T.C.
FIRAT UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

AN EVALUATION OF ENGLISH TEACHING PROGRAMME AND IMPLEMENTATIONS IN PRIMARY SCHOOLS (4TH GRADE) (ELAZIĞ SAMPLE)

MASTER'S THESIS

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ELAZIĞ-2001

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Bu tez 06/07/2001 tarihinde aşağıdaki jüri tarafından oy birliği / oy çokluğu ile kabul edilmiştir.

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Yukarıdaki Jüri Üyelerinin İmzaları Tasdik Olunur.

.....

Prof. Dr. Ahmet BURAN
Enstitü Müdürü

ÖZET

Yüksek Lisans Tezi

İLKÖĞRETİM OKULU DÖRDÜNCÜ SINIFTA İNGİLİZCE DERSLERİNİN PLANLANMASI VE UYGULANMASINA İLİŞKİN BİR DEĞERLENDİRME
(Elazığ İli Örneği)

Aynur YÜKSEL
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Araştırmanın amacı, Türkiye'de 1998-1999 öğretim yılında İlköğretim Okullarında uygulanmaya başlanan İngilizce derslerinin bu dönem içerisinde programlama ve uygulanmasının genel bir değerlendirilmesidir.

Araştırmada kullanılan örneklem, Elazığ' da (merkez) bulunan İlköğretim Okullarında 4. sınıflarda İngilizce derslerini yürütmekte olan 64 öğretmenden oluşturuldu. Araştırmada, araştırmacı tarafından hazırlanan ve uzmanlar tarafından onaylanan bir anket uygulandı.

Verilerin analizi sonucunda araştırmanın yapıldığı ilde bulunan ilköğretim Okullarında 4. sınıflarda İngilizce dersini yürütmekte olan öğretmenlerin hemen hiçbirisinin İngilizce Öğretmenliği veya bu alana yakın diğer bölümlerden mezun olmadığı ve çoğunun İngilizce öğretmeye yeni başladıkları görülmüştür.

Öğretmenlerin birçoğu ders saatlerinin yetersiz olduğunu ve sınıf mevcutlarının azaltılması gerektiğini düşünmektedir. Sınıf içi uygulamalar büyük oranda programla uyum sağlamaktadır.

Verilerden elde edilen başka bir sonuç öğrencilerin İngilizce öğrenmeye ve derslere katılmaya istekli olmalarıdır. Bu sonuç, 1998-1999 öğretim yılından bu yana uygulanmakta olan programın yararlı olabileceğini ortaya çıkarmaktadır.

Yapılan veri analizlerine göre İlköğretim Okullarında yaşanan en önemli problem teknolojinin okullarda henüz yetersiz kullanılması, materyal ve araç- gereç eksikliğidir.

Araştırmanın sonuçlarına göre, uygulama, öğrencilerin katılımı ve ilgisi açısından olumlu bulunmuştur. Uygulamanın işlerlik kazanması amacıyla program,öğrencilerin yaş, ilgi alanları ve almakta oldukları diğer dersler düşünülerek geliştirilebilir. Program hazırlanırken, öğrencilerin bulundukları düzey ve amaçlanan gelişim düzeyleri arasında bağlantı kurulmalı ve devamlılığa önem verilmelidir.

Ders saatleri arttırılmalı, sınıf mevcutları uygun hale getirilmelidir. Her türlü sınıf etkinliğine uygunluk sağlaması ve öğretim araçlarının kullanılmasını sağlamak amacıyla okullarda İngilizce dersleri için uygun derslikler hazırlanmalıdır.

Öğretmen ihtiyacını sağlamak amacıyla, İngilizce öğretmeni yetiştirmek üzere yeni bölümler açılmalıdır. Çocuklara dil öğretimi yöntemleri ile ilgili derslere ağırlık verilmelidir. Mevcut İngilizce öğretmenlerine yönelik seminerler ve hizmet-içi programlar düzenlenmelidir.

Anahtar kelimeler: Temel Eğitim okulları, İngilizce öğretimi

ABSTRACT
Master's Thesis

Aynur YÜKSEL

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This thesis presents and discusses the present implementation of the English classes in the 4th grade in primary schools.

In this respect, the thesis was organised under different concerns considering the status of the teachers teaching English to 4th graders; the programme stated by the Ministry of Education; application of the programme in the 4th grade; general views of the teachers about the programme and the teaching environment, methodology and the attitudes of the students towards English classes respectively.

Additionally, the applications in the classroom setting were presented. Finally, the techniques, methods, classroom activities, the teaching aids and activities that are assigned to the students were analysed.

The population was limited to 64 teachers teaching English to 4th graders in primary schools. The questionnaire was developed by the researcher.

The analysis presented that children exhibit a positive attitude towards English. However, the teachers teaching in primary schools who were novice teachers were trained in different majors.

The results of this study revealed that the number of teaching hours were not sufficient and the classes were over -crowded. The programme was stated to be, more or less, applicable to the classroom setting.
Ultimately, more teaching aids and materials were required to establish a sound teaching environment.

All the results suggested that new English Education programmes were required to provide qualified English teachers. The forthcoming teachers should be trained to teach English, especially, to children. For the currently employed teachers, the Ministry of Education should organise seminars or in-service training programmes.

Though the programme for the 4th grades seemed adequate, studies should be carried out to develop a more sufficient programme and provide the continuity of the programmes in different grades.

The teaching hours should be increased and the size of the classes should be decreased. The teachers should be provided with an opportunity to arrange their classes to achieve the best teaching environment.

Finally, the Ministry of Education should provide the schools with teaching aids and teaching materials.
Key words: Basic Education Schools, English teaching.

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Acquiring a language must be 'an amazing achievement' (Crain, 1980: 240). A language seems to be just an organised system of sounds; however, it happens to be quite complicated when its function and acquisition process are considered. Acquiring the language is a serious initial step for a young child leading to 'new kinds of cognitive and social interactions' (Roediger, L. H., et al., 1984: 330). A number of learning theories tend to reveal this acquisition process. For instance, Chomsky (cited in Deacon, 1997), a nativist, clarifies this acquisition process as children are born with a knowledge of the principals of the grammatical structure of all languages, and this inborn knowledge explains the success and the speed with which they learn language. Next, Cognitive Approach contributes to studies on acquisition as it adds functions of language, importance of cognitive and affective development, interaction with the environment to this process (Brown, 1980).

All children accomplish their native language provided that they complete their physical and cognitive maturation (Freeman & Long, 1991). The idea that second language teaching can be organized on the basis of first language learning is widely accepted (Chastain, 1976). On the other hand, there are explicit differences between the first language learning and the second language learning considering that they each appear under different circumstances (Dubin & Olshtain, 1977). Second language learning does not come naturally like first language acquisition. Brown (1980: 17) specifies first language acquisition as the following: 'After all, every child, given a normal developmental environment, acquires his native language fluently and efficiently; moreover, he acquires it 'naturally' without a special instruction, though not without notable conscious effort and attention to language.'

With the priority of previous studies, we come up with two different concepts for the second language; acquisition and learning. Second language acquisition takes place at a natural environment, being exposed to the target language, making generalizations and errors, just with the intention of communication. Unlike acquisition, learning a second language takes place in a formal environment, in a classroom setting (Krashen, 1984) where the learning process will have various constituents such as the instructor, the learner, objectives and the curriculum design. The acquisition process does not require an organized and a formal environment at all. On the other hand, Ur (2000: 175) emphasizes the requirements for the classroom setting: 'we need to do all we can make the limited language content available as "learnable" as possible.' Consequently, certain objectives, syllabus and materials should be decided beforehand in order to achieve the aims. Accordingly, the teacher is required a lot to fulfil the aims as it is clarified below:

> The teacher specifies the goals, selects and arranges the materials, presents them to the learner in various ways, requests the learner to carry out specified activities and evaluates her/his performance by comparing it with the predetermined objectives.
>
> (Ingram, Allen & Corder (eds.), 1975: 218)

Arranging the syllabus and implementing the plan to the classroom environment are related to various separate factors, though interwoven, such as the learner, target language, teaching environment and the social environment. The learner affects the learning process as we take age, aptitudes, level of L1, level of L2 and interests into consideration. Similarly, the duration of the course, the size of the class, the teacher, the method that is used for the classes, textbooks, teaching aids and administration are particular constituents of the teaching environment (Ekmekçi, 1991). Most probably, it is assumed that acquiring the first language and learning a second language have common characteristics; however, it is impossible to overlook the differences.

1.2. Problem

Eight-year education is compulsory in Turkey. English was introduced as a school subject in the 4th grade of state primary schools in the 1998-1999 school year (Mirici, 2000: 108). The prior objectives of English course in primary schools are:

1. The primary school students would be aware of the existence of different languages.
2. The students will be motivated to learn a foreign language and communicate by the means of the foreign language to which s/he is introduced.
3. The students will be able to use daily language (Tebliğler Dergisi, Ekim 1997, 2481, s. 606- 607).

In other words, according to the curriculum design, the primary goal of English course for the 4th graders is to encourage and motivate the students to learn the target language and communicate using the target language.

English in primary schools has been a new subject yet; therefore, various researches may be conducted on this subject. It is likely that the students are provided with different course books and materials to fulfil a sound teaching environment. Nunan (Tesol,1999, on-line) mentions English courses in primary schools as the following:

> What do Costa Rica, Thailand, and Italy have in common? I think the possibilities are endless. However, in terms of language education, they all have at least one thing in common in each country, the government has recently made English compulsory at the elementary level of the schooling system. They are not alone in this. Around the world, children are being compelled to learn English at younger and younger ages.

Mirici (2000, 109-111) corresponds to Nunan in that in many countries, English is compulsory at the elementary level because it is believed that learning English provides great opportunities to keep up with the developments,

especially in economy and technology, all over the world. However, in his same article, Singleton points out that though it is assumed that children learn a foreign language better than adults do, there is not 'a consistent support in literature' (cited in Nunan, 1999, on-line). Yet, it should not be perceived that we would hold prejudice against teaching English to children. On the contrary, early introduction of a foreign language provides a threshold of a better understanding of a new culture and a different language as long as a sound environment is established. Nunan (1999, on-line) may be correct when he says:

> Those that do commit themselves to the early introduction of foreign languages should be prepared to support their decision with adequate resources, with appropriately trained teachers and with curriculum models that are sensitive to the context into which they are being introduced.

The success of a language programme is based on many factors. One of the most important factors is the teacher. Even a well prepared syllabus or material will be inefficient if the implementation is not adequate. Keskil (1999: 70) points out the demand for English teachers:

> The over-growing demand in Turkey for more English language teachers is forcing the Ministry of Education to employ almost anyone who knows English as teachers of that language. However, even the graduates of the English Linguistics Department who deal thoroughly with the language do not receive much information about teaching it.

There is a great demand for English teachers. What is more, the overcrowded classes and overload of the teachers cause lots of problems where efficient teaching is impossible. In 1999, 15116 English teachers were available; however, there was a demand for 26700 teachers then. Keskil (1999) adds that every year, the demand for English teachers has been increasing.

After all, we cannot substitute for a well prepared syllabus, plan, coursebooks, materials and an adequate implementation because every component is individually important during the teaching process. First of all, there is a great demand for well trained teachers for English classes in Turkey.

With the priority of the research conducted by Keskil (1999), we are likely to speculate on that the demand for teachers who teach English most probably bring over classloads with over-crowded classes to teachers. Secondly, the students have just two hours of English classes per week, but two-hour teaching is not enough to learn a foreign language. Last but not least, it is assumed that something could be done to develop materials that would be feasible for the teaching environment. As previously mentioned by Nunan (1999, on-line) teaching a foreign language, education is a 'governmental policy' so this project should be supported with 'adequate funding for English language education'.

1.2.1. The course programme

Generally, teachers are expected to be guided by clearly a designed written syllabus. A syllabus includes goals, means and ends which are organized while answering such questions: for whom; for what purpose; why; how and when. Continuity is another characteristic of planning because education is a long term process with various sources and components. Ur (2000: 177) mentions the essential characteristics of a syllabus design as the following:

1. Consists of a comprehensive list of:
   - Content items (words, structures , and topics);
   - Process items (tasks, methods).
2. Is ordered (easier, more essential items first).
3. Has explicit objectives .
4. Is a public document.
5. May indicate a time schedule.
6. May indicate a preferred methodology or approach.
7. May recommend materials

A carefully planned syllabus is important for the organization and management of the classroom. To what extend teachers use the syllabus depends on the country or the institution. The governmental policy of foreign

languages in educational system varies in planning and implementation. Nunan (2000) states that a syllabus design is not separate from the methodology including the individual expectations of the learner and the society, materials and the teaching tasks. Besides, Ekmekçi (1991) emphasizes the importance of the learner for planning and implementation of teaching. There is no doubt that learner is an important factor in terms of individual differences for planning and implementation. At that point, some questions become clearer: How do learners grow and develop? How do they learn? What kind of psychological characteristics do we come up with while teaching? How large is the group of learners? In order to fulfil the answers for these questions, teachers and programmers take some differences into consideration such as 'age', 'language aptitude', 'socio-psychological factors', 'personality', 'cognitive style', 'hemisphere specialization', 'learning styles' (Larsen-Freeman & Long, 1991: 153).

Age is a factor, which makes changes in objectives, plans and applications. Ekmekçi (1991: 14) argues 'We cannot expect adults to learn exactly the same way as children do'. She adds that although there are not directly addressing results to age factor or success, children and adults have cognitive and affective differences especially in the context of formal courses. Their cognitive development, limited knowledge and experience would be taken into consideration while teaching children. If it is assumed that aptitude is a factor in second language learning, children and adults' characteristics will not be neglected. Thus, more effective materials, activities and coursebooks will contribute a lot to motivation and success of young learners.

1.2.2. English course programme planned by the Ministry of Education for primary schools

After being in this programme in the 4th and 5th grades, students will be prepared for the following English classes. After completion of this programme, students will:

1. have a basic understanding of different languages and cultures.
2. be motivated to learn a foreign language.
3. be encouraged to communicate.
4. understand that other languages have different sound systems.
5. comprehend pronunciation and intonation patterns.
6. use the patterns of the target language adequately.
7. produce patterns used in daily language.
8. read dialogues in his/her level.
9. understand dialogues at his/her level.
10. write words and sentences in the target language.

1.3. Aim of the Study

English is a new school subject for the state primary school students since the 1998-1999 school year. Thus, it has been encountered that the materials and implementation in the classroom setting due to the syllabus design could be developed and the aims could be fulfilled provided that researchers continue to seek ways to promote teaching environment more efficient. In most parts of the world today, there is a trend to introduce English to primary school students. However, it seems to be demanding in Turkey on account of the demand for teachers of English, over-crowded classes, inadequate class hours and implementation (Mirici, 2000). As children are believed that they do not have any barriers, teachers could take the advantage of their developmental period to motivate the children to be aware of a different culture, language and to communicate. This would be a long-term contribution for the following educational period.

In the light of the above statements this research concentrates on how English teaching program planned and implemented for the 4th graders in primary schools. Furthermore, this study poses a set of questions, which can be enumerated as follows:

1. What is the status of the teachers?
2. What kind of materials do teachers use?
3. What do the teachers think about general objectives, class hours, number of students and course books?
4. What kind of techniques do teachers use?
5. Are the implementations and materials used in the classes in accordance with the programme/curriculum ?
6. What are the teachers' opinions about the appropriateness of the programme to classroom environment and learners' interests and needs?

CHAPTER II

2. REVIEW OF LITERATURE

The second chapter will arrange a theoretical scheme related to the problem under three categories: First language acquisition, language teaching methods and approaches, general references on teaching children.

2.1. First Language Acquisition

Learning is a longitudinal process. A child who begins learning will most probably continue in the following years. Genesee (1999: 3) states this process as the following: 'Effective instruction is developmental. It builds on the skills, knowledge and experiences that young children acquire prior to coming to school and while they are in school, and it extends and broadens their skills and experiences in developmentally meaningful ways throughout their school years.'

Considering the second and foreign language learners, learning the basis of the language provides the further skills and concepts (Genesee, 1999). Chastain (1976) points out that foreign language teaching can be based on a child's first language acquisition. However, he points out that it seems questionable to compare the learning circumstance of a pre-school child, school age child or an adult. On the other hand, Brown (1980: 41) states a similar view in a more convinced attitude:

> We have all observed children acquiring their first language easily and well, yet the learning of a second language, particularly in an educational setting, often meets with great difficulty and sometimes failure. We should therefore be able to learn something from a systematic study of that first language learning experience.

Maybe there are not very significant similarities between first language acquisition and second language learning especially for adult learners. Yet,

acquisition for second language learning when they state that similarities are as important as dissimilarities and the apparent characteristics should be taken into consideration to teach a second language.

There is a deep concern with the course of language development. Before the 1950's, the researchers accepted that language learning was similar to other kinds of learning so these kinds of researches were conducted by the linguists. In the 1950's psycholinguistics revealed a different dimension. From then on, many researches have been conducted on the appearance of first words, the specific sounds that are acquired, the sentence type used at different ages. There are two essential thoughts about first language acquisition. The behaviourists believe that the child is a piece of raw material that would be shaped by the environment. After all, language is learned in a similar way that anything is learned and language is similar to the utterances in the environment. One of the outstanding figures of the Behaviourists, Skinner thought that reinforcement of selected responses leads us to comprehend language development. Children acquire language due to the processes of conditioning and reinforcement (Brown, 1980).

