software.

2.5. Data Analysis Procedure

Following the collection of the required data, SPSS was utilized in the implementation of the statistical methods used in the analyses. In the initial phase, an analysis of the frequency distributions pertaining to the gender variables of the student groups was conducted.

2.5.1. Achievement Test

The present study conducted an initial analysis of the achievement test by undertaking a frequency analysis of the scores obtained by students in both the immediate post-test and the retention test. The mean scores of the groups were computed and tabulated. Before starting the analysis of the achievement test, Kuder and Richardson Formula 20 (KR-20) analysis was conducted to calculate the internal

reliability of the achievement test as a post-test and delayed post-test for retention. Table 6 shows the KR-20 reliability test results for the Academic Achievement Test.

Table 6.

KR-20 Reliability Test Results Regarding the Academic Achievement Test

Groups	N	N of Items	KR-20
Experimental-post-test	30	20	,561
Control-post-test	30	20	,572
Experimental-retention test	30	20	,532
Control- retention test	30	20	,586

As stated in Table 6, the Kuder Richardson (KR-20) reliability value of the post-test of the academic achievement test was calculated as 0.56 for the experimental group and 0.57 for the control group. In the delayed-post-test retention test application of the same test, the Kuder-Richardson (KR-20) reliability value was calculated as 0.53 for the experimental group and 0.58 for the control group. In studies with 50 or more test items, the KR-20 reliability value of 0.70 and above is considered reliable. However, for tests with fewer than 50 items, $KR-20 > 0.50$ is also considered reliable. For this reason, the Kr-20 reliability values are accepted to be reliable in this study.

After the reliability analysis, the Kolmogorov-Smirnov normality test was applied to determine whether the data in the test were normally distributed. Table 7 shows the normality test results of the Academic Achievement test.

Table 7.

Kolmogorov-Smirnov Normality Test Results Regarding Academic Achievement Test

	Sig.
Experimental Group	,025
Control Group	,045

Based on the results of the test, it has been discovered that the data did not show a normal distribution. Therefore, non-parametric statistical techniques were employed to conduct the analysis.

The present study employed the Mann-Whitney U test in order to determine the differences existing between the experimental and control groups. In addition, the Wilcoxon Signed Ranks test was employed to measure the variations existing within each group between the post-test and retention test.

2.5.2. The Smiley Face Attitude Scale

An analysis was conducted on the frequency distributions of the responses provided by the student participants to the attitude scale. The students' responses to the attitude scale items were scored using a point system, where the most positive response received five points and the most negative response received one point. In order to calculate the reliability of the attitude scale, the Cronbach's alpha of all data sets belonging to the experimental and control groups were calculated separately. Table 8 and Table 9 show the Cronbach's alpha values of the attitude scale.

Table 8.

Cronbach's Alfa Reliability Analysis of the Smiley Face Language Attitude Scale as a Pre-test

Groups	Cronbach's Alfa
Experimental	,861
Control	,726

Table 9.

Cronbach's Alfa Reliability Analysis of the Smiley Face Language Attitude Scale as a Post-test

Groups	Cronbach's Alfa
Experimental	,832
Control	,908

According to Cronbach's alpha value of the scale given in Table 8 and Table 9, the reliability coefficient of the Smiley Face Language Attitude scale was high ($p > 0,7$). In this regard, the scale applied to the students proved to be reliable.

After the completion of the reliability analysis, whether the data in the Attitude Scale show a normal distribution or not was examined by utilizing the Kolmogorov-Smirnov Test. The results of the normality test are shown in Table 10.

Table 10.

Kolmogorov-Smirnov Normality Test Results Regarding the Smiley Face language Attitude Scale

	Sig.
Experimental Group	,026
Control Group	,001

According to the test results, it was decided that the data were not normally distributed. In this manner, the data were analyzed using non-parametric statistical techniques. The Wilcoxon signed-rank test was utilized to compare the attitude scale results between the experimental and control groups. The Mann Whitney U Test was used to compare the differences within the attitudes of the experimental and control groups at the end of the treatment.

2.6. Ethical Considerations

It is imperative that the utmost consideration be given to preserve the confidentiality and privacy of each individual participant in the study. Human beings are involved in our interactions, and we make a conscious effort to avoid treating them solely as subjects. In the execution of our research endeavor, our objective is to foster collaboration and joint efforts with a profound awareness of the significance of rapport. As we engage with students in primary school, we place significant emphasis on obtaining the permission and support of their parents. Hence, prior approval was secured from the parents of the students.

3. FINDINGS

This chapter presents the findings of the study. In order to fulfill the objectives of the research, data were collected from a sample of 60 children enrolled in primary school through the use of the Academic Achievement Test (refer to Appendix B) and the Smiley Face Language Attitude Scale with a demographic form, which was developed by Çelik (2015) (refer to Appendix C). Subsequently, the data were analyzed via the utilization of the SPSS software.

Findings Regarding Students' Academic Achievement

In this section, the academic achievement levels of the experimental and control group students were compared. In addition, the post-test and retention test scores of each group were compared to determine the effect of teaching English with puppets on retention. The data were analyzed using non-parametric tests.

First of all, the Mann-Whitney U Test was employed to determine the difference in the academic achievement post-test between the experimental group, which received instruction with the aid of puppets, and the control group, which was taught through traditional methods. The findings are presented in Table 11.

Table 11.

Academic Achievement Post-test Differences Between Experimental and Control Groups

	Group	N	Mean Rank	Sum of Ranks	Z	p
Academic Achievement Post-test	Control	30	19,33	580,00	-4.975	.000**
	Experimental	30	41,67	1250,00		
	Total	60				

*** difference between groups is significant at 0.01*

In Table 11, the difference between the post-test scores of the experimental and control groups was analyzed using the Mann Whitney-U test. The difference between the groups was statistically significant ($Z=-4.975$, $p=0.000<0.01$). When the mean rank values were examined, the post-test achievement scores of the students in the experimental group were higher and more dominant than those of the students in the

control group. Based on the findings of this evaluation, it can be stated that employing puppets as a means of English language instruction yields a positive impact on the academic achievement of learners as opposed to traditional methods.

In order to compare the scores of the experimental group students from the post-test with their scores from the retention test, the researcher analyzed the results of the two tests of the experimental group using the Wilcoxon Signed-Ranks Test. The results of the test are as in Table 12.

Table 12.

Differences Between Academic Achievement Post and Retention Test Results of the Experimental Group

Group		N	Mean Rank	Sum of Ranks	Z	p
Post and Retention for Experimental Group	Negative Ranks	14 ^a	8,36	117,00	-1.946	.052
	Positive Ranks	3 ^b	12,00	36,00		
	Ties	13 ^c				
Total		30				

a. Retention Test Score > Post Test Score

b. Retention Test Score < Post Test Score

c. Retention Test Score = Post Test Score

According to Table 12, there is no significant difference between the scores of the experimental group students from the Academic Achievement Post-test and the Retention Test ($p=0,052 > 0,05$). When the change in the students' scores from the post-test to the Retention Test was observed, 14 students' scores decreased, three students' scores increased, and 13 students' scores remained constant. Based on these results, it can be inferred that teaching English with puppets has a positive effect on student retention.

In order to determine the retention levels of the control group students, the Academic Achievement post-test and Retention Test scores of this group were analyzed using the Wilcoxon Signed-Ranked Test. The obtained data are presented in Table 13.

Table 13.

Differences Between Academic Achievement Post and Retention Test Results of the Control Group

Group		N	Mean Rank	Sum of Ranks	Z	p
Post and Retention for Control Group	Negative Ranks	22 ^a	11,50	253,00	-4,221	.000
	Positive Ranks	0 ^b	,00	,00		
	Ties	8 ^c				
Total		30				

a. Retention Test Score > Post Test Score

b. Retention Test Score < Post Test Score

c. Retention Test Score = Post Test Score

*** difference between groups is significant at 0.01*

According to Table 13, the difference between the two test results of the control group students was statistically significant ($Z=-4.078$, $p=0.000<0.01$). When the change in students' scores during the transition from the Post-test to the Retention test was analyzed, it was observed that 22 students' achievement scores decreased after the Retention test and eight students' scores remained constant during the post-test and Retention test. In general, as can be observed from the scores of the students in the retention test, there was a decrease in the level of achievement. Retention of knowledge of English decreased at a statistically significant level.

