T.C.
ERCİYES UNIVERSITY
SOCIAL SCIENCES INSTITUTE
ENGLISH LANGUAGE AND LITERATURE
DEPARTMENT

NEEDS ANALYSIS FOR PRIMARY SCHOOL ENGLISH TEACHERS IN TURKEY

By
Tuğba BİRDAL

Supervisor
Assist. Prof. Dr. Seniye VURAL

A Master's Thesis

August 2017
KAYSERİ

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BİLİMSEL ETİĞE UYGUNLUK

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TÜRKİYE'DEKİ İLKOKUL İNGİLİZCE ÖĞRETMENLERİNİN İHTİYAÇ ANALİZİ

Tuğba BİRDAL

Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü
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ÖZET

Küreselleşme sürecinde İngilizce, dünya çapında iletişim dili haline geldiği için, İngilizce öğrenmenin önemi gün geçtikçe artmaktadır. Bu durumun, ülkelerin dil politikalarını etkilemesi ise kaçınılmazdır. Türk yabancı dil politikasında ise, ilk okulda zorunlu İngilizce eğitiminin yaşının indirilmesi en büyük değişikliktir. 2013-2014 eğitim-öğretim yılından başlayarak, öğrenciler İngilizce eğitimini 4. sınıf yerine 2. sınıfta almaya başlamışlardır. Literatürde etkili bir müfredat hazırlamak için öğrencilerin ihtiyaçları üzerine odaklanan bir çok çalışma bulunmaktadır; fakat, müfredatın etkili bir şekilde uygulanması için öğretmenlerin ihtiyaçları üzerine odaklanan çok az sayıda çalışma bulunmaktadır. Bu çalışma, dil politikasında yapılan değişikliğin ardından devlet okullarında çalışan İngilizce öğretmenlerinin ihtiyaçlarını belirlemek için ihtiyaç analizi yapmayı amaçlamaktadır. Bu amaçla, Kayseri'de farklı okullarda çalışan 45 öğretmen çalışmaya katılmıştır. Veri toplama aracı olarak, bir anket ve yarı yapılandırılmış görüşme kullanılmıştır. Anket iki bölümden oluşmaktadır; birinci bölüm katılımcıların eğitim bilgilerini, ikinci bölüm ise katılımcıların İngilizce ile ilgili tutumları ve kendi İngilizce yeterlilikleri ile ilgili görüşlerini içermektedir. Cevaplar niteliksel ve niceliksel olarak analiz edilmiştir. Yarı yapılandırılmış görüşmeler, öğretmenlerin en verimli derslerinin özellikleri ve yeni sistemde karşılaştıkları sorunlarla ilgili 7 soru içermektedir. Cevaplar, kategorilendirme yoluyla niteliksel olarak incelenmiştir. Çalışmadan çıkan bulgulardan, öğretmenlerin küçük yaştaki öğrencilerin öğrenme özellikleri konusunda eğitim aldıkları, fakat onlara İngilizce öğretirken tam anlamıyla rahat olmadıkları sonucuna varılmıştır. Öğretmenler, küçük yaştaki öğrencilere dil öğretirken daha etkili olabilmek için daha fazla oyun, şarkı, aktivite öğrenmeye, aynı zamanda yaş ve seviyeye uygun materyalleri nasıl geliştirecekleri konusunda eğitim almaya ihtiyaç duymaktadırlar.

Anahtar sözcükler: İhtiyaç analizi, İlköğretim, Çocuklar için İngilizce eğitimi, Dil politikası

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Tuğba BİRDAL

Erciyes University, Institute of Social Sciences
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Supervisor: Assit. Prof. Dr. Seniye Vural

ABSTRACT

As English has become an international language in the process of globalization, the importance of learning English is growing day by day. It is inevitable that it has some impacts on the language policies of many countries. Lowering the age of compulsory English instruction in primary education is the major change in Turkish foreign language policy. Since the 2013-2014 school year, primary school students have received English instruction at the 2nd grade rather than the 4th grade in Turkish state schools. In the literature, there are lots of studies on curriculum development or renewal processes which focus on the students' needs to develop an effective curriculum, while there are few systematic studies that investigate teachers' needs to implement the curriculum effectively. This study aims to conduct a needs analysis for English teachers working at state primary schools after the policy change. With this aim, 45 English teachers working at different state schools in Kayseri were chosen randomly. A questionnaire and semi-structured interview were used as data collection devices. The questionnaire includes two parts, one of which is about participants' educational background and the other one is about the participants' attitudes towards English and their perception of their own English competences. The answers were coded for quantitative and qualitative analysis. Semi-structured interviews include 7 questions about the characteristics of the teachers' successful classes and potential problems they expect to face in the current system. The answers were analyzed qualitatively through categorization. According to the overall findings of this study, it is concluded that teachers were trained on the learning characteristics of the young learners, but that was not enough for them to be fully confident about teaching young learners. They need to learn more games, songs, activities and how to develop age and level-appropriate materials.

Key words: Needs analysis, Primary education, Teaching English to young learners (TEYL), Language policy

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LIST OF ABBREVIATIONS

BA : Bachelor of Arts

CA : Cronbach's Alpha

CEFR : Common European Framework of Reference

CoHE : Council of Higher Education

EAP : English for Academic Purposes

EFL : English as a Foreign Language

ELT : English Language Teaching

ESL : English as a Second Language

ESP : English for Specific Purposes

MA : Master of Arts

MoNE : Ministry of National Education

PhD : Doctor of Philosophy Degree

TEYL : Teaching English to Young Learners

CHAPTER I

INTRODUCTION

1.1. Introduction

Due to the status of English as an international language and advancements in technology in recent years, the need for appropriate English communication in English as a Foreign Language (EFL) context has gained momentum. This momentum has created considerable impact on policies and practices of countries such as Korea, Taiwan and Japan (Butler, 2004; Kırkgöz, 2007, 2008, 2009; Kusumoto, 2008; Nunan, 2003). Lowering the age of compulsory English instruction in response to this impact has been the major change in language policies of many Asian countries (Butler, 2004; Kırkgöz, 2008; Kusumoto, 2008). Due to the benefits of learning a foreign language at a younger age, most of the European countries and the USA also started to implement foreign language classes in the early stages of primary education in 1960s (Nunan, 2003). This trend has also affected the foreign language education policy for young learners in Turkey. The Turkish Ministry of National Education (MoNE) announced that English instruction would be implemented at the 2nd grade in the 2013-2014 academic year rather than the 4th grade.

In the field of English Language Teaching (ELT), it is argued that teaching English to young learners (TEYL) is different from teaching older learners. Whereas there is not a fixed definition of what constitutes a *young learner*, popular opinion includes children between the ages of 7 and 9 (Ersöz, 2007). She describes the common characteristics of young learners as having low concentration span, short memory, limited motor skills, the need for reasonable amount of input with the help of love stories, fantasy, imagination, games, drawing and coloring activities and problems in sharing in group work as well as developing confidence in expressing themselves and world knowledge.

According to Nunan (2003), governments around the world are introducing English at a younger and younger age as a compulsory subject, often without adequate funding, teacher education and materials for young learners. İnceçay and İnceçay (2010) suggest that teachers' needs should also be taken into consideration as much as students' needs during the design and implementation process of the language teaching curriculum. It is not meaningful to separate two main elements of education, teacher and student, when planning, developing and implementing a curriculum (Phillips, Settoon, & Phillips, 2008). In other terms, teachers are the most powerful implementers of curricula (İnceçay & İnceçay, 2010), so teachers' needs in this process should also have a priority. This study aims to conduct a needs analysis for English teachers working at primary schools after the above- mentioned educational policy change to see the extent to which they are ready for this change and what their needs are.

1.2. Background of the Study

Needs analysis is a familiar concept in teaching English as a foreign/second language. The term *needs analysis* first appeared in India in 1920s, but it was formalized during 1970s by the Council of Europe in the field of English for Specific Purposes (ESP) (Richards, 2001). It can be defined as the systematic collection and analysis of all subjective and objective information necessary for curriculum purposes within the context of particular institutions that influence the learning and teaching situation (Brown, 1995). Some other terms were also proposed for *needs* such as necessities, demands, wants, likes, lacks, deficiencies, goals, aims, purposes and objectives (Jordan, 1997).

In a curriculum design context, Hutchinson and Waters (1987) used the term *target needs* to refer to the language use needs and categorized them into three sub-categories: necessities, lacks and wants. They define *necessities* as what the participant has to know in order to function effectively in the target situation, *lacks* as the gap between what is required and the present proficiency of the learner, and *wants* as what the learner wants or feels is needed. Nation and Macalister (2010) also make a major division to look at needs between present knowledge and required knowledge; and objective needs and subjective needs. Simply, present knowledge fits into *lacks*, required knowledge into *necessities* and subjective needs into *wants*, and they emphasize that a good needs

analysis involves asking the right questions and finding the answers in the most effective way. Furthermore, in a needs analysis, the size of the sample to be included is important. Sampling includes asking some of the potential population instead of the total population, but the aim is to create a kind of sample that represents the total population. Therefore, potential population should be identified carefully. It is also important that a great deal of consultation is needed with various groups, which is for the sake of ensuring the appropriateness and relevance of the conclusions (Richards, 2001).

Over the past two decades, the number of needs analysis studies looking into students' needs, beliefs and attitudes towards learning English has considerably increased (Akyel & Özek, 2010; Al-Saadi & Samuel, 2012; Bosher & Smalkoski, 2002; Ekici, 2003; Eslami, 2010; Miyake & Tremarco, 2005; Soruç, 2012). The reason for this can be the fact that the students' needs assessment lays the foundations of curricular decisions. As stated before, teachers are the core implementers of the curriculum, but surprisingly there are a few systematic studies carried out on the foreign language teachers' needs (Duman, 2016; Eslami, 2010; İgawa, 2008; İnceçay & İnceçay, 2010; Kusumoto, 2008).

In order to understand the recent Turkish foreign language policy change, giving a historical overview of such policies will be helpful. The first period of English in Turkish education lasted from 1983/1984 to 1996. Until 1997, the Turkish education system consisted of a five-year primary education, three-year secondary and a three-year high school education. English was a compulsory subject due to its increasing impact on globalization for secondary education during that period (Kırkgöz, 2007).

In 1997, the Ministry of Education Development Project was initiated through the collaboration of the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE). At the level of primary education, it resulted in an increase in the duration of primary education. The duration was increased from five to eight years. Another consequence of the reform was the introduction of English for grades 4 and 5. Thus, English has been a compulsory school subject for grades 4 and 5 since October, 1997 (Kırkgöz, 2007, 2009).

Later, in 2000, the MoNE declared that foreign language education in primary education might start in the earlier grades such as kindergarten, grades 1, 2 and 3 of the

primary schools (MoNE, 2000). Decision at these levels was left to administrators of the primary schools. When the official records were examined, it was found that most of the primary schools had not offered such courses before grade 4 (Caner, Subaşı, & Kara, 2010), but things have changed with the recent education policy change in 2012. It entails a transition from 8+4 system, which includes 8-year primary and 4-year high school education to 4+4+4 system. It includes 4-year primary, 4-year secondary and 4-year high school education. From English language teaching (ELT) perspective, this new system mandates that English instruction should be implemented as a compulsory school subject from grade 2 onward rather than grade 4. This means that students receive instruction in English starting at around 7-7.5 years old.

It is important to note that while designing the new English program, the principles of the Common European Framework of Reference for languages (CEFR) have been closely followed (MoNE, 2012). Accordingly, the new curricular model emphasizes the authentic use of language in a communicative environment. Speaking and listening are emphasized in the program for the 2nd and 3rd graders, while reading and writing are incorporated in the higher grades as the students become more advanced. In each stage, developmentally appropriate learning tasks should provide a continued focus on building the learner autonomy and problem solving skills. It is clear that developmental stages of students should be taken into consideration while choosing the appropriate tasks, materials etc.

Around the world, the number of students learning English at a younger age is increasing day by day, so it becomes important to know the characteristics of young learners. According to Slattery and Willis (2001), as a language learner, children cannot understand grammatical rules and have a short attention span, so they need various activities. As an advantage, they are naturally curious, so attracting their attention is easy. Here, the key point is the teachers. Djigunovich (1995) suggests that young learners need to develop a strong emotional attachment to their teachers. At this age, they should participate in classroom activities when they feel ready rather than when the teacher demands. In addition, their motivation largely depends on the pleasurable activities that suit their ages (Camerun, 2003). At this point, the extent to which teachers are trained on teaching English to young learners (TEYL) gains

importance. Without serious training, it is hard for a teacher to choose the correct material and present it in the correct way.

In Turkey, MoNE holds some in-service training programs for teachers. In-service training is the term used to describe a professional training where professionals are trained and they discuss latest trends, techniques and methods in their subject area with others in their peer group. In-service training programs generally fall under the heading of professional development (Bayrakcı, 2009). In the literature, many studies on teacher training programs in Turkey are available (Altun & Gök, 2010; Bayrakcı, 2009; Daloğlu, 2004; Köyalan, 2011; Mirici, 2006; Özer, 2004; Uysal, 2012; Yiğit, 2008). Altun and Gök (2010) suggest that in-service training programs should be constructed taking the teachers' expectations and needs into consideration. Unfortunately, although there are various in-service training programs in the Turkish National Education System at both national and local levels, these are far from providing an effective system of professional development and do not contribute to teachers' lifelong learning (Daloğlu, 2004; Saban, 2000). The problems of in-service training programs can be resolved by taking the teachers in the center of the process. Only by this way can it be expected to achieve the goals of the program.

1.3. Statement of the Problem

In the literature, many linguists, especially curriculum developers, have paid attention to the definition, theoretical background and approaches of needs analysis (Bosher & Smalkoski, 2002; Brown, 1995; Jordan, 1997; Nation & Macalister, 2010; Richards, 2001; Serafini, Lake & Long, 2015), the role of needs analysis in language program renewal process (Soruc, 2012) and analysis of learners' needs in curriculum development and course/syllabus design processes (Al-Saadi &Samuel, 2012; Akyel & Ozek, 2010; Cowling, 2007; Ebrahimpourtaher, 2013; Ekici, 2003; Kaewket, 2009; Kırkgöz; 2009; Liu, Chang, Yang & Sun, 2011; Miyake & Tremarco, 2005; Moll, 1999; Nafissi, Rezaeipanah, & Monsefi, 2017; Poghosyan, 2016; Tajino, James & Kijima, 2005). On the other hand, there are a few studies carried out on the analysis of teachers' needs (Duman, 2016; Eslami, 2010; İgawa, 2008; İnceçay & İnceçay, 2010; Kusumoto, 2008).

In Turkey, needs analysis studies have been conducted to explore Turkish students' attitudes, beliefs and needs (Akyel & Özek, 2010; Erdem, 1999; Erdoğan, 2005; Gerede, 2005; Gözüyeşil, 2014; Kazar &Mede, 2015; Kırkgöz, 2009; Koçer, 2013; Özdemir, 2014; Solak, 2012; Tunç, 2010; Ulum, 2015). These studies show that in the Turkish context, students' needs have been investigated to a great extent, but there is no study done to identify the primary school English teachers' needs while teaching young learners after this recent policy change.

It is important to note that English instruction at primary school level forms the basis of English language learning and teaching tradition. The problems occurring at that level may influence the whole system in a negative way. This fact may shed light on why English language learning is problematic in Turkey. Students have been learning English at schools for years, but they cannot reach the desired communicative level. As Turkey is a foreign language teaching context for English, it may create some other problems (Kızıldağ, 2009). However, such problems should be uncovered to find solutions. She argues that constant communication with the teachers as the first agents of the problems is one of the main duties of MoNE. She maintains that the duty of researchers in the field of English language teaching is to investigate, find and determine these problems through dialogues with the teachers considering the classroom situations and they are the ones who can generate some suggestions to the difficulties experienced by English teachers. In this study, it is aimed to find out the English teachers' needs working at primary state schools and the potential problems they expect to face after lowering the age of English instruction from the 4th grade to the 2nd grade. Their needs and problems have been investigated from their point of view to offer some suggestions.

