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ABSTRACT

This study investigates the effects of the Teaching English to Young Learners (TEYL) course on primary English language teachers' perception of their current levels of the TEYL competencies and classroom practices in Turkey. It also examines teachers' suggestions for the improvement of the TEYL courses offered in the English Teaching programs of universities, considering their classroom practices and their evaluation of the sufficiency of these courses for preparing well-trained English language teachers who will work with young learners. The study is conducted with 108 teachers who work at both private and state primary schools in Turkey and the data were collected through both a questionnaire and a semi-structured interview. The quantitative data analysis of the questionnaire was conducted via IBM SPSS Amos Version 23 program to see if there was a difference between teachers who took the TEYL course in pre-service education and the ones who did not in terms of their perception of current levels of TEYL competencies, and if in-service training programs play a role for the acquisition process of these TEYL competencies. The qualitative data analysis of the semi-structured interview is conducted through the Nvivo 12 software program to see the effects of the TEYL course on teachers' classroom practices and teachers' suggestions for the improvement of the TEYL course when they consider their classroom practices and evaluate the sufficiency of the courses for preparing well-equipped primary English language teachers.

The results showed that teachers perceived themselves mostly competent in "Planning and Organizing Teaching" and "Managing Teaching" categories compared to the "Knowing Young Learner" category. On the other hand, teachers who took the TEYL course in their pre-service education were found to perceive themselves more competent in the competencies related to "Theoretical and Practical Knowledge", "Knowing Young Learner" and "Competence in English" categories when compared with the teachers who did not. Teachers who participated in any in-service program about TEYL were found to perceive themselves more competent in the skills related to "Theoretical and Practical Knowledge" category than teachers who did not participate.

The results of the semi-structured interviews showed that teachers felt most comfortable in material design, preparing lesson plans, knowing young learners, and managing teaching successively while they felt least comfortable in classroom management. The problems they experienced in the classroom were found to be related to the behavioural problems of the young learners, characteristics of the young learners, knowing the young learners and classroom management successively. When considering these classroom practices, they evaluated the benefits and deficiencies of the TEYL course in a way that while they found the TEYL course beneficial for fostering the acquisition of the skills related to the "Theoretical and Practical Knowledge", Planning and Organizing Teaching" and the "Material Design" (sub-node of the Planning and Organizing Teaching) categories, they found the TEYL course deficient because of being unrealistic and unpractical.

Considering the benefits and the deficiencies of the TEYL course, three-quarters of the participants did not find this course sufficient in preparing qualified teachers for working with young learners in terms of being unrealistic, unpractical and not-specific while nearly 15% of the participants found them sufficient in terms of providing the learners with theoretical and practical knowledge. Based on these results, participants mostly suggested that the TEYL course should be practice-based via school visits or practicum in primary schools. Also, they suggested that instructors should be well-equipped, courses should be realistic, and they should focus on classroom management, respectively.

Keywords: improvement of the TEYL course, primary English language teachers, TEYL competencies, TEYL course

ÖZET

Bu çalışma, Çocuklara İngilizce Öğretimi dersinin, ilkokulda çalışan İngilizce öğretmenlerinin çocuklara İngilizce öğretimindeki yeterliliklerine ilişkin algılarına ve sınıf uygulamalarına etkilerini araştırmaktadır. Ayrıca, öğretmenlerin sınıf içi uygulamalarını göz önünde bulundurarak, Çocuklara İngilizce Öğretimi dersinin iyileştirilmesi ve bu dersin çocuklarla çalışacak iyi eğitimli İngilizce öğretmenleri hazırlamak için yeterliliklerinin değerlendirilmesi için önerilerini araştırmaktadır. Çalışma, Türkiye'de hem özel hem de devlet ilköğretim okullarında çalışan 108 öğretmen ile yürütülmüş ve veriler hem anket hem de yarı yapılandırılmış görüşme ile toplanmıştır. Anketin nicel veri analizi, hizmet öncesi eğitimde Çocuklara İngilizce Öğretimi derslerini alan öğretmenler ile almayanlar arasında Çocuklara İngilizce öğretimi yeterlilik düzey algıları açısından bir fark olup olmadığını görmek için IBM SPSS Amos Sürüm 23 programı aracılığıyla gerçekleştirilmiştir. Bu süreçte çocuklara İngilizce öğretimi ile ilgili hizmet içi programlara katılan ile katılmayan öğretmenler arasında İngilizce öğretimi yeterlilik düzey algıları açısından bir fark olup olmadığı da araştırılmıştır. Yarı yapılandırılmış görüşmelerin nitel veri analizi ise Çocuklara İngilizce Öğretimi derslerinin öğretmenlerin sınıf içi uygulamalarına etkisini görmek ve Çocuklara İngilizce Öğretimi dersinin çocuklarla çalışacak iyi eğitimli İngilizce öğretmenleri hazırlamadaki yeterliliğini değerlendirerek bu dersin geliştirilmesi hakkındaki katılımcıların önerilerini araştırmak amacıyla Nvivo 12 yazılım programında yapılmıştır.

Sonuçlar öğretmenlerin kendilerini "Öğretimi Planlama ve Organize Etme" ve "Öğretimi Yönetme" kategorilerinde "Çocukları Tanıma" kategorisine göre daha yetkin gördüklerini göstermektedir. Öte yandan, Çocuklara İngilizce Öğretimi dersini hizmet öncesi eğitimlerinde alan öğretmenlerin bu dersi almayan öğretmenler ile karşılaştırıldıklarında "Teorik ve Pratik Bilgi", "Çocukları Tanıma" ve "İngilizce Yeterlilik" kategorileri ile ilgili yeterliklerinde kendilerini daha yetkin gördükleri görülmüştür. Çocuklara İngilizce Öğretimi ile ilgili herhangi bir hizmet-içi programa katılmış olan öğretmenlerin ise kendilerini "Teorik ve Pratik Bilgi" kategorisiyle ilgili becerilerde hizmet içi eğitime katılmamış öğretmenlerden daha yetkin gördükleri bulunmuştur. Fakat hem Çocuklara İngilizce Öğretimi dersini alan öğretmenler hem de bu konuyla ilgili herhangi bir hizmet içi eğitime katılmış olan

öğretmenler kendilerini "Teorik ve Pratik Bilgi" ile alakalı yeterliliklerde daha yetkin gördüklerini belirttikleri için hizmet içi eğitimlerin tek başına doğrudan bu konudaki yeterliliklerin edinilmesinde rol aldığı söylenemez.

Yarı yapılandırılmış görüşmelerin sonuçları, öğretmenlerin kendilerini materyal tasarım, ders planı hazırlama ve çocukları tanımada en rahat hissederken, sınıf yönetiminde en az rahat hissettiklerini göstermiştir. Öğretmenlerin sınıfta yaşadıkları sorunların ise çocukların davranış sorunları, çocukların özellikleri, çocukları tanıma ve sınıf yönetimini ile ilişkilendirdiği bulunmuştur. Bu sonuçlar baz alındığında sınıf içi uygulamalarını göz önünde bulundurduklarında katılımcıların Çocuklara İngilizce Öğretimi dersini "Teorik ve Pratik Bilgi", "Öğretimi Planlama ve Organize Etme" ve "Materyal Tasarımı" kategorilerindeki becerilerin ediniminde yararlı buldukları görülürken aynı zamanda gerçekçi ve pratik olmadığı gerekçesiyle yetersiz buldukları saptanmıştır.

Çocuklara İngilizce Öğretimi dersinin yararları ve eksiklikleri göz önüne alındığında, katılımcıların dörtte üçünün bu dersi gerçekçi, pratik ve spesifik olmadığı gerekçesiyle çocuklarla çalışacak gerekli yeterliliklere sahip İngilizce öğretmenleri hazırlama yeterli bulmadıkları görülürken katılımcıların yaklaşık yüzde on beşinin bu dersi "Teorik ve Pratik Bilgi" kategorisindeki yeterlilikleri sağlaması açısından yeterli buldukları saptanmıştır. Bu sonuçlara dayanarak, katılımcılar çoğunlukla Çocuklara İngilizce Öğretimi dersinin, okul ziyaretleri veya ilköğretim okullarındaki uygulamalarla desteklenerek teoriden daha çok uygulamaya dayalı olması gerektiğini önermiştir. Ayrıca, eğitmenlerin iyi donanımlı, derslerin gerçekçi olması ve sınıf yönetimine odaklanması gerektiğini de önerilmiştir.