Findings Regarding the Smiley Face Language Attitude Scale

In this section, the results obtained from the smiley face language attitude scale administered to the students as pre-test and post-test were analyzed. The differentiation between the experimental group and the control group and the differentiation between the pre-test and post-test results of each group were also analyzed using non-parametric tests.

To determine the effect of puppet-based instruction on student attitudes, the pre-test and post-test scores of the attitude scale were compared for the experimental group that received puppet-based instruction. The results are presented in Table 14.

Table 14.

Differences Between Pre and Post Test Results of the Experimental Group

Group			N	Mean Rank	Sum of Ranks	Z	p
Pre and Post Test for Experimental Group	Negative Ranks		8 ^a	11,56	92,50	-2.706	.007**
	Positive Ranks		21 ^b	16,31	342,50		
	Ties		1 ^c				
	Total		30				

a. Post Test Score < Pre Test Score

b. Post Test Score > Pre Test Score

c. Post Test Score = Pre Test Score

*** difference between groups is significant at 0.07 level*

In Table 14, the difference between the pre-test and post-test scores of the experimental group was analyzed using the Wilcoxon Sign test. The difference between the pre-test and post-test scores was statistically significant ($Z=-2.706$, $p=0.007<0.05$). When the reason for the difference in the scores of the students during the transition from pre-test to post-test was examined, it was observed that the post-test scores of eight students decreased, the post-test scores of 21 students increased, and there was no change in the pre and post-test scores of 1 student. In light of these data, it can be stated that the use of puppets in English teaching positively affects students' attitudes towards language.

In order to compare the attitudinal results of the control group, which was taught English using the traditional method, the students' pre-test and post-test scores were compared. The results are shown in table 15.

Table 15.

Differences Between Pre and Post Test Results of the Control Group

Group			N	Mean Rank	Sum of Ranks	Z	p
Pre and Post Test for Control Group	Negative Ranks		15 ^a	17,23	258,50	-.535	.593
	Positive Ranks		15 ^b	13,77	206,50		
	Ties		0 ^c				
	Total		30				

a. Post Test Score < Pre Test Score

b. Post Test Score > Pre Test Score

c. Post Test Score = Pre Test Score

In Table 15, the difference between the pre-test and post-test scores of the control group was analyzed using the Wilcoxon Signed-ranks Test and it was observed that the difference between the groups was not statistically significant ($p>0.05$). While there was a decrease in the post-test scores of 15 of the control group students, there was an increase in 15 of them. It was observed that the difference between the groups was not significant because the balance was not concentrated in a particular group. Upon analysis of these results, it can be inferred that the employment of conventional methods in the instruction of the English language has no positive affect on students' attitudes towards the target language.

The post-test scores of the attitude scale of the experimental and control groups were compared in order to determine the difference in the attitudes of the students in the groups towards the language after the application of English language teaching with puppets. The results are given in table 16.

Table 16.

Attitude Scale Post Test Differences Between Experimental and Control Groups

	Group	N	Mean Rank	Sum of Ranks	Z	p
Experimental and Control Groups	Experimental	30	39,05	1171,50	-3.797	.000**
	Control	30	21,95	658,50		
	Total	60				

*** difference between groups is significant at 0.01*

In Table 16, the difference between the post-test scores of the experimental and control groups was analyzed using the Man Whitney-U test. The difference between the groups was statistically significant ($Z=-3.797$, $p=0.000<0.01$). When the mean rank values were examined, the main reason for the difference between the groups was that the attitude scores of the students in the experimental group were higher than those of the students in the control group. As a result of these data, it can be concluded that the attitude towards language of the experimental group students who were taught English with puppets increased significantly compared with the control group.

Finally, it was investigated whether gender was a determining factor in student attitudes among the experimental group students. The obtained data are presented in table 17.

Table 17.

Experimental Group Differences Regarding Gender

	Group	N	Mean Rank	Sum of Ranks	Z	p
Experimental Group	Female	14	17,25	241,50	-1.023	.306
	Male	16	13,97	223,50		
	Total	30				

In Table 17, the difference between the attitude scores of the experimental group students according to gender was analyzed using the Man Whitney-U test. The difference between the groups was not statistically significant ($p > 0.05$). When the mean rank values were examined, it was observed that this difference was not statistically significant because the attitude scores of the experimental group of female and male students were close to each other.

4. DISCUSSION AND CONCLUSION

In this section, the findings are discussed and interpreted in parallel with the research questions.

Discussion

The aim of this study is to investigate the effect of using puppets in English instruction on the academic achievement, attitudes towards the language, and retention levels of 2nd-grade students. In this context, quantitative research was conducted, and for data collection purposes, an academic achievement test and the Smiley Face Language Attitude Scale were utilized. The findings of the study were presented in the previous chapter. In this section, a discussion will be conducted and the data will be interpreted based on the research problems. This study represents the first attempt to simultaneously measure the effects of puppet-based English instruction on students' academic achievements, attitudes, and retention levels. Existing studies usually measure only one variable, such as achievement level or student attitude. Therefore, the results of the research will be made as much as the literature allows.

Discussion on Findings Regarding Students' Academic Achievement and Retention

One of the primary research questions aimed to assess the extent to which puppet-based English instruction influenced students' academic achievement. Existing studies in the field suggest a positive effect of puppet usage on student performance. From the literature review, it was found that in a study conducted by Çay (2017) in a public school in Turkey with 3rd grade primary school students, the experimental group, which received instruction with puppets, achieved an academic success score 1.55 points higher than the control group. Çay emphasized that puppet use positively influenced student achievement in her study. Similarly, a study conducted in Indonesia involving five special-needs children using puppets for vocabulary development yielded noteworthy results (Ardiah&Andrianty,2018). According to the outcomes presented by Ardiah and Andrianty (2018), the incorporation of puppet media as a teaching tool increased students' interest and enhanced their vocabulary in English learning. The research indicated that 75% of the students experienced improved interest, 65% exhibited progress in writing, 60% demonstrated advancement in speaking skills, and 65% displayed enhanced vocabulary and oral proficiency. Consequently, it can be

deduced that the use of puppet media is effective in enhancing students' interest and vocabulary acquisition in the English learning context.

Considering these comparative examples, the present study similarly yielded a congruent result. The findings revealed that the post-test scores of the experimental group students were significantly higher than those of the control group. Ensuring the permanence of student achievement is a desired objective in education. Typically, students tend to acquire new vocabulary during lessons but often exhibit a tendency to forget these words after a certain period. Achieving lasting retention in learning requires joint efforts from both students and teachers. Assessing the recall abilities of students undergoing puppet-based instruction provides valuable insights to the researcher regarding the sustainability of their success. Therefore, in this study, the permanence of student achievement was also measured. According to the results, the experimental group, which underwent instruction with puppets, exhibited a higher level of success than the control group. Based on these findings, the researcher is convinced that puppet-based English instruction also has an impact on retention. On the basis of these results, it can be inferred that the activities conducted as part of English instruction with puppets in the experimental group had a positive impact on students' course achievements. In other words, puppet-based English instruction proved to be more beneficial compared to the conventional teaching technique of writing and repeating word meanings on the board for reinforcement. Students not only enjoyed the lessons more but also actively engaged in the learning process, ultimately enhancing their academic achievements and retention.

Discussion Regarding Students' Attitudes Towards English

Student attitude towards the lesson is a significant factor influencing education. There are certain factors that also influence student attitude. Student achievement in the lesson and motivation are just a few elements that affect student attitudes.