1.4. Research Questions

In this study, it is aimed to answer the following questions;

1. What are primary school English teachers' perceptions of their background on teaching English to young learners (TEYL)?

2. How do they evaluate their competences for TEYL?

3. How do the teachers define the characteristics of a TEYL classroom in terms of:

a. frequency of English activities used by the teachers?

b. the characteristics of a successful TEYL classroom?

c. potential problems (teachers' weaknesses, concerns and challenges) the teachers expect to face in the current system?

1.5. Significance of the Study

Considering the previous studies on curriculum development or renewal processes, it is clear that needs analysis studies have been mostly carried out on the students' needs, attitudes and beliefs to learn a language in an efficient way (Al-Saadi &Samuel, 2012; Akyel & Özek, 2010; Cowling, 2007; Ebrahimpourtaher, 2013; Ekici, 2003; Kaewket, 2009; Kırkgöz; 2009; Liu, Chang, Yang & Sun, 2011; Miyake & Tremarco, 2005; Moll, 1999; Nafissi, Rezaeipanah, & Monsefi, 2017; Poghosyan, 2016; Tajino, James, & Kijima, 2005). However, there are a few systematic studies carried out on primary school English teachers' needs to teach the language efficiently (Duman, 2016; Eslami, 2010; İgawa, 2008; İnceçay & İnceçay, 2010; Kusumoto, 2008).

As Kırkgöz (2007) claims, decisions are made in a top-to-down manner in Turkey. Just after MoNE revealed the policy change, the teachers started to teach the 2nd and 3rd graders in addition to the 4th graders. Nobody asked their views, competencies, incompetencies or needs on a formal basis about implementing the new curriculum. The findings of this study will give insight into the teachers' instructional strengths, weaknesses and the potential problems they expect to face in the system while implementing the new curriculum to the 2nd, 3rd and 4th graders. In this regard, this study takes on great importance in terms of not only revealing the teachers' needs while teaching young learners, but also helping discover the problems of primary school education at state schools. The teachers' needs will also give educational authorities insights into what is really going on in the classroom and what actions should be taken to equip teachers with the necessities of the teaching context.

1.6. Conclusion

In this chapter, the background of the study, the statement of the problem, the research questions and the significance of the study have been presented and discussed. In the next chapter, a review of the literature on the theoretical background of needs analysis, some important notions about teaching English to young learners, background information teaching English at primary schools in Turkish context and the needs analysis studies carried out on teachers and students are presented.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The aim of this study is to conduct a needs analysis of primary school English teachers working at state schools and find their needs while teaching young learners. The findings are also compared with the ones based on the needs analysis studies reported in the literature.

This part of the study gives background information about the definition of needs and needs analysis, some important notions about teaching English to young learners, background information about teaching English at primary schools in Turkish context and the needs analysis studies carried out on teachers and students.

2.2. The definition of need

In the literature, there are various definitions of *need*. Richterich and Chancerel (1980) argue that coming up with a single definition of *need* is difficult and must be a continuous process since needs are also in a process of constant development and change. However, a working definition of *need* is always essential to a needs analysis study as it provides significant implications for how the study will be carried out.

The most traditional definition for *need* in the field of education is "the gap between what is and what should be" (Brindley, 1990, p. 65). Ornstein and Hunkins (1998) also emphasize the existence of a "gap" by using the word "discrepancy" and define *need* as "a recognized and accepted discrepancy between a current state and a desired state" (p. 74).

When language programs are concerned, it is possible to find almost similar but more detailed definition of *need*. Berwick (1989) defines *needs* as a measurable gap between the existing conditions and desired ones. The measurability of need is an important aspect of this definition. At this point, Brindley (1989) makes a distinction between *subjective* and *objective* needs. *Objective needs* are general needs which can be investigated through the analysis of the typical everyday situations in which the target population is to be involved. These needs are identified by means of a needs analysis approach known as target situation analysis, which looks for the language requirements of a target population while learning a foreign language (Brown, 2005). On the other hand, *subjective needs* are the kind of needs that the individuals themselves have. They can be identified from the information concerning affective and cognitive factors such as personality, attitudes, wants and expectations. In addition to such a classification, Hutchinson and Waters (1987) make a distinction between *target needs* and *learning needs. Target needs* refer to what knowledge and competences the individuals will require to be able to perform effectively in a target situation, which is identified through target situation analysis. *Learning needs* refer to what individuals need to do in a learning situation, which is identified through a present situation analysis, which deals with the proficiencies of target population at the beginning of instruction (Brown, 2005).

Regarding the suggestions of literature, in this study, the teachers' target needs were investigated through making use of the teachers' views. Through analyzing the target situations, the teachers' needs were identified, which led to the revelation of objective needs.

2.3. The definition of needs analysis

A needs analysis is the door opening to the whole program planning process. In other words, it is the first step to be taken and plays a crucial role in the design and development of any educational program. It is highly important that needs should be considered in relation to the specific characteristics of every educational setting as students' and teachers' needs vary in different contexts. Therefore, a needs analysis is a powerful tool that helps to find and validate the true needs of the parties (Akyel & Özek, 2010). In broad terms, a needs analysis can be described as "the process of

determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities… [it] makes use of both subjective and objective information." (Richards, 2001, p. 51).

Needs analysis is considered as an indispensable procedure in language teaching either for general or specific purposes. According to Richards (1990), a needs analysis has three functions in curriculum design:

1. It involves a large group of people such as learners, teachers and employers in the planning process. In this process, a needs analysis provides a mechanism for obtaining a wider range of input in the contents, design and implementation of a language program.

2. It serves to identify general or specific language needs so that they can be addressed while developing goals, objectives, and content for a language program.

3. It provides data that can serve as the basis for reviewing and evaluating an existing program. (as cited in Mutlu, 2004, p. 44)

According to Jordan (1997), there are some important questions answered while conducting a needs analysis: what the analysis is done for, what the aim is, who the target group is; students, teachers or specialists etc., who will do the analysis, what will be analyzed and how and when the analysis will be carried out. Accordingly, he prioritizes the steps in a needs analysis as the purpose of the analysis, limiting the target population, deciding on the approach, finding the limitations, choosing the data collection method, collecting data, doing an analysis of the results, determining the objectives, implementing the findings and assessing procedures and results. Referring to the types of needs analysis mentioned in the literature, Brown (2005) includes nine different types of needs analysis in a list as follows:

1. Target-situation analysis looks for information on the language requirements learners face while learning a specific language.

2. Deficiency analysis accounts for learners' present needs and wants as well as their target situation shortages.

3. Present-situation analysis deals with the proficiencies of learners at the commencement of instruction.

4. Learning-oriented analysis regards the needs as to be negotiated between students and other stakeholders.

5. Strategy analysis endeavors to find out learners' preferences in terms of learning strategies, error correction, group size, and amount of homework.

6. Means analysis focuses on the learning situation, with as few preconceptions as possible in terms of practicality, logistics and cultural appropriateness.

7. Language audit takes a large-scale view of needs analysis in terms of strategic language policies for companies, professional sectors, governmental departments and countries.

8. Set menu analysis creates a menu including all the main courses from which the sponsors or learners can select.

9. Computer-based analysis conducted by computer matches the perceived needs to a database of materials. (p. 272)

The variety of needs analysis types reveals that a needs analysis can be used in different ways according to desired results. Broadly speaking, it is a tool in order to learn the requirements, lacks, desires, expectations of the subjects of a study and then to arrange those needs according to priorities.

This study aims to find out English language teachers' needs while teaching young learners. As a result, there will also be a need to discuss the description and characteristics of young learners.

2.4. The description of young learners

It is essential to define the age groups of young learners before explaining their characteristics. In the literature, there are different groupings regarding the age range, some of which are presented below.

Nunan (2011) claims that young learners include a large chronological age period: from around 3 years of age to 15. According to Scott and Ytreberg (1990), young learners can be categorized into two main groups: children between 5-7 and 8-10 year olds. Slattery

and Willis (2001) group children as very young learners aged under 7 years and young learners aged from 7 to 12. According to Ersöz (2007), the most popular view about what constitutes a young learner includes the children between the ages of 7 and 9.

According to these distinctions, within the Turkish context, children at primary school aged 7 to 10 are part of the young learner category in any case. However, it should be kept in mind that young learners may have different characteristics at different age groups.

2.4.1. Characteristics of young learners and the materials used in a TEYL classroom

Characteristics of young learners at various ages are based on general categories of behavior. These characteristics of children in any given grade level represent a wide range of implications and these implications provide key issues in English language teaching in early years of primary education (Caner, Kara, & Subaşı, 2010). Scott and Ytreberg (1990) in Çırak (2006) list the characteristics of eight to ten years old young learners as follows:

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They have definite views about what they like and do not like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teachers' views.
- They are able to work with others and learn from others. (p. 7)

In accordance with these characteristics, Slattery and Willis (2001) give some suggestions to engage children and help them learn English better as teachers should

- make learning English enjoyable and fun - they are influencing young learners' attitude to language learning

- not worry about mistakes, be encouraging and make sure them feel comfortable, and not afraid to take part
- use a lot of gestures, actions, pictures to demonstrate what they mean
- talk a lot to them in English, especially about things they can see.
- play games, sing songs, say rhymes and chants together
- tell simple stories in English, using pictures and acting with different voices
- not worry when they use their mother tongue. They can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue
- constantly recycle new language but not be afraid to add new things or to use words they won't know
- plan lessons with varied activities, some quiet, some noisy, some sitting, some standing and some moving. (p. 4)

Young language learners need special care and support as they are developing their mother tongue at the same time, which means that the teachers need to pay particular attention when choosing materials for these learners. Language teachers either adapt or select materials suitable for young learners considering their characteristics. Lobo (2003) defines the young learners' characteristics and relates them with how to choose suitable materials for them as stated below:

- Very receptive

Young learners are generally positive about their teachers' offerings in the classroom setting. They are open to new ideas, activities and materials contrary to older learners. As a result, teachers should use different materials and activities. It is important that these should be adequate for each particular class situation.

- Curious

As young learners are naturally curious, anything new attracts their attention. Any kind of innovation in terms of materials used will arose their curiosity and attract their interest. Sometimes very simple new material can lead to enjoyable activities and

generate lots of meaningful context.

- Motivated

Learning English is something that young learners' older brothers and sisters do at school. They are generally very enthusiastic to do the same. It is the teacher's responsibility to use the best method and the best materials in order to foster the motivation that they bring to class.

- Able to pick up new sounds accurately

Older learners generally find it more difficult to cope with sounds not existing in their L1 phonological repertoires. Ability to pick up new sounds accurately is a great advantage when learning the target language for young learners. In addition, they are great imitators: they find pleasure in repeating sentences, words and imitating sounds. It is highly advisable that the materials used in class should be in accordance with this important issue.

- Spontaneous and willing to participate

Young learners are willing to participate in activities and they enjoy using the language they have learned while acting out roles, singing songs and reciting poems. That means that they are ready to use the target language in dialogues, games and role-plays.

- Physically active

Young learners are full of energy and they generally tend to move in class anyway. Therefore, they always welcome activities requiring physical movement. Teachers can create an ideal classroom setting for them by using activities that involve movement, mind and body.

- Interested on themselves and on what is "here now"

Young learners are able to deal with situations, objects and things that are familiar to them. Issues that do not belong to their near world do not attract their attention. Real objects and familiar situations must be used in class.

- Deeply involved in the world of fantasy and imagination

Young learners sometimes find it difficult to differentiate the real world around them and the fantasy world that they can easily build at certain stages in their development. Stories and situations where fantasy plays an important role will be successful in class.

- Highly linked to the teacher

The younger the learners are, the closer they feel to the teacher. They appreciate teacher's attention - his/her approval. They also try to explain things that happened out of the classroom to the teacher. Teachers should make use of those situations for making them use target language as much as possible.

- Developing their personality

Young learners attending classes may have individual differences. They may have different intelligences that need to be developed: musical, mathematical, spatial, etc. It is the teacher's responsibility to make use of that potential, to make them grow through the activities, materials and situations presented in class.

The materials chosen for a particular lesson, unit, term or school year must be varied, attractive, interesting, accessible, challenging, encouraging, surprising, and ideally, they must lead the learners to achieve some kind of outcome (Arin, 2010). Williams suggests seven criteria for designing suitable materials for young learner classes to help teachers:

1) Interest: Teachers need to choose exciting, interesting and motivating materials. If students like the chosen material, it means that teacher will catch the students' interest.

2) Challenge: It should be challenging for the age group. It should be in the middle, neither difficult nor simple.

3) Purpose: Teachers try to push the children to focus on getting the task done, rather than practicing a language item.

4) Language Use: The pupils will use receptive, productive or both types of language skills to complete the activity. Teachers need to give clear instructions of a particular language skill like a reading skill.

5) Language Input: There will generally be oral or written language input at an appropriate level and in context, but this is not a presentation-practice-production situation.

6) Conceptual Appropriateness: If teachers choose appropriate materials for children, children can develop their thinking and their concepts too. They cannot make connections with language that are outside their conceptual grasp.

To sum up, any kind of material can be used successfully in class as long as they are carefully chosen and used with a clear purpose. Most of the language teaching research affirms that teaching young learners is a challenging area (Copland, Garton & Burns, 2014; Pinter, 2015). These challenges will be discussed in the following section.

2.4.2. Challenges in teaching English to young learners

Although teaching English to young learners has advantages as mentioned above, it is not without any problems or challenges. In the literature, a number of important challenges for teaching English to young learners have been identified. Copland, Garton and Burns (2014) carried out a comprehensive study to identify the global and local challenges in TEYL. They summarize the common challenges as follows:

- English is often introduced as a compulsory subject at primary school without the consideration of who will teach it. Therefore, it has resulted in severe shortage of trained primary school teachers.

- Recent young learners curricula emphasize learners' communicative competence and this has resulted in the introduction of communicative language teaching. However, it may not be appropriate for teaching large groups of learners with limited resources as this method was developed in Europe in small and well-equipped classrooms.

- In many EFL contexts, motivation of young learners may be difficult. They may struggle to understand the importance of English as they have little contact with speakers of the language.

- The last issue is about differentiation. It means that the teachers are dealing with learners with different stages of learning and having different individual needs. Uneven access to English widens the gap between families having different incomes which results in the low motivation of students.

The findings of Copland, Garton and Burns (2014) are compatible with the ones stated by the teachers in the Turkish context, which will be discussed in the findings chapter. Since this study was carried out in Turkey, it will be useful to review the history of teaching English in Turkish primary schools which is presented in the following section.

2.5. Teaching English at primary schools in Turkish context

In the Turkish context, the use of English as a foreign language (EFL) is restricted within some domains such as education, government and business sectors (Kızıldağ, 2009). The impact of English in secondary and higher education dates back to the 1950s, but the introduction of English as a school subject in the curriculum of Turkish state primary schools is a recent issue that started with an education reform made in 1997 (Kırkgöz, 2007). The 1997 education reform is one of the cornerstones for English education at primary schools. Before 1997, the education system in Turkey was structured as a 5-year primary education, a 3-year secondary education and a 3-year high school education. Moreover, the introduction of English as a compulsory subject was at the 6th grade, which means that students started to learn English in secondary education. In 1997, the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE) initiated a major curriculum innovation project. The aim was to reform and modernize Turkey's ELT practice to help students keep up with the latest technological developments, scientific and current issues. The 1997 curriculum innovation project has had several impacts on Turkish primary education. Initially, it extended the duration of primary education from 5 years to 8 years. It was one of the most important initiatives in primary education (Haznedar, 2010). Second, it resulted in the introduction of English as a compulsory school subject at the 4th and 5th grades; thus shifting the introduction of English from secondary to primary schools. From 1997 to 2012, students started learning English at the 4th grade and continued throughout five years of primary education. In curriculum reform, the aims of ELT curriculum for

primary education were specified for the 4th and 5th grades as follows (Kırkgöz, 2008, p. 1861): "to raise pupils' awareness of a foreign language, promote a positive attitude towards the learning of English language and increase pupils' interest and motivation towards the English language."