On the other hand, soon after 1960's Chomsky claimed that children were born with a universal innate knowledge of basic grammatical relations (Deacon, 1997). Children acquire language as a part of their natural development provided that they are exposed to language and they do not have any organic defect. As it was mentioned before, that children learn the first language by imitating and with the help of the environment was a widely accepted view. Another view Chomsky suggested was that: 'Child learn language by actively constructing principles for the regularities that they hear in the speech of others and those they interact with' (cited in Genesee, 1999: 17). Three insights reveal this innate capacity; first, child can overcome a great amount of complex grammatical rules and vocabulary without any instruction. Next, human languages are similar in terms of certain general structure though they are different on the surface. Last, development in language capacity and

performance is the result of a trial-and-error experience with feedback. However, a child manages to acquire the grammatical rules and performance even without this required process. Chomsky (cited in Deacon, 1997) concludes this view in that children constitute their knowledge of language on their innate capacity due to the interaction with the environment. Fundamentally, the urge that directs the child to display the innate knowledge is the need of communication and being understood.

Ingram (Allen & Corder (eds.), 1975) suggests that it is possible to conceive sources of child language development in three aspects. First of all, acquiring a new structure or a word is an intellectual contentment for children in early stages. Second source of the language development is the child's 'perceptual and cognitive understanding of the world' (Allen & Corder (eds.), 1975: 285). Lastly, Ingram (Allen & Corder (eds.), 1974) mentions that the need to have communication and be a member of a community lead a continuing language development of children. Wells (1986: 33), in his study, assumes that children are competent enough to cope with acquiring their native language in the following statement: 'Human infants are born with a drive to make sense of their experience and with certain effective strategies for doing so'.

Since acquiring the mother tongue is so vital for children, how children learn and use language will be inevitably important. Fundamentally, we can clear it up provided that we accept the idea that 'human beings in some sense are programmed for language' or 'they have an instinct for language' (Bolinger & Sears,1981: 158). Acquiring the language is not simply an imitation but construction of principals for the regularities that they hear in the speech of others (Genesee, 1999). The child is creative in the sense that s/he can produce sentences that s/he has not heard before. Genesee (1999) accepts that the child has the ability to get the grammatical structures and generalize the knowledge that he has heard and create new combinations to use them in the appropriate situations.

Development of speech changes according to the developmental stage of the child. According to Clark & Clark (1977: 297-298), there are three items that affect language acquisition:

Continuity in development: There are connections between the earlier and the later stages.

Innateness in language: It is not wholly accepted that language acquisition is absolutely the result of an innate capacity. 'Yet, at the very least there must be some innate capacity that allows one to learn in the first place. At the same time, children will not acquire language unless they are exposed to the target language' (Clark & Clark 1977: 297-298).

Comprehension and production: There is an asymmetry between what we hear and what we can produce. Likewise, this asymmetry appears in the early acquisition of language. The question is if this difference is important in acquisition (Brown, 1980).

As continuity is an important issue in language acquisition, there must be some similar stages which all children go through. The first sounds the child produces in the beginning of language acquisition are utterances that reveal the baby's needs. These first sounds are generally nasalised vowel sounds because it is more difficult to produce consonants. Baby's production of consonants comes as a next stage after vowel sounds. This first stage during the first year is called *babbling stage.* A six-month-old baby cannot talk but the child will be able to produce *single-word utterances* early in the second year.

Single –word utterances: Within the first year, children learn a lot about the objects around them. This period is called the *sensori-motor stage* of development. Piaget (cited in Clark & Clark, 1977: 301) names four issues as the characteristics of the stage:

1.Children's representing events and objects in memory

2.The establishment of object permanence

3. The discovery of tools

4.Symbolic play

As Clark & Clark (1977) derive a similar view from the researches of Piaget and Bruner, the child's first word utterances coincide with any part of *the sensori-motor stage* with the awareness of the surrounding. Children talk about the objects around them in this stage, not just naming the objects but suggesting some action words as well.

Two-word utterances: In this stage, children combine single word utterances in a similar way but not always in the same order. Clark & Clark (1977) agree that children use a single word within different positions such as; as an action in one sentence; as a subject or an object in another. It looks as if the child goes on in his one-word utterances. Clark & Clark (1977) add that each child chooses one formula with different relationship individually. Tough (1991) mentions that children more or less begin communication between eighteen months and two years. In the fourth year, children possess the capacity of using the appropriate patterns and create original utterances.

Likewise, Wells (1987) divides language learning development into six stages between one-five years and he states very brief characteristics of these stages.

Stage I: The child uses very limited operators (there, that want...alone or with the name of the object the child is talking about) grammatical resources. Wells (1987: 23), who observes a child, summarises this stage: ' .... Mark's utterances consist either of a single word or a word that in adult speech would be classed as a noun or of the two-word Operator + Object structure'.

Stage II: Questions with question words come out in a very simple way (*Where ball?*). Children Construct Yes/No questions by rising intonation instead of using auxiliary words. The child uses different two-word utterances as -

subject + verb -, verb + object-, - subject + object/complement -, - prep + noun / adverb or possessive construction.

Stage III: Wells (1987: 27) presents that the questions are more complex though they are still used by rising intonation. The child is now aware of the necessary grammatical structures yet; s/he cannot use so complicated sentences. Three more constituent structures may come out:
' Subject + Verb + Object/Adjunct
Subject + Auxiliary Verb + Verb
or any three word structures - Preposition + Article + Noun'

Stage IV: The child constructs sentences using auxiliary verbs to produce interrogative and negative sentences. The child uses psychological verbs like *know* .S/he starts to produce noun phrases, relative phrase or clause.

Stage V: Wells (1987: 30) sums up the last stage as the following: ' By now Mark can use his linguistic resources for most of the major functions- giving information, asking and answering questions of various kinds, requesting, suggesting, offering, stating intentions, expressing feelings and attitudes'. In this stage, the child accomplishes conditional structures and cohesion in the sentences. Wells (1987) states that by the end of the last stage, knowledge and competence will be mostly developed.

2.1.1. How adults assist the acquisition process

Young children have a limited knowledge and performance of language, so adults try to communicate with children using a simple language. The importance of adult speech is to find out what model of language young children are exposed to and how much communication they provide. Children would take part and make contributions to the communication. In order to have a sound communication, adults choose more common words for children to pronounce and to understand. Adults encourage the child to communicate but, do not correct the child's mistakes unless it causes misunderstanding in the

communication. Mostly, they use short, simple and repetitive utterances. Meanwhile, adults adjust children to plan the performance of language. Clark & Clark (1977) mention that adults focus on the contextual clues (objects, actions) that are familiar to the child so as to assist her/him to map the ideas onto language.

2.1.2. First language acquisition and second language learning

Tough (1991: 223) suggests that children and adults develop strategies for mother language acquisition, and children use some of these strategies to learn a second language as well. It is likely that native language acquisition is comparable to second language learning in various aspects. Somehow, second language teachers may put into practice some characteristics of first language acquisition.

First, similar to first language learner, foreign language learner learns the language to fulfil the need for communication. Being exposed to native-like input both in a formal and an informal environment will enhance communication. An anxiety-free, a relaxed and a motivating environment encourage the learner to be actively involved in communication.

Secondly, Krashen (1984) mentions that the input should be simplified, natural, interesting and comprehensible if it is possible. Krashen (1984: 93) adds that language learners use some formulaic expressions such as routines and patterns before they create their own utterances. The caretaker uses simple and comprehensible utterances when the child acquires his/her first language. Next, Krashen (1984: 10) focuses on the importance of the caretaker for the second language learner as much as it is for the first language learner since the caretaker provides the learner with 'a comprehensible input but a low 'affective filter'. Wood (1999) states that children learn the language when she/he is actively involved in the activity and the learning process is supported by audio-visual aids, real objects and meaningful successive actions. Likewise,

a child who is acquiring his/her first language also focuses on what is going on in the immediate environment Nunan (2000: 175) mentions that grammar drills and imitation contributes a lot when he lists the things that help second language learning.

Tough (1991) points out that gestures, actions and vocalization enrich the communication between the adult and the child. He adds that the child engages in the communication when he imitates the utterances adults produce. Facial gestures and actions facilitate communication just as it is in the first language acquisition. Krashen (1984: 107) refers to 'Total Physical Response' because foreign language learning appears to have a very close similarity with first language acquisition. In the very early stages of mother tongue learning, the child keeps quiet till s/he produces sounds. Actions, imitation and utterances complete the natural communication.

Chastain (1976) states that a length of time is necessary for second language learning just as it is important in language acquisition. Krashen (1984) implies that there is a silent period in which the learner listens until linguistic competence is developed. Likewise, Chastain (1976) adds that first language acquirer benefits the silent period before s/he feels ready, mistakes are tolerated; mistakes are thought to be a part of the natural language development. As it was stated before, imitation and reinforcement are important. It is a continual process, not an immediate one that will be accomplished through practice. Drills and practice are the means of communication because second language teachers may assist the occurrence of the learners segmenting and mapping onto language in this way (Clark & Clark, 1977).

Another point that Chastain (1976: 52) emphasizes is the importance of motivation in language learning as students should be active during the learning process when teacher is taken as a model:

> Motivation, the perpetual problem in language classes, should cease to be such an obstacle if the emphasis is switched from mechanics to practicality,

> from constant correction to continual encouragement. The students' confidence is usually shaky as they begin language study, must be carefully preserved.

After all, the Behavioristic Theory and the Generative theory share the same notions and complete each other considering second language learning. Chastain (1976) states that competence in second language is as important as it is in first language acquisition. Consequently, language learner will produce appropriate utterances on the acquired rules and may attain the language competence provided that they encounter appropriate explanations, exercises and drills within a meaningful context because children, during the acquisition process, concentrate on meaning rather than syntax. Performance in language enables the child to create constructions from utterances that it has had before. Krashen (1984) explains performance under the view of comprehensible input that the learner will take the advantage of not talking till the time that s/he feels ready like children generally do.

2.2. Language Teaching Methods and Approaches

A carefully prepared and organised lesson plan is required so as to prevent any kinds of obstacles which will lessen the quality of teaching. Language teaching methods or approaches, many of which are based on language theories have positive effects to determine the frames of teaching (Ur, 2000). Stalker envisages the best method in his article as the following:

> The best method, then, is that method that maximizes progress toward particular goals, that incorporates the best research and experience available in the field of teaching English, and that mitigates the limitations that always surround the teaching process: limitations such as low student motivation, inadequate facilities, ancient texts, lack of professional or community support, whatever frustrates the learning process (1991: 70).

Generally, psychological- theory of learning is one of the components of teaching methods. There are three main theories of learning; Behaviourism, Cognitive- code Learning and Humanistic tradition. Behaviourism discusses that

mere memorization of rules or grammatical paradigms is not sufficient for language learning. Behaviourism develops foreign language teaching method on the basis of these five statements:

1. Language is speech, not writing.
2. A language is a set of habits.
3. Teach the language , not about the language.
4. A language are what native speakers saying, not someone thinks they ought to say.
5. Languages are different (Nunan, 2000: 231).

Behaviourism emphasizes repetition and substitution drills, the learner's being exposed to the language itself by modelling the target language, demonstration just as it is in child language acquisition. However, the Cognitivists do not accept that children learn merely through imitation, but they construct their own rules. Children do not utter just the same words or sentences that they hear from the environment. Nunan (2000: 232) points out the significant differences of these two principals:

> The major departure of cognitive psychology from behaviourism was that cognitivism viewed the learning process as a two-way process between the organism and its environment. The ability of the organism to act on the environment contrasts with the behaviourist view that the organism is basically the passive recipient of outside stimuli.

Nunan (2000: 233) also mentions that language learning is thought to be 'a rule-seeking', 'an active' , 'a problem solving' and 'a creative' process as cognitive learning is taken into consideration. Another aspect is that cognitive interpretations of learning take the advantage of using both inductive technique and deductive technique, in which learners can apply the rules, put forward beforehand, to patterns and drills in a meaningful context. Whereas, in Behavioristic theory based lessons, the teacher do not expect the learner to construct his/her own rules or use it in order to create new utterances with the already known structures or vocabulary. Finally, Behaviourists and Cognitivists have different viewpoints in the trial-and-error nature of language. In Cognitive

theory based lessons, the instructor believes that such mistakes are important to learn the new concepts and rules. But learner's mistakes annoy Behaviourists with the idea that they could keep on these deviant forms. However, Cognitivists mention the importance of mental activity of the learner in a meaningful context.

The outstanding figures of Behaviourism are Bloomfield and Skinner and of Cognitive learning are Chomsky and Ausubel. Whereas, from 1970s, Stevick (cited in Nunan, 2000) has proposed another view called The Humanistic Tradition as a psychological teaching school. The Humanistic Tradition is a different aspect of teaching which implies the importance of the affective domain that is for an effective teaching, the learner's motivation and the positive attitude towards culture and the target language itself. Most important of all, the learner should be in harmony with the teacher, the other learners and the climate of the classroom. The learner will have the chance to determine and cooperate with the teacher to foster his/her motivation to fulfil the objectives (Nunan, 2000).

In the next part, second language teaching methods will be discussed.

2.2.1. The Grammar Translation Method

The Grammar Translation Method, a traditional one originated from Behavioristic learning theory, was mostly used to teach the grammar rules, vocabulary, reading and develop the students' minds with literature of the target language especially. Classical languages such as Latin and Greek. That the students will be able to translate the language is the main objective. The second objective of this method is to provide the students' awareness of the first language (Chastain, 1976). Instead of speaking, reading and writing skills are thought to be important. The teacher organizes the classroom activities and plays an active role in the classroom. The teacher tells grammar deductively, that is, students memorize the rules and apply them to different drills. The

textbooks prepared for Grammar Translation Method contains quite long explanations of grammar rules and vocabulary lists. Error correction is overemphasized so the teacher is required to correct the mistakes. Teacher may accomplish evaluation in Grammar-translation class asking the student to translate or apply the rules to the examples. Questions about the culture of the target language may be another way of evaluation (Larsen-Freeman, 1985).

The following techniques which are based on the very known characteristics of Grammar Translation Method are somehow applicable to the classroom setting:
'Translation of a Literary Passage', 'Reading Comprehension Questions', 'Antonyms / Synonyms', 'Cognates', 'Deductive Application of Rule', 'Fill-in-the blanks', 'Memorization', 'Use of Words in Sentences', 'Composition' (Larsen-Freeman, 1985).

2.2.2. Direct Method

Contrary to The Grammar Translation Method, Direct Method emphasizes speaking (pronunciation) and using the target language for communication in a natural like environment taking the similarities of first language learning and second language learning into consideration. Accordingly, grammar is taught inductively and the grammar rules and the meaning of the vocabulary items are required to be derived through demonstration, gestures, real objects, pictures, word associations and dramatization instead of explanations or translation. In other words, the teacher and the students strictly avoid using the native language and translation (Richards, 1986).

For vocabulary learning, students learn the items seeing them in sentences rather memorizing them (Larsen-Freeman, 1985). Apart from vocabulary, grammar is also a significant component. However, different from the Grammar Translation Method, grammar is taught in situational contexts. Since communication is important, the learners are required to speak and use

daily language. What is more, for error correction, the teacher wants the students to correct their own mistakes themselves.

It is likely that there are some particular techniques developed from the Direct Method which may be used in the classroom: 'Reading aloud', 'Question and answer exercises' , 'Getting the students to self-correct' , 'Making questions using a particular grammatical structure' , 'Fill-in-the-blank exercise' , 'Dictation and paragraph writing' (Larsen-Freeman, 1985).

2.2.3. The Audiolingual Method

Depending on Behaviourist Theory, language learning was conceived as a process of habit formation (Larsen – Freeman, 1985) and reinforcement in the 1940's and 1950's (Larsen – Freeman, 1985). In that sense, Richards (1986: 22) mentions the handicap of the Audiolingual Method as it is a kind of 'stimulus-response mechanism' achieved mostly by repetition. In Audiolingual Method, students get language by rote learning so only memorizing chunks, and producing functions of language in a given context would not provide a meaningful and a hierarchical construction of language (Brown, 1980). To rephrase it, Audiolingual Method emphasizes learning the second language, especially structure, unconsciously and performing the language like the native speakers do without any kind of references to the first language (Chastain, 1976). As Chastain (1976: 111) adds, the students are to answer the questions and attend the conversation without any hesitation due to the objective of 'establishing automatic and non-thoughtful responses to language stimuli'. Attaining correct pronunciation and grammatical structures rather than vocabulary is a desired performance (Nunan, 2000). Students deduce the rules via drills, patterns and dialogues instead of being explained the rules. Dialogues contribute to deduce the grammar rules/structures in a contextualized situation (Richards, 1986). Accuracy and fluency in the oral skills have the priority especially in the early stages, but reading and writing will be also taught soon after. Meanwhile, the teacher initiates the activities because she/he controls and leads the students. In other words, the students imitate the teacher. Learning a

second language is a habit formation, so students should avoid making mistakes. At least, students' mistakes should be corrected at once. The textbooks which are used in the Audiolingual classroom do not include much grammatical explanations. The textbooks are generally compatible with audio-visual aids (Chastain, 1976).

The Audio-lingual Method is quite different from the traditional methods such as the Grammar-Translation Method. By all means, there will be some differences in the techniques that may be applied in the classroom: 'Repetition', 'Inflection', 'Replacement', 'Restatement', 'Completion', 'Transposition', 'Expansion', 'Contraction', 'Transformation', 'Integration', 'Rejoinder', 'Restoration', 'Dialogue Memorization','Chain Drill', 'Minimal Pair Exercise' (Larsen- Freeman, 1985).