There have been studies that examine the attitudes of students learning English as a foreign language, and one of these studies is the research conducted in Chile in 2020 by Bravo and Cisterna with students aged 5-6. Bravo and Cisterna (2020) stated that the students responded positively to the implementation of the story-telling technique using puppets and felt that it helped or enhanced their speaking ability. The students' answers showed that they felt happy with the implementation of the technique and enjoyed learning English through this method. The questionnaire used in the study showed that

75% or more of the learners had a positive response to the story-telling technique using puppets. All of these findings are factors that enable students to develop a positive attitude towards learning English, and based on the results of the research, it can be stated that the use of puppets has contributed to students having a positive attitude.

Another study was conducted in an elementary school in Yogyakarta, Indonesia (Wardhani&Abbas, 2022). According to the results of the study, after implementing the paper puppet for young learners, the students improved their motivation to learn vocabulary. The students were very enthusiastic and had high curiosity about the material being taught, and they found the paper puppets were funny and interesting. Paper puppets can make students not bored during class learning, and they can attract students' attention because of their unique shapes and colors. Overall, the use of paper puppet media in teaching English can make learning more enjoyable and fun for students, which can positively affect their attitudes towards English.

As evident from the discussion above, existing academic studies have primarily focused on examining the effects of using puppets in English instruction on academic achievement and motivation. Through these studies, indirect effects on attitudes have also been explored indirectly. In this study, the researcher directly measured students' attitudes towards English lessons using the Smiley Face Language Attitude Scale. The Attitude Scale was administered to both groups as a pre-test in order to determine the attitudes of the experimental and control groups before the application. When the results of the attitude scale were compared, no significant difference was observed in the attitudes of the experimental and control group students towards English. The mean scores of the attitude scores before the application were found to be close to each other. The experimental group received instruction using puppets, whereas the control group received instruction using traditional methods. Following the implementation, both groups were subjected to a post-test using the same language attitude scale. In the ensuing results, a statistically significant difference was observed in the post-test scores between the two groups. Specifically, the post-test scores of the experimental group, which was exposed to puppet-based instruction, exhibited a noteworthy increase compared to those of the control group, which received instruction through traditional methods. On the basis of the results obtained from the language attitude scale, it can be inferred that puppet-based English instruction has a positive impact on student attitudes.

In this study, another topic to be discussed is why the traditional method was chosen for the control group. The number of students in classes in state schools under the

Ministry of National Education varies between 35 and 45. Although the revised curriculum and distributed textbooks support communicative language teaching methods, in reality, implementing these methods in the existing class conditions is quite challenging for teachers. Additionally, the weekly hour of English lessons is insufficient. All these factors push teachers to use traditional methods like the Grammar Translation Method in the classroom.

The researcher, who is also a teacher in a state school, has frequently used traditional methods such as direct teaching techniques and vocabulary repetition in these conditions, but has observed that students, especially in primary school, become bored in class, and lose their interest to the topic. To make the lessons more enjoyable, the researcher turned to using puppets, even with larger class sizes, had students prepare puppets, and made the lessons more engaging.

From this perspective, the failure to adapt classroom conditions in state schools to communicative approaches, changing the curriculum without preparing the environmental conditions, puts a significant burden on teachers and reduces classroom efficiency. In this situation, teachers find themselves in a position where they not only provide the necessary education but also strive to create the necessary conditions, caught between unfavorable conditions and new teaching programs.

Finally, the last question of the research was to determine the difference in the attitude scale post-test scores of the experimental group students according to gender. Therefore, the attitude scale post-test scores of the experimental group students were analyzed according to gender. According to the results of the test, no significant difference was found between the attitude scores of male and female students. In the light of these findings, it can be concluded that gender is not a determining factor in student attitude.

5. CONCLUSION

This study investigated the effect of puppet-based English instruction on the academic achievements, attitudes, and retention levels of primary school students. The initial hypothesis derived from the study is as follows: the use of puppets in English instruction significantly influences the academic achievements and attitudes of primary school students. Young learners found learning with puppets to be enjoyable, which heightened their interest in the subject. The following situation was encountered as a researcher: when the puppet was introduced in class and interacted with, it was observed that the students seemed to perceive it as a real human-like entity and responded accordingly. They delighted in the notion that the puppet could experience pain and exhibit certain emotions that resembled, the joy of making a new friend. They believed that the puppet was attentive and observant in class, which added to their fascination. Indeed, students tended to perceive the puppet as a genuine human-being, making the experience highly engaging

Another observation from the study was that when the researcher, the teacher of the class also, spoke through the puppet, the students paid closer attention, gazed with curiosity, and interacted with the puppet more confidently. This facilitated their use of the target language, making the teaching more effective. The classroom atmosphere became more positive, and the lessons became more enjoyable. As a teacher, delivering lessons with a puppet was a delightful and enjoyable experience for the researcher as well. At times, the teacher felt the same excitement and curiosity as her students. Since the teacher introduced a different puppet to the class each week, the students would inquire about the whereabouts of the previous puppet. When she fabricated and narrated stories about the previous puppet, the audience listened attentively. Meeting a new friend every week and conducting lessons with them increased their curiosity about the subject.

In the control group, where the researcher employed traditional methods for English instruction, a teaching approach involving writing unit vocabulary words on the board and requiring students to copy them into their notebooks was followed. Extensive word repetition exercises were conducted, and word learning was supplemented with visual aids. A straightforward instructional technique was used with mechanical exercises. Throughout this process, it was observed that the students occasionally lost interest and became bored. They did not approach the lessons with the same curiosity and

excitement as did the other group. Over time, certain topics became routine, and it became challenging to sustain their interest. In addition, when attempted to engage the students in communication in the target language, aside from 2-3 enthusiastic students, none of the others showed much willingness to participate in conversations. This situation occasionally posed challenges for the teacher as well. Sometimes, the teacher found herself becoming bored during lessons and struggled to actively involve the students. As indicated by the data from the study, there was no noticeable improvement in their academic achievements and attitudes.

Based on these experiences and the quantitative data collected from the study, it can be confidently asserted that the use of puppets is highly effective, especially with young learner groups. However, according to the researcher of this study, it is claimed that teachers should receive training in puppet-based instruction to fully harness its potential.

Limitations and Implications for Further Studies

The researcher faced various challenges throughout the implementation of this study, primarily due to the inadequacy of in-class teaching conditions. One of the most significant challenges was the fact that the weekly English class was limited to just two hours. Students occasionally forgot the tasks assigned for the following week, and some even forgot to bring the puppets they were supposed to prepare at home. Similarly, the first 15 minutes of the class were spent on recapping the previous week's topic, causing time constraints for the teacher in effectively implementing activities. Additionally, the high number of students in the class resulted in shorter durations for communicative activities and interruptions in the process of providing instant feedback.

Therefore, it is recommended that class sizes do not exceed 20 students, and the weekly English class hours are increased to ensure the successful implementation of communicative language teaching methods.

There are some implications for researchers for further studies. Teaching English with puppets has positive effects on academic achievement and student attitudes towards the language. Based on these results, the same study can be applied to different age groups. It can be applied to middle and high school students, and age groups can be compared. This study included 60 2nd grade primary school students. The same study can be conducted by increasing the number of participants.

Due to the earthquake that occurred in Gaziantep and the southeastern region, schools were delayed in opening by one month. As a result, the curriculum was adjusted, and only one unit was selected from the annual lesson plan of 2nd grade students to continue with the implementation. More reliable results can be obtained by continuing the study throughout the year. Also, studies examining the effect of puppetry on students' communication skills in a foreign language can be conducted. This study only covers the results obtained from quantitative data. A mixed method study can be conducted in which student opinions are also considered. Finally, since teachers will also use puppets effectively in lecturing, teachers' opinions on puppet activities in English teaching can be analyzed.