After introducing English in primary education, a further innovation followed it. To keep up with the latest reform, the pre-service departments of the Faculties of Education restructured their curriculum. They increased the number of methodology courses and extended the duration of teaching practice periods in primary schools. Moreover, they introduced a new course called Teaching English to Young Learners (Kırkgöz, 2007).

In 2012, Ministry of National Education announced another policy change in Turkish education system (MoNE, 2012). It entails a transition from the 8+4 system, which includes 8-year primary and 4-year high school education, to the 4+4+4 system, which includes 4-year primary, 4-year secondary and 4-year high school education. The most important innovation in this reform in terms of English education is the introduction of English instruction at the 2nd grade rather than the 4th grade. This means that English instruction is implemented to students who are two years younger than before. It is also noted that in the design process of the new English teaching program, the Common European Framework of Reference for Languages (CEFR) has been closely followed: so at 2nd and 3rd grades, speaking and listening are emphasized; reading and writing are introduced as the students become more advanced. It is also emphasized that in each stage, developmentally appropriate tasks should be used in order to foster learner autonomy. The new curriculum also makes it clear that ELT curriculum should be student-centered, and it should improve the learners' communicative performance depending on the communicative language teaching (Kırkgöz, 2008). It is also noted that the language learning environment in schools should be characterized by the following communicative features (MoNE, 2012):

- Communication should be in English as much as possible and focus on real meaning.
- Students should be exposed to English with all different kinds of teaching materials.

- Students should be taught to value their mother tongue and given the impression that they can do the same thing with English when necessary.
- Mother tongue can be used to explain instructions or some concepts.
- Students develop communicative skills in English by learning the language rather than learning about the language.

In order to achieve the above-mentioned language environment, some competences that a primary school English teacher needs to have are required by MoNE (2006). In this needs analysis study, teachers' evaluation of their competences for TEYL is also investigated and the competences revealed by MoNE in 2006 will be referred to:

- Planning and organization

- Competence to plan efficiently for foreign language teaching
- Competence to create a learning setting for foreign language teaching
- Competence to use appropriate materials and sources that are suitable for foreign language teaching process
- Competence to use appropriate methods and techniques
- Competence to use technological sources

-Developing basic language skills in English

- Competence to help students develop effective language learning strategies
- Competence to provide students use the language accurately
- Competence to improve students' listening skills
- Competence to improve students' reading skills
- Competence to improve students' writing skills
- Competence to improve students' speaking skills
- Competence to develop new strategies for the students who needs extra help

- Cooperating with school, parents and society

- Competence to cooperate with families for developing students' language skills

- Competence to cooperate with institutions, organizations, people and make the students aware of the importance of learning a foreign language

- Achieving ongoing professional development in ELT

- Competence to define their own needs for professional development
- Competence to promote their professional development
- Competence to make use of scientific methods, techniques and reflect them in their teaching practices.

2.6. Needs analysis studies

2.6.1. Studies on language teachers' needs

In today's world where the learners' needs and type of knowledge change overnight, naturally teachers' knowledge and competences need to be analyzed through needs analysis methods. Concerning language teachers, this reality has gained more importance as language teaching has shown a substantial shift from the structural teaching of language to the ones focusing on communicative skills (Duman, 2016). In this part, a compilation of the studies on language teachers' needs is presented, though they are few in number when compared with the needs of language learners.

Kusumoto (2008) carried out a needs analysis study for elementary school homeroom (i.e., in an elementary school, the classroom in which pupils in the same grade or division of a grade receive instruction in all subjects except those requiring special facilities) teachers in Japanese context. The need for such a study arose subsequent to the lowering of the age of compulsory English instruction in Japan from high school age to elementary school. In the study, the primary aim was to identify what elementary school homeroom teachers, who were not trained to teach English, needed to learn in order to be able to teach English to young learners. This study also aimed to examine the homeroom teachers' attitude toward the early English education policy and their own English proficiency. With these aims, a questionnaire was administered, and data were collected both quantitatively and qualitatively. It was aimed to be a step towards developing a teacher training program by considering the needs of the homeroom teachers. Homeroom teachers from different elementary schools in a city participated in the study. It was concluded that not all teachers had positive attitudes towards the early

introduction of English, but they had positive attitudes towards gaining pedagogical knowledge as well as professional development. The overall findings of this study suggested that the professional development needs could be approached from two perspectives; target language needs such as improving and maintaining teaching English proficiency and the pedagogical needs such as gaining knowledge and skills for language teaching. In relation with these results, a teacher development program would be prepared. It is important to note that although the target population was different, lowering the age of English instruction and the teachers' attitudes towards policy change was the starting point for the present study.

Another study which focused on in-service training needs of Turkish language and culture teachers was conducted in Germany by Duman (2016). Due to the large-scale immigration from Turkey to Germany in 1960's and 1970's, Turkish citizens formed the largest minority, and Turkish became the second widest spoken language in Germany. Republic of Turkey sent hundreds of Turkish teachers in response to the growing need for Turkish children's education in native language and culture. The participants of this mixed-methods study were 45 teachers out of 550 Turkish language and culture teachers employed in Germany. First, a survey was implemented and then semi-structured interviews were carried out to gather more in-depth information about teachers' in-service training needs. The findings of the study revealed that in-service training programs included some irrelevant topics and they did not always provide connection with the classroom practice. Therefore, the teachers emphasized the need for the practicality of the programs and their relation to their current teaching practices. They maintained that they needed training especially for teaching methods and techniques, generating learner motivation, dealing with multi-grade classes and developing material to be able to teach native language and culture to Turkish children abroad. It was concluded that in-service training programs should be redesigned by including teachers into the process of planning, implementation and evaluation in order to meet their needs and help them gain essential knowledge of effective teaching skills and strategies.

Likewise, Igawa (2008) carried out research on professional development needs of EFL teachers working at secondary or high schools within the context of Japan and Korea. The participants of the study were 44 teachers, including 38 non-native and 6 native

teachers. A professional development questionnaire was administered to the participants. According to the results of this study, the teachers needed to learn teaching skills and methods, improve general communication skills (only for non-native speaking teachers) and increase their own and students' motivation levels. Teaching skills and methods came first, but the teachers considered motivation and communication skill as a prerequisite for their professional development. The researcher maintained that these needs showed differences depending on years of teaching experience.

In the Turkish context, Mede and Işık (2016) carried out a mixed-methods study on the in-service teacher training needs of 60 primary school English teachers practicing at private schools in different cities of Turkey. The study tried to find out teachers' needs considering the adaptation of teaching methods, language skills, technology, classroom setting, teaching practices as well as material development. As data collection tools, a questionnaire, semi-structured interviews and teacher diaries were used. At the end of the study, it was found that most of the participating teachers' needs were about the student-centered process of teaching and learning, and they highly needed an in-service training program on the above-mentioned concepts except for material development. More importantly, it was concluded that training programs, in which teachers' perceptions were involved, could boost their motivation, and as a result, it could influence the classroom practice.

İnceçay and İnceçay (2010) carried out a needs analysis study on English as a Foreign Language (EFL) teachers at a private university preparatory school. Eighteen EFL teachers participated in the study, and data were collected by semi-structured interviews. Twenty-five open-ended questions were asked to the participating teachers to explore the teachers' perceptions of the current curriculum of the university and their needs considering the basic skills and strategies that an EFL teacher needed to have. They identified common curriculum and instruction problems about each skill (listening, writing, speaking, reading) separately and gave suggestions. The biggest problems about listening classes were that students did not know listening strategies, and they were not used to a native English accent as they did not have enough class hours with native speakers. It was suggested that pronunciation practice, strategy training and more time with native teachers should be integrated to the curriculum. In

terms of reading classes, teachers stated that students did not have the habit of reading not only in target language but also in their mother tongue. It was suggested that extensive reading should be supported and graded when necessary. As for writing, according to the teachers, the most common problem was students' not having enough vocabulary. It was suggested that reading and writing should be integrated to present the necessary vocabulary through texts. Finally, teachers argued that speaking was the least important skill for students and the school. It was suggested that students should be given responsibilities such as presentations and debates; only in this way speaking would gain importance.

2.6.2. Studies on learners' needs

In this part, a compilation of the studies on the analysis of learners' needs in curriculum development and course/syllabus design and renewal processes in different programs is presented. A needs analysis study was carried out by Akyel and Özek (2010) to investigate students' needs for the innovation of the ELT curriculum of the preparatory school at an English medium university in İstanbul. Data were collected by using semi-structured interviews and questionnaires. Items in the questionnaire and interviews focused on the importance and effective use of learning strategies related to four basic language skills. The results showed that speaking abilities of learners were ignored by the Prep School and students had great difficulties in speaking English especially during the first two years of undergraduate programs. It was suggested that the proficiency exam prepared by the university should include an oral expression component, and students should be placed based on their performance in the exam.

Another needs analysis study was conducted by Li (2014) on the Business English undergraduates at a university in China. The methodology employed in the study was a questionnaire including students' motivation for choosing Business English, their learning needs and their expectations for teachers' qualifications. The participants were 62 third-year English major students in the Foreign Language Department. It was concluded that students' motivation for choosing Business English was somewhat arbitrary, as some of them did not have a clear view of what they would do and study. In terms of learning needs, teachers' explanation in classes was still the most favored one while some of the students preferred group discussion, role-play and games. As for

teachers' qualifications, most of the students preferred their teachers to have an English major and to have a rich experience in business teaching.

Chostelidou (2010) performed a needs analysis project developed in the context of Greek tertiary education for ESP syllabus design. The aim was to identify the needs of 395 students of accountancy and introduce a needs-based course design. Data came from questionnaires and interviews with the students. The findings of the study revealed that students needed a flexible approach to ESP syllabus design providing practice both in receptive and productive skills, and their expectation was that the newly developed course had to consider their previous learning experience, language proficiency and difficulties they faced while learning.

In addition, Mihalache (2015) carried out a study on the English needs of food engineering students at a university in Romania. A questionnaire was administered to 124 undergraduate students attending the English classes during the four years of diploma studies. The findings of the study showed that they had difficulties in listening, writing and communicating in English, and they wished to improve their competence in these skills in order to be more competitive on the labor market. It was concluded that more ESP courses were needed and ESP course materials should be redesigned in order to satisfy learners' needs.

Soruç (2012) conducted a study to investigate the context and program of an English preparatory school in İstanbul and to suggest new ways and a rationale for making curricular decisions. Data were collected from both questionnaires administered to 105 students and interviews were held with 20 students and 20 teachers who were selected randomly. The results revealed that students generally thought the program emphasized four skills, grammar and vocabulary teaching equally. While the majority of the students were positive about the materials, methods, assessment and interaction with teachers, they complained about the inefficacy and inexperience of teachers. On the other hand, teachers complained about the lack of team spirit and in-service training at the school.

Gerede (2005) carried out a prep school program evaluation study and compared two groups of students; first year graduates of a prep school's former program and first year graduates of the renewed program. Data were collected by questionnaires at two

different times. Analysis showed that the renewed program was far better in meeting students' needs.

Tunç (2010) evaluated student's perceived skill competencies across background variables and examined students' opinions about materials, methods, assessment and teachers at a public university using Context, Input, Process and Product (CIPP) Model. Data were collected by questionnaire, interviews and written documents. It was concluded that students thought that four skills were emphasized equally, but teachers thought that more time should be allocated to speaking and listening skills.

Moreover, a multi-dimensional needs analysis was performed at a university in Turkey (Kırkgöz, 2009). She aimed to investigate students' English language requirements, their academic needs, and the language needs. It was concluded that there was a need to introduce five major innovative changes into the EAP curriculum: The need for more challenging instructional materials; demand for more productive learning, especially in speaking; the need for more challenging out-of-class tasks, which would enable students to be more autonomous; the need for content-based materials, finally the need to redesign the EAP curriculum in such a way that it would enable students to overcome difficulties they experienced in adjusting to their English-medium departments.

2.6.3. Studies on both teachers' and learners' needs

In this part, two studies on the analysis of both learners' and teachers' needs in in different language programs are presented. Salehi, Khadiver, Babaee and Singh (2015) carried out a study on instructors' and learners' needs in the process of an English for Specific Purposes (ESP) medical textbook evaluation taught at some universities in Iran. Questionnaires prepared by two researchers and one interview protocol were used as data collection tools. The participants of the study were 86 freshmen and sophomore students of medicine and 3 Iranian EFL instructors who hold MA and PhD degrees in English. Instructors and learners answered a 28-item questionnaire to express their attitudes towards the content, exercises, and topics of their ESP course book. In addition, some members of both groups participated in an interview to gain in depth information about the study. The result of the study showed that the content, topics, and exercises of the ESP course book were mostly based on the learners' and instructors' needs. However, the learners stated that this textbook did not pay enough attention to

the four language skills. Generally, the reading parts of the textbook were enough in number; but they were not interesting and could not encourage them to read for comprehension. The book was not completely motivating and the exercises and the grammar points were hard to understand. Even though the topics of the textbook were difficult, learners agreed on its variety, and its relevance to their needs. Learners also agreed on the effectiveness of the teaching methodology of the ESP textbook. As for the instructors, they agreed that the grammar points of the textbook were appropriate, interesting, purposeful, and arranged from easy to complex. However, the materials were not interesting and up to date. Although instructors followed the teaching syllabus, they had to prepare more materials for the learners, revise existing materials, use new methods of teaching, and prepare more exercises.

Similarly, Eslami (2010) carried out a needs analysis study with both teachers and students regarding an English for academic purposes (EAP) course in Iran. He claimed that EAP programs were developed without doing a systematic needs analysis from both the students' and instructors' perspective. In this study, he aimed to find out the students' and instructors' perceptions about the problematic areas in EAP programs. A survey was administered to 693 EAP students and 37 instructors. The findings of the study revealed that there were discrepancies among students' and instructors' perceptions, which showed that instructors might not always reflect the students' needs and challenges accurately. While students preferred more learner-centered classes and involvement in class activities, teachers did not perceive teacher-centered classes as problematic and they used grammar translation method with a heavy emphasis on grammar and translation. At the end of the study, it was suggested that teachers should apply various communicative activities to give EAP students chance to practice English in different contexts.

2.7. Conclusion

In conclusion, although there are not many needs analysis studies carried out on teachers, this review of the literature suggests that teachers' needs as well as students' needs should be valued to prepare effective curricula and check the applicability of the curriculum in a given context. In the Turkish context, regulations are generally made in a top-to-bottom manner, so the teachers' perceptions and needs are generally ignored.

Studies also show that teaching English to young learners is a completely different and challenging area in English language teaching.

In the next chapter, information about the setting and participants is given and research design of the study, the data collection and data analysis procedures are presented.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of this study is to analyze teachers' needs when teaching English to 2nd, 3rd or 4th graders after a policy change in the Turkish education system at primary school level. In this chapter, the methodological procedures are given. Initially, the setting and participants of the study are presented. Second, the instruments used during the study are explained and finally, the data collection and data analysis procedures are presented.

3.2. Setting and Participants

This study was conducted at 30 different state primary schools in the city center of Kayseri. The duration of primary education at these schools is 4 years. With a recent policy change, English instruction starts at the 2nd grade rather than the 4th grade, so it lasts 3 years including 2nd, 3rd and 4th grades. Each grade has the same number of class hours, 2 hours a week. Teachers have the advantage of deciding the assessment type. The course books they follow have communicative aspects, and they are expected to focus on listening and speaking skills at lower levels.

As a requirement of the new policy, the Common European Framework of Reference for Languages (CEFR) is closely followed, and 2nd, 3rd and 4th graders are marked as A1 level according to CEFR. Accordingly, students are expected to meet some requirements of this level throughout the three years of English instruction during their primary school education. Communicative functions in A1 level are listed as apologizing, asking for permission; describing people, places, sizes, shapes, weather and daily routines; expressing abilities and inabilities, thanks, feelings, likes and dislikes, obligation and quantity; making simple inquiries, simple suggestions; naming

colors, common objects and the seasons of the years; talking about locations of things, past events, personal possessions, culture; telling the time, days and dates (MoNE, 2012).