Anahtar Kelimeler: Çocuklara İngilizce Öğretimi yeterlilikleri, ilköğretim İngilizce öğretmenleri, Çocuklara İngilizce Öğretimi dersi, Çocuklara İngilizce Öğretimi dersinin iyileştirilmesi

LIST OF ABBREVIATIONS

ELT: English Language Teaching

FL: Foreign Language

MONE: Ministry of National Education

TEYL: Teaching English to Young Learners

YLs: Young Learners

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INTRODUCTION

English has become a "must" for people to contribute their intercultural awareness and economic growth after the globalization, mobilization, and the changing economy after World War II. Besides, the pedagogical factor which emphasizes the "early-better" notion leads to the widespread of early language teaching around the world. As a result, it leads to changing policies in teacher education.

In Turkey, after the introduction of English to 4th-grade learners in 1997, "Teaching English to Young Learners Course" was added to the English Language Teaching Department's curriculum to compensate for the shortage of qualified English language teachers who work with young learners. As this course is the only opportunity for teacher candidates to gain experience and knowledge before starting to work with young learners, the sufficiency and efficacy of the course have become a topic of question in the research field.

Within this context, this study aims to investigate the effects of the TEYL course on teachers' perceptions of their current levels of competencies and their classroom practices. Moreover, it also seeks teachers' suggestions for the improvement of this course. The data were collected through a questionnaire and a semi-structured interview, and 108 English language teachers that work in both private and state schools participated in the questionnaire while 20 of them answered the questions of the semi-structured interview. The results revealed that teachers who took the TEYL course were found to perceive themselves more competent in "Knowing the YLs", "Theoretical and Practical Knowledge" and "Competence in English" categories than those who did not. While nearly three-quarters of the participants did not find the course sufficient in training well-equipped teachers, they mostly suggest that this course should be practice-based, realistic, instructors should be well-equipped, and it should focus on classroom management, respectively.

CHAPTER I

INTRODUCTION

This chapter includes information about the background, purpose, significance, and limitations of the study. Therefore, the context in which this study is conducted, the stimulus behind the reasons of the preference of this topic, the importance of the possible implications of the results of this study, and the main limitations of this study are explained, respectively.

1.1 BACKGROUND OF THE STUDY

With the influence of global and economic parameters on the turn of the English to a lingua franca, teaching English as a second language has come to be implemented at an earlier age (Enever & Moon, 2009, p. 6). The perception of English as a means of international interactions leads to the concept of "linguistic capital" (Bourdieu, 1997), which refers to an association between a language and socio-economic power attributed to it. To benefit from this better socio-economic status, both parents and policymakers advocate the early start of English language education (Enever & Moon, 2009, p. 6). In parallel with the global aspect of the widespread of early language learning, some controversial pedagogical claims like "critical period hypothesis" (Lenneberg, 1967; Penfield & Roberts, 1959) or the notion that children are better at learning a language than adults (Nunan, 2003) could justify the implementation of this trend in the world. As a result of the pedagogical and global assumptions about young learners in English language teaching, early language learning has become such a major phenomenon in the world that one could consider it as "…possibly the world's biggest policy development in the education" (Johnstone, 2009, p. 33).

The widespread of teaching English to young learners (called TEYL henceforth) leads to several implications in language teaching research, teacher education, and language education policy around the world. In academic circles, there are several case studies which examine the pedagogical applications to find out the best ways of teaching English to young learners (Ara, 2009; Demircioğlu, 2010; Millington, 2011; Out, 2002; Verdugo & Belmonte, 2007; Şevik, 2011, p. 1027). Also, there are many articles which focus on the gap between the theory and the practice in real classrooms to find out the possible advantages and drawbacks of the earlier language teaching education (Cameron, 2003; Copland, Garton & Burns, 2014; Kersten & Rohde, 2013; Moon, 2005; Musthafa, 2010). Looking for the reasons behind this gap, sudden changes in the language education policy without adequate innovations in the curriculum (Enever & Moon, 2009), the lack of importance on local differences while conducting western-based methodologies (Butler, 2009), and unqualified English teachers who are not trained to specifically work with young learners could be taken into the consideration (Brumen & Fojkar, 2012; Cameron, 2003; Emery, 2012, p. 69; Enever & Moon, 2009).

As a solution to the inadequate teacher education problem for TEYL, the need for sufficient teacher training for young learners is stressed by various scholars in the field (Brumen & Fojkar, 2012; Emery, 2012, p. 69). There are specific programs, action research studies, or specialized training programs in different countries around the world to compensate for the shortage of qualified English teachers to work with children in primary education. While there are nationwide in-service teaching programs for primary teachers to cope with insufficient numbers of English teachers like in Italy (Calabrese & Dawes, 2008), there are long-term training programs that invest the teacher autonomy like in Sri Lanka (Hayes, 2006). Also, Slovenia offers a specific teaching module for TEYL in the pre-service education of primary teachers (Brumen & Fojkar, 2012). Besides these different applications that attempt to offer a solution to the problem, some countries do not require any extra certificate to teach English to young learners (Brumen & Fojkar, 2012), one of which is Turkey.

The global and political stimulus behind the widespread of TEYL trend in the world leads to parallel implementations for national educational policies in Turkey. The introduction of English to the 4th and 5th-grade students with the 1997 curriculum reform led to the addition of the "Teaching English to Young Learners" (TEYL) course in the undergraduate program of English Language Teaching Department as a guide for the teachers to have adequate skills and pedagogical knowledge about children (Gürsoy, Korkmaz & Damar, 2013). In 2012, the Ministry of National Education (MONE) declared the 4+4+4 system, which includes primary, secondary, and high school education. As a result, the first year of English education moved from the 4th grade to the 2nd grade. This revision opened a new gap in the national academic literature and scholars started to publish controversial studies regarding teachers' opinions about optimal starting age (Gürsoy, Korkmaz &Damar, 2013), the possible advantageous and disadvantageous of this implication (Bayyurt, 2012; Çelik & Arıkan, 2012), teachers' efficacy beliefs about TEYL (Güven & Çakır, 2012; Uztosun, 2016) or ELT teachers' qualifications to work in primary schools (Büyükyavuz, 2014; Gürsoy, 2015).

When comparing the topics that are stressed regarding TEYL in Turkey to the ones in the international arena, it can be assumed that there are common question marks, hesitations, and problems all around the world about the implementation of the TEYL policy. Focusing on teacher qualifications in TEYL, some researchers (Bayyurt, 2012; Haznedar, 2012; Karataş, 2016; Uztosun, 2018) refer to the problems in the teacher education policy by focusing on the efficacy of undergraduate ELT program and TEYL course specifically. For undergraduate education, English language teachers are selected from among those who have graduated from the ELT department. However, to become a teacher of English, it is not necessary to be a graduate of the Faculty of Education. The graduates of the foreign language departments of the Faculties of Science and Letters can also become teachers of English after receiving a certificate for a short-term study of basics. Besides, Uztosun (2018: 550) states that there has been no innovation in the content of the courses in ELT department nor any revised in-service teacher education which is offered to English teachers after lowering the starting age to learn

English in 2012. Within this context, the TEYL course is the only opportunity for the pre-service teachers to gain necessary pedagogical and methodological knowledge for young learners. Within this context, like in this study, its sufficiency in training well-equipped English language teachers has become a topic of the question.