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APPENDICES

Appendix A. Approval from the Members of the Ethics Committee

T.C.	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Merve ERGİN
ÖĞRENCİ NO	20198053
TEL. NO.	
E - MAIL ADRESLERİ	
ANA BİLİM DALI	Sosyal Bilimler Enstitüsü-İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERGİ / TEZ)	Tez
İSTEME BULUNDUĞU DÖNEME AİT DÖNENLİK KAYDINI YATILMA YATILMAĞI	2022 / 2023 - GÖZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	exploring the Effect of Teaching English with Puppets on the 2nd Grade Primary School Students' English Academic Achievements, Learning Attitudes and Retention.
TEZİN AMACI	the aim of this study is to determine the effect of using puppets in teaching English to 2nd grade primary school students on their attitudes,academic achievements and retention.
TEZİN TÜRKÇE ÖZETİ	araştırma, 2022-2023 eğitim-öğretim yılında Gaziantep Şahinbey ilçesinde bulunan Hatice Karşigil İlkokulu'nda öğrenim gören iki farklı şubedeki 2. sınıf öğrencileri ile gerçekleştirilecektir. bu çalışmanın amacı kukla ile dil öğretiminin ikinci sınıf ilkökul öğrencilerinin akademik başarılarına,hatırlama becerilerine ve İngilizce dersine yönelik tutumlarına
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Gaziantep Hatice Karşigil İlkokulu

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- SUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Hatice Karşigil İlkokulu- Milli Eğitim Müdürlüğü-Şahinbey-GAZİANTEP	
YATILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİN/ HANGİ KURUMUN/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONUSUNDA/ HANGİ GRUBA/ KIMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER	çalışmada bulunan diğer ve başan test Gaziantep il Şahinbey ilçesinde bulunan Hatice Karşigil İlkokulu'nda eğitim görmekte olan ikinci sınıf öğrencilerine uygulanacaktır.	
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAKI	1) Demographic Information Form (Demografik Bilgi Formu); 2) Smiley Faces Language Attitude Scale (Gülen Yüz Dil Tutum Ölçeği); 3) Vocabulary Achievement Test (Kelime Başarı Testi)	
ERKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN SİMSİMEYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAK İH)	1) 60 adet (6) sayfa Gülen Yüz Dil Tutum Ölçeği ve Demografik Bilgi Formu 2) 60 adet (2) sayfa Kelime Başarı Testi	
ÖĞRENCİNİN ADI - SOYADI: Merve ERGİN	ÖĞRENCİNİN İMZA SI: enstitü müdürlüğünde evrak aslı ileak imzalıdır. TARİH:14 / 11/ 2023	
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU		

1. Seçilen konu Bilim ve İq Dünyasına katkı sağlayabilecektir.						
2. Anılan konu faaliyet alanı içertesine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VAR SA)	ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		
Adı - Soyadı: Gürcan DEMİROĞLARI	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ		Adı - Soyadı: Murat KOÇ		
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.		Unvanı: Prof. Dr.		
İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası:	İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.		İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.		
..... / / 20..... / / 20..... / / 20.....	 / / 20.....		
ETİK KURULU A SİL ÜYELERİNE AIT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şirvan KAL SİN	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Julide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
müdürlüğünde evrak aslı ıslak imzalıdır.	müdürlüğünde evrak aslı ıslak imzalıdır.	müdürlüğünde evrak aslı ıslak imzalıdır.	müdürlüğünde evrak aslı ıslak imzalıdır.	müdürlüğünde evrak aslı ıslak imzalıdır.	müdürlüğünde evrak aslı ıslak imzalıdır.	müdürlüğünde evrak aslı ıslak imzalıdır.
..... / / 20..... / / 20..... / / 20..... / / 20..... / / 20..... / / 20..... / / 20.....
Etik Kurulu Jüri Başkanı - Asil Üye	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ				

OY ÇOKLUĞU İLE	<input type="radio"/>	Universiteel Etik Kurulu Asil Jüri Üyelerince incelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.		

Appendix B. Thesis Approval Form

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda “The Effect of Puppet-based Instruction on English Academic Achievements, Attitudes and Retention of 2nd Grade Young Learners” başlıklı araştırma “Merve ERGİN” tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: İlkokul öğrencilerine İngilizce öğretiminde kukla kullanımının akademik başarıya, öğrencilerin derse yönelik tutumlarına ve hatırlama becerilerine etkisini incelemektir. Araştırmanın Nedeni: ilkokul grubu öğrenciler henüz soyut düşünce ve kavramları tanımadıkları için öğrenilen bilgilerin somutlaştırılması önemlidir. Bu bağlamda yabancı dil öğretiminde kukla kullanımının ders başarısına ne ölçüde katkı sağladığını tespit etmek faydalı olacaktır.

Araştırmanın Yürütüleceği Yer: Hatice Karşıgil İlkokulu

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırmaya ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı:

e-posta:

İmzası: Evrak Aslı Enstitü Müdürlüğünde ıslak imzalıdır.

***Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C. Consent Form

T.C. Çağ Üniversitesi Etik Kurulu

Veli Onay Mektubu

Sayın Veliler, Sevgili Anne-Babalar,

Çağ Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Bölümü'nde Bitirme tezi kapsamında "Kukla ile İngilizce Öğretiminin 2. Sınıf Öğrencilerinin İngilizce Akademik Başarılarına, Öğrenme Tutumlarına ve Kalıcılığa Etkisi" başlıklı araştırma projesini yürütmekteyim. Araştırmamın amacı kukla ile dil öğretiminin öğrencilerin akademik başarılarına, öğrenme tutumlarına ve kalıcılık düzeylerine etkilerini incelemektir. Bu amaçla çocuklarınızın bazı ölçek ve formları doldurmasına ihtiyaç duymaktayım.

Katılmasına izin verdiğiniz takdirde çocuğunuz ölçek ve formu okulda ders saatinde dolduracaktır. Çocuğunuzun cevaplayacağı soruların onun psikolojik gelişimine olumsuz etkisi olmayacağından emin olabilirsiniz. Çocuğunuzun dolduracağı anketlerde cevapları kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Bu formu imzaladıktan sonra çocuğunuz katılımıktan ayrılma hakkına sahiptir.

Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini veya telefon numarasını kullanarak bana yöneltebilirsiniz.

Saygılarımla,

Araştırmacının,

Adı Soyadı: Merve ERGİN

Tel:

e-posta:

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve bu formu çocuğunuzla okula geri gönderiniz.

- A)** Bu araştırmaya tamamen gönüllü olarak çocuğum'nın katılımcı olmasına izin veriyorum . izin vermiyorum
- B)** Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum. Kabul etmiyorum
- Baba Adı-Soyadı..... Anne Adı-Soyadı.....
- İmza İmza

Appendix D. Academic Achievement Test

UNIT 6- AT THE PLAYGROUND TEST

Name-Surname:

1) Resimdekini bulun.

- a) Swing
- b) Slide
- c) Run



2) Let's

- a) Run
- b) Sing
- c) Fly



3) Resimdekini bulun.

- a) Fly a kite
- b) Sing a song
- c) Jump



4) dance.

- a) Do
- b) Let's
- c) Is



5) Resimdekini bulun.

- a) Swim
- b) Play basketball
- c) Play tennis



Class:

6) Resimdekini bulun.

- a) Run
- b) Play chess
- c) Play hide and seek



7) Do you

- a) Play football
- b) Play basketball
- c) Play chess



8) Do you play the guitar?
No,

- a) I do.
- b) I don't.
- c) I'm.



9) Resimdekini bulun.

- a) Fly a kite
- b) Swim
- c) Play chess



10) Do you

- a) Run
- b) Skip a rope
- c) Slide



UNIT 6- AT THE PLAYGROUND TEST

11) you dance?

- a) Do
- b) Let's
- c) Are

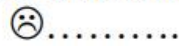


12) Resimdekini bulun.

- a) Jump
- b) Run
- c) Walk



13) Do you play football?



- a) Yes, I do.
- b) No, I don't.
- c) No, I like.



14) Do you?

- a) Walk
- b) Run
- c) Jump



15) Let's

- a) Run
- b) Slide
- c) Swim



16) ride a bike.

- a) Let's
- b) Do
- c) Yes



17) Do you jump?



- a) No, I don't.
- b) Yes, I do.
- c) No, I like.



18) Resimdekini bulun.

- a) Play chess
- b) Play basketball
- c) Play football



19) you run?

- a) Yes
- b) Do
- c) Let's



20) Resimdekini bulun.