The participants of the study were 45 teachers teaching English to 2nd, 3rd and 4th graders. The participant teachers (15 males and 30 females) were chosen randomly and they volunteered to participate in the study. The participants were from different undergraduate areas. The majority of the participants were from English Language Teaching (30) and English Language and Literature (12) departments. There were also three participants from the Linguistics department. Table 1 displays the profile of the participants in terms of gender, age and the department they graduated from.

Table 1. Profile of the teachers

Gender		**Age**	**Department graduated from**
M	F	(mean, range)	English Language and Literature 12
15	30	33.5	
			English Language Teaching 30
			Linguistics 3

The majority of participants had either a Bachelor of Arts or a Master of Arts degree (BA graduates: 37 and MA graduates: 6). Only two of them had their Doctor of Philosophy degree. Table 2 displays the information about the participants' educational background and means of teaching experience in general and at primary school (in general: 9.7 and at primary school: 3.17).

Table 2. Teachers' educational background

Educational Background		**Experience of Teaching English**	**Experience of teaching English at primary school**
Bachelor	37	**Years in total**	**Years at primary school**
Masters	6	(mean)	(mean)
PhD	2	9.7	3.17

Teachers' teaching experience varied from 1 year to 20 years. The distribution of participants' teaching experience in each group (1-4, 5-9, 10-14, 15-29) is nearly equal. However, the distribution of teaching experience at the primary school level is uneven. While the majority of the participants had teaching experience of 1-4 years (33) and 5-9 years (10), only 2 participants had 10-14 years and 15-20 years. Table 3 illustrates the detailed information about the participants' teaching experience in general and at primary school.

Table 3. Years of teaching experience

	15-20 years	**10-14 years**	**5-9 years**	**1-4 years**
General	11	10	14	10
At primary school	1	1	10	33

3.3. Design of the study

In this study, both quantitative and qualitative data were collected in order to increase the validity and reliability of the results. The quantitative data were obtained from a needs analysis questionnaire. The qualitative data were obtained from semi-structured interviews and open-ended questions in the questionnaire. Table 4 shows which instrument answers which research question. The findings of the study will be presented based on each research question.

Table 4. Outline of the questionnaire and semi-structured interviews

RQ1: What are primary school English teachers' perceptions of their background on teaching English to young learners (TEYL)?	**Questionnaire** **Part 1: Background information** Teachers' age, gender, the department they graduated from, grades they are teaching, years of experience 4 open-ended questions on the training programs they have participated to
RQ2: How do they evaluate their competences for TEYL?	**Part 2. Professional needs of English teachers teaching young learners** 17 items about teachers' proficiency levels regarding teaching English to young learners
RQ3: How do the teachers define the characteristics of a TEYL classroom in terms of; a) frequency of English activities used by the teachers	**Part 3. Frequency of English activities used by the teachers** 10 items about the usage frequency of the age appropriate activities
b) the characteristics of a successful TEYL classroom? c) potential problems the teachers expect to face in the current system?	**Semi-structured interviews** 7 questions about a successful TEYL classroom and potential problems

3.4. Instruments

3.4.1. Questionnaire

A needs analysis questionnaire designed by Kusumoto (2008) was adapted to the Turkish context to find the true needs of English teachers working at primary schools while teaching young learners. The questionnaire was chosen because it is easier and more practical to gather a considerable amount of data from a large group of people (Dörnyei, 2003). Likert-scale items were used in part II and III of the questionnaire, based on the Dörnyei's statement that Likert-scale items are simple, versatile and reliable to measure the participants' perceptions effectively. Agreement and use of frequency scales were involved in the questionnaire (Vagias, 2006). The agreement scale in part II consisted of the following descriptors: 1: Strongly disagree, 2: Disagree, 3: Not sure, 4: Agree, 5: Strongly agree. The items were about the professional needs of teachers teaching young learners. The use of frequency scale in part III was furnished with the following descriptors: 1: Never, 2: Almost never, 3: Sometimes, 4: Almost always, 5. Always. The items were about the frequency of English activities used by the teachers.

The questionnaire consisted of three parts. This section aimed at finding out the primary school English teachers' perceptions of their background on teaching English to young learners. The first part was designed to analyze the participants' background information including gender, age, teaching experiences, departments they graduated from and the grades they were teaching. The first part included 4 open-ended questions about teacher training programs they participated in, as well. In the first and second questions, teachers were asked if they received pre-service training about teaching English to young learners or in-service training after they started to work, and if these programs met their needs. In the third and fourth questions, they were asked about their perceptions of the effectiveness of teacher training programs (both pre- and in-service teacher training programs) regarding young learners that they participated in.

The second part was designed to analyze teachers' perceptions of their competences for TEYL. In this part, teachers were asked to indicate their perceptions on 5-point Likert agreement scale for 17 items about their own competences and what they needed to learn in order to teach effectively at the primary education level.

The third part was designed to analyze the frequency of age-appropriate activities used by the teachers in their classes. In this part, teachers were asked to indicate their perceptions on a 5-point Likert frequency of use scale for 10 activities to find out how often they used these activities.

3.4.2. Reliability of the teachers' needs analysis questionnaire

Krathwohl (1998) defines the reliability as "the consistency of an instrument in measuring whatever it measures" (p. 435). According to Litwin (1995), testing the reliability of questionnaire is imperative before using them to collect data from which conclusions will be drawn.

In this study, the researcher adapted the needs analysis questionnaire after a review of the related literature and the previously developed instrument, Kusumoto (2008) with content and format modifications. In order to minimize errors that might prevent the data from reflecting the truth accurately, the internal consistency reliability - the consistency with which all the items are measuring the same thing (Krathwohl, 1998) was measured by using Cronbach's alpha (CA). CA reflects the homogeneity of the scale, that is, the extent to which the different items complement each other in the measurement of different aspects of the same variable (Litwin, 1995).

After the needs analysis questionnaire was piloted with 10 teachers, the reliability of the scale was measured by using CA. The alpha ranged between .86 and .88 for Likert scale items and was .87 for the whole questionnaire. After the questionnaire was administered to 45 teachers, the alpha was measured again. It ranged between .80 and .87 for Likert scale items and was .83 for the whole questionnaire. This result showed that the needs analysis questionnaire was highly reliable because conventionally if CA is $0.80 \leq \alpha < 1.00$, it is interpreted as highly reliable. If it is $0.00 \leq \alpha < 0.40$, it is labeled as not reliable (Kalaycı, 2005, p.405)

3.4.3. Piloting the questionnaire

In order to be sure that the scope of the questionnaire was broad enough to specify the primary school teachers' needs and that the items in the questionnaire were clear and understandable, the questionnaire was piloted with 10 teachers from 5 different schools, two from each. Five of them were teaching 2nd graders, 3 of them 3rd graders and 2 of them 4th graders. Teachers' constructive feedback was taken into consideration to make the necessary changes. Some points were modified; some points, which were not directly related to the purpose of the study, were deleted. An international instructor working at Abdullah Gül University proofread the questionnaire and the grammatical mistakes were corrected. The final version of the questionnaire was presented in Appendix A.

3.4.4. Interviews

According to Serafini, Lake and Long (2015), the reliability is important in a needs analysis; therefore, the information gathering method should be at least from two different sources in order to increase the reliability and validity. Accordingly, in this study, a questionnaire and semi-structured interviews were used as two different sources to gather more detailed data about English teachers' practical needs while teaching young learners.

Interviews aimed to answer the 3rd research question, which is, "How do the teachers define the characteristics of a TEYL classroom; b) the characteristics of a successful TEYL classroom and c) potential problems the teachers expect to face in the current system?"

Semi-structured interviews included 7 open-ended questions. In the first, second and third questions, teachers were asked to describe their most fruitful classes with 2nd, 3rd and 4th graders respectively to gather data on the characteristics of the teachers' successful TEYL classrooms. In the fourth and fifth questions, teachers were asked to give their weaknesses, concerns and some challenges they expected to face when they conducted English classes at primary school level. In the sixth and seventh questions, teachers were asked to elaborate on their teaching experiences and the curriculum they

had to implement while teaching English to young learners. With fourth, fifth, sixth and seventh questions, the aim was to gather information about the potential problems the teachers expected to face in the current system when trying to have a successful TEYL classroom.

3.4.5. Piloting the interviews

Seven interview questions (see Appendix B) were prepared for the semi-structured interview. The interview was piloted on the same days with the questionnaire to the same group of teachers, 10 teachers from 5 different schools, two from each. Their feedback showed that the questions were clear and understandable.

3.5. Data Collection Procedure

3.5.1. Distribution of the Questionnaire

The questionnaire was distributed to 45 primary school English teachers during the 2015-2016 academic year by visiting the schools and giving by hand. The researcher was present while the teachers were completing the questionnaire so that she could explain some points if necessary and make any points more clear.

The teachers were not required to write down their names on the questionnaires thinking that they might feel reserved to give sincere responses. Fifteen minutes were allocated for the administration of the questionnaire, and no problem was encountered during the data collection. When the researcher noticed any kind of answers that were not clear enough, before leaving the school, she kindly asked the participants to clarify those points.

3.5.2. Teacher Interviews

45 teachers from Kayseri were interviewed to get more detailed answers about their practices while teaching young learners. Seven questions in total (Appendix B) were prepared, but as the interview was semi-structured, some additional questions were asked to gather more detailed information when necessary. Prior to the interviews, the interviewees were provided with a copy of the interview questions so as to give them a few minutes to think before the interview started. The interviews were tape recorded

and notes were taken at the same time so that nothing was left out, forgotten or misunderstood. The total number of questions for each interview was different because the researcher asked some follow-up questions according to the participants' responses. The interviews were carried out either in English or Turkish. At the beginning of the interview, the teachers were asked in which language they would be comfortable and the interview was carried out depending on their language preferences. A sample interview was presented in Appendix C.

3.6. Data Analysis Procedure

In this study, both quantitative and qualitative data were obtained. Quantitative data were obtained from the questionnaire and qualitative data from the semi-structured interviews and open-ended questions in the questionnaire. Semi-structured interviews were analyzed according to the qualitative data analysis procedures. To analyze the data, pre-coding and coding procedures were used. Coding refers to separating the data into groups and labelling the thoughts to have a reflection of more extensive perspectives (Cresswell & Clark, 2007). Stake (1995) defines the analysis as "a matter of giving meaning to first impressions as well as the final compilations and making sense of our first impressions is a crucial pre-coding move" (p. 71). Pre-coding involves reading the transcripts carefully, reflecting on them and noting down the thoughts. This pre-coding shapes the thinking about the data and influences the way the researcher will go about coding it.

As a first step to analyze the data gathered via the interviews, the researcher transcribed the interviews. The transcripts were read and re-read carefully, and the thoughts about the data were noted down. Pre-coding process helped the researcher see the extent of data and make some generalizations in terms of codes. The researcher simplified the data while highlighting special features in order to link them to broader topics or concepts in ELT such as classroom management, time management and material development. At the end of the coding process, the researcher sent the categories to the supervisor and she approved them.

The first part of the questionnaire included 4 open-ended questions. The responses the teachers gave about training programs were coded, as well. In the questionnaire, scaled items in part II and III were analyzed using the Statistical Packages for Social Sciences

(SPSS). Descriptive statistics were used for data analysis such as mean, percentages and standard deviation of each item.

3.7. Conclusion

In this chapter, setting, participants, the questionnaire and interviews as the instruments of the study, data collection process and data analysis procedures have been presented. In the next chapter, data analysis, comparisons and the results of the study are given in detail.

CHAPTER IV

RESULTS

4.1. Introduction

In this study, a questionnaire and semi-structured interviews were used as data collection tools. The questionnaire included both open-ended questions and items on a Likert scale. Interviews included seven questions. In this chapter, the results are presented based on each research question. They are displayed in tables for the ease of interpretation.

4.2. Primary school English teachers' perceptions of their background on TEYL

In the first part of the questionnaire, the participants answered four open-ended questions about teacher training programs that they participated in, their effectiveness and the programs they wanted to participate in on TEYL. The results give insight about the participants' perceptions of their background on TEYL.

4.2.1. Teachers' participation to and perceptions of the effectiveness of pre-service teacher training programs

The teachers were asked if they participated in courses on TEYL during their pre-service education and their perceptions of the effectiveness of these courses. Hereafter, this education is going to be referred to as pre-service teacher training program. While nine teachers stated that they did not participate in pre-service teacher training programs on TEYL, the majority, thirty-six, of the teachers stated that they participated in pre-service teacher training programs. In terms of meeting their needs, nine of them stated that the pre-service teacher training programs did not meet their needs and were ineffective, but 25 teachers claimed that these programs met their needs and were really

useful. Table 5 illustrates the number of teachers having participated and not having participated in pre-service teacher training programs and if the programs met their needs or not.

Table 5. The teachers' participation to and the perceptions of the effectiveness of pre-service teacher training programs on TEYL

Pre-service teacher training programs	**Frequency**	**Met the needs**	**Not met the needs**
Participated	36	25	9
Not participated	9	-	-

Nine of the teachers argued that the pre-service teacher training programs did not add anything to their professional development. They focused on just theory and did not provide the participants with practical ideas. One teacher expressed her reflection on the pre-service teacher training program as:

> When I first started working at primary school, I felt that the training programs I participated in during my university education didn't teach me anything. I understood that I needed more time to get experience on teaching young learners. It really needs time, experience and patience. I tried to apply the methods I learned in those training programs; but, as there are too many different kinds of learners, I couldn't apply them. I understood that what I learned was just theory. In practice, it didn't work. (P1)

One teacher's quotation showed the importance of experience rather than training programs:

> Even if training programs are very helpful, they cannot be more helpful than teachers' own experience. Experience is the most important thing while dealing with young learners because the teachers can find solutions to problems and use creative teaching methods as they get more experience. (P2)

On the other hand, twenty-five teachers claimed that they were really useful, and after they started to work, they made use of the techniques, methods and approaches they learned in the teacher training programs. Most of the teachers commented on the usefulness of the internship experience they had during their university education. They experienced a real teaching environment before they started to work, which contributed a lot to their professional development. They maintained that they learned

developmental stages of young learners and how to behave towards them. One teacher elaborated on his/her experience as:

> Thanks to the pre-service teacher training programs I participated in, I am aware that young learners learn in a variety of ways, sometimes by watching and listening; and sometimes by imitating and doing things. Keeping this in mind, I am trying to plan my lessons with different activities; some sitting, some standing and some moving. I don't focus on their mistakes. I encourage them to do whatever I say and to not be afraid to join the activities. I am trying to make sure that they feel comfortable in the classroom. (P3)

Even if classroom management was a big problem with young learners, the teachers learned strategies to overcome this difficulty. One teacher explained how he/she overcame this difficulty:

> The training programs taught me how to communicate with children with a smiling face all the time. I also learned to put myself in their place and act like them, which is the key for classroom management. If they don't see me as an authority in the classroom, coping with them is easier for this age group. (P4)

Another teacher described the pre-service teacher training programs as very useful in that they included the practical issues and gave him/her a chance to apply what he/she learnt:

> Our lecturer shared experiments on practical issues rather than theoretical ones. Thanks to my lecturer, I learned to be endlessly patient with young learners to overcome their learning problems. Before I started teaching, I was ready for countless questions, repetition of even very basic subjects and so on. The best part of those training programs for me was that we learned methods and techniques by applying them in the classroom to our classmates. We sang songs, played traditional child games and behaved like a child. Those programs are still unforgettable for me. (P5)

4.2.2. Teachers' participation to and perceptions of the effectiveness of in-service teacher training programs

Thirty-one teachers stated that they did not participate in any kind of in-service teacher training programs about teaching young learners whereas 14 teachers stated that they participated in these programs. In terms of meeting their needs, while five of them stated that the training programs did not meet their needs, nine teachers claimed that

these programs met their needs and were really useful. Table 6 shows the number of teachers having participated and not having participated in in-service teacher training programs after they started to work and if the programs met their needs or not.