1.2. STATEMENT OF THE PROBLEM

TEYL is a two-term course that includes pedagogical and methodological concepts about children and their language learning process. The efficacy and sufficiency of this course were questioned by some researchers (Camlibel-Acar, 2016; Uztosun, 2016) who stated the gap between the overloading theoretical aspects of the course and the real-life challenges that the English language teachers have to cope with in their daily classroom practices is underlined. As a consequence of this problem, in-service English teachers could feel insufficient in the implementation of appropriate activities for the development of language skills specifically speaking and listening (Uztosun, 2016), or characteristic of child development (Haznedar, 2012). Ironically, these insufficient areas can be found in the list of Cameron (2003, p. 111) who specifies what qualified English language teachers working in primary schools to need to have as follows: "a) an understanding of how children think and learn b) skills and knowledge in spoken English to conduct whole lessons orally, c) to pick up children's interests and use them for language teaching to be equipped to teach initial literacy in English." As a recommendation to the problem of teacher education, various scholars advocate national policy innovations in both pre-service and in-service teacher training (Brumen & Fojkar, 2012; Emery, 2012, p. 69). Within this framework, this study also seeks to investigate the effects of the TEYL course on teachers' perception of their TEYL competencies and classroom practices to see the deficient and sufficient parts of the course and to suggest advice for improving the content of the TEYL course as a recommendation to the problem of teacher education mentioned above.

1.3. PURPOSE OF THE STUDY

This thesis study investigates the effects of the TEYL course on the perceptions of English language teachers who work at primary school in Turkey of their current levels of the TEYL competencies and their classroom practices, and teachers' suggestions for the improvement of the TEYL courses based on their evaluation of these courses. Parallel with these aims, this study seeks to answer these research questions:

RQ1. Does taking a TEYL course or not affect the teachers' perceptions of their current levels of TEYL competencies? If so, to what extent they affect the teachers' perceptions of their current levels of TEYL competencies?

RQ1.1.: In what TEYL competencies do primary English language teachers perceive themselves competent / less competent?

RQ.1.2.: Is there a difference between teachers who took the TEYL course in the undergraduate program and who did not in terms of teachers' TEYL competencies?

RQ1.3: Is there a difference between teachers who participated in any in-service program about TEYL and who did not in terms of teachers' TEYL competencies?

RQ2: How and in what ways does the TEYL course affect the classroom practices of the English teachers who work in primary schools in Turkey?

RQ2.1: What are the classroom practices of the teachers while working with young learners?

R.Q.2.2. To what extent and what areas do teachers find the TEYL course useful when considering their real classroom practices?

R.Q.2.3. To what extent and what areas do teachers find the TEYL course not useful when considering their real classroom practices?

R.Q.3. What are the suggestions of the in-service teachers to develop the content of the TEYL course based on their classroom practices?

R.Q.3.1. In what ways participants perceive the TEYL course as sufficient / insufficient for preparing teachers to work with young learners?

R.Q.3.2. What are the suggestions of the in-service teachers to develop the content of the TEYL course?

1.4. SIGNIFICANCE OF THE STUDY

Within the framework of teacher qualifications in young learner language education, this study focuses on the effectiveness of the TEYL course offered in the Faculties of Education on the classroom practices of the in-service English teachers who work in primary schools in Turkey. As teachers play a crucial role in implementing curriculum (Nation & Macalister, 2010, p. 17), their pedagogical, methodological, and linguistic competencies play a crucial role in the language acquisition of the young learners. In that sense, this study could explore what kind of innovations should be implemented in the TEYL course to have more competent and qualified English teachers in the field. After the detection of the advantages and the drawbacks of the course, it could suggest some implications and changes in the TEYL course fill in the gap between the theory and the classroom practice regarding the early language education.

CHAPTER II

REVIEW OF LITERATURE

2.1. INTRODUCTION

This chapter starts with the motives behind the early start of learning English. As a result of the spread of the early language learning phenomena, early language teaching policies and practices in the world and their advantages and drawbacks are clarified. Then, implementations of the TEYL policies in the world are explained. After having a general point of view, the context is narrowed down to Turkey, and early language teaching policies, practices, and their implementations in the local context are described. After that, the changes in the teacher education regarding the TEYL in Turkey are discussed and the efficacy and sufficiency of the TEYL course in the undergraduate ELT departments are discussed with the analysis of the local studies. Lastly, this chapter is concluded with the primary English language teacher competencies to associate the TEYL course and their role in the teacher competence acquisition process.

2.2. REASONS OF THE EARLY START OF LEARNING ENGLISH

Some researchers (Enever & Moon, 2009, p. 6; Garton, Copland & Burns, 2011, p. 4) emphasize the changing economy and its effects on the role of English, which in turn leads to the parents' interest in the early exposure to FL to benefit from the socio-economic importance of English, and the pedagogical claims like "early = better" or "critical period hypothesis" as the major reasons behind this trend in the world. To have a better understanding of these reasons, each of them is explained in detail.

2.2.1. Global Factors

The economic changes in the world after World War II prerequisite a mutual medium of interaction for international communications among countries. The need for a common channel of communication leads to the expansion of English around the world. As a result of the liberalization of economy, globalization, and mobilization, as Gupta (2004: 268) explains in his Indian context, English starts to be perceived as a key for accessing the labor market. In that context, it turns to a "must" for people to learn at least one foreign language to contribute to the intercultural awareness and economic growth (Edelenbos, Johnstone & Kubanek, 2006, p. 121). With the influence of global and economic parameters on the turn of the English to a *lingua franca*, English teaching as a second language has come to be implemented at an earlier age (Enever & Moon, 2009, p. 6). The perception of English as a means of international interactions leads to the concept of "linguistic capital" (Bourdieu, 1997) which refers to an association between a language and socio-economic power attributed to it. To benefit from this better socio-economic status, both parents and policymakers advocate the early start of English language education intending to maximize the exposure to the foreign language (Rich, 2014, p. 3). To explain the worldwide spread of English within this context, Sayer (2015: 45) refers to the name of "English Opens Doors" program in his study, conducted in Chilean elementary schools in 2004, which shows the impact of the global and economic factors on the boom of the English instruction in primary schools.

2.2.2. Pedagogical Factors

In parallel with the global aspect of the spread of early language learning, some controversial pedagogical claims like "critical period hypothesis" (Penfield & Roberts, 1959) or the notion that children are better at learning a language than adults (Nunan, 2003) could justify the implementation of this trend in the world.

The critical period hypothesis (CPH) stresses an optimal time for the first language acquisition process from a neurobiological perspective. It stresses the impossibility of a complete first language acquisition after the puberty in which the brain lost its elasticity (Penfield & Roberts, 1959). Lenneberg (1967) refers to feral

children cases and linguistic disorders to prove that hypothesis. He compares and contrasts the case reports of children and adults that suffer from aphasia disease. When aphasic symptoms start to diminish in an adult patient, he or she cannot go back to the first stages of language acquisition like babbling, single-word, or overgeneralization period. Moreover, the traces of the disease can still be observed in the patients. However, unlike adults, the majority of the children fully recover from the disease without any side effects in their brains and can traverse the language acquisition stages after the recovering process. Based on this comparison between adults and children, he advocates a "due date" for the first language acquisition process related to the brain elasticity.

When it comes to the effects of CPH on second language acquisition (SLA), Scovel (2000) states that the effect of the CPH on teachers and learners "…has given birth to the pervasive 'the younger, the better' myth concerning SLA" (p. 213). Johnstone (2002: 6) also agrees that the contrast between adults and learners in terms of language acquisition creates a perception in the society that young learners learn languages easily and less effortlessly by default, which in turn leads to the widespread of "the younger, the better" view. He classifies the propositions about this view as follows: "The first of these makes the strong claim that 'younger = better'; the second claims that 'younger = better' in some areas (e.g. pronunciation; morphology and syntax); while the third claims that 'younger = better in the long run, under certain circumstances" (p. 9). The strong version of CPH assuming that no one can fully acquire their first language or achieve native-like pronunciation in their foreign language after puberty is strongly opposed by many studies (Ioup, Boustagui, El Tigi & Moselle, 1994; Nikolov, 2000). Ioup et al. testes a woman's Arabic language proficiency in detail that has been inductively exposed to that language after the age of 21 without any formal education and their study shows that the participant achieves a native proficiency in Arabic although she is exposed to it after puberty (1994). Similarly, Nikolov (2000) examines the invalidity of the strong version of CPH. In her study, one group's mother tongue is Hungarian, and they learn English while the other group's mother tongues vary but they try to learn Hungarian. Both groups learn the target languages in the host environment. She interviews with them altogether and records their voices. Native speakers of both

languages listen to these recordings and make judgments about the language proficiency of the participants. The results show that nearly 33% of both English and Hungarian language learners are mistakenly marked as "native-speakers". Based on this result, she states that the strong version of CPH cannot be maintained as there are adult learners who can achieve native-like proficiency in FL after puberty.