- a) School
- b) Playground
- c) classroom



Appendix E. Demographic Information Form and Smiley Face Language Attitude Scale (English Version)

I. Demographic Information Form and The Smiley Face Language Attitude Scale for the 2nd Grade Primary School Students (English version)

Name-Surname:	Gender
Class:	Female <input type="checkbox"/> Male <input type="checkbox"/>

*Please tick the box of the answer you find yourself on each question.

1. What do you feel about learning English?



Very good



Good



No idea



Bad



Very bad

2. How much do you love English?



Like very much



Like



No idea



Like a little



Don't like at all

3. How difficult do you think English is?



Very easy



Easy



No idea



Difficult



Very difficult

4. How much do you love learning new words in English?



Like very much



Like



No idea



Like a little



Don't like at all

5. How much do you love speaking English?



Like very much



Like



No idea








Like a little








Don't like at all


6. How much do you love listening in English?

				
<u>Like very much</u>	<u>Like</u>	<u>No idea</u>	<u>Like a little</u>	<u>Don't like at all</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What do you feel about singing in English?

				
<u>Very good</u>	<u>Good</u>	<u>No idea</u>	<u>Bad</u>	<u>Very bad</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



8. What do you feel about the games you play in English?

				
<u>Very good</u>	<u>Good</u>	<u>No idea</u>	<u>Bad</u>	<u>Very bad</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What do you feel about doing English homework?

				
<u>Very good</u>	<u>Good</u>	<u>No idea</u>	<u>Bad</u>	<u>Very bad</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How much do you love reading in English?

				
<u>Like very much</u>	<u>Like</u>	<u>No idea</u>	<u>Like a little</u>	<u>Don't like at all</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How much do you love writing in English?



Like very much



Like



No idea



Like a little



Don't like at all

12. How good are you at English?



Very good



Good



No idea



Bad



Very bad

13. How much do you wonder about the new English words?



A lot



To some extent



No idea



A little



Not at all

14. How difficult do you think learning English is?



Very easy



Easy



No idea



Difficult



Very difficult

15. How enjoyable do you think English classes are?



A lot



To some extent



No idea



A little



Not at all

16. How necessary do you think learning English is?



A lot



To some extent



No idea



A little



Not at all

17. How enjoyable do you think the activities in English course book are?



A lot



To some extent



No idea



A little



Not at all

18. How attractive do you think the topics in English coursebook are?



A lot



To some extent



No idea



A little



Not at all

19. How comfortable do you feel while learning English in class?



A lot



To some extent



No idea



A little



Not at all

Appendix F. Demografik Bilgi Formu ve Gülen Yüz Dil Tutum Ölçeği (Turkish Version)

Adınız- Soyadınız: Sınıfınız:	1) Cinsiyetiniz Kız <input type="checkbox"/> Erkek <input type="checkbox"/>
----------------------------------	--------------------------------------------------------------------------------

*Lütfen her soruda kendinize en yakın bulduğunuz cevabın kutucuğunu işaretleyiniz.

1. İngilizce öğrenmele ilgili kendini nasıl hissediyorsun?



2. İngilizce'yi ne kadar seviyorsun?



3. Sence İngilizce ne kadar kolay?



4. İngilizce'de yeni kelimeler öğrenmeyi ne kadar seviyorsun?



5. İngilizce konuşmayı ne kadar seviyorsun?



6. İngilizce dinlemeyi ne kadar seviyorsun?

				
<u>Cok Seviyorum</u>	<u>Seviyorum</u>	<u>Fikrim yok</u>	<u>Az Seviyorum</u>	<u>Hiç sevmiyorum</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. İngilizce şarkı söylemeyle ilgili kendini nasıl hissediyorsun?

				
<u>Çok İyi</u>	<u>İyi</u>	<u>Fikrim yok</u>	<u>Kötü</u>	<u>Çok Kötü</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Oynadığınız İngilizce oyunlarla ilgili kendini nasıl hissediyorsun?

				
<u>Çok İyi</u>	<u>İyi</u>	<u>Fikrim yok</u>	<u>Kötü</u>	<u>Çok Kötü</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. İngilizce ödev yapmayla ilgili kendini nasıl hissediyorsun?

				
<u>Çok İyi</u>	<u>İyi</u>	<u>Fikrim yok</u>	<u>Kötü</u>	<u>Çok Kötü</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. İngilizce' de okumayı ne kadar seviyorsun?

				
<u>Çok seviyorum</u>	<u>Seviyorum</u>	<u>Fikrim yok</u>	<u>Az Seviyorum</u>	<u>Hiç sevmiyorum</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. İngilizce' de yazmayı ne kadar seviyorsun?

				
<u>Çok seviyorum</u>	<u>Seviyorum</u>	<u>Fikrim yok</u>	<u>Az Seviyorum</u>	<u>Hiç sevmiyorum</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. İngilizce öğrenmede ne kadar iyi olduğunu düşünüyorsun?



Çok İyi



İyi



Fikrim yok



Kötü



Çok Kötü

13. Karşılaştığın yeni İngilizce kelimelerin anlamlarını ne kadar merak ediyorsun?



Çok



Orta



Fikrim yok



Az



Çok az

14. İngilizce öğrenmenin ne kadar kolay olduğunu düşünüyorsun?



Çok kolay



Kolay



Fikrim yok



Biraz zor



Çok zor

15. İngilizce derslerini ne kadar eğlenceli buluyorsun?



Çok



Orta



Fikrim yok



Çok az



Hiç

16. İngilizce öğrenmenin ne kadar gerekli olduğunu düşünüyorsun?



Çok



Orta



Fikrim yok



Az



Çok az

17. İngilizce ders kitabındaki aktiviteleri ne kadar eğlenceli buluyorsun?

				
<u>Çok</u>	<u>Orta</u>	<u>Fikrim yok</u>	<u>Az</u>	<u>Çok az</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. İngilizce ders kitabındaki konular ne kadar ilginç çekiyor?

				
<u>Çok</u>	<u>Orta</u>	<u>Fikrim yok</u>	<u>Az</u>	<u>Çok az</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Sınıfta İngilizce öğrenirken kendini ne kadar rahat hissediyorsun?

				
<u>Çok</u>	<u>Orta</u>	<u>Fikrim yok</u>	<u>Az</u>	<u>Çok az</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix G. Lesson Plans Regarding English Teaching with Puppets for the Experimental Group

Puppet Activity Plan (week 1)

Name of the lesson: English

Grade: 2nd grade students

Topic/The name of the unit: At the Playground

Materials: Hand puppets, finger puppets

Duration: 40 + 40 minutes

Method: Creative drama

Technique: Puppet play

AIMS

1. Students will be able to recognize vocabulary about playground activities.
2. Students will be able to understand short, simple suggestions
3. Students will be able to make suggestions in a simple way. (Let's)
4. Students will be able to ask and answer simple questions. (Do you...?)

Lesson Plan

INTRODUCTION

Introduce the Topic

Teacher enters the class and greet the students. To inform the students about the subject, the teacher sticks the playground flashcard on the board from the flashcard set and ask learners if they know what it is. Then, the teacher introduces the word 'playground'. Afterwards, they talk about the playground items and the activities. The teacher has a quick vote for the learners' favorite activity.

PROCEDURE

Vocabulary

The teacher shows learners the playground activity flashcards one by one and drill the items. To make this more fun, the teacher asks the learners to repeat the word in a high voice if the teacher holds the card up, and in a low voice if the teacher holds the card low.

Puppet activity

The teacher tells the students she has two guests for the lesson and introduce the puppets to the students. The students say hello and greet the puppets. The puppets introduce themselves. Afterwards, the teacher starts a conversation between two puppets. The conversation is about the playground. The puppets behave as if they are at a playground. They use suggestion items in the conversation. Students watch and listen the puppet show. After the conversation ends, one of the puppets asks questions to a student if he/she wants to slide or swing etc. by using 'let's'. then, they act as if they are doing the activity.