Table 6. The teachers' participation to and the perceptions of the effectiveness of in-service teacher training programs on TEYL

In-service teacher training programs	**Frequency**	**Met the needs**	**Not met the needs**
Participated	14	9	5
Not participated	31	-	-

When compared with pre-service training, the number of teachers not having participated in in-service teacher training programs was a lot more. According to the teachers' statements, in-service teacher training programs included online courses, summer courses, British Council teacher training courses, seminars and conferences. Five of them maintained that they were not realistic for crowded classes and difficult to apply at state schools. So, they did not meet their needs. One teacher explained what he/she thought about the use of these teacher training programs:

> I don't believe in the usefulness of these training programs. They include methods, techniques and strategies that are impossible to apply at state schools in Turkey. They show the ideal classrooms with 12 to 20 students, but I have 40 students in my classes. Some other teachers have 50 students. Authorities should revise these programs by considering the facts of the Turkish education system. (P6)

Another teacher commented on the difficulty of instructing in the target language in crowded classes in that the students became bored and disinterested:

> In these trainings programs, the experts show the ideal and standard ways to teach a foreign language. For instance, they emphasize the importance of instructing in the target language without using the native language and doing pair/group works to increase the communication between students. The idea is really good, but when I try to do them, I lose nearly half of the class during the lesson due to the class size. (P7)

Another teacher stated that these teacher training programs should focus on individual differences of the students:

> Training programs in general give some ideas while dealing with young learners, but they are not comprehensive enough to focus on details. As we know, all students are coming from different cultures and environments; so we cannot expect them to behave in the same way during the lessons. These training programs should teach the teachers to be sympathetic towards cultural differences in the first place and behave accordingly. To achieve this, I suggest that the training programs should be extended to a certain period of time during the year and the scope should be broadened. (P8)

The other nine teachers claimed that they were very useful and met their needs in terms of teaching young learners. During these training programs, they improved their speaking skills and gained fluency in speaking, which helped them to instruct in English. They learned teaching methods and strategies which attracted young learners' attention. One of the teachers expressed his/her opinion about the effectiveness of the courses he/she participated in:

> I took two different courses organized by the Ministry of National Education focusing on new approaches and techniques about young learners. We reviewed our prior knowledge and practiced pair/group work, jigsaw puzzles, useful games and icebreakers. We shared our outcomes with other teachers and discussed pros and cons. (P9)

As one teacher stated, these programs helped the teachers follow up-to-date techniques in ELT, as well:

> From these training programs, I learnt that the key is to draw the students' attention with games, songs and different activities. I think that young learners learn easier than older learners. They listen to their teachers more carefully and whatever they learn becomes permanent in their minds. By using professional judgment shaped by the training programs and the right approach, the teachers can have very successful classes. (P10)

In order to see the overall picture, Table 7 shows the teachers' responses on the effectiveness of both pre- and in-service teacher training programs about young learners.

Table 7. Effectiveness of teacher training programs about young learners in general

Effectiveness of training programs	**Frequency**
Effective	25
Partially effective	12
Ineffective	8

While twenty-five teachers claimed that the teacher training programs were effective, eight teachers stated that the training programs were useless and ineffective. On the other hand, twelve teachers described the teacher training programs as partially effective.

4.3. The teachers' competences for TEYL

In the second part of the questionnaire, it was aimed to find professional needs of English teachers teaching young learners. This section included 17 items that were selected by reviewing the literature and are really important for English teachers teaching young learners. Therefore, in this part, the participants were given 17 items on a Likert scale and were asked to rate the items according to their needs.

Tables 8 and 9 show the professional needs of English teachers teaching young learners. The items were ordered from the highest mean scores on the 5-point Likert scale to lowest mean scores. The means are simply mathematical average of the responses with 1 point assigned for *strongly disagree*, 2 for *disagree*, 3 for *not sure*, 4 for *agree* and 5 for *strongly agree*. In general sense, teachers responding with 1 (strongly disagree) would have low means and with 5 (strongly agree) would have high means. Furthermore, standard deviations and percentages of teachers choosing 'strongly disagree', 'disagree', 'not sure', 'agree' and 'strongly agree' were presented in the table.

Table 8: Professional needs of English teachers teaching young learners (Higher scores)

Educational Scopes	M	SD	SDA	D	NS	A	SA
I1 Useful Games	4.84	0.36	-	-	-	15.6	84.4
I2 Easy English songs	4.75	0.57	-	2.2	-	17.8	80
I6 Websites for useful teaching materials	4.55	0.69	-	-	11.1	22.2	66.7
I16 How to develop materials	4.55	0.62	-	-	6.7	31.1	62.2
I14 Useful teaching materials and how to use them	4.53	0.78	-	2.2	11.1	17.8	68.9
I5 English activities suitable for young learners	4.48	0.66	-	-	6.7	31.7	61.7
I17 The purpose of English education at primary school	4.48	0.62	-	-	6.7	37.8	55.6
I15 How to choose materials	4.44	0.78	-	2.2	11.1	26.7	60
I13 English language pedagogy that suits young learners	4.42	0.72	-	-	13.3	31.1	55.6

Note: M- Mean, SD- Standard deviation, SDA- Strongly disagree, D- Disagree, NS- Not sure, A- Agree, SA- Strongly agree

Table 8 shows the needs with highest mean scores. Useful games, easy English songs, websites for useful teaching materials, how to develop materials, useful teaching materials and how to use them, English activities suitable for young learners, the purpose of English education at primary school, how to choose materials and English language pedagogy that suits young learners have higher means ranging from 4.84 to 4.42. It is important to note that standard deviations of these items are all below 1, which shows the agreement among the participants. Useful games have the highest mean score, 4.84. 84.4% of the teachers stated that they strongly agreed on the need of being familiar with useful games for young learners. None of the teachers rated this item as ‘not sure’, ‘disagree’ and ‘strongly disagree’. It showed that a high number of teachers needed to learn useful games to teach young learners effectively. Easy English songs have the second highest mean score with 4.75. 80% of the teachers rated this item as ‘strongly agree’. Only 2.2% of the teachers did not feel need for easy English songs. Websites for useful teaching materials and how to develop materials have the third highest mean, 4.55. 66.7% and 62.2% of the teachers stated that they strongly agreed on the need of learning useful websites and developing materials for young learners respectively. It is important to note that none of the teachers rated this item as ‘strongly disagree’ and ‘disagree’. Approximately all the teachers felt the need for websites for useful teaching materials and how to develop materials. Table 8 shows that English language pedagogy that suits young learners has the lowest mean in this table, 4.42 which means that the teachers did not need to learn language pedagogy for young

learners as much as the other items. Additionally, none of the teachers rated 'strongly disagree' for the items and only three teachers (2.2%) rated 'disagree' for easy English songs, useful teaching materials and how to use them, and how to choose materials which shows that they did not feel competent enough in any of the items in Table 8.

Table 9. Professional needs of English teachers teaching young learners (Lower scores)

Educational Scopes	M	SD	SDA	D	NS	A	SA
I8 How to link units and lessons across classes	4.17	0.74	-	-	20	42.2	37.8
I4 English activities suitable for the developmental stages of children	4.16	0.66	-	-	36.7	33.3	30
I7 How to make a one-hour lesson plan	4.15	1.01	-	6.7	26	33.3	30
I11 Various English language pedagogy	4.08	0.76	-	2.2	17.8	48.9	31.1
I3 Culture of foreign countries	4.04	0.70	-	-	22.2	51.1	26.7
I12 Methodology of cross-cultural understanding	4.00	0.73	2.2	-	24.4	44.4	28.9
I9 How to develop a one-year curriculum	3.97	0.86	3.3	-	35	40	21.7
I10 Introduction to second-language acquisition theory	3.80	0.94	4.4	-	28.9	44.4	22.2

Note: M- Mean, SD- Standard deviation, SDA- Strongly disagree, D- Disagree, NS- Not sure, A- Agree, SA- Strongly agree

Table 9 shows the lower scores for professional needs of English teachers teaching young learners. The areas the teachers needed less are how to link units and lessons across classes, English activities suitable for the developmental stages of children, how to make a one-hour lesson plan, various English language pedagogy, culture of foreign countries, methodology of cross-cultural understanding, how to develop a one-year curriculum and introduction to second language acquisition theory. As can be seen in table 9, the rates for 'strongly agree' dropped sharply. It ranges from 37.8 – 21.7%. Table 8 shows that the rates for 'strongly agree' range from 84.4 to 55.6%, which means that the teachers did not need to improve the items in table 9 as much as the items in table 8. Introduction to second language acquisition theory has the lowest mean, 3.80. 4.4% of the teachers rated this item as 'strongly disagree'. None of the participants rated 'disagree', and majority of them felt the need to learn the theoretical part of second language teaching. How to develop a one-year curriculum has the second lowest mean, 3.97. 3.3% of the participants rated 'strongly disagree', but none of them rated 'disagree'. Methodology of cross-cultural understanding has the third lowest mean, 4.00. 2.2% of the participants rated 'strongly disagree', but none of them rated

'disagree'. As can be seen in table 9, none of the participants rated the other items as 'strongly disagree'.

Among all the items in this section, how to make a one-hour lesson plan is the only one whose standard deviation is over 1. It is significant as it shows the rate of agreement among the participants is the lowest one. Finally, 6.7% of the participants rated 'disagree' for how to make a one-hour lesson plan.

Some of the teachers' responses to the open-ended questions in the questionnaire tend to support the results of the Likert scale items. When the teachers' responses to the open-ended questions regarding the areas they want to improve more are considered, 22 of the teachers stated that they needed to learn more English games and activities to feel competent enough while teaching young learners, which is in parallel with the Likert-scale items. Table 8 shows that useful games have the highest mean and 84.4% of the teachers felt the need to learn more games. In the open-ended questions, the teachers added some more areas to the items in the tables 8 and 9. Table 10 shows the areas the teachers wanted to improve to feel more competent while teaching 2nd, 3rd and 4th graders.

Table 10. The Areas the teachers wanted to improve more

The areas	**Frequency**
English games and activities	22
How to motivate young learners	10
How to teach vocabulary	3
How to teach pronunciation	3
Classroom management	2
How to teach grammar	1
Ne need to improve	4

Subsequent to English games and activities, the second area the teachers wanted to improve was how to motivate students. Ten teachers stated that students' attention span was too short and attracting their attention depended on increasing their motivation. If they understood the importance of learning English and could practice what they learned in class in their daily life, it would be easy to teach them. Three teachers wanted to learn how to teach vocabulary efficiently. They stated that the students forgot the words they learned easily, so they wanted to use the most efficient way to make their

learning permanent. Three teachers wanted to teach pronunciation more effectively. They stated that they did not have problem with 2nd graders as they did not know reading as well as 4th graders, but they had difficulty in teaching pronunciation to 4th graders because of the discrepancy between spelling and pronunciation of the words. They wanted to learn the ways to overcome this difficulty by considering their learning characteristics. Two teachers wanted to gain experience on how to cope with young learners and how to solve disciplinary issues. One teacher wanted to teach even grammar with games and activities, but he did not know how to achieve this.

The other four teachers claimed that they had enough experience and were already aware of the young learners' learning characteristics, so they did not need to participate in any kind of teacher training programs to improve any areas.

4.4. The characteristics of a TEYL classroom

4.4.1. Frequency of English activities used by the teachers

In the third part of the questionnaire, the participants were given 10 items on a Likert scale that included English activities and asked to rate how frequently they used them in the classroom. Table 11 shows the activities with the highest frequencies used by the teachers. The items were ordered from the highest mean scores on the 5-point Likert scale to lowest mean scores, 1 assigned for *never*, 2 for *almost never*, 3 for *sometimes*, 4 for *almost always* and 5 for *always*. Furthermore, standard deviations and percentages of the items were presented in the table.

Table 11. More frequently used activities by the teachers

Item	Activities	M	SD	N	AN	S	AA	A
I1	Playing games in English	4.08	0.84	-	2.2	24.4	35.6	37.8
I2	Singing English songs	3.97	1.07	2.2	8.9	17.8	31.1	40
I4	Memorizing and performing simple conversations	3.80	0.84	2.2	6.7	28.9	33.3	28.9
I5	Role-playing	3.80	0.84	-	8.9	20	53.3	17.8
I7	Introducing languages in different contexts	3.71	0.89	-	11.1	24.4	46.7	17.8

Note: M- Mean, SD- Standard deviation, N- Never, AN- Almost Never, S- Sometimes, AA- Almost Always, A- Always

Table 11 illustrates that playing games in English, singing English songs, memorizing and performing simple conversations, role-playing and introducing languages in different contexts are most frequently used activities. Playing games in English has the highest mean, which is 4.08. It is important to note that none of the teachers rated 'never' for playing games in English, and only 2.2% of the teachers rated 'almost never'. The rest of the participants, 98.3%, responded as 'sometimes', 'almost always' and 'always'. Among these, 'always' has the highest score with 35%. Singing English songs has the second highest mean. In total, 11.1% of the teachers responded 'almost never' and 'never'. Compared to playing games, singing English songs was rated to be used less frequently. 88.9% of the participants rated singing English songs as 'sometimes', 'almost always' and 'always'. 'Always' has the highest score with 40%. Memorizing and performing simple conversations and role-playing have the same mean scores, 3.80. It shows that teachers' perceptions were similar to each other for memorizing and performing simple conversations, and role-playing. For these items, the ratings for 'always' are lower. 28.9% of the participants rated 'always' for memorizing and performing simple conversations and 17.8% for role-playing. It should be highlighted that none of the teachers rated 'never' for role-playing and introducing languages in different contexts.

Table 12 illustrates less frequently used activities by the teachers in a TEYL classroom.

Table 12. Less frequently used activities by the teachers

Item	Activities	M	SD	N	AN	S	AA	A
I8	Introducing holidays and festivals of their country	3.44	1.03	2.2	15.6	35.6	28.9	17.8
I10	Introducing various local and foreign foods	3.40	0.98	2.2	11.1	48.9	20	17.8
I3	Playing with words	3.35	0.93	-	15.6	48.9	20	15.6
I6	Reading English picture books	3.17	0.98	2.2	20	48.9	15.6	13.3
I9	Introducing holidays and festivals of other countries	3.08	0.92	4.4	17.8	48.9	22.2	6.7

Note: M- Mean, SD- Standard deviation, N- Never, AN- Almost Never, S- Sometimes, AA- Almost Always, A- Always

Introducing holidays and festivals of their country, introducing various local and foreign foods, playing with words, reading English picture books and introducing holidays and festivals of other countries have lower means. Reading English picture books and introducing holidays and festivals of other countries have the lowest mean with 3.08 and 3.17 respectively. Introducing holidays and festivals of other countries was rated

'never' by 4.4% of the teachers, which is the highest score for 'never', and 'almost never' by 17.8%. The highest score for introducing holidays and festivals of other countries is 'sometimes' with 48.9%. It should be pointed out that only 6.7% of the teachers rated 'always' for introducing holidays and festivals of other countries. 2.2% percent of the teachers rated 'never' for reading English picture books and 20% of the teachers rated as 'almost never'. It shows that approximately 22.2% of the teachers did not give a lot of importance to reading English picture books. For playing with words, none of the teachers rated 'never' which means that all the teachers played with the words during their lessons. Finally, the standard deviation of introducing holidays and festivals of their country is over 1, which shows the discrepancy among teachers' views.

When all the items in table 12 are considered, it can be concluded that the teachers sometimes used them, as 48.9% of the teachers rated 'sometimes' for introducing various local and foreign foods, playing with words, reading English picture books and introducing holidays and festivals of other countries, and 35.6% for introducing holidays and festivals of their country.

4.4.2. The characteristics of a successful classroom with 2nd, 3rd and 4th graders

Semi structured interviews were also used as a research tool. Semi-structured interviews included 7 open-ended questions asked to 45 teachers to gather data on their practices while teaching young learners. In the first, second and third questions, the teachers were asked to describe their successful classes with 2nd, 3rd and 4th graders to gather data on the characteristics of the teachers' classes with those grades. In the fourth and fifth question, teachers were asked to elaborate on their weaknesses, concerns and some challenges they faced when they conducted English classes at primary school level. In the sixth and seventh questions, teachers were asked to provide some extra comments about their teaching experiences and the curriculum they had to implement while teaching English to young learners.