For the second proposition which claims that 'younger = better' is valid in some areas of the language, Lenneberg (1967: 176) and many other researchers (Bongaerts, van Summeren, Planken & Schils, 1997; Flege, Munro & MacKay, 1995; Flege, Yeni-Komshian & Liu, 1999; Oyama, 1976) focus on the pronunciation of the target language and state that learners cannot achieve a native-like pronunciation if they start to be exposed to the foreign language after puberty. In addition to pronunciation, some researchers advocate the presence of CPH in SLA in terms of native-like proficiency in morphology and syntax (Coppieters, 1987; Johnson & Newport, 1989). For instance, Long (1990: 274) claims that age 15 is the upper limit for a native level proficiency in morphology and syntax.

Unlike other researchers, Johnstone (2002: 9) supports the third claim, which favors the "younger = better" point of view under some circumstances like the cognitive and affective factors. Rather than explaining the SLA process with the reliance of only biological factors, the concepts like motivation (Pulvermüller & Schumann, 1994), aptitude (Harley & Hart, 1997) and the quality of the exposure to the language are taken into the consideration (Purcell & Suter, 1980). In their Croatian Project about the introduction of foreign language teaching to the 1st-grade learners, Djigunovich and Vilke (2000: 73) emphasize the requirements of intensive exposure to a foreign language, small groups of learners, and well-trained teachers who have high proficiency in pronunciation and show a total emotional response, a term coined by researchers to explain a teachers' desire and love to work with children. While they agree with the idea that age 6 to 7 is optimal for SLA, they also list these conditions as a prerequisite of SLA for young learners. Similarly, Moyer (1999) focuses on the German phonological proficiency of highly motivated English speakers who are exposed to German after puberty. The results show a positive correlation between professional motivation and L2 pronunciation level. However,

except for one, none of the participants are perceived as native speakers of German as a result of the different tasks and the evaluation of the native speakers. In that sense, this study does not invalidate the presence of CPH but stresses the idea that age cannot be analyzed in isolation without considering the social and cognitive factors such as instruction and motivation.

Besides the research studies mentioned before that advocate the presence of CPH and the "early = better" point of view, there are also many researchers who objected to this "early = better" argument. For this aim, Marinova-todd, Marshall, and Snow (2000) emphasize three misconceptions about age and language acquisition. The first one is the misinterpretation, which refers to the common perception that children learn languages more quickly and easily than adults by default. To develop a counter-argument towards this misinterpretation, they refer to many studies like Genesee (1987) or Rivera (1998) to claim that older learners are better at language learning than younger ones (as cited in Marinova-todd et al., 2000, p. 12). The second one, misattribution, relies on the argument that neurobiological research misattributes the lower language proficiency of the adults to the neurobiological differences in the adult and young learners' brains. The last one is misemphasis, which refers to the claim that the poor L2 productions of the adults are used to generalize that all adults are incapable of achieving native-like proficiency. To sum up, they advocate the idea that adult learners also can achieve higher language proficiency, and lowering the starting age to learn a foreign language cannot be justified by the argument that young learners are biologically more adept to learn languages.

Comparing the arguments starting from the 1950s to the present, it can be argued that there is a shift from advocating the superiority of one group over the other to a broader point of view which states that both younger and older ages of learners have their potentials and drawbacks during the language learning process. For instance, after the introduction of the foreign language teaching to the 1st graders in Danish primary schools, Cadierno and Eskildsen (2018) examine the age factor, the amount and the quality of the exposure to English input in and out of the classroom, and children's motivation and aptitude towards language learning with a

usage-based English learning approach. The participants are almost 280 children from 6 different schools. Pre-tests including receptive grammar and vocabulary tests are conducted to both late and early starters. The same tests are carried out after one and two years of English education in addition to a phonetic test. Finally, oral production tasks and aptitude tests are administered. The results of the pre-tests reveal that early and late starters' receptive vocabulary and grammar levels are different. However, both groups show a similar rate of learning in the short term. For learners' motivation and aptitude towards language learning, the results of the two groups are controversial. While earlier starters have a lower level of anxiety and rely more on external sources of motivation, late starters are found to have a higher level of anxiety, but they rely less on the external source of motivation. Therefore, it can be assumed that both groups have particular advantages and drawbacks in terms of language learning, and it is hard to advocate one of them over the others.

Despite these contradictory claims related to early language learning in the academic research, the popularity of the "early = better" notion shows that the most of the parents and educators still advocate the advantages of the early exposure to the FL (Nikolov, 2000, p. 110). As a result of the pedagogical and global assumptions about young learners in English language teaching, early language learning has become such a major phenomenon in the world that one could consider it as "…possibly the world's biggest policy development in the education" (Johnstone, 2009, p. 33). As a result, it leads to several implementations in language teaching research, teacher education, and language education policy around the world. For this reason, the implementation of teacher education is discussed in the next chapter.

2.3. EARLY LANGUAGE TEACHING POLICIES AND PRACTICES IN THE WORLD

2.3.1. Early Language Teaching Policies

The global and pedagogical reasons behind the spread of early English language education have led to changes in the language teaching policies of many countries in the world. According to Johnstone (2009: 33), there are three waves of

early language learning. The first one started with a few numbers of countries including the UK that introduced language learning to young learners in the 1960s. With the raising of the global market economy in the world and the need for a common interactional tool, English started to become more popular for the second time between the 1980s and 1990s, and the English language teaching in primary education spread among the European countries. The third wave, on the other hand, appeared in the 21st century when the Asian countries and other post-colonial countries added the English course into their primary curriculum with the desire of participation in the global economic market by training a bilingual workforce. While there are countries like China (Hu, 2007, p. 360), Chile (Barahona, 2016, p. 5), Japan (Hashimoto, 2011, p. 63), or Vietnam (Nguyen, 2013, p. 122) that focus on their economic welfare and being competitive in the international economic market, there are also countries like Sri Lanka (Little, Shojo, Sonnadara & Aturupane, 2018, p. 2) which, besides economic reasons, introduced the Primary English Language Programme in 1997 to sustain a common identity among young learners regardless of the ethnicity or class stratifications. As a response to one of the main motivations behind this early language teaching policy, which is the access to the global economic market, Kaplan, Baldauf Jr and Kamwangamalu (2011: 15) clearly stated that any kind of major social or economic problem cannot be resolved only with the introduction of English to the primary education curriculum. Similarly, Hayes (2017: 190) described the main reasons behind the spread of early language teaching as fallacies by stating that there is no positive correlation between the English proficiency and economic growth of the countries. Still, according to the study by Cha and Ham (2008: 317), English was taught as a foreign language in the primary schools of the 151 countries in 2005; when compared to today, the number of countries has probably increased in more than a decade. Such a tendency in policy decisions about the early start of English teaching leads to several policy implementations in the local and global context.