PRODUCTION

Class Survey with Finger Puppet

The teacher hands out paper finger puppets to the students. The students color their own puppets. The teacher tells learners they are going to survey their classmates about what they do at the playground with their puppets. The teacher asks them to think of five questions to ask and give them the question stem 'Do you ...?'. Learners then write five questions in their notebooks, leaving space for ticks and crosses for the answers. Then they survey their classmates with their puppets, putting a tick or a cross next to each question depending on the answer. The teacher monitors and helps as necessary. After the survey, the teacher shows learners how to make a bar chart to represent the answers. The teacher demonstrates counting the ticks for each activity, then coloring the corresponding number of squares. Which playground activities were the most or least popular?

Puppet Activity Plan (week 2)

Game 1: Puppet Charades

Objective: Reinforce playground vocabulary and actions through a charades-style game.

Materials:

Puppets

Slips of paper with playground-related actions written on them

Timer or stopwatch

Duration: Approximately 20-30 minutes

Procedure

Introduction (5 minutes):

- a. Review the playground vocabulary words with the students using flashcards or a quick discussion.
- b. Explain the rules of the game: One student will act out an action using their puppet, and their team will guess what action is being performed.

Game Setup (5 minutes):

- a. Divide the class into two teams.
- b. Distribute a puppet to each team.
- c. Place the slips of paper with the actions in a bowl or container.

Game Play (10-15 minutes):

- a. Choose a student from Team A to go first.
- b. The student selects an action slip from the bowl and silently acts it out using their puppet.
- c. The rest of Team A tries to guess the action being portrayed.
- d. Set a time limit (e.g., one minute) for guessing the action.
- e. If Team A guesses correctly within the time limit, they earn a point.

- f. Repeat the process with a student from Team B, continuing the rotation between the teams.
- g. Keep track of the points for each team on the board or a visible chart.

Conclusion (5 minutes):

- a. Once all the slips have been used or the allocated time for the game has ended, count the points for each team.
- b. Congratulate the winning team and acknowledge their efforts.
- c. Have a short discussion about the actions portrayed during the game, reinforcing the vocabulary and actions learned.

Puppet Lesson Plan (Week 3)

Objective: Students will develop language skills related to the topic of "At the Playground" using puppetry as a tool for engagement, creativity, and language practice.

Materials:

Hand puppets (one for each student or pair)

whiteboard

Markers

Playground-themed props (Let's)

Playground vocabulary flashcards

Duration: Approximately 60 minutes

Procedure

Introduction (5 minutes):

- a. Begin the lesson by discussing the concept of a playground. Ask students about their experiences and favorite activities at the playground.
- b. Introduce the puppets and explain that they will be used to learn about the different elements and actions related to the playground.

Vocabulary Building (10 minutes):

- a. Write key vocabulary words related to the playground on the board or poster board.
- b. Review the words with the students and provide simple definitions or explanations as needed.

c. Use flashcards or props to reinforce the vocabulary. Show a flashcard or prop, and have the students repeat the word aloud.

Puppet Role-Play (20 minutes):

- a. Divide the students into pairs or small groups, with each group having a hand puppet.
- b. Instruct the students to create short dialogues or skits using their puppets, incorporating the vocabulary words related to the playground.
- c. Encourage the students to be creative and think about different scenarios they might encounter at the playground, such as playing on the swings, sliding down the slide, or having a picnic.
- d. Allow time for students to practice their skits and provide assistance or guidance as needed.
- e. Invite each group to perform their skit in front of the class, using their puppets. Encourage applause and positive feedback after each performance.

Puppet Interviews (15 minutes):

- a. Explain to the students that they will now have the opportunity to interview their puppets as if they were characters from the playground.
- b. Model an example interview by asking questions to your own puppet, and answering in character.
- c. Encourage the students to think of questions related to the playground, such as "What is your favorite activity at the playground?" or "Who do you like to play with?"
- d. Allow time for students to interview their puppets, either individually or in pairs. Circulate the room, providing assistance and guidance as needed.

Puppet Lesson Plan (Week 4)

Game 2: Puppet Relay Race

Objective: Practice playground vocabulary while engaging in a lively relay race.

Materials:

Puppets

Playground-related flashcards

Starting line and designated stations

Duration: Approximately 30-40 minutes

Procedure

Introduction (5 minutes):

- a. Review the playground vocabulary words with the students, emphasizing the actions associated with each word.
- b. Explain the rules of the game: Teams will race against each other, with each team member using their puppet to act out a word at each station.

Game Setup (10 minutes):

- a. Set up the relay race course, ensuring there are designated stations for each team.
- b. Place a set of flashcards at each station.

Game Play (15-25 minutes):

- a. Divide the class into two teams and assign a puppet to each team.
- b. Line up the teams at their respective starting lines.
- c. On your signal, the first student from each team races to the first station, picks a flashcard, and uses their puppet to act out the word on the card to their team.
- d. The team members must correctly guess the word before the first student can move on to the next station.

- e. Once the word is guessed, the first student tags the next team member, who proceeds to the next station and repeats the process.
- f. The relay race continues until all team members have completed the course.
- g. The team that finishes first and correctly identifies all the flashcards wins the game.

Conclusion (5 minutes):

- a. Congratulate both teams on their participation and efforts.
- b. Have a short discussion about the words and actions encountered during the relay race, reinforcing the vocabulary and actions learned.
- c. Allow students to reflect on their experience and share any memorable moments from the game

Appendix H. Lesson Plans for the Control Group

Lesson Plans for the Control Group

Name of the Lesson: English

Grade: 2nd grade students

The name of the unit: At the Playground

Duration: 40 +40 minutes

Method: Grammar Translation Method (GTM)

Technique: Repetition, translation, picture matching

AIMS

1. Students will be able to recognize vocabulary about playground activities.
2. Students will be able to understand short, simple suggestions.
3. Students will be able to make suggestions in a simple way (Let's).
4. Students will be able to ask and answer simple questions.

Lesson plan (Week 1)

Aim: Students will be able to recognize vocabulary about playground activities.

INTRODUCTION

Teacher enters the class and greets the students. To inform the students about the topic, the teacher sticks the playground flashcards on the board.

PROCEDURE

The teacher writes and says the English names of the flashcards on the board one by one and asks the students to repeat after her. For clarification of meaning, she also provides the Turkish translations of the English words.

Then, the teacher individually displays each flashcard to the students and elicits from them the English meaning for each card, prompting them to say the English words. To reinforce the vocabulary, the teacher selects a student to come to the board, says a playground activity in English, and asks the student to show the corresponding picture.

PRACTICE

To review the taught vocabulary, the teacher distributes a worksheet containing pictures of playground items to the students. The teacher instructs the students to write the English meanings under each of these pictures. Afterwards, the students do a picture matching activity from their book.

Lesson Plan (Week 2)

Aim: Students will be able to understand short, simple suggestions.

INTRODUCTION

The teacher reviews the vocabulary of playground activities. Then, she introduces the concept of suggestions (Let's) and translates simple example sentences.

PROCEDURE

She writes the sentences on the board and gives the Turkish version of the sentences to make clear the meaning. The students write the sentences on their notebooks. Afterwards, the teacher hangs the flashcards on the board and asks students make suggestion sentences by using Let's for each flashcard.

PRACTICE

The teacher asks the students to engage in role play with their classmates. Each student, using the word "Let's," makes suggestion sentences to their friends and practices these suggestion sentences. After the role-play activities have concluded, the teacher asks students to come to the board and reenact the role-plays they practiced.

Lesson Plan (Week 3)

Aim: Students will be able to make suggestions in a simple way (Let's).

INTRODUCTION

The teacher reviews the suggestion sentences taught last week. Then, the teacher introduces responding to the suggestions. On the board, the teacher writes dialogues that include suggestion sentences and their corresponding responses.

PROCEDURE

The teacher hangs the playground flashcards on the board one by one and, for each flashcard, elicits from the students by using "Let's" to create suggestion sentences and writes down the responses.

PRIDUCTION

The teacher distributes pictures containing playground activities to the students and asks them to use these pictures to perform role-plays, making suggestion sentences and responses in pairs as part of a pair work activity. Afterward, students go to the board in pairs and present the role-plays they prepared.