2.2.4. Communicative Language Teaching

As a result of various discontentments with Audiolingual Method and Direct Method, Communicative Language Teaching is put forward as an alternative including function and effective communication in addition to structure. To use competence effectively and appropriately in order to communicate is the starting point. In fact, language is used in a social context, due to an information gap, between a speaker and a listener, with input and feedback, within a meaningful context (Larsen-Freeman, 1985). Not only does Communicative Language Teaching focus on comprehensible pronunciation and speaking, but this method focuses on reading and writing as well. 'Contextualizing' aids the student to learn how to utilize dialogues in functional/social context instead of memorizing. Contrary to Direct Method, native language and translation may be used in Communicative Language Teaching. The teacher is the counsellor, the facilitator and the one who motivates the learner. The teacher fosters the students to express themselves, that is why, she/he tolerates the mistakes and accepts that making mistakes is a natural process of learning a second language (Richards, 1986).

Communicative Language Teaching originates from the natural environment where children learn their native language. Larsen-Freeman (1985) mentions how significant information gap is for an effective communication. Children's learning their first language is the result of an urge to communicate or to create interaction with others and it is similar to that of the second learners. Richards (1986: 70) refers to Halliday's assumptions about the reasons that prepare children to learn the native language such as 'children use language to get things, to control the behaviours of others, to use language to create interaction with others, to express personal feelings and meanings, to learn and to discover and to communicate'. Clearly, it is likely that Communicative Language Teaching puts forward the necessary components to teach also the functions of language as children acquire first language.

Accordingly, the learning process takes place in an authentic environment and a meaningful context. To learn the second language, the learner has an interaction with the other learners and work in groups or in pairs as it is in daily life. Another point that will assist teaching is the instructional material. The textbook consists of 'theme relaying information, understanding and message asking questions, description or comprehension questions in a traditional view' (Richards, 1986: 80). Furthermore, game, role play, task based communication activities, pair communication materials can be used. The most important of all is using authentic materials such as any magazines, advertisements, newspapers, pictures, charts or objects to create a natural like environment (Richards,1986).

As the objective is to communicate, evaluation also requires the learner to perform a real communication with accuracy and fluency (Larsen-Freeman,1985). In what context or with what function the learner uses the structure is important as much as it is important for meaningfulness. Meanwhile, the context of learning should be coherent to realize the necessity of meaningfulness and wholeness.

These are the techniques that can be used in Community Language Teaching; 'authentic materials, scrambled sentences, language games, picture strip story and role-play' (Larsen-Freeman, 1985).

2.2.5. Community Language Learning

Community Language Learning generates from The Humanistic Approach. Thus, the teacher and the learners appear to be cooperatives. The teacher accepts that the learner is a whole with the affective domain, cognitive domain and his/her attitude towards language learning. Indeed, the learner is a whole with the other learners and the teacher as well. The aim of this model is to decrease the anxiety and to fulfil a more relaxed environment (Brown, 1980). The teacher takes the role of a counsellor and a facilitator.The counsellor is next to the learner to guide the learner from dependence to independence in a non-threatening setting. A group of learners sit in a circle where the teacher stands outside the circle to avoid being a threatening figure. The teacher translates what the student says. Then, the students listen to the sentences from the tape recorder. After the session, the learner gives feedback. The teacher conveys his/her knowledge to the learner and enables the learner to a native like performance (Richards, 1986).

La Forge (cited in Richards, 1986: 115) states the aim of language learning in Community Language Learning: 'To apprehend the sound system, assign fundamental meanings, and to construct a basic grammar of the foreign language'. In fact, this explanation is no more different from that of the traditional methods, yet, La Forge adds (cited in Richards, 1986) that communication is a knowledge exchange and the speaker is both the performer and the receiver of the message. According to La Forge, a different aspect of communication takes place. In another aspect, students study pronunciation, grammar and vocabulary. However, understanding and speaking skills are mostly emphasized. In terms of communication, La Forge (cited in Richards, 1986) adds feedback to this process.

In the teaching session, native language can be used. As for the learners' errors, since the learners feeling of security is important, the teacher repeats the correct answer trying not to overemphasize the mistakes. The teacher is sensitive to the student who reflects what he/she feels, so the teacher tries to use familiar materials to set a secure atmosphere. For the early stages, the materials may be prepared by the help of the learners. Evaluation is more tolerated in Community Language Learning. The teacher can ask the learner to write a paragraph or give an oral interview. However, the most desired is to let the learner to be aware of his/her own progress (Larsen-Freeman, 1985).

The techniques used in Community Language Learning are below: 'Tape-recording student conversation, transcription, reflection on experience, reflective listening, human computer, small group tasks' (Larsen-Freeman, 1985).

2.2.6. Total Physical Response

Total Physical Response is based on verbal or physical memory associations. Asher is the one who developed Total Physical Response which is useful to introduce the students to vocabulary and the grammar structures such as the simple present tense or modal forms (Richards: 1986). Another aspect is that the student does not have to speak till she/he is ready to perform. If the teacher takes these two viewpoints into consideration, they may come up with result of that some techniques which are used in Total Physical Response have some common aspects with first language acquisition. Richards (1986: 87) refers to Asher when he associates first language acquisition to the second language learning:

Asher claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Likewise, in second language learning, the student delays speaking to a later period when she/he feels ready, so the first period focuses

on comprehension skill and meaning rather than form. This period leads a secure and an intimate atmosphere (Richards, 1986). In the Total Physical Response, the teacher uses imperatives and the students observe the actions and they associate the commands with the actions. The teacher should avoid over emphasizing the errors in order not to discourage the students. There is no place for the native language and translation in teaching. Setting group work or pair work activities will make the learning process fun (Cain, 2000).

For the Total Physical Response, there are some applicable techniques: 'Using commands to Direct Behavior, Role Reversal, Action Sequence' (Larsen-Freeman, 1985).

2.2.7. Suggestopedia

Suggestopedia has been developed by Georgi Lozanov. In Suggestopedia, Lozanov aims to lessen the psychological barriers that damage learning. In order to facilitate learning, a stimulating and a comfortable environment is essential. Nunan (2000) points out that Suggestopedia tends to associate perception and learning through a stimulating environment, action, different reading techniques, peripheral learning, adopting new identities and music. Students will voluntarily communicate as they believe that they will be successful.

The teacher has a significant role as she/he prepares a comfortable and a trustful environment. Students are open to communication and there is an interaction between the students. Reading and speaking skills are emphasized more. Besides, Nunan (2000) states that Suggestopedia is a convenient approach to teach vocabulary. Native language is mostly used to clarify the meaning of the dialogues when it is necessary. Student errors are tolerated especially in the initial stages.The classroom setting is very different from the traditional, formal classroom setting.

The techniques that Larsen-Freeman (1985) suggests are: peripheral learning, choosing a new identity, role playing, etc.

2.2.8. The Silent Way

The Silent Way originates from Humanistic Tradition which is developed by Gattegno. So far, we have mentioned the similarities between first language acquisition and the second language learning. However, it is not possible to refer to a similarity between first language acquisition and second language learning in the sense that a consciousness occurs in acquisition of first language while constituting rules and performing the possessed competence in the Silent Way. Richards points out that the teacher is silent while the students find their way observing the demonstration where coloured rods, pictures, word charts, object used to make associations between coloured rods, sounds and meaning' (Richards, 1986). Richards (1986: 99) mentions the general idea of the Silent Way as the following: 'It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible'. The teacher only leads or directs the student to accomplish the concentration and the learner determines his/her own learning strategies (Brown, 1980). Fluency and correctness of pronunciation, functional vocabulary and structure are more significant than focusing only on the context or communication (Richards, 1986). However, interaction between the learners is encouraged (Larsen-Freeman, 1985).

A relaxed classroom setting is expected, that is why, the teacher cares students' attitudes towards language learning. There is not a predetermined plan of the structures that will be taught, so that students needs modify what should be taught (Larsen-Freeman, 1985). Students practise four skills during the learning process; however, listening and speaking are more emphasized as the starting point. Due to the fact that each student keeps his/her own pace, the teacher demands feedback to pursue students' development. Students' errors are instruments that enable the teacher to grasp the points which are

ambiguous and student errors are assumed to be unavoidable. Except that the feedback sessions, seeing that feedback is fundamental, native language should not be used. For evaluation, what the teacher needs is the student' applying the knowledge to new contexts. Still, only an acceptable progress is desired (Larsen-Freeman, 1985).

Larsen-Freeman (1985: 66) lists some techniques that are used for the Silent Way: 'Sound-Colour Chart, Teacher's Silence, Peer Correction, Rods, Self-correction Gestures, Word Chart, Fidel Charts, Structured Feedback'.

2.3. Teaching Children

We cannot expect a child to learn a foreign language within the same environment, with just the same techniques as an adult does. Specifically, adults and children have physical, cognitive, affective differences. Indeed, adults benefit from formal explanations more, whereas, children learn through manipulation of the materials, objects and activities most. Hudelson (1991: 2) refers to Piaget's 'concrete operational stage of cognitive development' when she confirms that children learn by experiencing, accomplishing meaningful tasks. That is, the child generally tends to comprehend the concrete instead of the abstract. Next, Hudelson (1991: 2) mentions the significance of challenging activities and information gap that facilitate communication and interaction between children who experience a foreign language learning. She presents that learning a foreign language is a kind of a trial-error process. Consequently, errors are accepted as a natural part of learning unless they cause serious problems in communication. The last principle that Hudelson (1991: 3) mentions is the need of the learner to communicate. She concludes that in the light of these features, the curriculum design and applications in the class , teaching strategies, techniques and materials, arrangement of the classroom setting should be revised to accomplish the most applicable ones to fulfill children's characteristics, needs and interests.

2.3.1. 'Age' as an individual difference in foreign language learning

Each learner possesses different characteristics that will influence learning (Ur, 2000). Freeman & Long (1992: 153) present the individual differences of the foreign language learner in various variables: 'Language aptitude, social- psychological factors, personality, cognitive style, hemisphere specialization, learning strategies.' One of these individual differences is age. Age is a significant variable in learning a foreign language because age can be dominant on determining the physical, cognitive, affective and linguistic characteristics of the learner. Freeman & Long (1992) focus on age as they agree that age affects the learner's success in learning a foreign language whether it is acquired as a second language or it is learned in the classroom environment. Ekmekçi (1991) verifies this idea by stating that the learner's age necessitate the diversity of the method, content, application in the classroom. Briefly, the techniques and the presentation in teaching will differ according to the learner.

That children learn a foreign language better than adults has been a subject for various researches. Freeman & Long (1992) mention that some long-term researches reveal the common assumption that, especially young learners, present a better performance than adults. On the contrary, short-term studies show that adults learn a foreign language faster than children (Freeman & Long, 1992). At the same time, Ur (2000) refers to Singleton's research published in1989 in which Singleton (cited in Ur, 2000) comes up with the result that elder children's capacity for learning a second language is better compared to that of young children's. Littlewood (1994: 66) refers to Fathman's research which points out that adolescents between eleven to fifteen learn grammar faster than young children between six to ten. Another research Littlewood (1994: 66) mentions is that of Burstall et al. in which they come up with the result that 'efficiency in second language learning increases with age, and that young learners are superior only in acquiring pronunciation skills'. However, Hatch (1988: 113) provides some of the strongest criticism of the assumption

children learn better than adults, but Hatch's supposition is that differences in learning depends on 'the age-related variables' rather than age.

2.3.2. Teaching adults and children

Children learning the first and the second language do not exhibit exactly the same features, yet, Krashen (1984: 52) points out that children learners and adult learners experience the similar 'natural difficulty order' for second language learning. As Littlewood (1994) has indicated, young children are better in pronunciation provided that they are exposed to the language and are really motivated (Ur, 2000). If so, whatsoever teachers face with in teaching, there are some reasons to be considered more about age as an individual difference. Specifically, Brown (1980) categorizes the main differences between adult learners and young learners under four domains.

First, Brown (1980) mentions the importance of physical differences between children and adults. He points out that two hemispheres of the brain possess different functions. Language is a function under the control of the left hemisphere. As Brown states, puberty is the period when development of lateralization is completed. For instance, Mirici refers to Beck (cited in Mirici, 1999: 57) when he states that children store the second language near the same place where they store the native language; however, adults store the native language and second language in different places. Krashen (1984: 72) argues Lenneberg's suggestion about 'critical period' which lasts till puberty and enables the acquirer to produce native-like sounds. Krashen (1984) mentions that there is not a clear lateralization of right and left brain function during infancy. That is why, right brain and left brain may co-operate to perceive the sounds. About lateralization, Krashen (1984: 71) states the function of the right brain in acquisition: 'A right–ear advantage in response accuracy is thought to reflect left hemisphere processing for the stimulus presented'. Krashen (1984) argues the significance of the right brain for language acquisition before the age of five. But, he concludes that language function of the right brain before the critical period seems to work for more complex perceptions of listening activities.

Krashen (1984) adds that children, as much as adults, use left hemisphere functions for language. However, results of some researches demonstrate the contribution of right hemisphere to the early stages of the first and second language acquisition in the word and sound level (Krashen, 1984). The other point is that plasticity and the development of the articulatory system of a child lasts till puberty. The developing muscles such as throat, tongue, lips that human beings use for producing sounds provide an advantage for children. Though Littlewood (1994) argues against the importance of the physical domain in language teaching, Brown' s (1980) main point seems that these physical developments support efficiency of young learner's pronunciation ability.

Secondly, Brown (1980) points out that adults and children differ in mental operations and logical terms. Children go through various stages till they reach adulthood. Before the period of adolescence, children transcend the concrete operational stage. At this stage, children rarely benefit from formal explanations, abstract concepts. Children are 'unstabilized' in the 'state of doubt and uncertainty' and they are cognitively unaware of the necessity of 'certainty' (Brown, 1980: 51). As Brown mentions, it may be the reason why children are cognitively alert for learning. Brown (1980: 51) refers to Piaget's notion of equilibration as the following:

> It is conceivable that disequilibrium may provide the key motivation for language acquisition: language interacts with cognition to achieve equilibrium. Perhaps until that state of final equilibrium is reached, the child is cognitively ready and eager to acquire the language necessary for achieving the cognitive equilibrium of adulthood.

The conclusion one can draw Brown's (1980) definition is that children do not necessarily construct rules to learn, they feel flexible and tolerant to the ambiguities of the foreign language they are learning. Compared to young children, children between 7-11 are more 'systematic and accurate in perceptual judgements', yet, they are more flexible as they can focus on different points of view (Wood, 1999: 91). However, adults will not tolerate these ambiguities as they need stable frames or cognitive organizations for

learning. Wood (1999: 36) mentions that children are not fully developed in 'large-scale concepts', but they can actively involved in 'domain or task specific' activities due to their readiness, experience and knowledge. He adds that children are not good at solving problems and they do not have the enough capacity to keep various knowledge in mind, yet, 'speed of mental processing' increases with age (Wood, 1999: 70).

One of the factors in second language learning is aptitude. Aptitude is the result of a conscious learning. Aptitude is the rate of learning ability to identify the sounds, to discern the appropriate syntax. Briefly, Krashen (1984: 20) names 'the learner's conscious meta-awareness of grammar and inductive ability' as a part of aptitude. As for aptitude, children and adult learners more or less differ in the sense that they are in different cognitive stages. Formal thinkers are apt to formulate or generalize the abstract rules to solve the problems. However, generally, children tend to do formal operations less due to their cognitive stage and their experience. Krashen (1984) claims that contrary to children, adults have the tendency to use their conscious knowledge more, consequently, they may have the disadvantage of over-monitor using.

Next, Brown (1980) emphasizes the importance of affective domain in learning. Affective domain includes self-esteem, anxiety, motivation, attitude and empathy. Brown (1980) refers to Piaget when he states that adolescents and adults develop their self-identity both individually and socially. The anxiety barrier and fear of failure blocks learning. Krashen (1984) states that self-consciousness may lead the adult to adopt the affective filter. However, this affective barrier seems lower for children. Another difference between adults and children is motivation. Generally, adults set up goals to be fulfilled. Meanwhile, children need to be motivated since children learn a foreign language just because it is a school subject (Dubin & Olshtan, 1977). On the other hand, Schumann argues that , contrary to adults, children do not possess a full developed self-consciousness. Consequently, they have a less anxiety level. That is why, children easily participate in the desired activities, make mistakes and present their knowledge free from the feeling of being criticized or

ridiculed (Schumann, 1988). Littlewood (1994) focuses on another point that children have less negative attitudes towards communication with other cultures, because children can easily tolerate learning the language of another culture. As for motivation, compared to adults, children are free from worrying for mistakes and feel at ease when they ask questions.

Krashen' s (1984: 13) 'Monitor Theory' sums up that adults use 'subconscious language acquisition and 'conscious language learning', but, for language learning, 'subconscious acquisition' seems to be more important. He points out that an adult benefits from a formal environment as much as s/he does in an informal environment, due to his/her formal thinking ability (Krashen,1984: 49). Krashen (1984: 19) mentions that second language acquisition is similar to children's first language acquisition. Conveying messages and understanding is important; whereas, teaching rules and error correction seems less important in second language learning. Acquisition demonstrates an order in second language learning. Learning a second language consciously means developing genaralizations and using errors to become competent in language. As a result of acquisition, the learner performs a mechanic and spontaneous communication. Using the monitor requires taking time before speaking and listening performances. However, every learner does not necessarily use the monitor. To use the monitor, the learner should know the rule and apply it. Optimal users of monitor balance the fluency and spontaneity of the performance considering both correctness and form. However, overusing the monitor lessens the fluency. Monitor discourages the learner to communicate because the learner is so much focused on the structure, conscious generalizations and accuracy. The underusers, on the other hand, draw an outgoing and uninhibited profile. They do not need to use their knowledge of rules and generalizations. Adults, mostly adolescents, overuse the monitor because they develop too much self-awareness, yet, children come up with more tolerant and carefree characteristics (Krashen, 1984).