2.3.2. Early Language Teaching Practices: Advantages and Drawbacks

Moon (2005: 34) lists the possible advantages and challenges of the implementation of early language teaching policies. She states that children could

gain a positive attitude, motivation, self-confidence, intercultural awareness, metalinguistic awareness, and new foreign language learning strategies if they have a positive language learning experience. However, the possibility of the negative experiences creates some hesitation about the utility of the early language teaching programs among the researchers. Baldauf Jr, Kaplan, Kamwangamalu, and Bryant (2011: 213-214) focus on five policies while discussing the applicability and the utility of the early language instruction policy implementations: Access policy, resourcing policy, evaluation policy, curriculum, methods, and materials policy and the personnel policy. Access policy refers to the fact that children's literacy level in their mother tongue, motivation, and attitude toward learning English differ in a way that it is not possible to conduct a general compulsory program for all children with a necessary successful outcome. Focusing on the policy implementations related to the early language teaching policies, Nunan (2003: 606) reports that in most of the Asian countries there is such a great deal of difference between the state and private schools that the interviewees claim children cannot learn English in primary schools at all. While comparing the mutual interaction between global and local factors that affect the implementation practices of the early language policy, Enever and Moon (2009: 7) stress the gap between the opportunities that the private and the state schools offer during the English language instruction. Limited access of most of the families to the opportunities of the private schools creates a disequilibrium in the equity of the provision of FL. Resourcing policy includes the problems related to the sufficient funding to the early language teaching materials and teacher education, which in turn causes unequal opportunities among state and private schools. As a result, the quality of the FL education differs according to the financial situations of the families. Evaluation policy is about the problems arising from the inconsistency between the language teaching methodology and the evaluation policy. While the communicative competence and the oral fluency are planned to be fostered in the L2 language development of children, the assessment tools that focus on the grammar or vocabulary affect the validity of the assessment tools adversely. Enever and Moon (2009: 10-11) explain this situation by referring to the former language learning experiences of the teachers who are not used to implement new methodological changes in their classes. Also, the washback effects of high-stake examinations play a crucial role in preferring more grammar and vocabulary-based assessment tools.

Curriculum, methods, and materials policy points to the inapplicability of the external pre-determined methodological approaches to the local contexts. The demands of the communicative approach cannot be fully met in local areas where the foreign language is taught as a subject without requiring any use of FL out of the classroom. In that sense, the "communicativeness" of the materials and the curriculum could be questioned. While discussing the popular ELT methods and their effects on the local contexts, Butler (2009: 28) also refers to the non-native English language teachers' confusion about what is meant by "communicative abilities" and she states that most of the concepts like authentic material use or information gap activities are used by these teachers without a clear understanding of the real stimulus and the reasons behind them. Moreover, she claims that the implementation of these methods without any adaptation according to the local needs creates a problem in the implementation process. The last one, personnel policy, discusses the problem of the insufficient number of teachers who are equipped with appropriate skills and methodological knowledge to work with children. The trend of the communicativeness and the CLT method in ELT result in an inadequate number of teachers who have self-confidence and language proficiency to cope with the changing methodologies (Butler, 2004: 246). As a result, this situation ends up hiring native speakers or advocating in-service programs to compensate for the shortage of qualified teachers in the field. For instance, in Japan and Hong Kong, there is a tendency to hire native English language teachers as the local teachers' oral competencies in terms of both speaking and pronunciation are not found to be enough for the students (Nunan, 2003: 608). However, as this situation raises economic problems and it does not offer a long-term solution to the problem, the investment in the programs to improve local teachers' both professional and proficiency skills could be a solution in the long run. For this reason, the next title focus on the teacher education in the world by shedding a light on specific programs, in-service and pre-service education to compensate for the shortage in qualified English teachers to work with children in primary education.

2.4. IMPLEMENTATIONS OF THE TEYL POLICIES IN TEACHER EDUCATION ACROSS THE WORLD

Teachers' role in the success of early language learning policies in the world is stressed by various scholars in the field. Hayes (2006) and Rafique, Sultan, Ahmad, and Imran (2018: 257) have stated that teachers are the control mechanisms in the class who decide on which materials or methodology will be used while teaching English. Therefore, if there are unqualified teachers in the field, the methods will not work out regardless of how appropriate or effective they are. Moreover, Enever (2014: 231) has focused on the teachers' role in the learners' motivation and attitudes towards the language and states that children's emotional ties with the teacher play a crucial role in their perception of learning. Similarly, Musthafa (2010: 121) also examines the importance of age-appropriate pedagogical knowledge by stating "children are children - not little adults". Therefore, he claims that teachers cannot prepare an effective lesson plan or class materials without knowing the emotional and cognitive development of their target learners. In that sense, it can be claimed that it is crucial to have well-trained teachers in the field who cannot only adopt the age-appropriate materials and most contemporary changes in the TEYL field according to their local contexts but also have sufficient child-friendly pedagogical knowledge.

When compared to the ideal model of a primary English teacher and the quality and quantity of the teachers in the field, it can be seen that there is a gap that should be compensated (Brumen & Fojkar, 2012, p. 34; Emery, 2012, p. 5). As a solution, there are pre-service and in-service programs which include both English specialists and primary schools teachers (Calabrese & Dawes, 2009, pp. 36-37; Enever, 2014), specialized training programs (Ramirez-Romero & Sayer, 2016, pp. 14-15), or post-graduate English teaching programs (Brumen & Fojkar, 2012; Tsao, 2008, p. 294) in different countries around the world to compensate for the shortage in qualified English teachers to work with children in primary education.

Zein (2016: 122) states that the shortage of qualified teachers who are competent to work with young learners leads to questioning of the efficacy of pre-

service education in English departments. For this purpose, he conducts a research study based on the opinions of educators from various disciplines such as primary school principals, educational consultants, or language teacher educators. The results of the study show that pre-service education is found to be insufficient for young learners' language teaching because of three reasons: it is too general; it is not practical, and it does not have qualified teacher educators. Participants state that pedagogical knowledge is too general to include specific theoretical knowledge while the methodology courses are also found to be so theoretical that they do not include practical tips and implementations about young learners specifically. Moreover, participants point out that the out-dated teaching practices of the teacher educators also affect the utility of pre-service education. As a result, it can be said that the pre-service is not enough to train well-equipped teachers in the field. (pp. 125-127). In another article, he (2017: 69) examines the teachers' perspectives on the appropriate pedagogy to teach English in primary schools. The results of the interviews show that teachers emphasize more age-appropriate methodology and pedagogy than linguistic investments. He states that such a result does not underestimate the importance of linguistic proficiency but underlines the need for a more practice-based approach to teacher education.

In the European context, Enever (2014) utilizes the data gathered by ELLiE (Early Language Learning in Europe) team which analyzed foreign language teaching in primary schools of seven European countries with a longitudinal study that took four years to examine the European profile for language teacher education. He concludes that language teachers are supposed to be equipped with the necessary competencies to work with all grades without going through any specific training related to the learners' changing age, their emotional and cognitive development. For the ideal language teacher profile, there is a tendency to hire primary teachers who are competent with foreign linguistic skills in the European countries, however; the specialist English language teachers are preferred as the language level of the primary school teachers is not found to be satisfactory. Unlike the primary teachers who are acquainted with working with children, the problem observed with the specialist English language teachers arises from their lack of psychological and pedagogical knowledge related to the children. Moreover, language specialist

teachers report that they have difficulties in spontaneous interaction in the foreign language with the young learners. These problems are tried to be solved by pre-requesting of taking foreign language skills and methodology courses in pre-service education and conducting various in-service training programs. However, the divergence of the implementation of these programs among European countries (like compulsory vs voluntary attendance) leads to different outcomes in the local context. As a result, it cannot be suggested that there is a mutual and comprehensive success of pre-service and in-service education programs in the European context.