4.4.2.1. The teachers' successful classes with 2nd graders

Table 13 shows the characteristics of successful classes the teachers had or wanted to have with 2nd graders.

Table 13. The characteristics of successful classes with 2nd graders

Characteristics	Frequency
The use of audio, visual and audio-visual materials	17
Vocabulary knowledge	10
Motivation of the students	7
The use of body language	3
Role-plays and dialogues	2
Effectiveness of lesson plans	2
More practice in and out of class	2
More contact hours	2
Total:	45

Seventeen teachers stated that they had successful classes when they used audio, visual, audio-visual materials and games. As audio materials, they used CDs, songs including pop music, rock music, slow music, jazz chants and xylophone. The teachers stated some visual materials they used to make the lesson successful such as flashcards, puppets, pictures, drawings, children's picture books and bulletin boards to stick real animal pictures. One of the teachers described his most successful lesson as such:

> While teaching animals, I used flashcards. I drew a football pitch on the board and placed animal flashcards facing back on it. I prepared a small match presentation. I divided the students into two groups and wanted them to find the animals when I said their names. Who found the animal faster won the competition. (P11)

Bulletin board was also considered as an important visual material. The teachers who used it changed its context frequently. For example, if the context was animals, they found colorful animal pictures and decorated the board with them in an attractive way. When the context changed, they would change the pictures and organization, as well. By this way, they helped students to be more aware of the context of that lesson or week. One teacher believed that bulletin boards created a nice atmosphere in the classroom:

> It is really funny to use bulletin boards in the classroom. They make the classroom nice and colorful. If you include the students in the process of preparing these boards, it enhances their creativity and the cooperation among them. Of course, they are not just for fun; they should have a purpose. I am sure that whatever I stick on bulletin boards help the students learn the words about topic of that lesson easily. It is especially good for visual learners. (P12)

According to the teachers, puppet was an important instrument to attract the attention of students, as well. They thought that they were especially useful while teaching vocabulary for greeting. In terms of audio-visual materials, videos were commonly used materials to teach any kind of daily objects or common words. They also pointed out that if audio, visual and audio-visual materials were integrated while playing games, the lesson turned into a more effective one.

Ten teachers described their most successful lessons in relation with vocabulary knowledge and instruction. With 2nd graders, their first aim was to teach students to tell the name of the objects when they saw it. They pointed out that if the students knew very basic words, it would be really easy to build on it. When they learned to use two to three words together, it made the teachers' job easier. If they could achieve it, it would be a big step towards learning a language. One of the teachers claimed that in each lesson, students should learn at least 10 words, and they should be able to use them in their daily life; otherwise, language teaching and learning would turn into a burden for students and teachers. In terms of pronunciation of the words, one teacher thought that 2nd graders pronounced the words better than 3rd and 4th graders as they did not try to pronounce the words as they read.

Seven teachers emphasized the importance of the students' motivation to have a successful class. One of the teachers stated that the students' interest and curiosity towards learning a foreign language were crucial to make the lesson enjoyable and successful:

> 2nd graders are more enthusiastic than 3rd and 4th graders even if their attention span is too short. They enjoy learning English. They see it as a game. Motivating 2nd graders by finding and bringing the right materials to the class is very easy. (P13)

Teachers also gave importance to the coordination between family and the teacher. As the students are too young, they are very dependent on their families and their ideas, which forces teachers to incorporate families into the education process.

For example, one teacher asserted that

> parents have a great role in the motivation of students. Parents should give importance to English and lead their children in this direction. Parents are the first role models for the students, which means that whatever they do and say is correct. Therefore, parents should emphasize the importance of learning English for their children's future life by sharing their own experiences or giving real life examples. (P14)

Three of the teachers stated that as the students were too young, they wanted to feel close to their teachers. One teacher claimed that there was a direct relationship between positive attitudes/emotions towards the teacher and the class:

> If students learn and love English at this age, their love and interest will continue all through their education. We can't disregard the relationship between the teacher and the motivation of students. If a student doesn't like the teacher and the way he or she teaches, then there is no way to make them like learning English. (P15)

The other eleven teachers attached most importance to role-plays, dialogues, use of body language, effectiveness of lesson plans, more practice in and out of class, and more contact hours with students. They stated that 2-hours of class each week was not enough. Students quickly forgot what they learnt. Instruction should be at least 4 hours a week to be effective.

As an evaluation of the overall 2nd grade curriculum, six teachers stated that although it could be improved, it was good, applicable, enjoyable and realistic. It was mostly based on audio-visual drills that gave joy to young learners. The topics were interesting enough to attract the attention of 2nd graders.

4.4.2.2. The teachers' successful classes with 3rd graders

Table 14 shows the characteristics of successful classes the teachers had or wanted to have with 3rd graders.

Table 14. The characteristics of successful classes with 3rd graders

Characteristics	**Frequency**
The use of audio, visual and audio-visual materials	18
Teaching vocabulary efficiently	7
Motivation of the students	7
Doing projects	4
Speaking activities	3
Role-plays	3
Small class size	3
	Total: 45

Eighteen of the participant teachers emphasized the importance of audio, visual, audio-visual materials and games for 3rd graders, as well. They stated that when compared with 2nd graders, they used more visual aids to make the lessons attractive for 3rd graders. They played games, but not as much as with 2nd graders. As the students' reading and writing skills were better at the 3rd grade, the teachers could make use of writing activities and projects. Four of the teachers thought that doing projects as an in-class activity worked very well for 3rd graders. One of the teachers described his best in-class project as such:

> While teaching shapes, I wanted students to bring colorful papers, scissors and glue. They drew shapes randomly on colorful papers and cut them. The next step was to create an object by using those shapes and stick them on their notebook. I suggested them to write the name of the objects in English and shapes they used to create those objects. Creating something new and using what they learnt entertained the students a lot. (P16)

Another teacher asked some students to bring everyday objects and let other students guess by touching, smelling and seeing. At the end, she asked them to draw their guess on colorful papers and hung them to the noticeboard. Seven teachers described their most successful lessons in connection with teaching vocabulary in an effective way in accordance with 3rd graders' proficiency level. At the 3rd grade, grammar instruction starts, as well. The teachers thought that students were really interested in using new vocabulary and grammatical structures to make short sentences. If a teacher could balance these two components of language teaching, it would make the lesson productive for the students. Seven participant teachers stated that motivation of the students was really important. If they were ready for the lesson and motivated enough to

do whatever they were supposed to do, the teacher could be more productive during the lesson. They maintained that 3rd graders were more motivated than 2nd graders in terms of learning vocabulary as they learned basic words at the 2nd grade. The other nine of the 45 participant teachers pointed out the importance of more speaking activities, role-plays and small class sizes. One participant teacher attached great importance to role-plays:

> While I was teaching family members, I wanted students to choose someone in their families and act like them. Some of my students acted like the mother, father, grandfather or grandmother by trying to use the limited vocabulary they learned. They wore make-up, artificial moustache, beard and scarf. I noticed that they observed their family members very well. Even very shy students wanted to perform as they enjoyed a lot the others' acting. Role-play made that lesson unforgettable for my students and me. Role-play is a good way to see the students' creativity and merit in using what they already know. (P18)

4.4.2.3. The teachers' successful classes with 4th graders

Table 15 shows the characteristics of successful classes the teachers had or desired to have with 4th graders.

Table 15. The characteristics of successful classes with 4th graders

Characteristics	Frequency
The use of audio, visual and audio-visual materials	16
Speaking activities	9
Role-plays	5
Motivation of the students	4
The use of body language	4
Focusing on all skills equally	4
Small class size	3
	Total: 45

Sixteen teachers stated that their lessons were productive when they used audio, visual, audio-visual materials and games for 4th graders, as well. According to teachers' statements, flashcards were the most commonly used material. They used them in every part of the lesson (e.g., while teaching grammar, vocabulary etc.) They thought that games were still very enjoyable for 4th graders, but they did not have much time to play games due to the exam-based system. Parents and administration wanted teachers to do more practice for the exams instead of focusing on just speaking.

Nine of the participant teachers thought that their lessons were very successful when students did speaking activities such as introducing themselves, expressing their feelings and creating short dialogues. Five teachers pointed out the importance of role-plays to have an enjoyable lesson with young learners. One of them described her most successful lesson as:

> While teaching health problems, I entered the classroom with a scarf and plaster on my finger. I painted my eye with black. I had a thermometer in my mouth. I acted as a sick person. By this way, they learned the words about health and health problems. I am sure that they won't forget those words. We enjoyed a lot. I believe in the magic of role-plays! (P19)

Four teachers emphasized the importance of students' motivation. They claimed that if they were willing and enthusiastic enough to learn a new language, it would create a positive teaching environment, which affected the teachers' motivation, as well. One teacher compared 2nd, 3rd and 4th graders regarding their motivation levels as:

> Teaching 4th graders is easier when compared with 2nd and 3rd graders because language becomes more concrete for them, and their curiosity and enthusiasm level is really high. However, it should not be forgotten that 4th graders' needs are different from those of 2nd and 3rd graders' as they are becoming teenagers. (P20)

The other 11 participants claimed that vocabulary teaching, use of body language, small class size and focusing on all skills equally helped teachers to have productive and efficient lessons.

As an evaluation of the overall 4th grade curriculum, four teachers stated that it was applicable and realistic. For one unit, they had four weeks to cover everything in that unit, and it was more than enough. Topics were related to daily life, which made learning easier.

4.4.3. Potential problems the teachers expect to face in the current system

The teachers were asked to elaborate on the potential problems they expected to face in the current system including their weaknesses, concerns and some challenges they faced when they conducted English classes at the primary school level. Table 16 shows the weaknesses of teachers while teaching young learners.

Table 16. The teachers' weaknesses

Weaknesses	**Frequency**
Finding right material	10
Lack of experience in teaching English to young learners	7
Classroom management	6
Keeping students' attention	5
Time management	4
Cooperation with the parents	2
Lack of technological equipment	1
No weaknesses	10
	Total: 45

Ten teachers stated that finding right material for young learners was their first weakness. Seven teachers thought that their biggest weakness was lack of experience in teaching English to young learners. They stated that they did not receive specific training for teaching English to young learners, so they had difficulty in simplifying their instruction according to students' level and age. They wanted to teach in English, but they did not know how to simplify the language they used for young learners to make them understand. One teacher pointed out that he used body language all the time to make them understand, which made his job harder and tiring. One of the teachers maintained that as young learners were too active, it was really hard for her to keep pace with them all the time.

Six teachers complained about the difficulty of classroom management at the primary school level. They stated that classrooms were too crowded and they were not suitable for language teaching. Because of the large classrooms, they could not do and apply whatever they wanted. They thought that group work and pair work are an indispensable part of language teaching, but due to the constant and loud noise, they did not want to do group and pair work. According to the teachers, another problem was that as the students were too young and did not know how to ask questions, they started to ask questions at the very same moment, which was very hard to stop. It took time to calm them down. As the students had countless questions, classroom management in those classes turned into a burden for the teachers. They maintained that balancing active and passive students was really hard in large classrooms. They wanted to be fair towards students and made everyone speak equally in a class period, but class size did not allow this.

Ten participants stated that the most difficult part of teaching English to young learners was about materials. They felt that it was their responsibility to make the lesson enjoyable by finding and bringing the right material to the classroom, but they knew that finding the right material, developing age and level-appropriate material and adaptation of materials according to young learners required time and extra training. They wanted to gain experience in this area to achieve the objectives of the lesson with the right material.

Five teachers had problem with young learners' short attention span. Two teachers stated that the younger the student was, the harder it was to teach English. The 2nd graders' concentration was really poor. During the lessons, they struggled a lot to keep their attention, but students lost their interest quickly and started to deal with something else or talk with their friends. When this happened, they felt really weak and incompetent. They were aware of the need to find different kinds of energizing activities for the students as they were too energetic during the lessons. Seven teachers had weaknesses in time management, cooperation with parents and lack of technological equipment in their classrooms.

One of the teachers felt weak about the exam-based system at primary school level:

> At primary school level, the test-based system makes our job harder. Our job, especially with the 2nd graders, is really hard. They don't know how to write, so I don't teach them writing; but at the end of the year they have a test that includes 10 questions. The book is full of games and songs. The curriculum requires teaching with games and songs, but they are not tested. I really don't know what to do and how to teach. (P21)

The other ten teachers stated that they did not have any of kind weakness and they felt themselves ready and competent to teach English to young learners. The teachers had a wide range of concerns and challenges in different areas while teaching at primary school level, as well. Table 17 illustrates these concerns and challenges.

Table 17. The teachers' concerns and challenges

Concerns and challenges	Frequency
Finding right visual, audio and audio-visual materials	6
Students' difficulty in learning vocabulary	4
Students' lack of interest in learning a language	4
Not doing enough practice	4
Unsuitability of the course books	3
Large class size	3
Not having enough experience in teaching English at primary school level	3
Not enough teaching hours	2
Not sharing the same native language	2
No concerns and challenges	14
	Total: 45

Six teachers considered finding the right visual, audio and audio-visual materials the biggest challenge of teaching English at the primary school level. Four teachers were concerned about the inability of students to learn vocabulary especially at the 2nd grade as they did not know how to write and read appropriately. They stated that they forgot the words easily, and it took time to revise the same words in every lesson to make them permanent.

Four teachers expressed their concerns about students' lack of interest in learning a language. Students did not see learning English as a necessity. They just studied to pass the course. Because their parents had the same thoughts about English, it made the teachers' job harder in terms of motivating students.

Three teachers thought that the biggest challenge at primary school level was the unsuitability of the course books for young learners. They claimed that books were very difficult, dense and boring. They should include more games and enjoyable activities. One teacher expressed a similar concern with regard to the content of the course books:

> Students can understand oral instructions easily, but they do not understand written instructions at the 2nd grade. In order to reinforce oral instructions, book contents should be adapted accordingly, instructions should be recorded and the book should include more listening activities such as story telling. (P22)

One of the teachers maintained that the 2nd grade book was really bad and it did not reflect his/her culture. According to two teachers, not sharing the same native language

or a common language was a big challenge. It made communication with students impossible. Four teachers expressed their concern that students could not do enough practice outside the classroom, and their exposure to English was not enough. This was the biggest problem in the Turkish education system. Two teachers maintained that the lack of opportunities for speaking outside the classroom made learning English all through primary, secondary and high school difficult. Eight teachers expressed their concerns about large class sizes, not having enough experience in teaching English at primary school level and not enough teaching hours. At primary school level, all grades have 2 hours in a week. They suggested that they should have at least 4-hours of English instruction a week to be effective.

One of the teachers expressed another concern regarding the students' different proficiency levels in the same classroom:

> I am really concerned about the proficiency level differences of students in the classroom. I strongly suggest that the students should be placed according to their proficiency level to make the teaching environment more homogeneous, productive and effective. (P23)

As an evaluation of the overall 2nd, 3rd and 4th grade curricula, as mentioned before, none of the teachers complained about the 2nd grade curriculum. However, seven teachers stated their opinions on the 3rd grade curriculum. Only one teacher claimed that it was applicable. The others had problems about the curriculum. It was stated that it was far beyond the students' level, difficult to apply and the topics were not interesting. The objectives were not realistic and they should be simplified. This curriculum needed more speaking-based texts and situations.

Eight teachers expressed their concerns about the 4th grade curriculum. They pointed out that the grammar topics were far beyond their level and unnecessary for that age group. The themes were complex and the book did not include enough pictures, audio-visual materials and activities. Teachers should use their creativity to make———each lesson simple and understandable.

Three teachers expressed their concerns about the grammar-based system for the 3rd and 4th graders:

> It is not necessary to teach grammar in the way curriculum dictates and the books are not ideal ones. They are so crammed with grammar and they do not have enough activities to do more practice. The objectives of the book are far beyond the students' level. Target behaviors are hard for them. They should be prepared more carefully to meet the needs of young learners. (P24)

The other twelve teachers stated that they did not have any concerns about teaching English at primary school level.