Finally, Brown (1980) emphasizes linguistic differences of adults and children. As children are not far beyond first language acquisition, they can use the strategies they practice while they learn their native language. Ekmekçi (1991) suggests that mother language influence is less in child foreign language learning. Krashen (1984) argues if first language interference has positive or negative effects and he exposes that it has more disadvantages. Again, Krashen (1984) refers to the results of some studies which reveal that first language interference is not so much apparent in child second language acquisition. However, first language influences the child learning a second language under the condition that the input is not enough; the input is mostly given by the teacher, but not by the peer; or translation is chosen too much as a technique in bilingual programmes.

2.3.3. Why to teach English in primary school ?

With 1963-1964 school year, a pilot scheme for French as a foreign language in primary schools in England was conducted. When the results were compared, the students who started learning French in primary school education were reported to have a better oral comprehension and articulation. What is more, the students had a more positive attitude towards French and French culture (Brewster, Ellis & Girard, 1992). Meanwhile, as a result of similar researches on teaching a foreign language in primary schools in different countries, Girard (cited in Brewster, Ellis & Girard, 1992) states that teaching English contributes to the learner's knowledge of English. Yet, this result still emphasizes teaching English in the last years of primary school education. Brewster, Ellis & Girard (1992) discuss the results focusing on the necessity of trained teachers with a full sufficiency of foreign language and teaching skills; adequate evaluation and class hours with thirty-minute sessions considering the needs of the students and continuity with pedagogical support. Additionally, Brewster, Ellis & Girard, 1992) refer to various conferences held on foreign language learning indicating the results that some characteristics of children can be taken as an advantage to teach a foreign language in primary schools.

Although there is not an optimum age for a start, Ur (2000) mentions the Conference of the English Teachers' Association of Israel, Jerusalem in 1993 where the optimum age is claimed to be twelve. On the other hand, Ur (2000) suggests ten as an appropriate age to start English. Ur (2000) verifies the suggestion by stating that children will value learning a foreign language better in a long-term process provided that the requirements are fulfilled.

Brewster, Ellis & Girard (1992) indicate the reasons why it may be preferable to introduce a foreign language earlier at the age of nine or ten. It sounds reasonable that an intensive and a well-structured teaching programme would serve a lot for a competent language learning. Whereas, as Brewster, Ellis & Girard (1992: 24) mention the most significant reason in the following sentence: 'Children are less distanced from the golden age when they acquired their mother language naturally'. It seems that children still maintain their advantage of 'facility for understanding and imitating'. Children would use the communicative functions of a foreign language while they are trying to complete the acquisition process of their native tongue. Meanwhile, they are still apt to the exposure of another culture and language linguistically and psychologically. The most significant aim of learning a foreign language is communication with the sub-aims such as discovering another culture and analyzing the language as a child learning his/her mother tongue. The aim of learning a foreign language in primary schools is not an expectation of mastery of the language, but 'an initiation or a consciousness- raising' which would make learning a foreign language easier in secondary school (Brewster, Ellis & Girard, 1992: 47). In most European coutries, foreign language is introduced as a school subject in the primary school; foreign language education starts in the 3th grade in Germany and Italy, in the 1st grade in Holland and Greece, in the 5th grade in Denmark, in the 6th grade in England and Spain and 7th grade in France (Mirici, 2000, M.E.B. Dış ilişkiler Genel Müd.).

In our country, children have been learning English as a school subject in primary schools since 1998-1999 school year (Mirici, 2000: 108). Recently, Mirici (2000: 107) has conducted a research on 'development and

implementation of the ELT programmes of the 4th and 5th graders' in Turkey. The ultimate aspect of this research is to call attention to the shortcomings and limitations of the programme and implications. Nearly 605 teachers from 280 primary schools in 14 randomly chosen cities participated in the research organized by the Ministry of Education. The conclusions Mirici (2000: 115) reached in his paper are based on five assumptions:

1. In general, starting English as a foreign language in the 4th grade in primary school is applicable to our educational system. In the same way, a number of European countries have carried out introducing a foreign language in the primary school.

2. The coursebooks do not provide the children with appropriate self-testing activities at the end of each unit. Yet, it is proposed that teachers set out to do the activities in the coursebook.

3.The ELT programmes that are implemented in the 4th and the 5th grade are very similar to the one that is conducted in the 6th grade. However, the primary school students require a more suitable programme which caters to children's interest or ability including activities such as games, music, audio-visual materials.

4. The teachers who will be employed to teach the 4th or the 5th graders are required to be speacialists in teaching English. Meanwhile, in-service training courses on teaching English, especially, to children will serve a lot.

5. Teaching English to children will be more beneficial if some prerequisite conditions are available such as more teaching hours or smaller classes.

In view of this study, Mirici (2000: 113) verifies the appropriateness of starting English in the 4th and the 5th grade by stating that a great amount of participants (94,38 percent) agree that children have a high motivation to learn a foreign language. Meanwhile, 92,56 percent of the participants states that children willingly participate in the activities. The results support the general objective of initating an awareness of a foreign language and culture starting from an early age.

2.3.4. Activity based approach

That children learn a foreign language better than adults is doubtful, nevertheless, Hatch (1988: 113) has indicated that achievement in foreign language learning is based on 'age-related variables'. General characteristics of adults and children more or less cause modifications in curriculum and methodology. Specifically, Brewster (1991: 4) mentions that these modifications are determined by the 'whole child with his/her moral, physical, emotional, intellectual growth, needs and interest'. Brewster (1991: 4) suggests that an activity-based approach, which is originated from the child-centered curriculum, will encourage 'individualized learning'. In the same manner, Vale & Feunteun (1999) emphasize effectiveness of activity-based approach in teaching English to children. The activities should cater to the students' interests fostering their enthusiasm and curiousity and it should encourage authentic communication. Vale & Feunteun (1999: 18) point out that activity based approach will offer a chance to put student's mother tongue activities into practice incorporating their experience though it will be hard to find adequate materials and to organize the classroom. Activity-based approach will minimize the influence of affective barrier on children because it demands that the student should be actively incorporate with the other students. Vale & Feunteun (1999: 22) acknowledge that children are very sensitive to being criticised. That is to say, a relaxed learning environment with cooperation and fun will enable the child to take risks and to feel confident. Group work activities will also work to establish cooperation and a non-competative setting. Children do not have specific reasons that drive them to foreign language learning. That is why, activities should be applicable to a setting where the learner maintains his/her motivation and interest all through the learning period. Using these kinds of activities will be meaningful and understandable because they will create a natural environment. Vale and Feuntain (1999) focus on the importance of educational and social development of children as much as their linguistic development. Vale and Feuntain (1999: 28) consider the child as a whole when they state the importance of activity based approach: 'Children are able to learn language, whole as a part of a whole learning experience'. Children will learn a language

in a context using all skills and experience in learning. The activities and materials will be compatable with all other school subjects, child's daily routine, experience and knowledge.

2.4. Teaching Materials And Techniques

Some materials, techniques used in the classes for children and some crucial points about class management will be discussed

2.4.1. Coursebook

There are various coursebooks available including different aspects. The coursebook should support the general aims and objectives of teaching children. Brewster, Ellis & Girard (1992: 92) support the idea that the coursebook should provide a context of preparing the child to cope with a new culture and language. The coursebook will support the child to be actively involved in the activities enriched by audio-visual aids, authentic materials, songs and games. The coursebook aids both the teacher and the student in keeping a continuity in methodology and the linguistic content. However, Vale & Feuntein (1999: 74) point out the disadvantage of coursebooks as they 'present language in a structured and sequential manner' neglecting the individual differences of the students. To put it another way, the teacher should bring different materials to classroom and be flexible in following the course of the book though the coursebook is regarded as a framework or a guide. Additional supplementary materials such as worksheets or handouts will motivate the students to keep their own pace. Brewster, Ellis & Girard (1992) add that the teacher can organize challenging activities with clearly defined purposes where children exchange information.catering the child's individual needs and interests using child-centered supplementary materials.

2.4.2. Audio-visual aids and interactive multimedia systems

Children are very familiar with the significance of audio-visual aids and computer for comprehension, speaking and listening. They have a tendency to illustrations,pictures, real objects and videos. Authentic TV programmes will support learning as they visualize language. Demirel (1993) favors using these kinds of supplementary materials as the teacher can organize the activities catering the child's individual interests and abilities. Student will be able to get feedback whenever they need and this will reinforce learning. Besides, he states that technology gives students more responsibility for their own learning. Demirel (1993) adds that computer is not only a source of visual learning but it is a source to present and evaluate listening skill as well. Next, internet brings the outside world into the classroom. Using computers connected by a local area network enables the students to share the same software.

2.4.3. Storybooks

Reading storybooks is an activity that children find interesting. Brewster, Ellis and Girard (1992) point out that storybooks are motivating and they foster child's imagination. Storybooks help children to connect an imaginary world to the real world. Next, the child practises the patterns and the vocabulary s/he has learned before. Listening to a story will initiate child's listening skill.

2.4.4. Role-play and drama

Role-play and drama are techniques which are used widely in English classes. Slaven & Slaven (1991: 49) mention the importance of creative drama techniques in development of children. These drama techniques such as role-playing, pandomime, puppets, questionnaires, interviews enrich the classes. Slaven & Slaven (1991: 50) state that children develop different communication skills using gestures or body language to break the affective barrier. Children will take risks to be creative using the language and the foreign culture. These

kinds of activities will be beneficial in reading, speaking and writing activities. Children will be less inhibited while they are learning the language via performing a different character.

2.4.5. Games , songs, rhymes, riddles

Games, songs, rhymes or riddles are applicable activities to the classroom setting Williams (1991: 203) emphasizes that doing puzzles and solving problems, using maps, measuring and weighing things, inventing and designing things such as clothing and machine, planning things such as parties and meetings will stimulate the children. Abe (1991: 7) suggests that children like miming, repeating chunks. They have the tendency to acquire the natural rhythm and the intonation without understanding the meaning. Brewster, Ellis and Girard (1992) point out some advantages of using these kinds of activities. First, using various activities will work as the concentration span of children is less compared to adolescents or adults. It will be easier to maintain their motivation using frequently varing activities. Secondly, these kinds of activities will encourage the student to participate in learning. Uberman (1998: 20) corresponds to Ellis, Brewster and Girard in how beneficial game is in learning because game is a natural part of child's daily routine where the child feels himself/herself at ease Action games, or Total Physical Response activities respond child's need for moving and physical activities especially in the early stages of learning. These activities require the student respond to instructions, questions, descriptions using action, gestures and mime instead of verbal production.

2.4.6. Classroom setting

Classroom setting is important for language teaching. The arrangement of the classroom and the furniture should be convenient for action games and group-work activities where students will be involved in the decision making process. Besides,. a convenient setting with charts, flashcards, wall displays, posters and activity corners will foster peripherial learning. Vale & Feuntain

(1999: 74) claim that these kinds of wall displays will foster the child's ' spatial awareness'.

2.4.7. Using arts and crafts

Using arts and crafts in English classes is another way of encouraging the student to participate in learning. Biehler & Snowman (1986) point out that children are quite well in using their hands as they master their motor conditioning at the age of nine to twelve. Williams (1991:203) states that painting, drawing and talking about what we are doing, making things such as masks or puppets, preparing charts and graphs will help the student to fulfil the need to create and participate in preparing the course material.

2.4.8. Error correction

Children are in the early stages of their learning process. Consequently, too much emphasis on correctness and fluency sooner will discourage the child to take risks and to socialize because of the fear of making mistakes. As Vale & Feuntain (1999) point out, speaking a foreign language correctly and fluently is a long term aim that would be fulfilled later on. However, over emphasizing the errors will demotivate children. Specifically, industry and inferiority stages of psychosocial development present a sensitive learner. During this stage, children display some individual differences clearly. Differences between boys and girls, slow learners and fast learners, reflective learners and impulsive learners are apparent (Biehler & Snowman, 1986). Teachers should take these kinds of differences into consideration to guide the student to learn from his/her mistakes and keep up his/her own pace. Any failure at this age will demotivate the child because s/he is afraid of being ridiculed by the authority and his/her peer group. Teachers could tolerate the mistakes and errors and turn them into advantage.

CHAPTER III

3. METHODOLOGY

In this chapter, our aim is to clarify how the questionnaire was carried out and what the aim of the research was. Additionally, the data collected will be demonstrated and evaluated.

3.1. Population And Sampling

This research is a descriptive study. Accessible population is all state primary schools in the city centre of Elazığ. As for sampling and limitations, from seventy state primary schools (official reports),the research was conducted in the accessible schools which were randomly chosen. Sixty four subjects, from seventy state primary schools participated in the survey. The participants were teachers who have been teaching English as a foreign language to the fourth graders in state primary schools in (Elazığ) the city centre.

3.2. Materials

In the light of the purposes of the study, a questionnaire was prepared. After the necessary adaptations and alterations, the questionnaire consisted of sixty five questions, all of which were close-ended. There were six different sections. The first section, questions 1-11, consisted of two sub-sections. They were prepared to investigate background information about the teachers and what they generally thought about the syllabus, objectives of Ministry of Education, the course books, the English classes, class hours, size of the class. The second section, questions 12-28, investigated appropriateness of the objectives to the classroom setting, general views and judgements about English classes. Similarly, questions 29-40, the participants reported a general view of the classroom setting and students' attitudes towards English as a

foreign language in section three. Section four, questions 41-48, demonstrated what kind of assignments teachers prefer; section five demonstrated the techniques teachers prefer to use. Finally, section six, questions 59-65, aimed to investigate what kind of teaching materials teachers generally use.

The Likert scale was used in order to encourage the subjects to answer all the questions. Apart from the questionnaire, some official reports and unofficially conducted interviews were used in the research.

3.3. Procedures

The questionnaire with sixty five questions was administrated to the participants by the researcher who explained them that it was for acquiring a general information about English classes in state primary schools (first step/ 4. grade) in a month time. It was an anonymous survey in which all instructions and statements were in Turkish in order to ensure that all the participants answered the questionnaire without any misunderstanding.

CHAPTER IV

4. ANALYSIS AND EVALUATION

At the end of the study, the data from the questionnaire was collected, the results for each question were evaluated, and comparisons were made on percentages. The results are summarised below.

4.1. Background Information of the Teachers

The first three questions provide us with the background information of the teachers: 'Teaching experiences of the teachers; the department from which the teachers graduated; the overall class loads of English teachers'.

TABLE 1. Teaching Experiences

Years	Number of Teachers	Percent
1-5	35	54,7
6-10	13	20,3
11-15	6	9,4
16-21	5	7,8
Above	5	7,8
Total	64	100,0

The data shows that 54,7 percent of the teachers (35 teachers) has a 1-5 year of experience, 20,3 percent of the teachers (13 teachers) has a 6-10 year of experience and 9,4 percent of the teachers (6 teachers) has a 11-15 year of experience.The data reveals that a great majority is novice teachers. As a result of a similar research which Mirici (2000: 112) conducted, it was revealed that 73,05 percent of the teachers has taught English for about 0-4 years. The results provide additional support for the significance of in-service training and professional help.

TABLE 2. The Distribution of the Faculties from Which the Teachers Graduated

Faculty	Number of Teachers	Percent
English Language & Literature	1	1,6
English Language Education	-	-
English Language (Linguistics)	-	-
Others	63	98,4
Total	64	100,0

Only 1,6 percent of the teachers (1 teacher) has an English major background, but the rest (63 teachers) graduated from other faculties. Mirici (2000: 111) states that only 33 percent of the teachers graduated from Foreign Language Education Department. The results provide an additional support for the shortage of qualified staff who teaches English. Lack of qualified teachers with sufficient language skills and qualifications to teach a foreign language to children will obviously decrease the quality of instruction.

TABLE 3. The Distribution of the Teachers' Loads

Teachers' loads	Number of Teachers	Percent
1-5	5	7,8
6-10	13	20,3
11-15	1	1,6
16-20	14	21,9
Above	31	48,4
Total	64	100,0

Table 3 above shows that 48, 4 percent (31 teachers) has above 21 hours of classes per week. Twenty one point nine percent (14 teachers) has a 16-21 hours of classes and 20,3 percent (13 teachers) has a 6-10 hour class per week. In general, teachers have too many teaching hours. Too much load will be

burdensome as it will be difficult for teachers to set time to get prepared for the classes.

4.2. Teachers' Thoughts about the General Objectives of the Ministry of Education

The data demonstrates whether the teachers are informed about the general objectives and the number of teachers who have attended the seminars and courses held by the Ministry of Education.

TABLE 4. The Distribution of the Teachers Who Attended the Courses Held by the Ministry of Education

Choices	Number of Teachers	Percent
Yes	43	67,2
No	21	32,8
Total	64	100,0

Table 4 reveals the information that 67,2 percent (43 teachers) has attended the courses or the seminars held by the Ministry of Education, but 32,8 (21 teachers) has never attended such courses before. Generally, 78,1 percent (50 teachers) feels s/he is sufficiently informed about teaching English and the general objectives stated by the Ministry of Education. However, 21,9 percent of the teachers does not think so.