In Balkans, Brumen, and Fojkar (2012) compare and contrast the pre-service and in-service education about the TEYL in Slovenia and other countries. They state that foreign language teaching was introduced to all 1st graders in Slovenian primary schools in 2015. Slovenia offers both pre-service and in-service education to meet the demand for well-trained teachers as a result of this policy change. For the pre-service education, both the graduates of the faculty of education and the faculty of arts are entitled to work with young learners but the procedures and their scope of learner profiles differ. After the undergraduate program, the master's degree is compulsory for both departments and generally serves as a specialized field that includes methodological and pedagogical courses in pre-service education. However, graduates of the faculty of education can only work with children and they get specialized training for young learners in the master program while graduates of the faculty of arts can work also with adults and the content of their master program includes a general methodological knowledge to teach English. For the in-service education, in addition to the English language teachers, pre-school, primary, and special education and rehabilitation teachers also get access to in-service education which includes courses related to language skills and methodological aspects of early language teaching. In addition, there is also a one-year program developed as a result of interdisciplinary cooperation of the department of primary teacher education, department of English German studies, and department of English and American studies. In that sense, it fosters the use of CLIL (Content and Language Integrated Learning) in the class as this program includes subject-specific areas like mathematics, arts, etc. as well as the foreign language teaching courses.

In Taiwan, after the introduction and different implementations of TEYL program in different regions, Tsao (2008: 294) state that government offers post-graduate English teaching programs which include one-year theory and one-year practicum courses after the completion of Bachelor Degree as well as setting up in-service training for English language teachers during summers, funding in-service training programs of primary school teachers or hiring teachers who have a certificate in TOEFL or Taiwan's local language proficiency tests.

In Mexico, Ramirez-Romero and Sayer (2016: 14-15) classify the current teacher profiles who work with young learners as follow: teachers graduates of a Bachelor Degree with high proficiency in English but could lack pedagogical knowledge related to the children, teacher training school graduates who are specialized to work with second graders but have more experience and knowledge about classroom management, and teachers who do not have any pedagogical or methodological background but only have sufficient linguistic knowledge. As this profile is not compatible with the ideal teacher profile of the Mexican Ministry of Education, there is an investment in teacher training programs like in many countries. These programs focus on language proficiency, methodological, and pedagogical knowledge related to children. Since the 1990s, language teacher preparation programs launched for this aim have offered BA and MA programs in ELT with a focus on methodological and psychological aspects of the foreign language teaching to children. The advantages of this implementation are undeniable but the Ramirez-Romero and Sayer (2016: 14-15) state that the graduates of teacher training schools exceed the ones who are the graduates of language teaching preparation programs.

In Italy, Calabrese, and Dawes (2009: 36-37) state that the first immediate reaction to supplement English language teachers is to hire English specialists and other experts with sufficient linguistic knowledge who are required to attend to the in-service program. Since English was introduced as a compulsory course in primary schools in 2003-2004, to minimize the financial cost of hiring English specialists and to compensate for the insufficient number of teachers, the government has been funding in-service programs for the primary teachers. The main aim of these

different in-service teaching programs is to hire primary school teachers who are required to be competent in English at the B1 level and have basic methodological issues related to the TEYL. However, as the percentage of the primary teachers who have the necessary competencies fall below the expectations, Calabrese and Barbara (2009: 40-44) propose a syllabus for primary teachers based on an ESP (English for Specific Purposes) approach. They state that the success of this syllabus could be related to immediate and constant feedback from trainees about their linguistic proficiency and their classroom implementations.

To sum up, the spread of the early language teaching policies has created a need for a sufficient number of well-trained teachers in the field, which in turn leads to the changes and various implementations in teacher education. While some countries invest in pre-service and in-service specialized programs for both English language teachers and primary school teachers, others invest in post-graduate programs to reach their ideal primary English language teacher profile. To narrow down the topic to the local context, the next title discusses the TEYL trend in Turkey and its implementations on the English language teacher education with references to the local studies.

2.5. EARLY LANGUAGE TEACHING POLICIES AND PRACTICES IN TURKEY

The global and political stimulus behind the widespread of TEYL trend in the world leads to parallel implications for national educational policies in Turkey. After introducing the English language course to the 4th and 5th-grade learners as a compulsory subject, Ministry of National Education (MONE) officially declared the main reason behind this innovation as "Turkey's political and economic ambitions and the nation's desire to keep up with foreign countries, particularly with countries of the European Union (EU)" (MONE, 1997, p. 606). This reform has been welcomed by both parents and stakeholders so that "the earlier = the better" perception towards learning a foreign language led to the introduction of English even in some state and private pre-schools. In this context, Genç-İlter and Er (2007: 28) examine the perceptions of the parents and pre-school teachers in the early

language teaching process, and the results show that both groups advocate early language education by arguing that language education with more games, songs, and rhymes would be more useful at these ages. However, as Haznedar and Uysal (2012: 2) state in the introduction of their book, Handbook for Teaching a Foreign Language to Young Learners in Primary Schools, that the newly introduced constructivist and communicative approach in the English language teaching curriculum as a result of the 1997 education reform has not been fully comprehended by the teachers who are accustomed to using traditional, teacher-centered methods, which in turn create a gap between the theory and the real classroom practices.

In 2012, MONE declared the 4+4+4 system, which divided the educational levels into three parts: primary, secondary, and high school education. As a result, compulsory education was extended from eight years to twelve years, the age of starting school was withdrawn to 5, 5 years with the consent of the parents and the introduction of the English to primary schools was lowered from the 4th grade to the 2nd grade with two lessons in a week (Gün & Baskan, 2014, p. 231). Haznedar (2003: 123) emphasizes the advantages of early language learning by stating that foreign language teaching at an early age "...will expand the limits of the child's perception of events, ensure that they are insightful, respectful and tolerant to the differences, and most importantly, become more familiar with their own culture by making comparisons as well as recognizing the different cultures". In this way, she stresses the positive role of foreign language learning on the intercultural awareness of young learners. From a theoretical point of view towards the second language acquisition process of young learners, Gürsoy, Korkmaz, and Damar (2013: 64-65) focus on the teachers' opinions of the optimal starting age to learn English. For this aim, they conduct a questionnaire to 203 teachers that work in primary schools in different regions of Turkey. The results show that nearly all of the teachers advocate the earlier starting age to learn English with the 4+4+4 education reform by stating that younger children are more prone to social interaction and learn new information. Interestingly, more than three-quarters of the participants state that children should start to learn English earlier than the 2nd grade in pre-service education as they believe the presence of the critical period hypothesis especially for the acquisition of native-like proficiency in pronunciation. Nevertheless, early language teaching

policy practices in the Turkish context result in both positive and negative consequences.

Although the introduction of English to the 2nd graders is welcomed by both teachers and parents as mentioned above, the changing needs, emotional and cognitive developments of this age group require changes in syllabus, materials, and methodological aspects in TEYL (Şimşek, 2017, p. 77). To examine the problems that occurred as a result of immediate changing policies without considering local realities, Kızıldağ (2009) focuses on 20 English language teachers' voice who work in state primary schools with a semi-structured interview and she classifies common problems in three categories: institutional, instructional and socio-economic.

Institutional difficulties are the ones arising from lack of pre-organization and lack of support by the school administration or the Ministry of National Education. Teachers complain that their schools do not support the crucial technological infrastructures such as internet connection or the sufficient number of computers, interrupting the implementation of DynED project which is an individualized online program tracking each learner's language development with various linguistic tasks. Moreover, the crowded classrooms and extra workload unrelated to the curriculum requirements hinder the successful implementation of early language teaching policy. Instructional difficulties are related to the content of the curriculum, course books, and assessment tools. While teachers find the curriculum quite top-down, lacking the consideration of contextual differences and overloaded with impractical learning objectives, they state that textbooks, the main materials in English teaching, do not provide the learners with sufficient extra materials that foster different skills of language such as listening. Moreover, as students cannot use the English language outside the classroom, the communicative concerns towards learning English cannot be resolved and English is perceived as a school subject. Teachers also highly criticize the negative washback effect of the product-based and mechanical placement tests in the sense that the grammar-based and mechanical assessment tools orient the learners' perception towards a more rule-based and mechanical understanding of language rather than a tool for negotiation of meaning. Later, to resolve this negative washback effect problem, 2nd and 3rd-grade students' success

starts to be evaluated by their cognitive development based on a scale including "very good", "good", and "need improvement" options rather than abstract numerical values that are given to students via product-based tests (MONE, 2014). With this aim issues a tendency to find alternative assessment tools such as performance tasks that foster a skill-based approach towards learning English. Examining teachers' and students' opinions regarding the utility of the performance tasks, Örsdemir (2010: 98-99) emphasizes the fact that they cannot be implemented appropriately unless teachers are equipped with the crucial theoretical and practical knowledge about how to conduct and evaluate them. In this way, she stresses the importance of investing in teacher education. Lastly, socio-economic difficulties include the lack of support and interest of the parents towards their children's learning English. The results of the interviews show that teachers point to a positive correlation between the low socio-economic situation of the families and their decreasing perception of the importance of English. As stated by Gökçeli-Mengen (2016: 79), children perceive their parents as role models while acquiring a language, and parents' attitudes and beliefs towards a second or foreign language directly affect their children's acquisition process of English. Kızıldağ emphasizes the interconnectedness among these three main categories of challenges that teachers experience in their classrooms in a way that each category affects one another in a negative way (2009).