4.5. Conclusion

The purpose of this study was to investigate the needs of primary school English teachers while teaching young learners considering the teacher training programs they participated in, the teachers' competences on TEYL, and the characteristics of a TEYL classroom in terms of the frequently used activities, successful TEYL classes and potential problems the teachers expected to face in the system.

Responses to open-ended questions showed that most of the teachers got pre-service teacher training programs about teaching young learners and most of them stated that they were efficient, while they complained about the inefficient way that in-service teacher training programs were presented as well as the scarcity of those programs.

Mean values for the most frequently used activities that are appropriate for young learners showed that playing games and singing English songs were the two most frequently used ones. With regard to mean values for professional needs of the teachers, results indicated that they needed to learn more games and easy English songs, which is directly related to the findings about the most frequently used activities. They needed to improve themselves about whatever they used to be effective in the classroom setting. In terms of the potential problems they expect to face while teaching young learners, finding and creating right materials and challenges of being an EFL context came to the fore.

In the next chapter, the findings of this study, implications for teachers' needs while teaching young learners and limitations of the study are discussed and further research topics are suggested.

CHAPTER V

DISCUSSION

5.1. Overview of the study

This study aims to explore primary school English teachers' needs while teaching young learners after a policy change in Turkey. To gather data regarding the teachers' needs, questionnaire and interviews were used as data collection devices. The participants of this study were 45 primary school English teachers working at state schools in Kayseri. The first research tool of this study, questionnaire, was distributed to teachers to obtain data about their needs while teaching young learners at the primary school level. The second research tool, semi-structured interviews, were conducted with 45 teachers working in Kayseri to gather more in-depth information about the characteristics of their successful classes with young learners, concerns, challenges and potential problems they expected to face while teaching them.

Teachers' responses to open-ended questions in the questionnaire and interviews, which were transcribed by the researcher, were analyzed qualitatively by coding. When coding qualitative data, the researcher looked for recurring patterns and themes, and formed the categories. The responses to the questionnaire were analyzed quantitatively by calculating the frequencies, means and the standard deviations of the items.

5.2. Discussion of Findings

5.2.1. Primary school English teachers' perceptions of their background on teaching English to young learners (TEYL)

To gather data for the first research question, which is "What are primary school English teachers' perceptions of their background on teaching English to young learners

(TEYL)?", the teachers were asked open-ended questions. The findings of the questions showed that more than half of the teachers did not participate in in-service teacher training programs although it is a big chance for teachers' professional development and successful implementation of changes in curriculum (Uysal, 2012). This finding is consistent with Küçüksüleymanoğlu (2006) who points out that in-service teacher training programs in Turkey are insufficient in number. Bayrakçı (2009) claims that the reason for the insufficient number of in-service teacher training programs is the lack of professional staff and a systematic in-service training model.

On the other hand, fourteen out of 45 teachers participated in in-service teacher training programs and nine of them stated that they affected their teaching practices in a positive way. The others stated that they were irrelevant to classroom practices, unrealistic and difficult to apply in real classroom settings, so they did not benefit from these training programs. According to Daloğlu (2004), the reason for limited benefit is that topics for in-service teacher training programs are identified by other people, not by the teachers themselves. Teachers are not involved in the process of identifying relevant topics for their own classroom setting. That is why in-service teacher training programs rarely address individual needs and concerns, which is also in parallel with the findings of Duman (2016). He concluded that in-service teacher training programs should be redesigned by including teachers into the process of planning, implementation and evaluation of these programs in order to meet their needs. This finding is consistent with Kumaravadivelu (1994) who argues that there is a shift in pedagogy from the method to the post method. He points out that teachers should be the focus of the teaching/learning situation and suggests that teachers should be empowered with necessary knowledge and skill. Only in this way can the teachers become professionals.

Güven and Çakır (2012) carried out research on the relationship between primary school English teachers' self-efficacy beliefs and the in-service teacher training programs they participated in. They aimed to find if primary school English teachers' efficacy beliefs varied considering their participation to in-service teacher training programs. The study revealed that participating in in-service teacher training programs did not increase their self-efficacy, which is similar to the findings of the present study as the majority of the teachers did not report a significant contribution of such programs.

The number of teachers participating in pre-service teacher training programs on TEYL was higher when compared with in-service teacher training programs. Only nine out of 45 teachers stated that they did not participate in pre-service teacher training programs on TEYL, while the other thirty-six teachers participated in these programs, and surprisingly, twenty-five of them stated that they were really effective. Only nine of them claimed that they were useless and ineffective. The results showed that the quality of pre-service teacher training programs on TEYL was better and the participation rate was higher than in-service teacher training programs.

Yüksel (2012) claims that being successful at the teaching profession depends on both taking quality pre-service training and developing oneself through in-service teacher training programs, which is in parallel with competences revealed by MoNE (2006). MoNE emphasized the importance of teachers' competence to achieve ongoing professional development in ELT in terms of being competent to define their own needs for professional development, promote their professional development, make use of scientific methods, techniques and reflect them in their teaching practices. Yüksel (2012) maintains that in Turkey, with social development and policy changes, very important educational reforms have been introduced regarding the improvement in teacher education in terms of pre- and in-service teacher training programs. However, the teachers' responses do not support this idea because they only valued the pre-service teacher training programs that they participated in during their university education, and stated that they all made use of the knowledge they learned during these training programs. In accordance with this finding, CoHE (2006) revealed that these programs cover subject areas including the differences of young learners (aged between 5-12) in terms of language learning skills, learning styles and strategies, appropriate activities and materials to teach vocabulary, language skills and structures. In these practical programs, students are asked to give presentations and do micro-teaching with particular attention to classroom management, presentation of language and practice.

According to six teachers, the problem with in-service teacher training programs was the little opportunity given for putting theoretical knowledge into practice. When pre-service teacher training programs are evaluated in terms of applied courses and practice, it could be stated that this problem has been largely solved in pre-service teacher training programs; that is why most of the teachers benefit from them. In his study,

Uztosun (2016) reached similar findings about the effectiveness of pre-service teacher training programs. He sought to determine pre-service teachers' views about the effectiveness of pre-service teacher education on teaching English at primary schools. Ninety-three pre-service teacher participants out of 157 stated that the pre-service teacher education program equipped them with necessary theoretical and practical knowledge and they perceived themselves ready to teach at primary schools.

5.2.2. The teachers' competences for TEYL

To gather data for the second research question, which is "How do the teachers evaluate their competences for TEYL?", the teachers were given 17 items on a Likert-scale. The findings showed that the teachers were already aware of the fact that primary school children have the highest ability to learn a foreign language, as pointed out by Muro and Kottman (1995), and the key to attract their attention is the age-appropriate games and activities that give joy to students which is also in parallel with Holmgren (1996) and Crookal (1990). Holgrem (1996) points out that the major activity for young learners is games, but he adds that art, such as coloring, cutting, drawing and pasting activities should be included in the curriculum. Crookal (1990) argues that games are advantageous as they reduce anxiety and improve learners' self-confidence. With the help of games, learners are not afraid of punishment or criticism, which results in practicing the target language freely. Crookal (1990) maintains that games are student-focused activities, so they require the active involvement of learners. In his opinion, learners and teachers change their roles and learners take active roles in their own learning process. Therefore, games provide learners to direct their own learning.

Pinter (2015) supports the idea of learners' involvement in their language learning process. She argues that choice is an important step towards taking more responsibility and making decisions. When a choice is made, the learner will do the activity with more engagement and observe the consequences of their choice. This will help them become reflective learners and see their own weaknesses and strengths. The findings of this study differ from Pinter's (2015) argument. The findings revealed that the teachers provided a variety of activities for the students, but none of the teachers reported to give the students freedom of choice of the materials, which might be due to crowded classrooms or the teachers' unwillingness to lose the authority.

Another distinction between what is suggested in the literature and the findings of this study is regarding the study environment. Brewster, Ellis and Girard (2001) claim that knowledge should be acquired innately with the help of a rich and stimulating environment instead of forcing the students to learn new skills. In open-ended questions, very few of the teachers pointed out the environment and how to make it rich and stimulating. This finding contradicts with the teacher competencies revealed by MoNE (2006), which requires the teachers' competence to create a stimulating learning environment for foreign language teaching.

An important area that teachers wanted to improve was all about materials: how to adapt, how to choose, how to develop and how to use them. The importance of teachers' competence in using appropriate materials and suitable sources for foreign language teaching process was also highlighted by MoNE (2006). In addition, in 2012, MoNE suggested that the communicative nature of the language should be emphasized by the use of authentic materials, drama, role-plays and so on. As the teachers were aware of this approach at the primary school level, they wanted to use or develop the right materials to stress the communicative nature of the language. Accordingly, Daloğlu (2004) states that teachers can improve the quality of instruction through ensuring the quality of materials.

5.2.3. The characteristics of a TEYL classroom

5.2.3.1. Frequency of English activities used by the teachers

To gather data for the third research question, which is "How do teachers define the characteristics of a TEYL classroom in terms of the frequency of English activities they use?", the teachers were given 10 items on a Likert-scale. The findings from the items showed that the most frequently used activity by the teachers was playing games. None of the teachers rated this item as 'never'. As Djiugunovich (1995) suggests, children take a positive attitude towards learning English, which is derived from their enjoyment of the classroom and language games. As mentioned before, the majority of the teachers is aware of this fact and tries to make use of games as much as possible.

The second frequently used activity was singing English songs. This finding is in line with what has been suggested in the literature. Gardner (1993) argues that musical

intelligence is the first intelligence to emerge in young learners. In parallel with this argument, Paquette and Rieg (2008) note that songs could be used at every phase of language lessons and to teach a variety of language skills, such as vocabulary, pronunciation and rhythm. Hill-Clarke and Robinson (2003) maintain that songs improve listening and oral development, and more importantly, improve attention and memory. The importance of songs has also been highlighted in the Turkish context by Ersöz (2007), Sarıçoban and Metin (2000) and Şevik (2012). Sarıçoban and Metin (2000) point out that the repetitive nature of songs are especially valuable for non-English speakers as they hear the word and phrases repeatedly which makes them easy to follow and difficult to forget. Şevik (2012) suggests that the development of listening skills should be given priority in the Turkish context. To do that, the use of songs as listening materials should be promoted. Ersöz (2007) also suggests that while designing a syllabus for young learners, the focus should be on the communicative aspect of the language, and the syllabus should include songs, stories and rhymes, all listening-focused activities.

Burke (2006) suggests that learning a language seems to be one of the things that young children are especially good at, and teachers should make use of this advantage as much as possible by using communicative activities such as cued and simple dialogues, role-plays, information gap activities and so on. In parallel with Burke, in this study it was concluded that the third and fourth most frequently used activities were memorizing and performing simple dialogues and role-plays. The teachers in the Turkish context gave importance to dialogues and role-plays. Especially for role-playing, none of the teachers rated it as ‘never’ that showed all teachers used role-plays even if the frequency differed.

Another result of this study was about introducing different contexts while teaching English. Hughes (2003) states that activities should consist of real language activities, which are not empty classroom activities. Children should be given the opportunity to interact with each other in a meaningful way; for example, carrying out a survey about their favorite fruit rather than drilling names of fruit with no context. She suggests recycling input in different contexts to create a meaningful and motivating learning environment. Wright (1995) adds that contextual language teaching promotes motivation and becomes useful, fun and interesting for children as they are connected

with things familiar to them. Participant teachers rated introducing language in different contexts as the fifth frequently used activity, and none of them responded as ‘ never’, which showed that the teachers followed current trends on English language teaching and the new curriculum model presented by MoNE. In the new model, it is argued that language learning must be taught within a context and used for real communicative purposes rather than practiced as an abstract exercise (MoNE, 2012).

The other items in the second part of the questionnaire were generally about introducing different cultures including both foreign and native cultures. The teachers were asked to rate the frequency of introducing holidays, festivals and food of both their own country and foreign countries. The results showed that the teachers were keener on introducing their own country’s holidays, festivals and food. They chose to introduce items which the students were already familiar with. They might think that teaching familiar items would be easy and meaningful for the students. This result differed from the studies in the literature (Freudenstein, 1991; Sukarni, 2003). Freudenstein emphasizes the importance of introducing other cultures rather than local cultures. He claims that introducing other cultures helps students to develop tolerance towards people from different cultures. They become aware of the differences around the world. In the long run, students develop mutual understanding between nations. MoNE (2012) has also adopted the approach of Elyıldırım and Ashton-Hay (2006). They are in favor of presenting elements of both the target language and international cultures in a positive, non-threatening and equal manner.

5.2.3.2. The characteristics of a successful classroom with 2nd, 3rd and 4th graders

To gather data for the second subtitle of third research question, which is “How do teachers define the characteristics of a successful classroom with 2nd, 3rd and 4th graders?”, the teachers were asked three questions in the form of a semi-structured interview. The teachers were asked to evaluate the grades separately, and the results were analyzed accordingly. The findings from these three questions showed that the teachers had their most successful classes with all grades with the use of audio, visual and audio-visual materials. This finding is consistent with Pakkan (1997) who points out that effectiveness of visual materials in language teaching has been universally

acknowledged, and it is assumed that visual materials make the lesson easier, more lively and interesting for the learners. She maintains that audio materials give learners a chance to practice with spoken materials without teachers, enabling them to present many different native speakers' voices in class. Finally, she states that audio-visual materials combine sound and image, and provide a great deal of contextualization, the importance of which was discussed before.

Another highly ranked quality for all grades was the motivation of students. The teachers were aware of the fact that motivation is one of the key components of learning a language, especially for young learners as stated by Dörnyei (2001) and Ellis (1994). Winke (2005) points out that the teachers' job is to motivate students by developing or finding interesting, enjoyable and engaging tasks, which means that they should motivate students intrinsically. Wu (2003) states that intrinsically motivated students are eager to learn, explore new ideas and expand their knowledge by engaging in activities for the satisfaction of understanding something new. Similarly, in this study, the teachers wanted to motivate students by creating the right activity so that students would enjoy the activity itself which shows that if learners are intrinsically motivated, they can develop positive attitudes towards the learning process and become a part of this process. This finding also differs greatly from previous studies such as Ho (2002), Li (1998) and Copland, Garton & Burns (2014), who believe that young learners do not understand the purpose of learning English, so it is really hard to motivate them.

It is important to note that for the 2nd and 3rd graders, the teachers ranked motivation as the third important quality, but for the 4th graders, they ranked it as the fourth quality. It showed that teachers attached more importance to motivation for the 3rd graders than the 4th graders. This finding could be explained by Johnstone's (2002) claim that for the first grade, positive attitudes about learning English depend on the enjoyment of the classroom, games and activities which motivate them, but by age nine, the students see the classroom activities as learning rather than playing. This time learning motivates them. Camerun (2003) also focuses on the development of literacy skills while learning a foreign language. He claims that literacy skills are sufficiently developed and automatized at the age of nine, and they support language learning to a great extent. As the 4th graders are around 9 years old, it is clear that they use the advantage of

sufficiently developed literacy skills in their English classes, which increases their motivation when compared with the 2nd and 3rd graders.

Another common quality that the teachers expressed for all grades was speaking activities including role-plays and dialogues. In the new curriculum model for the primary school level, it is clearly stated that for grades 2 through 4, the main emphasis is on listening and speaking. Reading, writing and grammatical structures are not a focus for these grades (MoNE, 2012).

5.2.3.3. Potential problems the teachers expect to face in the current system

To gather data for the third subtitle of the third research question, which is

"How do the teachers define potential problems they expect to face in the current system?", the teachers were asked 3 questions in a semi-structured interview. At this point, it is important to group the problems depending on their sources. The first group of problems results from the teachers' own lack of competences or experiences, such as not having enough experience in teaching English at the primary level, cooperation problems with the parents, finding the right material, and time and classroom management. The second group stems from the students themselves, such as difficulty in learning vocabulary, not doing enough practice and lack of interest in learning a foreign language; in other words motivation problems. The final group arises from the system itself such as lack of technological equipment, unsuitability of the course books, large class sizes, not enough teaching hours and inapplicability of the curriculum.