4.3. How Do Teachers Choose the Coursebooks ?

Table 5 shows how teachers choose the coursebooks in primary schools.

TABLE 5. Choice of the Coursebooks

Choice	Number of Teachers	Percent
With a group of English teachers	44	68,8
The administration	8	12,5
Book sellers	1	1,6
With families	-	-
The teacher himself/herself	8	12,5
Others	3	4,6
Total	64	100,0

Sixty eight point eight percent (44 teachers) chooses the coursebooks with the other English teachers working in the same school. Twelve point five percent (8 teachers) prefers the coursebooks which are chosen by the administration. Twelve point five percent decides himself/herself for the coursebooks.

4.4. Teachers' Thoughts about the Size of the Classes and the Teaching Hours

The results reveal the scheduling and class size suggested by the teachers for the 4th graders.

TABLE 6. Distribution of Suggested Number of Students in Classes

Number of students	Number of Teachers	Percent
5-10	4	6,2
11-20	44	68,8
21-30	16	25,0
Above	-	-
Total	64	100,0

The data demonstrates that 85,9 percent (55 teachers) thinks that the classes are too crowded for English courses. Meanwhile, Table 6 shows that 68,8 percent (44 teachers) suggests that the number of students should be approximately 11-20. Besides, 25,0 percent (16 teachers) suggests approximately 21-30 students.

TABLE 7. Distribution of Suggested Class Hours for the English Course Per Week

Class hours	Number of Teachers	Percent
3-4	18	28,1
5-6	17	26,6
7-8	5	7,8
Above	3	4,7
Total	43	67,2

Similarly, the results present that 67,2 percent (43 teachers) of the teachers thinks that the class hours for the English course are not enough. Table 7 shows that 28,1 percent (18 teachers) suggests that it should be 3-4 hours of English per week. Twenty six point six percent (17 teachers) suggests 5-6 while 7,8 percent suggests 7-8 hours.

4.5. Which Skills Do Teachers Mostly Prefer in English Classes?

The general objective of teaching a foreign language in primary schools is an awareness of the foreign language competence with integrated skills. All four skills can be integrated to achieve the general objectives. However, Nunan (2000: 101) emphasizes the native-like capacity of children in pronunciation. Nunan (2000: 106) refers to Kenworthy's research on the factors affecting pronunciation. As a result of this research, age is revealed as a factor affecting pronunciation learning. Almost all learners confront with difficulties in pronunciation, yet, Nunan (2000: 101) points out that children are more likely to

overcome the difficulties in pronunciation learning. Consequently, especially listening and speaking skills should be focused on in primary school English teaching. Table 8 demonstrates the skills teachers mostly use.

TABLE 8. Distribution of the Skills Teachers Mostly Use

Skills	Number of Teachers	Percent
Reading	2	3,2
Listening	-	-
Speaking	7	10,9
Writing	1	1,5
All	54	84,4
Total	64	100,0

Eighty four point four percent (54 teachers) prefers using activities including all four skills. Only 10,9 percent uses *speaking*; 3,2 percent uses *reading* and 1,5 percent uses *writing* mostly. Surprisingly, nobody chooses *listening* option.

4.6. Appropriateness of the Objectives to the Classroom Setting, General Views and Judgements about English Classes

Table 9 and Table 10 demonstrate whether the applications in English classes are compatible with the objectives and whether the objectives are applicable to the classroom setting.

TABLE 9. Distribution of the Teachers Who Agree That the Applications in English Classes in Their Schools are Compatible With the Objectives

Choices	Number of Teachers	Percent
Strongly agree	32	50,0
Partly agree	24	37,5
Undecided	3	5,0
Partly disagree	4	6,0
Strongly disagree	1	1,5
Total	64	100,0

Fifty percent (32 teachers) strongly agree and 37,5 percent (24 teachers) partly agree that applications in English classes in their schools are compatible with the objectives stated by the Ministry of Education in Table 9.

TABLE 10. Distribution of the Teachers Who Agree That the Objectives Stated by the Ministry of Education are Applicable to the Classroom Setting

Choices	Number of Teachers	Percent
Strongly agree	15	23,4
Partly agree	23	35,9
Undecided	3	4,7
Partly disagree	20	31,3
Strongly disagree	3	4,7
Total	64	100,0

However, Table 10 shows that 31,3 percent (20 teachers) disagrees that the objectives stated by the Ministry of Education are applicable to the classroom setting. Yet, 23,4 percent (15 teachers) strongly agrees and 35,9 percent partly agrees that the objectives are still applicable. On the other hand, Mirici (2000: 112) reveals that a great amount of teachers admit that the programme is appropriate to children, the students can easily acquire the behaviorial objectives and use the language in their daily life. The results of the researches are more or less similar to each other.

4. 7. The Coursebooks

The results show teachers' views about the coursebooks. Mirici (2000: 112) states that 73,5 percent mentions that the coursebooks are appropriate for primary school students. Likewise, most of the the participants imply that the exercises in the workbooks reinforce the skills to which the students are exposed. The demonstrated data below and the result of Mirici's research about the coursebooks are similar in some respect.

TABLE 11. Distribution of the Teachers Who Agree That the Coursebooks are Suitable for Children

Choices	Number of Teachers	Percent
Strongly agree	20	31,3
Partly agree	31	48,4
Undecided	1	1,6
Partly disagree	9	14,1
Strongly disagree	3	4,6
Total	64	100,0

The data in Table 11 demonstrates that 31,3 percent (20 teachers) strongly agrees and 48,4 percent partly agrees that the coursebooks are suitable for the students' levels in terms of content and the sequence of the units. Yet, 14,1 percent (9 teachers) partly disagrees

4.8. General Views and Judgements about Teaching English to Children as a Second Language

In this section, the results clarify teachers' views about teaching English. Ninety two point four percent (59 teachers) strongly agrees and 4,6 percent (3 teachers) partly agrees that the activities, especially in primary schools, should be due to motivate the students to learn the foreign language. Just 2 teachers are not sure whether motivation is so important especially for primary schools.

Fifty eight percent (37 teachers) strongly agrees and 39,0 percent (25 teachers) partly agrees that the classroom activities should include games and play. Only 3,1 percent partly disagrees with the idea that games should be mostly used in the teaching activities.

Brewster, Ellis & Girard (1992) focus on the idea that learning a foreign language in primary schools is a journey to the unknown via the concrete and motivating activities such as games and fun. Thus, classes merely depending on lecturing will demotivate children

TABLE 12. Distribution of the Teachers Who Agree That Lecturing Should Be Used in English Classes at Primary Schools.

Choices	Number of Teachers	Percent
Strongly agree	5	8,0
Partly agree	16	25,0
Undecided	1	1,5
Partly disagree	17	26,5
Strongly disagree	25	39,0
Total	64	100,0

It is evident from Table 12 that 39,0 percent (25 teachers) strongly disagrees and 26,5 percent (17 teachers) partly disagrees that lecturing is one of the methods that should be used in primary schools. However, 25,0 percent agrees that lecturing should be used while teaching English in primary schools.

TABLE 13. Distribution of the Teachers Who Agree that the Activities Should Be Meaningful

Choices	Number of Teachers	Percent
Strongly agree	57	89,1
Partly agree	5	7,8
Undecided	-	-
Partly disagree	-	-
Strongly disagree	2	3,1
Total	64	100,0

In Table 13, the results support the view that the activities and the information that are to be transfered in English classes should be meaningful to realize the objectives as 96,9 percent (62 teachers) agrees that the activities, drills should be meaningful.

Likewise, 98,4 percent (63 teachers) remarkably agrees that there should be coherence between the knowledge that is newly being learned and the knowledge that has already been learned. Teachers think that knowledge should be in a meaningful sequence. Krashen (1984:102) focuses on the importance of 'comprehensible input' in various times. He mentions that mechanical drills fail somehow. The emphasis should rather be on meaningful communication instead of form. Clearly, Vale & Feuntain (1999) agree with Krashen when they write that being exposed to natural English widely will enrich the comprehensible and meaningful learning process. What Krashen (1984) emphasises for a successful learning process is a significant characteristic especially for young learners.

From the results, it is concluded that great majority of the teachers (98,4 percent) agree that the classroom setting, the activities and the information should provide an interaction between the students, their environment and their daily routine.The results provide an additional support for Piaget (cited Seda et al, 1999: 35) : 'As children explore their environment, they interpret and give meaning to the events they experience.' Another noticeable result is that teachers (92, 5 percent) mostly believe that concrete concepts and situations should be used in order to explain the abstract.

Table 14 presents a significant result as all the teachers who participated in the research share the same viewpoint that especially primary school students should be praised and encouraged to reinforce their feeling of self esteem. Vale & Feunteun (1999) mention that children adapt positive or negative attitudes and behaviors in accordance with the way they are treated. On the psychological aspect, Biehler & Snowman (1986) refer to Erikson's industry versus inferiority in the stages of psychological development. Biehler & Snowman state that children develop a sense of inferiority on condition that they experience failure.

TABLE 14. Distribution of Teachers' Views on Praise and Encouragement

Choices	Number of Teachers	Percent
Strongly agree	62	96,9
Partly agree	2	3,1
Undecided	-	-
Partly disagree	-	-
Strongly disagree	-	-
Total	64	100,0

The data in Table 14 shows 96,9 percent states (62 teachers) that they strongly agree with the idea that students should be praised and encouraged.

TABLE 15. Distribution of the Teachers Who Agree That Teaching English Is a Student Centred Process

Choices	Number of Teachers	Percent
Strongly agree	53	82,8
Partly agree	10	15,6
Undecided	-	-
Partly disagree	1	1,6
Strongly disagree	-	-
Total	64	100,0

Seventy eight point one percent of teachers (50 teachers) believes that teacher merely takes the role of a facilitator. Yet, there is a significant amount of teachers (17,2 percent) who disagrees. On the other hand, Table 15 demonstrates that 98,4 percent (63 teachers) agrees that English classes should be student centred and the students should be active during the learning process. Vale & Feunteun (1999: 101) point out the significance of 'developing responsible behavior' in teaching children. Classroom management is easier provided that all children participate in setting up rules. The teacher should make sure that her/his instructions are clear and understandable to children. Yet, She/he is the facilitator, motivator, activator or a counsellor rather than the

authority to create a relaxed setting and to enhance the psychological or social development of children at that age.

The results reveal that 76,6 percent (49 teachers) strongly agree and 20,3 percent (13 teachers) agree that teachers should provide a circumstance where students will have the chance to work and learn in groups or in pairs.

Ninety six point nine percent (62 teachers) strongly believes that motivation is very important in learning a foreign language. As it is widely accepted, Ur (2000) points out how important it is to motivate children to realize an effective learning.

TABLE 16. Distribution of the Teachers Who Believe That Mistakes are Natural During Learning Process

Choices	Number of Teachers	Percent
Strongly agree	48	75,0
Partly agree	8	12,5
Undecided	4	6,3
Partly disagree	3	4,6
Strongly disagree	1	1,6
Total	64	100,0

Table 16 demonstrates that 75,0 percent (48 teachers) strongly agrees and 12,5 percent (8 teachers) agrees that mistakes are natural during the learning process.

From the total of 64 participants, 46,9 percent (30 teachers) strongly agrees and 42,2 percent (27 teachers) partly agrees that there are significant differences between teaching children and adults. Children differ from adults in some aspects such as physically, cognitively and affectively. This does not neccessarily mean that one is more successful than the other. Yet, 'the age-related variables' modify the materials and techniques (Hatch, 1988: 113).

4.9. A General View of the Classroom Setting and Students' Attitudes

This section discusses teachers' applications, general observations of the classroom setting and students' attitudes.

TABLE 17. Distribution of the Teachers Who Agree That the Students Participate English Classes Voluntarily

Choices	Number of Teachers	Percent
Strongly agree	32	50,0
Partly agree	24	37,5
Undecided	3	5,0
Partly disagree	4	6,0
Strongly disagree	1	1,5
Total	64	100,0

That the primary school students have a positive attitude towards learning English is reflected below in Table 17. Forty six point nine percent (30 teachers) strongly agrees and 42, 2 percent (27 teachers) agrees that students appear to participate in the classes voluntarily. What is more, 90,6 percent of the teachers confirms that they can motivate the students easily. Similarly, Mirici (2000, 113) supports it when he says that approximately 90 percent of the participants observes that children are eager to learn English and they willingly participate in the activities.

The results reveal that 50,0 percent (32 teachers) partly agrees with the idea that the students make (positive- negative) transfers from the native language to the target language. Twenty eight point two percent (18 teachers) strongly agrees, but 10,9 percent partly disagrees that students transfer Turkish grammar rules into English grammar rules in English classes. As Krashen (1984) indicates, first language transfer has more disadvantages and first language interference is not so much dominant over second language acquisition of children.

Eighty one point three percent (52 teachers) states that they use the native language in the classes if it is necessary and 9 teachers partly agree that they use the native language.

Seventy five percent (48 teachers) implies that teachers use different, short term activities and drills in one class hour. Twenty point three percent states that they somehow use short and varying activities; yet, 1,6 percent does not. Ur (2000) states that teachers teaching to children should provide the students short term and varying activities because children have a low concentration span. Yet, over emphasising an activity will decrease their motivation and enthusiasm.

TABLE 18. Distribution of the Teachers Who Correct Students' Mistakes Immediately

Choices	Number of Teachers	Percent
Strongly agree	54	84,4
Partly agree	7	10,8
Undecided	1	1,6
Partly disagree	1	1,6
Strongly disagree	1	1,6
Total	64	100,0

Table 18 shows that 84,4 percent (54 teachers) of teachers immediately corrects the mistakes their students make in English classes. Seven of the teachers (10,9 percent) explain that they somehow correct the mistakes. However, 3,2 percent does not. Littlewood (1994) points out that errors have been regarded as a failure in learning. However, he confirms that making mistakes has a positive effect because these mistakes demonstrate the points where the student has difficulty. Correcting every single mistake discourages the student to take risks and to participate in the activity. Ur (2000) recommends not to correct mistakes especially in order to maintain the fluency of the session and the student.

Another result is that 75 percent of the teachers (48 teachers) confirms that they notice significant differences between students' learning strategies and styles. Eighteen point eight percent (12 teachers) partly agrees; yet 4,7 percent (3 teachers) partly disagrees that their students have differences in their learning styles. During the concrete operational stage, children fail to make generalizations. That is why, quite a lot of the children fail to develop strategies. At the same time, they display some individual differences clearly. The classroom activities should cater to different learning styles (Biehler & Snowman, 1980).

Fifty one point six percent (33 teachers) states that he/she uses similarities of sounds or words in English classes. Thirty seven point five percent partly agrees that she/he uses similarities; however 9,4 percent does not.

Eighty two point eight percent (53 teachers) strongly agrees and 14,4 percent partly agrees that reading aloud is one of the activities they generally use in English classes, but 3,2 percent states that they do not.

TABLE 19. Distribution of the Teachers Who Use Hands-On Activities in English Classes

Choices	Number of Teachers	Percent
Strongly agree	10	15,6
Partly agree	27	42,2
Undecided	7	10,9
Partly disagree	15	23,4
Strongly disagree	5	7,9
Total	64	100,0

Table 19 demonstrates that 15,6 percent (10 teachers) totally uses and 42, 2 percent (27 teachers) partly uses hands-on activities to teach English. Twenty three point four percent (15 teachers)states that he/she does not use arts in English classes.

Another result in the questionnaire reveals that 39,1 percent (25 teachers) of the teachers makes a setting arrangement when it is neccessary.Thirty five point nine (23 teachers) percent partly agrees that they do so; however, 18,8 percent (12 teachers) states that they do not make any kind of arrangements.

Fifty seven point eight percent (37 teachers) verifies that they include TPR and action games in their classes. Twenty six point six percent partly uses action games or physical activities; however, 12,5 percent does not use these kinds of activities.

4.10. Assignments

The Ministry of Education states the assignments that will be appropriate for children. The results demonstrate that 56,3 percent (36 teachers) sometimes uses *comprehension questions* as assignment. Thirty five point nine percent always uses *comprehension questions* while 6,3 percent seldom does. As for *picture telling activities*, 46,9 percent (30 teachers) sometimes uses and 26,6 (17 teachers) always uses this kind of assignments. Only, 21,9 percent (14 teachers) states that they seldom use *picture telling.* A widely used activity, 45,3 percent (29 teachers) always uses and 42,2 percent (27 teachers) sometimes uses *listening activity questions.*

There is a significant amount of teachers (84, 4 percent) who always prefers *acting dialogues.* The results reveal that 56,3 percent (36 teachers) always uses and 32,8 percent (21 teachers) sometimes uses *dictation.*

TABLE 20. Distribution of Usage Frequency of Interpretation of the Passages as a Homework Activity

Choices	Number of Teachers	Percent
Always	35	54,7
Sometimes	24	37,5
Undecided	2	3,1
Seldom	2	3,1
Never	1	1,6
Total	64	100,0

Table 20 demonstrates that 54,7 percent (35 teachers) always demands students to interprete the passages they read. Thirty seven point five percent sometimes asks students to interprete the passages.

TABLE 21. Distribution of Usage Frequency of Making Sentences as a Homework Activity

Choices	Number of Teachers	Percent
Always	48	75,0
Sometimes	12	18,8
Undecided	1	1,6
Seldom	3	4,6
Never	-	-
Total	64	100,0

Similar to interpretation as an activity, 75,0 percent of the teachers demands students to make sentences using the new vocabulary (Table 21).