In her master theses, Keskin (2019) also investigates the problems primary English language teachers cope with while working with young learners through a qualitative research study in which she collects the data via an open-ended questionnaire and semi-structured group interviews with both teachers and administrators. She lists the problems in five main categories: Institutional problems related to the insufficient assistance from school administration like inadequate teaching hours in a week, overcrowded classroom or the physical facilities of the class, instructional challenges related to the material design, curricular problems or the learners' mother tongue interference, community-related problems which include the unsatisfactory supports of the parents, learner related problems that associate with the young learners' characteristics like lack of attention or motivation, and the teacher-related problems, which cover the effectiveness of the pre-service and in-service training related to TEYL. For the teacher-related problems, the results show

that majority of the teachers and administrators state that the lack of effective training leads to deficiencies in pedagogical and methodological knowledge of the teachers. Moreover, they state that teachers do not attend a sufficient number of in-service training to compensate for their inadequacies in these areas. These common problems are also listed in various studies (Şad, 2010, p. 48; Uztosun, 2016, p. 1199) in the local context.

The policy changes in early language teaching in Turkey result in different implementation and lead to various challenges related to the curriculum, physical circumstances, the quality and quantity of the English input, teachers' efficacy, and competencies in the field. As teachers' role on the successful implementation of the early language teaching policy is stressed in previous subtopics, the next subtopic covers the implementations of the TEYL policies in teacher education in Turkey by focusing on the government's actions to satisfy the need for the qualified teachers to work with young learners as well as the pre-service and in-service teacher education programs.

2.6. IMPLEMENTATIONS OF THE TEYL POLICIES IN TEACHER EDUCATION IN TURKEY

The importance of the teachers' role in the successful implementation of early language teaching policies is stressed by many scholars in Turkey. Büyükyavuz (2014: 1) states that "regardless of subject matter, teachers play a pivotal role in constructing and shaping educational practices at all levels. Teachers are powerful figures who have long-lasting influence in many aspects on students. Teachers directly affect their learners' academic achievement". Similarly, Gürsoy, Korkmaz, and Damar (2013: 62) also emphasize the decisive role of the teachers' self-efficacy, competencies to work with young learners, and their methodological beliefs and classroom practices in the success of the TEYL policy implementations. Therefore, it can be assumed that the quality of teacher education plays an important role in the success of TEYL policies.

In Turkey, English language teachers are selected from those who have graduated from the ELT department of the Faculty of Education. The undergraduate program of the ELT department takes four years except for the one-year preparatory classes in particular universities. There is one top-down curriculum for the English language teaching program which is declared by the Council of Higher Education, even though the techniques, syllabus, or the material prepared for the pre-determined courses could vary. However, to become a teacher of English, it is not necessary to be a graduate of the Faculty of Education. The graduates of the foreign language departments of the Faculties of Science and Letter can also become teachers of English after receiving pedagogical formation (MoNe, 2014, p. 17). After the introduction of the English to 4th-grade learners as a compulsory lesson in 1997, MoNe started the first distance teacher education program as a result of collaboration with the Open University Faculty of Anadolu University in Eskişehir to compensate the insufficient number of teachers (Kırkgöz, 2007, p. 222).

When it comes to the 4+4+4 educational reform which includes lowering the starting age of English instruction to the 2nd grade, MoNe declared the regulation of primary education institutions on 21 July 2012 to supply the need for the adequate number of qualified teachers as follows:

> Foreign language courses and religious culture and ethics courses must be taught by specialist teachers in primary schools. However, if the need cannot be met by these teachers in the field, these courses may be taught with course exchange by the primary school teachers who get their higher education in these areas or have received an in-service training certificate. In case this is also not possible, these courses continue to be taught by the primary school teachers. (MONE, 2012)

According to this declaration, if there is no English teacher for the young learners in a school, classroom teachers can teach English as long as they have graduated from a university where all the courses are taught in English or have acquired an in-service certificate in the field. Based on this declaration, it can be said that there are the same implementations among the local and global context in terms of permitting primary school teachers to teach English to compensate for the inadequate number of English language teachers (Bayyurt, 2012, p. 102).

Since the introduction of the early language teaching to the 4th graders in 1997, there has been both an investment in the in-service teaching program funded by MONE and changes in the pre-service teacher education about early foreign language teaching. Evaluating the effectiveness of in-service teacher education training programs (INSET), Uysal (2012: 16) refers to the general aim of these programs as keeping teachers updated about the contemporary changes in the TEYL field while contributing their professional development. However, she summarizes the general problems related to INSETs such as the lack of practical knowledge, the insufficient amount of time devoted to these classes, pre-determined course contents without taking care of the teachers' voices, and the lack of importance that should be given on reflective practices of the teachers on their experiences during these programs. To assess the utility of one of the INSET programs which is about the role of the teachers, who are expected to have age-appropriate methodological and pedagogical knowledge, in the successful implementation of the early language teaching policy, Uysal (2012: 21) conducts semi-structured interviews with both teacher educators and trainers and a questionnaire to 72 primary English language teachers around Turkey. The results show that although teachers have positive attitudes towards the INSETs, they report the problems about the program that is evaluated in this study as follows: it does not include follow-up activities, adequate materials, systematic planning and assessment, and most importantly take the teachers' voices and their contextual problems into the consideration. Therefore, for future implications, she stresses the need for a more teacher-centered approach towards the INSET programs in a way that teachers' opinions about the content and the materials of the course should be taken into the consideration and it should serve to specific contexts.

On the other hand, looking at the effect of the TEYL policy on the pre-service teacher education, it is seen that the introduction of English to the 4th and 5th-grade students with the 1997 curriculum reform led to the addition of the "Teaching English to Young Learners" (TEYL) course in the undergraduate program of English Language Teaching Department as a guide for the teachers to have adequate skills and pedagogical knowledge about children (Gürsoy, Korkmaz & Damar, 2013, p. 61). As teachers affect the successful implementation of early language learning

policy changes, the competencies a teacher should have to work with young learners are reconsidered, and the teachers' self-efficacy beliefs and their readiness have recently become topics of question. By focusing on the role of teacher education on training qualified teachers in the field, some researchers examine the contribution of the pre-service teacher education program on the teachers' self-efficacy beliefs (Güven & Çakır, 2012; Uztosun, 2016) and competencies (Gürsoy, 2015, pp. 21-22) regarding TEYL.

In their descriptive study about the association between teacher education and teachers' self-efficacy beliefs related to working with young learners, Güven and Çakır (2012) focus on to what extent the graduation from the department, taking TEYL course, participating in any in-service training, and teacher experience affect the teachers' self-efficacy beliefs in TEYL field. For this aim, they conduct a questionnaire to 266 primary school English teachers. The results show that the self-efficacy beliefs of the teachers who took a course on TEYL are found to be higher than the others while in-service training programs do not have a significant effect on the self-efficacy beliefs of the teachers. Therefore, researchers state that there is an association between teachers' educational experiences and their self-efficacy beliefs. In this way, they stress the importance of teacher education which provides the teachers with appropriate methodological and pedagogical knowledge.