Lesson Plan (Week 4)

Aim: Students will be able to ask and answer simple questions.

INTRODUCTION

The teacher introduces simple question words in Present Simple Tense beginning with Do you...? (e.g., Do you swing?). She writes the questions and their answers both in English and Turkish.

PROCEDURE

The teacher teaches how to form a simple question sentence and formulate it on the board for each playground activity. Then, she elicits the answers. A worksheet including activities for asking simple questions and giving responds are administered to students. They do the worksheet activities.

PRACTICE

The teacher brings a ball to the class. The teacher throws the ball to one of the students and asks a question using the "Do you" pattern. After the student answers the question, they pass the ball to another student and ask them a question. The game continues in this manner, and the question-answer activity involves the participation of the entire class.

At the end of the activity, the teacher reviews key vocabulary and sentence structures of the unit.

Appendix K. English Lesson Annual Plan for 2nd Grades

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT			
SEPTEMBER	12-16	2	1- Words	<p>Telling people what we know This's/That's a/an ambulance/balloon/cake, etc.</p> <p>ambulance (artist/aspirin) balloon cake (café/camp) doctor (dance) electrics (e-mail) football (film) gorilla (garage) hotel Internet judo kangaroo (kilo) lemon (laptop) microphone (market) note orchestra (office) picnic (passport/plastic) quiz radio (restaurant) sport (stop/stadium) television (train) university vanilla (video) wagon yoghurt zebra</p>	<p>Listening E2.1.L1. Students will be able to identify words that are common to both Turkish and English.</p> <p>Speaking E2.1.S1. Students will be able to use the correct word to identify certain objects, people or animals.</p>	<p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching</p> <p>Assignments • Students prepare a visual dictionary to show the words they know in English.</p>
	19-23	2				
	26-30	2				
OCTOBER	03-07	2				

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT			
OCTOBER	10-14	2	2- Friends	<p>Asking someone's name What's your name? —My name is John. —I'm John. —This is John. —John.</p> <p>Greeting and meeting people Hi! Hello! Good morning! Good afternoon! Good night! Good bye! Bye! How are you? —I'm fine. You? —I'm okay, thank you. How are you? Great, thanks.</p>	<p>Listening E2.2.L1. Students will be able to understand simple expressions about greeting and meeting someone. E2.2.L2. Students will be able to understand when someone introduces himself or herself.</p> <p>Speaking E2.2.S1. Students will be able to use everyday expressions for greeting and meeting someone. E2.2.S2. Students will be able to ask questions to learn someone's name. E2.2.S3. Students will be able to ask questions to find out how they are doing. E2.2.S4. Students will be able to introduce themselves in a simple way.</p>	<p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching</p> <p>Assignments • Students prepare masks to represent imaginary characters and then meet others and introduce themselves. • Students prepare a poster to demonstrate how people greet each other.</p>
	17-21	2				
	24-28	2				
	31-04 NOV	2				

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI							
MONTH	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments	
NOVEMBER	07-11	2	3- In the Classroom	<p>Expressing and responding to thanks Thank you. Thanks. You are welcome.</p> <p>Giving and responding to simple instructions Open/Close the window/the door. Sit down. Stand up. Color the picture. Cut the paper. Draw a balloon. Paint the ball.</p> <p>Asking for clarification Excuse me? I'm sorry. Excuse me. Say that again, please.</p> <p>Giving simple directions Turn left. ... right.</p>	<p>Listening E2.3.L1. Students will be able to understand instructions and follow short, simple directions.</p> <p>Speaking E2.3.S1. Students will be able to tell others how to do things in the classroom. E2.3.S2. Students will be able to ask for clarification by asking the speaker to repeat what has been said. E2.3.S3. Students will be able to express and respond to thanks.</p>	<p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items.</p>	
	14-18 MID-TERM HOLIDAY						
	21-25	2					
	28-02 DEC	2					

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI							
MONTH	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments	
DECEMBER	05-09	2	4- Numbers	<p>Expressing quantity How many ... are there? —four (pencils). —five (schoolbags). —seven (books)</p> <p>Making simple inquiries How old are you? —I am 7. —I am 7 years old.</p> <p>Naming classroom objects board, -s book, -s crayon, -s desk, -s notebook, -s paper pen, -s pencil, -s schoolbag, -s scissors table, -s</p> <p>Naming numbers Numbers from 1 to 10.</p>	<p>Listening E2.4.L1. Students will be able to identify and understand the names of some classroom objects. E2.4.L2. Students will be able to recognize the numbers from 1 to 10. E2.4.L3. Students will be able identify quantities of things.</p> <p>Speaking E2.4.S1. Students will be able to express the correct names of the classroom objects. E2.4.S2. Students will be able to count numbers from 1 to 10 E2.4.S3. Students will be able express quantities of things.</p>	<p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Questions and Answers</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In pairs, students prepare a puzzle about numbers.</p>	
	12-16	2					
	19-23	2					
	26-30	2					

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
JANUARY	02-06	2	5- Colors	<p>Expressing likes and dislikes I like red and blue. I don't like brown.</p> <p>Making simple inquiries What color is it? —Green. —It's red.</p> <p>Naming colors black blue brown green orange pink purple red white yellow</p> <p>Expressing quantity How many red crayons are there? —Three. —Three crayons.</p>	<p>Listening E2.5.L1. Students will be able to identify colors of things.</p> <p>Speaking E2.5.S1. Students will be able to name the colors of things. E2.5.S2. Students will be able to talk about the colors they like. E2.5.S3. Students will be able to express quantities of things.</p>	<p>Contexts Advertisements Cartoons Illustrations Picture Dictionaries Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a color scale by cutting and pasting colored papers and then present it.</p>
	09-13	2				
	16-20	2				
23 JANUARY – 03 FEBRUARY SEMESTER HOLIDAY						

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
FEBRUARY	06-10	2	6- At the Playground	<p>Making simple inquiries Do you dance? —Yes! —Yes, I do. —No! —No, I don't.</p> <p>Making simple suggestions Let's dance. ... jump/skip (rope). ... play chess football/basketball ... hide and seek ... run. ... sing. ... slide. ... walk.</p>	<p>Listening E2.6.L1. Students will be able to understand short, simple suggestions.</p> <p>Speaking E2.6.S1. Students will be able to make suggestions in a simple way. E2.6.S2. Students will be able to ask and answer simple questions.</p>	<p>Contexts Advertisements Cartoons Illustrations Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • In groups, students draw and name the actions they have learnt.</p>
	13-17	2				
	20-24	2				
	27 February-3 March	2				

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT			
MARCH	06-10	2	7- Body Parts	<p>Making simple inquiries What is this? —This is my finger. —It's my hand. —This is my mouth. —It's my nose.</p> <p>Talking about possessions My/your finger</p> <p>Telling someone what to do Open/close your eyes. Point to your head. Raise your hand(s). Show your knee (s). Touch your toes.</p> <p>ear, -s eye, -s finger, -s hand, -s head, -s knee, -s mouth, -s nose, -s</p>	<p>Listening E2.7.L1. Students will be able to understand the names of their body parts.</p> <p>Speaking E2.7.S1. Students will be able to tell the names of their body parts. E2.7.S2. Students will be able to give short, simple and oral instructions.</p>	<p>Contexts Advertisements Cartoons Illustrations Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppets Matching Questions and Answers</p> <p>Assignments • Students bring a photo or draw a picture to show / write the names of the body parts.</p>
	13-17	2				
	20-24	2				

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT			
MARCH	27-31	2	8- Pets	<p>Making simple inquiries Where is the cat? The cat is... Where are the birds? The birds are...</p> <p>Talking about locations of things —The birds are in the tree. ... on the car. —The cat is ... under the table.</p>	<p>Listening E2.8.L1. Students will be able to identify certain pet animals. E2.8.L2. Students will be able to follow short and simple oral instructions about the names and locations of pet animals.</p> <p>Speaking E2.8.S1. Students will be able to say the names of certain pet animals. E2.8.S2. Students will be able to say where the animals are by pointing out them.</p>	<p>Contexts Advertisements / Captions Cartoons / Conversations Fables / Illustrations Songs / Stories / Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games / Labeling / Matching Making Puppets Questions and Answers</p>
	03-07	2				
	10-14	2				
APRIL	17-20 APRIL MID-TERM HOLIDAY					
	24-28	2	8- Pets	<p>bird, -s cat, -s dog, -s rabbit, -s turtle, -s</p>	<p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items.</p> <p>• Students draw the pet animals they have learnt to prepare posters and then display them on the classroom walls.</p>	