Matching is always used by 35,9 percent (23 teachers) and sometimes used by 42,2 percent (27 teachers) of the teachers. It is very seldomly used by 15,6 percent of the teachers.

4.11. The Techniques and Activities Used in the Classroom Setting

The techniques and the activities that will be used in English classes are stated by the Ministry of Education. The results present the techniques and activities mostly used in the classroom.

TABLE 22. Distribution of Usage Frequency of Lecturing

Choices	Number of Teachers	Percent
Always	49	76,6
Sometimes	15	23,4
Undecided	-	-
Seldom	-	-
Never	-	-
Total	64	100,0

Though not appropriate for primary school students, lecturing is always used by 76,6 percent (49 teachers) and sometimes used by 23,4 percent as it is seen in Table 22.

TABLE 23. Distribution of Usage Frequency of Pair Work Activity

Choices	Number of Teachers	Percent
Always	24	37,5
Sometimes	29	45,3
Undecided	6	9,4
Seldom	4	6,2
Never	1	1,6
Total	64	100,0

Role playing is a widely used activity as 60,9 percent (39 teachers) always and 39,1 percent sometimes prefers it. Fifty percent (32 teachers) sometimes, 32,8 percent always uses group work activities.Yet, 15,6 percent (10 teachers) very seldomly use it. Likewise, 45,3 percent of the teachers (29 teachers) sometimes prefers pair work activities and 37,5 percent always prefers this activity as it is presented in Table 23.

TABLE 24. Distribution of Usage Frequency of Games

Choices	Number of Teachers	Percent
Always	31	48,4
Sometimes	26	40,6
Undecided	2	3,1
Seldom	3	4,8
Never	2	3,1
Total	64	100,0

As the results demonstrate, 71,9 percent (46 teachers) always and 25,0 percent sometimes uses dialogues in English classes. Even more, 48,4 percent (31 teachers) always and 40,6 percent (26 teachers) sometimes prefers using games as a classroom activity (Table 24).

The most frequently used technique is question and answer with 92,2 percent of widely usage. Seven point eight percent sometimes uses this technique as well.

TABLE 25. Distribution of Usage Frequency of Chants and Songs

Choices	Number of Teachers	Percent
Always	6	9,4
Sometimes	34	53,1
Undecided	2	3,1
Seldom	18	28,1
Never	4	6,3
Total	64	100,0

As for chants and songs, 53,1 percent (34 teachers) sometimes uses chants and songs. However, 28,1 percent (18 teachers) states that they very seldom use chants or songs as it is presented in Table 25.

TABLE 26. Distribution of Usage Frequency of Memorization as a Teaching Technique

Choices	Number of Teachers	Percent
Always	25	39,1
Sometimes	23	35,9
Undecided	2	3,1
Seldom	10	15,6
Never	4	6,3
Total	64	100,0

Another result in the questionnaire reveals that 39,1 percent (25 teachers) of the teachers always prefers memorization as a teaching technique. Table 26 demonstrates that 35,9 percent (23 teachers) of the teachers states that they sometimes use memorization, but 15,6 percent very seldom prefers this technique.

TABLE 27. Distribution of Usage Frequency of Repetition as a Teaching Technique

Choices	Number of Teachers	Percent
Always	55	85,9
Sometimes	9	14,1
Undecided	-	-
Seldom	-	-
Never	-	-
Total	64	100,0

Eventually, as it is seen in Table 27, repetition is one of the techniques that is mostly preferred by the teachers. Eighty five point nine percent (55 teachers) always uses repetition in their English classes and 14,1 percent sometimes prefers to do so.

4.12. The Teaching Aids

Most of the primary schools are deprived of materials and the teaching aids even in the city centre. Many teachers in most primary schools continue teaching using a limited amount of materials and aids. Pictures are rather

available so that 60,9 percent (39 teachers) always uses and 35,9 (23 teachers) sometimes uses pictures.

TABLE 28. Distribution of Usage Frequency of Flash Cards or Flash Charts as Teaching Aids

Choices	Number of Teachers	Percent
Always	19	29,7
Sometimes	28	43,8
Undecided	7	10,9
Seldom	7	10,9
Never	3	4,7
Total	64	100,0

Though flash cards and flash charts are rather available as well, 43,8 percent (28 teachers) sometimes prefers them. Only 29,7 percent (19 teachers) always uses flash cards or flash charts. As we can see in Table 27, 10,9 percent very seldom uses them in their English classes.

TABLE 29. Distribution of Usage Frequency of Tape Recorders as a Teaching Aid

Choices	Number of Teachers	Percent
Always	5	7,8
Sometimes	20	31,3
Undecided	8	12,5
Seldom	26	40,6
Never	5	7,8
Total	64	100,0

Real objects can easily be found as well. Of all the participants, 48,4 percent (31 teachers) states that they always use real objects. Forty two point two percent (27 teachers) verifies that they sometimes prefer using real objects. Yet, 6,3 percent (4 teachers) very seldom uses real objects in their classes. Table 29 demonstrates how often teachers use tape recorders in English classes. Forty point six percent (26 teachers) states that they very seldom use tape recorders in their classes. However, 31,3 percent states that they

sometimes use them. Forty eight point four percent of the participants (31 teachers) verifies that they do not use video, computer (CD / Internet) or over head projector. For video, 20,3 percent (13 teachers) states that they sometimes use video, but 17,2 percent chooses *undecided* when they are asked to choose the most suitable for them. For computer, 23,4 percent (15 teachers) chooses *undecided* and 17,2 percent (11 teachers) states that they never use computers in English classes in any way. Over head projectors are never used by 15,6 percent of the teachers either. Yet, 23,4 percent has chosen *undecided.*

CHAPTER V

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, firstly a summary is going to be given. Later conclusion and recommendation parts will take place.

5.1. Summary

In the first chapter of the study, the problem is defined. Also the aim and importance of the study are clarified.

Children learn their native language in an awesome easiness and speed. Nevertheless, learning a foreign language seems to be a tiring attempt. The widely known explanation for the success in native language learning is the fact that the newborn brings the inborn capacity to learn the native language. In addition to the inborn capacity, children come up with the efficiency and fluency in their native language mostly due to the natural environment the authentic language they are exposed to. Actually, it is more than learning, but rather is called acquisition though second language acquirers will probably share similar problems with foreign language learners to some extend. Second language acquisition takes place in the natural environment with the intend of communication. However, learning a second language takes place in the classroom setting where an instructor, a learner, specific objectives and a programme is required. Different constituents frame these objectives and the programme because teachers should take learners' needs, interests and individual differences into consideration to achieve the goals. One of these individual differences is age. Children learners display cognitive, psychological and affective differences from those of adult's. That is the necessity why the

Around the world, there is a tendency to introduce English as a foreign language to the primary school students though it is not clearly stated that children have more advantages than adults in learning a foreign language. However, Mirici (2000: 114) favours Beck's (1997: 4), Little's (1988: 65) and Krashen & Terrel's (1983: 46) statements on advantages of learning English before puberty. Accordingly, Mirici (2000: 116) points out that children most probably be successful in learning English, so it will be appropriate to introduce a foreign language to the 4th graders.

In our country, English was introduced as a school subject in the 4th grade of state primary schools in the 1998-1999 school year (Mirici, 2000: 108). The aim of learning a foreign language in primary school is not an expectation of mastery of the language, but 'an initiation or a consciousness- raising' which would make learning a foreign language easier in secondary school (Brewster, Ellis & Girard, 1992: 47). That is to say, the main aim is to encourage and motivate students to communicate using a different language and foster their curiosity to learn the language and the culture. Only a sound environment such as efficient teachers, sufficient scheduling, a well-prepared syllabus, materials, adequate implementation will work to realize these objectives.

The principal aim of this study to present how English instructional programme planned and implemented in teaching for the 4th graders in primary schools. This study investigates the status of the teachers, materials teachers generally use, teachers' views on the objectives, class hours, number of students and coursebooks, techniques and appropriateness of the programme and the objectives.

The second chapter, review of literature, contains general analysis of the relationship of the related studies and researches. The second chapter includes three headings:

First language acquisition and similarities between first and second language learning, a general review of language teaching methods and approaches; why and how to teach children successively.

There have been various researches on how children learn their native language. Before 1950's the major assumption has been reinforcement and conditioning. Afterwards, Chomsky's innate theory substituted for the Behaviorist theory which focused that learning the native language was similar to learning any other skills. Chomsky emphasized that children were born with an innate capacity to learn their native language.

Children learn their native language without instruction. It is a trail-error process which children constitute the rules as a result of interaction with the environment rather than imitation or conditioning. What drives children to learn their native language is the urge to communicate. Another point mentioned is that children pass through similar stages no matter what their native language or their cognitive capacity is.

As it is stated above, it is significant that learning the native language, more or less, is the result of an interaction with the environment. This fact supports the idea that adults somehow assist the acquisition process. Adults reinforce the communication using simple, short and repetitive utterances. They encourage children to map their knowledge and generalize it.

There is a variety of similarities between first language acquisition and second language learning. First, children learn their native language to have an interaction with the outer world. Therefore, a native-like environment will enable the learner to be motivated to use the language as a means of communication. Adults suggest strategies to children using simple, comprehensible input in order to acquire the native language. Likewise, teachers guide the learners to map their knowledge. As for the native language acquirer, the learning environment is a relaxed and a motivating atmosphere. The learner achieves a

better success due to a relaxed and enjoyable environment. Children learn the utterances reinforcing words with actions and objects that are familiar to them. The significance of real objects, authentic material, imitation, gestures, mime and action is undeniable. Studies up to now cover that children undergo a silent period before they begin production and they continue the acquisition process. A comparison between first language acquisition and second language learning demonstrates that second language learners can undergo a silent period. Learners should continue learning to maintain the skill they acquire. Adults tolerate the mistakes that children make if the errors do not disturb comprehension. In the same way, teachers should tolerate these kinds of mistakes because learning a second language is a trial-error process.

The second part in the review of literature contains the methods and techniques related to second language teaching. The success of learning mostly depends on the programme. One of the components of the programme is the method that is supposed to be used in teaching. These methods and techniques mostly depend on three major learning theories; Behaviourism, Cognitive Learning and the Humanistic Tradition. Each method or approach, the Grammar Translation Method, the Direct Method, the Audio Lingual Method, Communicative Language Teaching, Community Language Learning, Total Physical Response, the Silent Way, has unique techniques that are applicable in foreign language teaching. The major problem is to decide the most applicable one for the learner's needs, interests and individual differences.

The last chapter reviews teaching a foreign language to children. First, the assumption which supports that children learn a foreign language better than adults is reviewed due to the previous researches. Some researchers claim that children learn a foreign language better or faster. For instance, in a research previously conducted in Turkey, Mirici (2000: 114) refers to Beck (1997: 4), Little (1988: 65), Krashen & Terrel (1983: 46) when he states that it is easier to achieve a success in learning a foreign language before puberty. On the other hand, some researches reveal that older learners are better in learning, but children are better only in acquiring pronunciation. Accordingly,

on 'the age-related variables' rather than age. It is likely that adults and children present differences under physical, cognitive, affective and linguistic domains. These differences stated under four domains necessitate variance of the contents of the programme such as the method, techniques, materials, scheduling should cater for either adults or children. In most European countries, children begin learning a foreign language in primary school. Early foreign language learning provides a preparation for more advanced studies. Nevertheless, the major aim is to introduce a foreign language and a culture rather than an expectation of mastery in the language. One of our main arguments in favour of the importance of introducing English to children in primary school is that an early start will take the advantage of child's flexibility, adaptability and curiosity for the secondary school or later education considering his/her whole characteristics such as physical, affective, cognitive development. If so, we support the idea that a child--centred curriculum like activity- based approach will serve a lot to fulfil the objectives. Undoubtedly, activity based approach will enhance a relaxed and motivating learning environment linking child's experience, every day life, knowledge and other school subjects as a whole to the foreign language she/ he is exposed to.

Finally, the last part of Chapter II briefly focuses on the crucial materials, techniques, classroom setting, and management of the class and error correction.

Chapter III includes description of research methodology and the research design. The population that participated in the research is limited to the state primary school teachers in the centre of Elazığ.

Chapter IV presents the findings in tables. As we mentioned before, the study contains five sections.

In the first section, we present background information about the teachers and their opinions about the syllabus, objectives, the coursebooks, the classes, class hours and the size of the class. First, we demonstrate

teaching experiences of the teachers, the department from which the teachers graduated and the overall class loads of English teachers. First, the results present that 54,7 percent of the teachers (35 teachers) has a 1-5 year of experience It is evident that a great amount is novice teachers. Next, surprisingly, only 1,6 percent of the teachers (1 teacher) has an English major background, but the rest (63 teachers) graduated from other faculties. Last, we come up with the result that teachers have too many teaching hours as the data shows that 48,4 percent (31 teachers) has above 21 hours of classes per week. Twenty one point nine percent (14 teachers) has a 16-21 hours of classes and 20,3 percent (13 teachers) has a 6-10 hour class per week.

In the second place, we evaluate the data about teachers' thoughts about the general objectives of The Ministry of Education. The information shows that 67,2 percent (43 teachers) has attended the courses or the seminars held by The Ministry of Education. Generally, 78,1 percent (50 teachers) feels s/he is sufficiently informed about English teaching and the general objectives stated by the Ministry of Education.

As for the choice of the coursebooks, 68,8 percent (44 teachers) of the participants points out that they choose the coursebooks with the other English teachers working in the same school. Twelve point five percent (8 teachers) prefers the coursebooks which were chosen by the administration. Twelve point five percent decides himself/herself for the coursebooks.

Eighty five point nine percent (55 teachers) thinks that the classes are too crowded for English courses. Meanwhile, 68,8 percent (44 teachers) suggests that the number of students should be approximately 11-20. Besides, 25,0 percent (16 teachers) suggests approximately 21-30 students.

Likewise, generally teachers do not think that class hours are sufficient. Sixty seven point two percent (43 teachers) of the teachers thinks that the class hours for the English course are not enough. Twenty eight point one percent (18 teachers) suggests that it should be 3-4 hours of English per week. Twenty six

teachers) suggests that it should be 3-4 hours of English per week. Twenty six point six percent (17 teachers) suggests 5-6 while 7,8 percent suggests 7-8 hours.

From a total of 64 participants, 84,4 percent (54 teachers) prefers using activities including all four skills. Only 10,9 percent uses speaking; 3,2 percent uses reading and 1,5 percent uses writing mostly.

The questions in the second chapter reveal appropriateness of the objectives to the classroom setting, general views and judgements about English classes. According to the data, fifty percent of the teachers strongly agrees and 37,5 percent (24 teachers) partly agrees that applications in English classes in their schools are compatible with the objectives stated by the Ministry of Education. At the same time, thirty one percent (20 teachers) disagrees that the objectives stated by the Ministry of Education are applicable to the classroom setting. Yet, 23,4 percent (15 teachers) strongly agrees and 35,9 percent partly agrees that the objectives are still applicable.

The next question evaluates the efficiency of the coursebooks. The data shows that 31,3 percent (20 teachers) strongly agrees and 48,4 percent partly agrees that the coursebooks are suitable for the students' levels in terms of the content and the sequence of the units. Yet, 14,1 percent (9 teachers) partly disagrees.

In the second section, the questions also emphasize general views and judgements about teaching English to children as a second language. One of the most important problems in teaching is motivation. It is promising that 92 percent of the teachers strongly agrees and 4,6 percent (3 teachers) partly agree that the activities, especially in primary schools, should be due to motivate the students to learn the foreign language. Just 1,5 percent of the teachers is not sure whether motivation is so important especially for primary schools. Integration of motivating activities such as games or plays in classroom activities has priority in teaching. Due to the available data, we notice that fifty

eight percent (37 teachers) strongly agrees and 39,0 percent (25 teachers) partly agrees that the classroom activities should include games and play. Only 3,1 percent partly disagrees with the idea that games should be mostly used in the teaching activities. By the same token, the results indicate that 39,0 percent (25 teachers) strongly disagrees and 26,5 percent (17 teachers) partly disagrees that lecturing is one of the methods that should be used in primary schools. However, 25,0 percent agrees that lecturing should be used while teaching English in primary schools. The next two questions aim to reveal that continuity in learning and meaningful activities and knowledge enhance learning. Ninety six point nine percent (62 teachers) agrees that the activities, drills should be meaningful. Likewise, 98,4 percent (63 teachers) remarkably agrees that there should be coherence between the knowledge that is newly being learned and the knowledge that has already been learned. The teachers think that knowledge should be in a meaningful sequence. Great majority of teachers (98,4 percent) agree that the classroom setting, the activities and the information should provide an interaction between the students, their environment and their daily routine. Following, the results demonstrate that 92,5 percent of the participants agrees that concrete concepts and situations should be used in order to present the abstract. It is significant that 96,9 percent agrees that praising and encouraging children have a positive effect on learning in primary school education. Further, 78,1 percent of the teachers states that teacher perform merely the facilitator, whereas 17,2 percent disagrees with the statement. The next two questions demonstrate the classroom activities. Almost all participants (98,4 percent) agree that English classes should be student centred. Similarly, 76,6 percent strongly agrees and 20,3 percent partly agrees that teachers should give the students the chance to work and learn via group work or pair work. Providentially, teachers are aware that mistakes are natural in foreign language learning. Seventy five percent of the participants strongly agrees and 12, 5 percent partly agrees that making mistakes is a natural part of the learning process. Lastly, from a total of 64 teachers, 57 teachers state that they are aware of the differences between teaching children and adults.