A study carried out by Tılfarlıoğlu and Öztürk (2007) on the problems of teachers teaching 4th and 5th graders in the former system concluded that teachers of these grades were not specially trained for the purpose of teaching students at this age. They suggested that the teacher must be an excellent model to motivate and stimulate the children constantly. In the new system, students start earlier and the teachers need more training, but participants of this study stated that they did not receive adequate training on TEYL.

Among the problems of students, motivation problems and not doing enough practice became prominent. Most of the teachers complained about students' lack of motivation. However, Tılfarlıoğlu and Öztürk (2007) claim that children are very curious in their

nature, so this is motivating in itself, but they maintain that due to their short attention span and difficulty in concentrating, teachers should involve them in something active. So, it can be concluded that it is not only the students' problems, but also the teachers' teaching problem, as well. The second problem is not having enough practice out of the class. Kızıldağ (2009) points out that it should not be forgotten that Turkey is a foreign language context for language learning, so it leads to serious problems about practicing out of the class. She maintains that unless students are enrolled in a private school or visit an English speaking country, it will remain as a big problem due to the nature of the context.

The last group of problems includes the ones about the system itself. In their study, Tılfarlıoğlu and Öztürk (2007) revealed that the very crowded classroom affected English teachers negatively, which is in parallel with the findings of this study. The teachers stated that because of the large class size, they could not apply group/pair work activities as they might lead to classroom management problems in a TEYL classroom. In terms of curriculum problems, Kızıldağ (2009) notes that the lack of appropriate materials, instructionally unsuitable approaches and poor planning of the curriculum double the negative consequences of the system. These findings show the case in the former system. The findings of the present study showed that classroom size was still a big problem. However, the ones about curriculum differed. Most of the teachers stated that the 3rd grade curriculum was neither realistic nor applicable, but they were generally happy with the 2nd and 4th grade curriculum. According to teachers' responses, the worst one was the 3rd grade curriculum. They thought that the transition from 2nd to 4th grade was not smooth; the objectives of the 3rd grade curriculum were not realistic.

5.3. Pedagogical Implications

As mentioned above, this study was carried out to find the primary school English teachers' needs while teaching young learners. It is a well-known fact that young learners have different characteristics when compared with adolescent and adult learners. Keeping this in mind, the teachers teaching at the primary school level should be more aware of the students' characteristics to be effective in the classroom setting. The present study showed that they already knew the characteristics, but they did not feel fully competent while teaching English to young learners. The teachers reported to

make use of the games, songs, activities that were appropriate for young learners, but they did not let the students choose which one they wanted. They can provide students with a variety of materials and let them choose which one and how to deal with. In this way, the students can learn to be autonomous, which will affect all their educational life in a positive way. Moreover, young learners are curious by their nature, so teachers should arouse their curiosity with a rich and stimulating environment. The teachers can find more coloring, cutting, drawing and pasting activities to make the classroom colorful. That might motivate students, as they create their own pieces of art.

Prior to the policy changes and development of new curricula especially at the primary school level, teachers' views and suggestions should be taken into consideration because they are the main implementers of the new curricula. The success of the system is related to the readiness and success of the teachers, as well. The study showed that authorities in this field did not ask teachers for their opinions, suggestions or needs to be met before the change. They could arrange some in-service teacher training programs focusing on TEYL and aiming to increase the teachers' competence, and more importantly, these programs should be realistic and applicable to real classroom settings. Teachers should be included in the process of choosing the topics and deciding the objectives of these programs. Otherwise, training programs do not have any effect on the teaching practices of the teachers. On the other hand, the teachers stated that they were well trained with pre-service teacher training programs. However, it is important to note that the authorities should also provide in-service training programs to help teachers develop their professional skills.

In addition, the results indicated that contextual teaching gained importance in the Turkish context. The teachers tried to present language items in different contexts, and they thought that it was the most efficient way to teach young learners. In addition, they tried to present whatever students were familiar with, which made the learning faster and easier. The only problem here is that the teachers introduced local cultures more than other cultures, holidays, festivals and food of Turkey. It is for sure very important and can motivate students more as they are already familiar with them, but introducing other cultures might be beneficial for students to be aware of the differences around the world.

The study also showed that the teachers were trying to do their best to find or create the right materials while teaching young learners. However, due to the students' short attention span, they had difficulty in finding various kinds of activities to keep their attention throughout the lessons. They claimed that material development was a kind of professional skill that some teachers might not have. Most of the teachers wanted to improve themselves in this field. In order to meet the teachers' needs, authorities should provide teachers with rich materials while developing the curriculum or organize teacher training programs on how to develop materials to make them self-sufficient.

With regard to classroom management, most of the teachers had difficulty in doing pair/group works, as the classes were too crowded for language teaching. They claimed that whenever they tried to do this type of activity, they could not stop the constant noise, which caused them to step back. They knew that it was the easiest way and not the correct one as pair/group work is very important in English classes, but they could not find any other solution with such a big number of students. According to the teachers, facilities in state schools were improving day by day even if the pace was slow. Setting up language laboratories in every state school, organizing the schedule in an efficient way and dividing the classes at least into two might give teachers a huge relief.

After the discussion of the findings and pedagogical implications of the present study, some limitations of it and suggestions for future research are presented in the following section.

5.4. Limitations of the study

The study investigated 45 primary school English teachers' needs working at state schools. All the participants were from Kayseri. As the research was done with a limited number of participants, the results of the study may not be generalized to other teachers working at different schools and cities in Turkey. However, it is likely to reflect the teachers' needs working in the city center of Kayseri.

5.5. Suggestions for future research

Because of the time constraint, participants were limited to the teachers who volunteered and lived in Kayseri. To grasp a broader perspective of the primary school English teachers' needs in Turkey, data could be collected form English teachers working in different regions of the country, which would also increase the number of the participants.

Moreover, it is important to note that although data from the questionnaire and interviews were analyzed quantitatively and qualitatively, it would have been interesting to observe the classes and interview with the administrators of some schools, which would have given insight from the point of administration.

While analyzing teachers' needs, categorizing them according to the faculty they graduated from would give insight to see if the department of graduation is correlated with the teachers' needs.

5.6. Conclusion

The research investigated the needs of primary school English teachers considering the teachers' perceptions of their background on TEYL, their competences on TEYL, and the characteristics of a TEYL classroom in terms of frequently used activities, successful TEYL classes and potential problems the teachers expected to face in the system.

The study revealed that a majority of the teachers were trained on the learning characteristics of the young learners, but that was not enough for them to be fully confident about teaching young learners. The teacher training programs they participated in included pre-service and in-service teacher training programs. It was concluded that in-service teacher training programs did not have much effect, but pre-service teacher training programs had a greater effect on teachers' teaching practices. In terms of the most frequently used activities by the teachers, playing games, singing English songs, memorizing and performing simple conversations and role-plays became prominent in the Turkish context. When the teachers' professional needs were considered, the results showed that they needed to improve whatever they did most frequently. They needed to learn more games, songs and activities to be more effective

while teaching young learners. The teachers stated that they had their most successful classes with all grades with the use of age-appropriate audio, visual and audio-visual materials. On the other hand, it was concluded that the biggest problem they faced to have a successful class was access to the right and level-appropriate materials.

The results of the study and the pedagogical implications proposed in this chapter might be used to meet the primary school English teachers' needs through training programs and to solve the problems stemming from the curriculum and the system itself.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

NEEDS ANALYSIS FOR PRIMARY SCHOOL ENGLISH TEACHERS

Dear Colleagues,

This questionnaire was prepared to collect data for a thesis study carried out at Erciyes University, MA ELT Program. The study aims to gather data about your needs while teaching young learners after the policy change in Turkey. Part I of the questionnaire consists of questions about personal information, educational background, the training programs you received and their effectiveness. In part II, some activities are presented and you are asked to rate them according to the frequency you use them in your classes. In part III, some educational areas are presented and you are asked to rate them according to the strength of your belief to improve those areas. There are no correct or incorrect answers in the questionnaire. Your ideas are very important because they will provide valuable information concerning your needs while teaching at primary school level. All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Participation to the study is voluntary-based. You can respond either in English or in Turkish.

Part I: Background Information

Please circle the appropriate response and/or fill in the blanks below;

1. Sex: Male/Female

2. Age:

3. City:

4. Education: Bachelor/ Master/ PhD

5. I graduated from: Department of English Literature ( )
Department of English Linguistics ( )
Department of English Language Teaching ( )
Other:

6. What grade or grades do you currently teach? Grade 2 ( ) Grade 3 ( ) Grade 4 ( )

7. Experience of teaching English: At Primary School ( ) Number of years ( )
At Secondary School ( ) Number of years ( )
At High School ( ) Number of years ( )
Other:

8. Have you ever received teacher training for teaching English to young learners after you started to work? Has it responded to your needs? Please give details about how it has responded.

9. Have you ever received teacher training for young learners before you started to work? Do you feel that it has responded to your needs while you are teaching to young learners now? Please give details about how it has responded.

10. What are your impressions about these training programs in terms of their effectiveness? Do you feel comfortable now while teaching English to young learners?

11. What would you like to learn if you had teacher training on teaching English to 2nd, 3rd and 4th graders?

Part II. Professional needs of English teachers teaching young learners

Please indicate how strongly you agree and disagree with each of the statements listed below and circle the number that best corresponds to the strength of your belief.

To teach English at the primary level more effectively, I would like to know/learn the following better:	**Strongly disagree**	**Disagree**	**Not sure**	**Agree**	**Strongly agree**
Useful games	**1**	**2**	**3**	**4**	**5**
Easy English songs	**1**	**2**	**3**	**4**	**5**
Useful lesson plans	**1**	**2**	**3**	**4**	**5**
Culture of foreign countries	**1**	**2**	**3**	**4**	**5**
English activities suitable for young learners	**1**	**2**	**3**	**4**	**5**
Websites for useful teaching materials	**1**	**2**	**3**	**4**	**5**
How to make an one-hour lesson plan	**1**	**2**	**3**	**4**	**5**
How to link units and lessons across classes	**1**	**2**	**3**	**4**	**5**
How to develop a one-year curriculum	**1**	**2**	**3**	**4**	**5**
Introduction to second language acquisition theory	**1**	**2**	**3**	**4**	**5**
Various English language pedagogy	**1**	**2**	**3**	**4**	**5**
Methodology of cross-cultural understanding	**1**	**2**	**3**	**4**	**5**
English language pedagogy that suits young learners	**1**	**2**	**3**	**4**	**5**
Useful teaching materials & tools and how to use them	**1**	**2**	**3**	**4**	**5**
How to choose materials	**1**	**2**	**3**	**4**	**5**
How to develop materials	**1**	**2**	**3**	**4**	**5**
The purpose of English education at primary schools	**1**	**2**	**3**	**4**	**5**

Part III. Frequency of English activities used by the teachers

Please circle the number that best corresponds to the frequency of use of the activities in your classes.	**Never**	**Almost N**	**Sometimes**	**Almost always**	**Always**
Playing games in English	**1**	**2**	**3**	**4**	**5**
Singing English songs	**1**	**2**	**3**	**4**	**5**
Playing with words (i.e., tongue twister)	**1**	**2**	**3**	**4**	**5**
Memorizing and performing simple conversations	**1**	**2**	**3**	**4**	**5**
Role-playing (i.e., salesperson and customer)	**1**	**2**	**3**	**4**	**5**
Reading English picture books	**1**	**2**	**3**	**4**	**5**
Introducing languages in different contexts (i.e., greetings, sayings. etc.)	**1**	**2**	**3**	**4**	**5**
Introducing holidays and festivals of your own country (i.e., Eids, Independence Day etc.)	**1**	**2**	**3**	**4**	**5**
Introducing holidays and festivals of other countries (i.e., Halloween, Christmas, etc.)	**1**	**2**	**3**	**4**	**5**
Introducing various local and foreign foods (i.e.showing pictures, tasting)	**1**	**2**	**3**	**4**	**5**

Thanks for your cooperation.

APPENDIX B: INTERVIEW QUESTIONS

1. Can you describe a successful class that you have had with 2nd graders?

2. Can you describe a successful class that you have had with 3rd graders?

3. Can you describe a successful class that you have had with 4th graders?

4. What are some of your weaknesses when you conduct English lessons at primary school level? (e.g. I can't adapt materials for young learners.)

5. What are some of your concerns or challenges regarding teaching English at primary school level?

6. What do you think about grade 2, 3 and 4 curricula? Are they applicable and realistic for young learners? Why/why not?

7. Can you please express any additional comments about your experience with English education at primary school level (i.e. difference between 2nd, 3rd and 4th graders)?

APPENDIX C: SAMPLE TEACHER INTERVIEW

1. R. Can you describe a successful class that you have had with 2nd graders?

P. If you want a successful class, you have to prepare bulletin boards in class and you have to use it very effectively. You have to change its context frequently. It should depend on the unit and the theme. I try to use and decorate it every lesson. Secondly, I prepare authentic materials according to the lesson I will teach. I try to use a song every lesson because these graders like songs very much. In order to be efficient, I use body language, gestures, mimic most of the time. I have many things, but this paper is not enough for this☺

2. R. Can you describe a successful class that you have had with 3rd graders?

P. While teaching shapes I wanted them to bring colorful papers, scissors and glue. They drew shapes and cut them. Then they formed another shape by using these ones, suh as car, house, person, tree etc. I wanted them to stick the shapes on their notebooks and wrote the names of the shapes with their colors. They enjoyed the lesson because they actively participated to the lesson.

R. How often can you use such kind of activities?

P. Not very often. The classes are very crowded and it is really hard to control students.

3. R. Can you describe a successful class that you have had with 4th graders?

P. While I was teaching health problems, I entered the class with a scarf on my head, a plaster on my finger. I painted my eye with black. There was a thermometer in my mouth. Students were really surprised when they saw me. That lesson was great. I could teach most of the health problems in one lesson. As they are more conscious than 2nd and 3rd graders, they can easily make sentences by using the new vocabulary they have learnt. Furthermore, they are willing and enthusiastic to speak in every chance. Their favorite activity is role-playing, acting like a singer, waiter, client etc.

4. R. What are some of your weaknesses when you conduct English lessons at primary school level? (e.g. I can't adapt materials for young learners.)

P. I can't keep their attention all the time. Their attention span is too short. I mean classroom management is one of my weaknesses.

R. Do you have any other weaknesses apart from classroom management?

P. The curriculum is too difficult for the students. I think themes, the grammar topics are not suitable for children. Objectives are not realistic enough to be reached in one lesson. As the classes are too crowded, I can't use the materials easily and it takes much time to play games. I mean that time management is my second weakness in crowded classrooms.

5. R. What are some of your concerns or challenges regarding teaching English at primary school level?

P. They haven't got enough chance of communicating in English. They should do more practice. Students only speak English in the class and they don't use it outside the classroom. As a result, English is accepted by primary school students as just a 'lesson', but not as something they are going to use. They and their parents aren't aware of the importance of learning English as a widely spoken language.

6. R. What do you think about grade 2, 3 and 4 curricula? Are they applicable and realistic for young learners?

P. I don't think they are applicable.

R. Why do you think so?

P. Young learners want to see what they have been learning in their real life experiences. However, curriculum topics, objectives don't provide this. Topics are not interesting and enjoyable. They include lots of grammatical rules. I can also say that there are too many topics to learn in a year. I think topics should be decreased to have more time to play games, sing songs. Our books are really useless. I think a book for these grades should include a lot of pictures, colorful activities and listening activities.

7. R. Can you please express any additional comments about your experience with English education at primary school level?

P. If they are taught effectively, they are eager to learn another language; so, I am trying to be more careful and make them willing to learn this language. I know that if they learn and love English at this age, their love and interest will continue and they will have a second language in the future. To achieve this, teacher shouldn't make students bored with English. They should behave sensitively towards their students. If students don't like the teacher and the lesson, there is no way to make them love this language again.

R. What can you say about the differences between the grades?

P. 4th graders are much more conscious about learning a language than 2nd and 3rd graders. 2nd and 3rd graders like games and music. They are more willing to learn new vocabulary with games, songs and enjoyable activities.