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
MAY	01-05 May	2	9- Fruit	Expressing likes and dislikes —I like watermelon. —I don't like grapefruit.	Listening E2.9.L1. Students will be able to recognize the names of fruit.	Contexts Advertisements Conversations Coupons Fairy tales Illustrations Instructions Lists Menus Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making puppets Matching Questions and Answers Assignments • Students draw a fruit basket with the fruit they like and name them. • Students play a game "find someone who" by asking each other about the fruit they like and dislike.
	08-12	2		Giving and responding to simple instructions Touch the melon. Show the apples. —Sure. —Okay. —Of course.	Speaking E2.9.S1. Students will be able to talk about the fruit they like. E2.9.S2. Students will be able to tell others to do things with fruit by pointing out them.	
	15-19	2		Telling someone what to do Cut the peach. Give the banana. Eat the grapes. Color the lemons. apple, -s banana, -s grapefruit, -s grape, -s melon, -s orange, -s peach, -es lemon, -s watermelon, -s		

2022-2023 EĞİTİM-ÖĞRETİM YILI HATİCE KARSLIĞIL İLKOKULU 2. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI						
MONTH	DAYS	HOURS	UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
MAY	22-26	2	10- Animals	Expressing abilities I am a duck. I can swim. I am a horse. I can run. Monkeys can jump. Elephants can run. Fish can swim. Birds can fly.	Listening E2.10.L1. Students will be able to recognize the names of certain animals. E2.10.L2. Students will be able to understand common expressions about abilities.	Contexts Advertisements / Captions Cartoons / Conversations Fables / Illustrations Poems / Posters Songs / Stories Tables / Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making Puppets Questions and Answers Assignments • Students complete and reflect on their visual dictionary by including new vocabulary items. • In groups, students prepare animal masks and color them.
	29 May-02	2		Expressing likes and dislikes I like donkeys. I don't like spiders.	Speaking E2.10.S1. Students will be able to talk about the animals they like/dislike. E2.10.S2. Students will be able to talk about abilities.	
	05-09	2		Making simple inquiries Can you jump? —Yes, I can. —I can jump. Can birds fly? —Yes. —Yes. Birds can fly.		
JUNE	12-16	2		chicken, -s cow, -s donkey, -s duck, -s elephant, -s goat, -s horse, -s lion, -s monkey, -s snake, -s spider, -s		

Merve ERGİN
İngilizce Öğretmeni

UYGUNDUR
09/09/2022
Tamer USKAN
OKUL MÜDÜRÜ

Appendix L. Scientific Research and Publication Ethics Board Decision

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200008669
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

15.11.2022

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Merve ERGİN TÜRKGEZER** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Appendix M. Ethical Permission Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200008903
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

24.11.2022

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 14.11.2022 tarih ve E-23867972- 050.01.04-2200008645 sayılı yazınız.
b) 15.11.2022 tarih ve E-23867972- 050.01.04-2200008669 sayılı yazınız.
c) 15.11.2022 tarih ve E-23867972- 050.01.04-2200008653 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Merve ERGİN TÜRKGEZER, Derya KOCAOĞLU ve Asiye ÇİFTÇİOĞLU** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix N. Çağ University Thesis Survey Permission Request Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200008935
Konu : Merve ERGİN'in Tez Anket İzni
Hk.

25.11.2022

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Merve ERGİN** isimli öğrencimizin, "**Kukla ile İngilizce Öğretiminin 2.Sınıf Öğrencilerinin İngilizce Akademik Başarılarına, Öğrenme Tutumlarına ve Kalıcılığa Etkisi**" konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Dr. Öğr. Üyesi Gürcan DEMİROGLARI**'nın tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı Hatice Karşgöl İlkokulunda halen eğitimlerine devam etmekte olan 2.Sınıf ilkokul öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yüz yüze yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek :

- 1 - 2 sayfa tez etik, anket izin istek formu.
- 2 - 1 sayfa gönüllülük onam formu.
- 3 - 1 sayfa veli onay formu.
- 4 - 11 sayfa veri toplama araçları.
- 5 - 1 sayfa rıza beyan formu.
- 6 - 1 sayfa ölçek izin maili.
- 7 - 23 sayfa tez önerisi.
- 8 - 1 sayfa MEB Ön başvuru formu.
- 9 - 1 sayfa taahhütname.
- 10 - 1 sayfa tez etik izin istek yazısı.
- 11 - 1 sayfa tez etik izin yazısı.

Appendix O. Official Permissions from Governorship of Gaziantep and Provincial Directorate of National Education in Gaziantep



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-34659092-605.01-67382218
Konu : Araştırma İzin Talebi
(Merve ERGİN)

02.01.2023

DAĞITIM YERLERİNE

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Merve ERGİN'in, Öğretim Üyesi Dr. Gürcan DEMİROĞLARI danışmanlığında yürüttüğü "Kukla ile İngilizce Öğretiminin 2. Sınıf Öğrencilerinin İngilizce Akademik Başarılarına, Öğrenme Tutumlarına ve Kalıcılığa Etkisi" konulu anket uygulama isteği kapsamında, İlimiz Şahinbey ilçesine bağlı bulunan Hatice Karşılığ İlkokulu 2. Sınıf öğrencilerine yönelik Anket Uygulama İsteği, ekli yazıda belirtilmektedir.

Bu kapsamda bahsi geçen Anket Uygulama İsteğiyle ilgili Valilik Makamınının 30.12.2022 tarihli ve 67271411 sayılı oluru yazımız ekinde gönderilmiş olup konunun ilçenizde bulunan ilgili okul müdürlüklerine duyurulması ve veli onama formunun imzalı bir nüshasının okul müdürlüklerinde muhafaza edilmesi hususunda;

Bilgilerinizi ve gereğini rica ederim.

Yasin TEPE
Vali a.
İl Millî Eğitim Müdürü



T.C.
ŞAHİNBEY KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : E-20332654-604.02-67464382
Konu : Araştırma İzin Talebi
(Merve ERGİN)

03.01.2023

HATİCE KARSLIĞIL İLKOKULU MÜDÜRLÜĞÜNE

İlgi: İl Milli Eğitim Müdürlüğü'nün 02.01.2023 tarih ve 67382218 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Merve ERGİN'in, Öğretim Üyesi Dr. Gürcan DEMİROĞLARI danışmanlığında yürüttüğü "**Kukla ile İngilizce Öğretiminin 2. Sınıf Öğrencilerinin İngilizce Akademik Başarılarına, Öğrenme Tutumlarına ve Kalıcılığa Etkisi**" kapsamında Araştırma Uygulama İzin Talebi konulu yazıları ve Valilik oluru ilişikte gönderilmiş olup, gerekli iş ve işlemlerin yapılması hususunda; Bilgilerinizi ve gereğini rica ederim.

Mustafa TUMAY
Müdür a.
Şube Müdürü

Ekler: Yazı Örneği (16 Sayfa)

Appendix P. Smiley Face Language Attitude Scale Permission Letter

15.11.2022 11:08

Gmail - İzin hakkında



İzin hakkında

1 mesaj

Öznur Çelik <

14 Kasım 2022 19:42

Alıcı: "

Anket kullanım izni

"The Role of Starting Age to Learn English as a Foreign Language in Young Learners' Towards English" tezimde hazırladığım ve kullandığım Smiley Face Language Attitude Scale (Gülen Yüz Dil Tutum Ölçeği) isimli ölçeğin tamamını Merve ERGİN yüksek lisans tezinde kullanabilir/uyarlayabilir. Öznur Çelik.