The issue that is dealt with in the third section is a view of the classroom setting and students' attitudes. The first statement in the third section is that children voluntarily participate in the activities. The data shows that 46,9 percent (30 teachers) strongly agrees and 42,2 percent (27 teachers) agrees that students voluntarily participate in the classes. Secondly, 90,6 percent of the participants agrees that they can easily motivate students. Thirdly, the results point out that 50,0 percent (32 teachers) partly agrees with the idea that the students make (positive-negative) transfers from the native language to the target language. Twenty eight point two percent (18 teachers) strongly agrees, but 10,9 percent partly disagrees that students transfer Turkish grammar rules into English grammar rules in English classes. Then, 82 percent (52 teachers) states that they use the native language in the classes if it is necessary and 9 teachers partly agree that they use the native language. The next statement aims to present the teachers' views about the necessity of using various short-term activities and drills in one class hour. Seventy five percent (48 teachers) agrees that teachers use different, short-term activities and drills in one class hour. Twenty point three percent states that they somehow use short term and varying activities; yet, 1, 6 percent does not.

It is significant that 84,4 percent (54 teachers) of teachers immediately corrects the mistakes their students make in English classes. Ten point nine percent (7 teachers) of the teachers explains that they somehow correct the mistakes. However, 3,2 percent does not.

In the third section, another result we evaluate is whether teachers notice any kind of critical differences among children. Of the 64 subjects, 48 teachers agree that they notice significant differences among students' learning strategies and styles. Twelve teachers partly agree; yet, 3 teachers partly disagree that their students have differences in their learning styles. Great majority of the teachers state that they use sound and word similarities and they make the students read aloud.

As it was mentioned before, children enjoy hands-on activities as a result of their development. Sixteen percent totally uses and 42,2 percent (27 teachers) partly uses hands-on to teach English. Next, the results show that 39,1 percent of the teachers makes a setting arrangement when it is neccessary. Thirty six percent states that they sometimes do so. However, 18,8 percent (12 teachers) states that they do not make any kind of arrangements.

The last question aims to reveal whether teachers use action games or physical activities. Due to the data, 57,8 percent of teachers states that they use physical activities or action games to teach English to children. On the other hand, 12,5 percent does not prefer these kinds of activities.

The next section intends to present what kind of activities the teachers prefer as an assignment. A great majority of the teachers, 84,4 percent, favours acting dialogues as an assignment. With 75,0 percent, making sentences follows dialogues. Fifty six point three percent of the teachers states that they sometimes use comprehension questions and 35,9 percent always uses comprehension questions. Similarly, 56,3 percent always uses dictation and 32,8 percent sometimes uses dictation as an activity. Surprisingly, 54,7 percent of the subjects state that they always demand assigning their students to interpret the passages they read. Forty six point nine percent of the teachers sometimes adopts picture telling activities and 26,6 percent of the teachers always uses picture-telling activities. Next, 45,3 percent always uses listening activity questions; yet, 42,2 percent sometimes uses these kinds of activities. Last, 35,9 percent always uses matching and 42,2 percent sometimes assigns the students to do matching exercises.

The fifth section concentrates on the techniques and the activities which are used in English classes. According to the results, 76,6 percent always prefers lecturing and 23,4 percent sometimes use lecturing. The next activity is role-playing. It is used by 60,9 percent of the teachers always and 39,1 percent sometimes prefers it. Fifty percent sometimes and 32,8 percent always use group work activities. Yet, 15,6 percent very seldomly use it. Likewise, 45,3

percent of the teachers (29 teachers) sometimes prefers pair work activities and 37,5 percent always prefers this activity.

From a total of sixty-four teachers, 71,9 percent always uses dialogues in English classes. While 48,4 percent always uses games, 40,6 percent sometimes prefers using games as a classroom activity. The data reveals that 92,2 percent mostly uses question and answer activity. As for chants and songs, 53,1 percent sometimes uses chants and songs. However, 28,1 percent states that they very seldom use chants or songs. Thirty nine point one percent of the teachers always prefers memorization as a teaching technique and 35,9 percent states that they sometimes use memorization, but 15,6 percent very seldom prefers this technique. The last technique included in the fifth section is repetition. Repetition is one of the techniques that is mostly preferred by the teachers. Eighty five point nine percent (55 teachers) always uses repetition in their English classes.

5.2. Conclusion

In this study, we have discussed how English classes are conducted in primary schools briefly. The study is restricted with the data gathered from a survey conducted in the centre of Elazığ. This study is limited to the teachers who teach English to the 4th graders.

The first question we would like to discuss is the status of the teachers. One of the most important results suggests that most teachers teaching English in primary schools in the centre of Elazığ are novice teachers. Furthermore, the findings reveal that only one of the teachers have English background. From a total of sixty-four participants, only one participant graduated from English Language and Literature Department. Similarly, the findings of a previous research on teaching English in primary schools in Turkey suggested that most of the teachers in primary schools have been teaching 1-4 years (Mirici: 112). We may conclude that in-service training programmes and seminars are vital especially for the primary school teachers. The teachers should be competent in

English. Additionally, they should be well trained to handle with children. The conclusion one might draw from this suggestion is that teachers are required to be aware of the recent developments in language teaching methodology, language, child development and psychology. What is more, the results of the survey clearly demonstrate the increasing need for competent English teachers. The data also supports that the need for English teachers make their loads increase. The analysis leads to the conclusion that it is necessary for the teachers to have less teaching hours because too much teaching hours will decrease the quality of education as it will be difficult to follow the developments and prepare materials for the classes. The overall conclusion from the present findings is that Ministry of Education should reach the teachers and support them with in service training programme, materials about the developments in methodology, the recently published books, teachers' books in order to achieve a qualified education.

Secondly, the aim of the research is to discuss teacher's opinions about the size of the classes, scheduling, coursebook and the programme. One source of criticism comes from the teachers who argue that classes are too crowded and the hours allocated for English classes are insufficient. Most of the teachers suggest that the number of students should be nearly 11-20. They add that class hours allocated for English should be increased. What is more, it will be better if the teaching hours are distributed to different days of the week. This will reinforce children's learning. These kinds of changes will support teachers to supervise and facilitate the children individually.

Generally, teachers think that the contents of the coursebooks are appropriate for children. Coursebooks are very important in teaching as they guide both teachers and children. The coursebooks should cater for children's interests and needs. They should be attractive to children with their contents, activities and pictures. It should be compatible with the objectives, methodology and the programme that would be covered. The findings of a previous research by Mirici (2000: 115) suggested that it will be better if the coursebooks provide children with more self-testing activities. Although teachers present that the

coursebooks do not have very significant drawbacks, using supplementary materials such as handouts, worksheets and storybooks will most probably enrich the classes.

The general aim of teaching English to the 4th graders is to motivate the children to communicate and foster their awareness of different cultures and languages. It is not a race against the clock but an enjoyable start for a more formal environment. That is the reason why the programme, materials, objectives are required to be different for elder learners and children. More or less, teachers agree that the applications in English classes in their schools are compatible with the objectives stated by the Ministry of Education. However, nearly half of the teachers hesitate to agree that the objectives stated by the Ministry of Education are applicable to the classroom setting.

Yet, the research by Mirici (2000: 112) presents that the programme is appropriate to children. Another significant claim of Mirici (2000: 116) about the programme is that the programmes that are implemented in the 4th and the 5th grade are very similar to the one that is conducted in the 6th grade. However, the primary school students require a more suitable programme which cater to children's interest or ability including activities such as games, music, and audio-visual materials.

As for the skills, the teachers expose that they use integrated skills in English classes. Although the programme prepared by the Ministry of Education focuses on using all four skills, we come up with the result that speaking and listening should be emphasised more considering children's convenience for pronunciation and their unreserved flexibility, enthusiasm for learning and communication.

In this study, we have discussed the importance of motivation in teaching English. The analysed data in the present study support that most of the teachers use activities that would motivate children and children are voluntarily participate in the activities. Fortunately, most of the teachers accept the

importance of motivation. In his research, Mirici (2000: 113) also reveals the findings that favour importance of motivation. He states that children are eager to learn English, and they are willingly participate in the activities. This result supports the major aim of starting English early as it is stated in the programme prepared by the Ministry of Education.

We have mentioned that a child- centred curriculum and methodology is vital in order to fulfill the objectives. The results point out that nearly all the teachers agree that child should be taken as a whole. Teachers should connect the activities to child's environment and the world outside. In the recent years, activity based approach is widely accepted to teach English to children. Activity- based approach should emphasize the importance of connecting the other school subjects to English classes and students' active participation. English should be an interdisciplinary class. What is more, teachers all agree that there should be coherence between what has been taught and what is going to be taught. Knowledge should be introduced in a meaningful sequence. The analysis of the result about the meaningfulness and coherence of knowledge supports Krashen's comprehensible input theory.

Most of the teachers point out that they are aware of the differences between teaching adults and children. In addition to this, they point out that there are individual differences among children. Undoubtedly, teaching children will differentiate due to the cognitive, physical, affective and linguistic differences. Besides, individual differences among children become apparent during concrete operational stage. Thus, activities and the materials that are used in the classes should be suitable for all children bearing in mind the individual difference variables in affective and cognitive domains. As results indicate, great majority of the teachers agree that they should use short term and varying activities because children have less concentration span. Emphasis too much on a single activity will demotivate children.

There are different statements for the role of the teacher in the English classroom. However, the teacher should be a facilitator rather than the mere

authority in order to maintain the friendly and encouraging atmosphere. Surely, instructions and rules should be clearly stated; yet, children at concrete operational stage tend to obey the rules if they participate in decision making. Encouraging students, especially between 7-11, is very important. Providentially, nearly all the teachers agree that children should be encouraged and praised. They point out that mistakes are natural during the learning process. However, it is surprising that a great majority correct student's mistakes immediately. Too much emphasis on student's mistakes will demotivate children especially in primary school because the student may develop inferiority. Indeed, mistakes can be tolerated unless they disturb communication seriously. Teachers should allow children to feel confident to talk. In the programme prepared by the Ministry of Education, it is stated that forcing children too much will effect children negatively (Tebliğler Dergisi, Ekim 1997, 2481, s. 607). After all, a child learning his /her native language also passes through a silent period and makes mistakes to understand and to be understood.

The data shows that teachers generally use the native language when it is necessary. Preference of using the native language mostly depends on the method the teachers use. For example, it is strictly prohibited to use the native language in the Direct method. But some other methods or approaches such as the Communicative Approach or the Community Language Learning can tolerate using the native language in the English classroom.

Besides, teachers state that they use similarities of sounds and words. Mnemonics, minimal-pair drills, sound and word similaries can be used to develop the students' auditory memory. Most of the teachers mention that they read the written materials and ask the students read them aloud. The aim of reading aloud is to establish a connection between sounds and the written symbol. Another advantage of reading aloud is to initiate the listening skill.

Classroom organisation and layout will provide the teacher with a more convenient environment for teaching. Great majority of the teachers state that they can arrange the classroom according to the activity. An organised

classroom will provide a more appropriate setting for group-work, pair-work and action game activities. A classroom prepared only for English classes will present a more secure and motivating athmosphere with audio-visual aids and classroom displays.

The programme prepared by the Ministry of Education states that teachers should avoid using lecturing if it it is possible especially when they are teaching the fourth graders (Tebliğler Dergisi, Ekim 1997, 2481, s. 607). Some teachers report that they use lecturing while teaching. Actually, it will be better to use games or motivating activities instead of using merely lecturing. It will be difficult for children to acquire knowledge when lecturing is used in the classes.

Learning to use language forms appropriately is an important part of communicative competence. For the primary school students, group work and pair work activities will motivate the students to communiacate. Children at that age feels the need of socialization. The Community Language Learning emphasizes that the learner is a whole and learning a language means communication. Thus, using small group task activities is a technique that can be used in the primary school classroom. Another method that emphasizes interaction, socialization and communication is the Communicative Language Teaching. Due to the results, we can conclude that teachers use games and role playing. Language games, role-play activities are the techniques that will serve a lot for the objectives of the programme prepared for the fourth graders.

Some teachers point out that they use hands-on activities in English classes. As it has been mentioned before, children at the age of 7-11 are good at motor coordination so teachers should integrate arts and crafts into English classes. Furthermore, hands-on activities will foster child's creativity and reinforce child's feeling of self-esteem.

Classroom management will be difficult when we consider children's needs to be physically active in the classes. Mostly, teachers state that they use

physical activities. Activities of the Total Physical Response such as using commands, action sequence, games will be suitable for children.

The programme clarifies what to assign children to evaluate the covered points. In the programme, the Ministry of Education suggests that teachers should assign comprehension questions, picture telling activities, listening activity questions, acting dialogues, making sentences (scrambled sentences) and matching. From our analysis, we can conclude that most of the teachers assign the students to do these activities. On the other hand, some teachers state that they ask children to translate and interprete passages. Children will be demotivated when they are forced to interprete because they are not cognitively developed enough to comprehend the abstract. We thoroughly approve of what Krashen (1984) proposes that first language interference spoil second language learning when translation is too much used as a technique. Teachers should not expect a lot. Indeed, the assignments should be in accordance with student's development.

In the programme, the Ministry of Education suggests some techniques such as question and answer, role playing, dramatisation, dialogues, group work, pair work, memorization and repetition. Question and answer is one of the widely used techniques. Most of the teachers state that they, more or less, use these techniques. As it has been mentioned before lecturing should be avoided if it is possible. Instead, drama, mime, gesture, role playing, choosing new identities, games, music, rhymes and riddles may be more suitable techniques for children.

As for the materials, the Ministry of Education suggests that teachers should use pictures, flash cards, blackboard, wall charts, slides, pocket charts and flannel board. Besides authentic materials, real objects, tape recorders, over head projectors and video can be used to enhance teaching. In fact, most of the teachers point out that some materials such as pictures, flash cards, real object are widely used because they are available. It is undeniable that peripheral learning is fundamental for children. However, there is a noticeable

decrease in the number of teachers who present that they use audio-visual aids and interactive multimedia systems. The reason of the decrease in the number of teachers who use these kinds of material is the lack of teaching aids and materials in the schools.

5.3. Recommendations

In this research we have intended to discuss the present implementations in English classes in primary schools. We conclude that an earlier initiation will support children with an awareness of a different culture and a language. Generally, children's flexibility, unbiased attitude towards this culture and language and the characteristics of their developmental stage should be taken as an advantage. Without doubt, the aim of this early introduction is not an expectation of a mastery of the language, but an expectation of motivating children to learn and communicate using the covered patterns. It is a means of attempting a positive attitude towards the target language. The overall conclusions from the present findings is that children voluntarily participate in the activities and they exhibit a positive attitude towards English. However, we should bear in mind that continuity will provide children's mastery of the target language in the following years.

The factors discussed here should be of some help to teachers who are not majored in English language teaching and have been employed in primary schools very recently. In the light of the results gathered in the questionnaire, the crucial problem seems to be the demand for qualified teachers. The figures show that nearly all the teachers are trained in different majors. If so, the Ministry of Education should organize in-service training programmes, seminars frequently to inform the teachers of the current developments in ELT.

To some extent, a good command of English seems to be satisfactory. Yet, it is necessary for the teachers to be trained to teach children in addition to a good English command and general English-teaching skills. Adult teaching

differs from teaching to young learners. Thus, students of ELT departments should receive courses especially on teaching English to children as just establishing more ELT departments would not be a solution to overcome this problem. An increase in the number of qualified teachers will also resolve the problems of teachers who have too many teaching hours

Another important problem is class size. The class sizes should be stabilized into 11-20 students.

The results suggest that scheduling should change and teaching hours should increase from two hours to 3-4 hours distributed to different days of the week.

A classroom which will be used only for English classes will enable the teachers to prepare the best environment in the way that will provide the most effective learning.

In view of the previous researches, the teaching programme should be developed. Studies should be administered to realize a more appropriate programme for the 4^{th} and 5^{th} graders. What is more, a continuity should be maintained between the programmes of successive grades.

Due to the developmental stage of the primary school students, an interdisciplanary programme which will integrate different schools subjects into English classes will contribute a lot to fulfil the objectives of English classes in the primary schools.

The Ministry of Education should provide the primary schools with more teaching aids and materials. English classes should be accommodated with computer, audio-visual aids and internet.

In conclusion, the scope of the study is limited to the teachers who teach fourth graders in the centre of Elazığ. Children have been introduced

English recently. Thus, it will be difficult to overcome the impediments to progress in a short time. Actually, the conclusion reached in that research is that we should cope with very fundamental problems like a competent teaching staff, situational factors, appropriateness of the curriculum or the objectives and teaching aids. However, it seems promising that the problems will be solved gradually every other day providing that the Ministry of Education focuses on the teacher training programmes and curriculum development.

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APPENDICES

Sayın meslektaşım,

Bu anket ilköğretim okullarında (dördüncü sınıf) İngilizce derslerini yürütmekte olan öğretmenlerin program ve ders uygulamaları hakkındaki düşüncelerini değerlendirme amacını taşımaktadır.

Bu anket sonuçları yalnızca değerlendirme amaçlı kullanılacaktır. Bu yüzden adınızı yazmanız gerekmemektedir.

Cevaplarınızın samimi düşüncelerinizi yansıtacağını umuyorum. Katılımınızdan dolayı teşekkür ederim.

Aynur Yüksel

ANKET

1) Öğretmenlikte hizmet süreniz:
1 ( ) 1-5 yıl
2 ( ) 6-10 yıl
3 ( ) 11-15 yıl
4 ( ) 16-20 yıl
5 ( ) 21 ve üzeri

2) Mezun olduğunuz üniversite:
fakülte:
bölüm: 1 ( ) İngiliz Dili ve Edebiyatı
2 ( ) İngilizce Eğitimi
3 ( ) İngiliz Dil Bilimi
4 ( ) başka (ise yazınız).....

3) Haftalık toplam İngilizce ders yükünüz (saat):
1 ( ) 1-5 saat
2 ( ) 6-10 saat
3 ( ) 11-15 saat
4 ( ) 16-20 saat
5 ( ) 21 ve üzeri

4) Milli Eğitim Bakanlığı'nın düzenlemiş olduğu (yabancı dil öğretimi ile ilgili) kurs veya seminerlere katıldınız mı?
1 ( ) Evet 2 ( ) Hayır

5) Milli Eğitim Bakanlığı'nın saptadığı ' Yabancı Dil Öğretim ve Amaçları' konusunda bilginiz var mı?
1 ( ) Evet 2 ( ) Hayır

6) Derslerinizde kullandığınız kitapları nasıl seçiyorsunuz?
1 ( ) Zümre kararı ile
2. ( ) Okul idaresinin kararı ile
3 ( ) Yayıncı tavsiyesi ile
4 ( ) Velilerin katılımı ile
5 ( ) Kendim
6 ( ) Başka (ise yazınız).....

7) Yabancı dil dersleri için sınıf mevcutları fazladır.
1 ( ) Evet 2 ( ) Hayır

8) Size göre yabancı dil dersi için sınıf mevcudu kaç olmalıdır?
1 ( ) 5-10
2 ( ) 11- 20
3 ( ) 21- 30
4 ( ) 31 ve üzeri

9) Haftalık yabancı dil ders saati yeterlidir.
1 ( ) Katılıyorum 2 ( ) Katılmıyorum

10) Cevabınız 'katılmıyorum' ise kaç saat olmasını önerirsiniz?
1 ( ) 3-4 saat
2 ( ) 5-6 saat
3 ( ) 7-8 saat
4 ( ) 9 ve üzeri

11) Derslerinizde en çok hangi dil becerisine ağırlık veriyorsunuz?

1 ( ) Okuma
2 ( ) Dinleme
3 ( ) Konuşma
4 ( ) Yazma
5 ( ) Hepsi

ğıda İngilizce dersleri ile i amaçlara uygunluk ve l yargılar ile yorumlar 'miştir. Uygun seçeneği etleyiniz.	*Tamamen Katılıyorum*	*Kısmen Katılıyorum*	*Kararsızım*	*Katılmıyorum*	*Kesinlikle Katılmıyorum*
Okulumda uygulanan ncı dil öğretimi Milli im Bakanlığı'nın ılarına uygundur.	( )	( )	( )	( )	( )
Bakanlık tarafından lenen hedefler sınıf nına uygulanabilecek ktedir.	( )	( )	( )	( )	( )
Mevcut ders kitaplarında nan konular ve konuların nışı öğrencinin seviyesine gi alanlarına uygundur.	( )	( )	( )	( )	( )
Özellikle ilköğretim arında öğrenciyi yabancı ğrenmeye teşvik ilecek nitelikte etkinlikler nılmalıdır.	( )	( )	( )	( )	( )
ınıf içi etkinlikler oyun klı olmalıdır.	( )	( )	( )	( )	( )
Derslerde bilgi düz anlatım nılarak aktarılmalıdır.	( )	( )	( )	( )	( )
Derslerde kullanılan iklerin anlamlı ve amaca ik olmasına dikkat elidir.	( )	( )	( )	( )	( )
Yeni öğrenilen bilgi daha öğrenilmiş olanlara nmalıdır.	( )	( )	( )	( )	( )

	Tamamen Katılıyorum	*Kısmen Katılıyorum*	*Kararsızım*	*Katılmıyorum*	*Kesinlikle Katılmıyorum*
)erslerde öğrencilerin ile iletişim)ilecekleri ve gündelik a uygun ortamlar lanmalıdır.	( )	( )	( )	( )	( )
;oyut kavramları öğretmek omut kavramlar ve olaylar nılmalıdır.	( )	( )	( )	( )	( )
)erslerde öğrencinin ine olan güvenini yacak şekilde başarılarını çıkarmaya ve desteklemeye gösterilmelidir.	( )	( )	( )	( )	( )
Yabancı dil öğretiminde tmen yalnızca yol gösterici)l üstlenmelidir.	( )	( )	( )	( )	( )
Dersler öğrenci merkezli ılıdır. Öğrenci öğrenme cinde aktif olmalıdır.	( )	( )	( )	( )	( )
Öğrencilerin birlikte maları ve öğrenmeleri anmalıdır.	( )	( )	( )	( )	( )
Öğrenmede motivasyon nlidir.	( )	( )	( )	( )	( )
Öğrencilerin yaptıkları lar öğrenme sürecinin bir asıdır.	( )	( )	( )	( )	( )
Çocukların ve yetişkinlerin)ğrenmeleri arasında rgin farklılıklar vardır.	( )	( )	( )	( )	( )

ıda İngilizce derslerinde ın uygulamalar ve ıcilerin sınıftaki durumları nda yorumlar ve mler vardır. Uygun eği işaretleyiniz.	*Tamamen Katılıyorum*	*Kısmen Katılıyorum*	*Kararsızım*	*Katılmıyorum*	*Kesinlikle Katılmıyorum*
)ğrenciler derse katılmaya i görünüyorlar.	( )	( )	( )	( )	( )
)erste öğrencilerin 'asyonunu kolaylıkla ıabiliyorum.	( )	( )	( )	( )	( )
)ğrenciler anadili yabancı olumlu/ olumsuz) transfer rlar.	( )	( )	( )	( )	( )
)erste gerektiğinde anadil ıyorum.	( )	( )	( )	( )	( )
)erste kısa süreli, farklı ikler ve alıştırmalar ımaya özen gösteriyorum.	( )	( )	( )	( )	( )
)ğrencilerin yaptıkları ın hemen düzeltiyorum.	( )	( )	( )	( )	( )
)ğrencilerin öğrenme i arasında farklılıklar ınlıyorum.	( )	( )	( )	( )	( )
elime öğretiminde ne) ses benzerliklerinden anıyorum.	( )	( )	( )	( )	( )
erslerde sesli okuma klerine yer veriyorum.	( )	( )	( )	( )	( )
erslerde el becerilerine k etkinlikler ıyorum.	( )	( )	( )	( )	( )
ersliğin formal düzenini ılan etkinliklere göre iriyorum.	( )	( )	( )	( )	( )
erslerde fiziksel klere yer veriyorum.	( )	( )	( )	( )	( )

)dev verirken aşağıdaki :kniklerden hangilerini ullanıyorsunuz? Lütfen uygun çeneği işaretleyiniz.	*Her zaman kullanırım*	*Kısmen kullanırım*	*Kararsızım*	*Kullanmam*	*Kesinlikle kullanmam*
1) (1) Okuduğunu anlama stleri	( )	( )	( )	( )	( )
2) (2) Sözlü olarak resim nlatma	( )	( )	( )	( )	( )
3) (3) Dinlediğini, duyduğunu nlama testleri	( )	( )	( )	( )	( )
4) (4) Diyalog rollerini stlenme	( )	( )	( )	( )	( )
5) (5) Dikteler	( )	( )	( )	( )	( )
6) (6) Okuduğu konuyu orumlayabilme	( )	( )	( )	( )	( )
7) (7) Öğrendiği kelimelerle ümle kurma	( )	( )	( )	( )	( )
8) (8) Eşleştirme ödevleri	( )	( )	( )	( )	( )
)erslerinizde aşağıdaki öntemlerden hangilerini ullanıyorsunuz? Lütfen şaretleyiniz.					
9) (1) Anlatım yöntemi	( )	( )	( )	( )	( )
0) (2) Dramatizasyon (role laying)	( )	( )	( )	( )	( )
1) (3) Grup çalışması (group vork)	( )	( )	( )	( )	( )
2) (4) Pair work	( )	( )	( )	( )	( )
3) (5) Diyalog	( )	( )	( )	( )	( )
4) (6) Sınıf içi oyun	( )	( )	( )	( )	( )
5) (7) Soru cevap	( )	( )	( )	( )	( )

	Her zaman kullanırım	*Kısmen kullanırım*	*Kararsızım*	*Kullanmam*	*Kesinlikle kullanmam*
56) (8) Müzik	( )	( )	( )	( )	( )
57) (9) Ezber	( )	( )	( )	( )	( )
58) (10) Tekrarlama	( )	( )	( )	( )	( )
Derslerinizde aşağıdaki araçlardan hangilerini sıklıkla kullanıyorsunuz? Lütfen işaretleyiniz.					
59) (1) Resimler	( )	( )	( )	( )	( )
60) (2) Tablolar/ duvar resimleri (flash cards/ flash charts)	( )	( )	( )	( )	( )
61) (3) Gerçek modeller/ objeler	( )	( )	( )	( )	( )
62) (4) Teyp	( )	( )	( )	( )	( )
63) (5) Video	( )	( )	( )	( )	( )
64) (6) Bilgisayar (Cd/ Internet)	( )	( )	( )	( )	( )
65) (7) Tepegöz	( )	( )	( )	( )	( )

MİLLİ EĞİTİM BAKANLIĞI TEBLİĞLER DERGİSİ

Ekim 1997-2481

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Konu: İlköğretim Okulu 4 ve 5. Sınıf Yabancı Dil (İngilizce) Öğretim Programı

İLKÖĞRETİM OKULU 4. VE 5. SINIF YABANCI DİL (İNGİLİZCE) ÖĞRETİM PROGRAMI

AÇIKLAMA

İlköğretim okulları (4 ve 5. sınıflar) İngilizce ders programı, bir öğretim yılı itibarıyla. haftada 2 saatlik süre öngörülerek hazırlanmıştır.

1. İletişim teknolojilerinin baş döndürücü hızla geliştiği dünyamızda yabancı dilin vazgeçilmez bir iletişim aracı olduğu kabul edilmektedir. Ülkemizin bütün dünya ülkeleri ve özellikle Avrupa ülkeleri ile ilişkileri yanında bilim dünyasında da hak ettiği yeri alması ve çağdaş uygarlığa ulaşması için bir yabancı dil bilmek gerekmektedir. Kısa vadede ikinci, hatta üçüncü yabancı dil ihtiyacı da kaçınılmaz olacaktır.

2. İlköğretim okullarına 4. sınıftan itibaren konulan zorunlu yabancı dil öğretimi ile öğrencilerin 8 yıllık temel eğitim sonunda İngilizce'de orta seviyeye getirilmeleri, ortaöğretim kurumlarını9 bitirdiklerinde ise ileri düzeyde yabancı dil bilgisine sahip kılınmaları hedeflenmiştir.

3. Dilbilimciler öğrencilerin birden bire zor bir dil öğretimi sürecine girmelerinin kendileri üzerinde dil öğrenimi yönünden olumsuz etkiler bırakacağına inanmaktadırlar.

Bu dersin eğitimi ve öğretiminde:

a) Yabancı dile ilgi ve merak uyandırıcı etkinliklere yer verilmelidir.
b) Sınıf ortamında hazırlanacak durumlar oyun ağırlıklı olmalı, eğlenirken öğrenme boyutu verilmelidir.
c) Öğrencilerin uğraşacağı dil etkinlikleri 3 madde b şıkkında belirtilen durumlar yaratılarak , karşılıklı konuşmalar biçiminde yoğunluk kazanacak şekilde ele alınmalıdır.
d) Öğrencilerin kullanacağı dil yapıları özellikle 4. sınıflar için düz anlatıma dayalı bir yaklaşımla ele alınmamalıdır.
e) Öğrencilerin uğraşacağı genel kavramlar ve konular soyut yaklaşımlardan çok çevre ile bağıntılı olarak ele alınmalıdır.
f) Okulun mevcut imkanları çerçevesinde görsel-işitsel ,otantik döküm anlar kullanılmasına özen gösterilmelidir.

4. Daha önce belirtildiği gibi ünitelerin oyun ağırlıklı işlenmesi esastır. İlköğretim okulları 4. sınıfta çocuğun Sosyal Bilgiler, Fen Bilgisi gibi bilgi aktarımına dayalı derslerle karşılaşması göz önünde bulundurulmalı ve yabancı dersinin de ' Düz anlatıma dayalı bir yaklaşımı olmasına özen gösterilmelidir. Bu met od çocukların kendilerini iyi hissedebilecekleri, öğrenme isteğini sürekli geliştirebilecek bir ortam yaratabilmelidir. Yabancı dil dersi öğrenci merkezli olmalıdır. Bu derslerde öğretmen yardımcı, yol gösterici rolünü üstlenerek bilgi aktarır ve çocuklar da dersin merkez noktasını oluşturur. Öğretmen yeni alıştırma tekniklerini uygulayarak öğrencinin aktif olmasını sağlar.

5. Bu yaş grubu için öğretmen şu ilkeleri prensip edinmelidir :

a) Başlangıç seviyesinde başarıyı değerlendirme yazılı ve sözlü olarak öğrenme isteğini azaltacak şekilde olmamalı ve mümkün olduğu kadar göze çarpmadan yapılmalıdır.

b) Yalnızca derste öğretilen ve uygulanan çalışmalar kontrol edilmelidir.

c) Testler ve yazılı soruları İngilizce dersinin tüm öğrenme amaçlarını kapsayacak şekilde hazırlanmalıdır. Bir başka deyişle üç beceri kelime hazinesi (dinleme-yazma-okuma) dilbilgisi birlikte değerlendirilmelidir.

d) Öğretmen ödev ve alıştırma tipiyle ilgili geniş bir değerlendirme tablosu geliştirmeli ve değerlendirme sonuçlarını bu tabloya yerleştirmelidir. Böyle bir değerlendirmede şu konulara yer verilmelidir:

- Dinlediğini, duyduğunu anlama testleri
- Diyalog rolleri üstlenme
- Sözlü olarak resim anlatma
- Eşleştirme ödevleri
- Sözcük yerleştirme ödevleri
- Sözcük baş harflerini alarak sözcük üretme ödevleri
- Dikteler
- Okuduğunu anlama ödevleri
- Karışık verilen kelimelerden düzgün cümle yapma ödevleri
- Öğrendiği kelimelerle cümle kurma ödevleri

6) Bu programa uygun olarak yazılacak ders kitaplarının forma sayıları .....

GENEL AMAÇLAR

1. Türkçe'den başka dillerinde olduğunun farkına varabilme
2. Yabancı dil öğrenmeye istekli olma
3. Yabancı dilde iletişim kurmaya istekli olma
4.Öğrendiği yabancı dilin Türkçe'den farklı seslere sahip olduğunu kavrayabilme
5. Öğrendiği yabancı dilin tonlama ve telaffuzunu kavrayabilme
6. Öğrendiği yabancı dilin kalıplarını kurallarına uygun olarak kullanabilme
7. Öğrendiği yabancı dili günlük hayatta kullanabilme
8. Öğrendiği dilde düzeyine uygun diyaloglar okuyabilme
9. Öğrendiği dilde düzeyine uygun diyaloglar anlayabilme
10. Öğrendiği yabancı dildeki sözcük ve cümleleri yazabilme

ARAÇ VE GEREÇLER

1. PİCTURES
2. Flash cards
3.Blackboard
4.Wall charts,
5.Slides
6.Pocket charts
7. Flannel board

YÖNTEM VE TEKNİKLER

1.Soru- cevap
2.Dramatizasyon
3.Anlatım
4.Dinleme konuşma
5.Ezberleme
6.Canlandırma
7.Tekrarlama

T.C.
ELAZIĞ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

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12 EYLÜL 2000

VALİLİK MAKAMINA
ELAZIĞ

İlimiz Fırat Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatları (İngiliz Dili ve Edebiyatı) Anabilim Dalı Yüksek lisans öğrencisi Aynur YÜKSEL'in "İlköğretim Okulu Dördüncü Sınıfta Yabancı Dil (İngilizce) Derslerinin Planlanması ve Uygulanmasına İlişkin Bir Değerlendirme" konulu tezinin bir sureti ekte sunulan anket uygulamalarını İlimizde bulunan İlköğretim okullarında yapabilmesi için gerekli iznin verilmesi istenilmektedir.

Fırat Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri Edebiyatları (İngiliz Dili ve Edebiyatı) Anabilim Dalı Yüksek lisans öğrencisi Aynur YÜKSEL'in "İlköğretim okulu 4.sınıfta Yabancı Dil (İngilizce) derslerinin planlanması ve uygulamasına ilişkin bir değerlendirme" konulu tezinin anket uygulamalarını İlimizde bulunan İlköğretim okullarında yapmasında müdürlüğümüzde bir sakınca görülmemektedir.

Makamlarınızca uygun görüldüğü takdirde tensiplerinize arz ederim.

Hayrettin GÜRSOY
Millî Eğitim Müdürü

OLUR
11/09/2000
Mehmet ÜNLÜ
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AUTOBIOGRAPHY

Aynur Yüksel graduated from Middle East Technical University / Foreign Language Education. After having taught at the high school, she began teaching at Fırat University. She has been working as a lecturer since 1995.