In her master thesis, İşpınar (2005) explores teachers' awareness of TEYL in terms of managing, planning and organizing their teaching and knowing the young learners' characteristics. She collects her data through a questionnaire, observation sheet, tape recordings and follow up semi-structured interviews with 70 primary English language teachers. The results show that majority of the participants do not have any formal training about TEYL although most of them are graduated from ELT departments. Whereas the majority of the participants are aware of the characteristics of the young learners, the results show that, few of them could explain how and in what ways the characteristics of the young learners could affect their way of teaching. Moreover, the results of the observation sheets show that few teachers use extra materials like flashcards in addition to coursebooks and blackboards in their lessons although most of them state that they use extracurricular materials in

their lessons during the interviews. A significant number of teachers use mostly Grammar Translation Method and the reported insufficient hours of lessons, crowded classes, extra-intense curriculums and the shortage of qualified teachers taking the necessary formal trainings are listed as problems, which affect the primary English language teachers' awareness towards TEYL in a negative way. While most of the participants advocate the early start age of teaching English, they also state that they should attend to more formal trainings about TEYL and spend their times exploring the young learners' needs and their characteristics to sustain more effective lessons.

Uztosun (2016) examines the self-efficacy levels of pre-service and in-service teachers and the utility of the pre-service teacher education in terms of providing prospective teachers with the required qualifications to work with young learners through a questionnaire and semi-structured interview. The results show that both groups find themselves efficient in characteristics of young learners like the use of realia, games, and paralinguistic features. For the least efficacious areas, while the pre-service teachers underline the adequate use of time, knowledge about the L1 language acquisition process, and language skill development of the children, in-service teachers feel least efficacious in age-appropriate methodological knowledge about the development of each language skill. For the utility of the pre-service education, prospective teachers stress the insufficient number of practicum, TEYL, and language courses, which result in a more theory-based curriculum that does not provide them with sufficient practical knowledge that they can use during the real classroom practices.

For the teacher competencies, Gürsoy (2015: 21-22) focuses on the primary English teachers' competencies by conducting a questionnaire to 100 teacher candidates in a state university. The results of the questionnaire through which participants self-assessed their competency levels in various sub-topics related to TEYL show that while they perceive themselves competent in methodological aspects, they need to develop their speaking and pronunciation skills as well as the knowledge of the target culture to develop learners' intercultural awareness. As teachers are the main input sources in English as a foreign language context, she refers to the placement examination of the appointment of the teachers (KPSS) by

stating that it should also assess the teachers' speaking skills in addition to the general, specific and pedagogical knowledge.

When teachers' reported deficient knowledge areas about TEYL mentioned above are evaluated, which are the lack of age-appropriate methodological knowledge and practice-based approach to the undergraduate education curriculum, some researchers offer various implications to cope with these problems. For instance, Aktaş and İşigüzel (2014: 38) state that supportive courses should be added to the field of foreign language teaching at an early age in addition to theoretical courses on TEYL to develop the self-efficacy perceptions of foreign language teacher candidates. Focusing on teacher qualifications in TEYL, Bayyurt (2012: 101-102) also suggest different regulations for both English and classroom teachers. While she offers additional language teaching training programs in classroom teachers' pre-service training, she suggests that there should be syllabus design, language testing and assessment courses for young learners in ELT departments alongside the course of teaching English to young learners. Also, the instructors in universities and the educators in the Ministry of Education in Turkey should raise their awareness of teaching English to young learners by following the innovative developments in the international arena. For the current situation, however, Uztosun (2018: 550) state that there has been neither innovation in the content of the courses in the ELT department nor any revised in-service teacher education which is offered to English teachers after lowering the starting age to learn English in 2012. Within this context, the TEYL course is the only opportunity for the pre-service teachers to gain necessary pedagogical and methodological knowledge for young learners. To understand the effect of the TEYL course on well-trained primary teachers in the field, the next subtitle covers the content of the course by discussing its utility with references to the local studies. Some implications about how to improve the quality of the lesson are also discussed.

2.7. TEYL COURSE AND ITS CONTENT

TEYL is a two-term compulsory course in the ELT undergraduate curriculum that includes pedagogical and methodological concepts about children and their

language learning process. Until 2018, it took two hours for application and two hours for theoretical knowledge per week. However, in 2018, as a result of the changes in the ELT program, the TEYL course was both reduced by one hour a week and deprived of the practical dimension (Council of Higher Education, 2018). As can be seen in Table 1, the first term includes information about what makes young learners different from older learners, methodological concepts like learning styles and strategies, various activities for language skills and vocabulary, material development and language assessment according to learners' cognitive and emotional development. The second term focuses on different syllabus types, classroom management, and language presentations. In this course, pre-service teachers are also required to demonstrate microteaching in the class (Council of Higher Education, n.d.).

Table 1
The Content of the Teaching English to Young Learners I-II courses

TEACHING ENGLISH TO YOUNG LEARNERS I

-Differences between early age language learners (5-12 years) and learners of other ages (in terms of learning language structure, skills, and sub-skills) and misconceptions about early and early age learners,
-Early age learners' learning styles (visual, auditory and affective) and strategies (eg. metacognition, cognition, socio-cognitive),
-Developing activities for teaching vocabulary, language skills, language structure (eg. jigsaw, story, play, and simulation), and audio-visual tools (eg: pictures, real objects, cartoons, puppets, and songs);
-Selection, ranking, material adaptation, and evaluation of teaching points suitable for early age learners' language levels and cognitive, affective development.

TEACHING ENGLISH TO YOUNG LEARNERS II

 -Different syllabus types (story-based, content-based, theme-based, task-based) for young learner (5-12 years) groups,
- Effective use of children's literature, classroom management, language presentation, and exercises in the selected syllabus

As this is the only course in the undergraduate program of the ELT department for teaching English to young learners effectively, efficacy and sufficiency of this course are questioned to see if this course is sufficient in providing the teacher candidates with necessary knowledge and competencies. In her thesis study about the perceptions of English language teachers on the effectiveness of the

ELT undergraduate program, Karataş (2016: 56) states that the TEYL course is found to be the most beneficial course in the undergraduate ELT program by nearly 90% of all participants. However, there are also controversial studies that question the effectiveness and quality of the course. For instance, Çelik and Arıkan (2012: 77-87) stress the gap between the overloading theoretical aspects of the course and the real-life challenges that the English language teachers have to cope with in their daily classroom practices. For this purpose, they investigate the utility of the courses in the pre-service teacher education program in terms of preparing teachers to teach English to young learners and participants' opinions regarding the strong and insufficient aspects of the undergraduate ELT curriculum. They conduct in-depth interviews with 25 English language teachers who graduated from various departments including English Language and Literature or American Culture and Literature. The results show that nearly half of the participants state that the program is sufficient to pass the theoretical information but insufficient to pass practical knowledge and skills. In addition to this, all participants who are qualified to teach English at the primary level by receiving the Pedagogical Formation Certificate while graduating from the Literature departments state that they find the pedagogical formation insufficient to train teachers at the expected level. Looking at the strong and insufficient aspects of the program, it is found that the participants consider the practicality of some of the courses as the strength of the program. However, they criticize the micro-teaching technique as not providing teachers with real classroom settings. One of the points teachers emphasize in particular is that a pre-determined, top-down undergraduate teacher education program does not guarantee the quality of English teacher education in regions with different economic and social characteristics, which in turn show different educational needs. Similarly, Güngör (2016a:140) also states that microteaching only provides an artificial environment and does not fit into the real classroom context. Although it provides the prospective teachers with a chance to experience reflective practices in their microteaching sessions, they do not have any authentic context to implement the suggested implications or techniques that are shared at the end of the reflection process. As a recommendation to the problem of teacher education, the next chapter sheds light on the studies of some scholars based on the various implementations and implications to improve the content and the utility of the TEYL course in Turkey.

2.7.1. Studies on the TEYL Course in Turkey

Looking at the local studies about TEYL course in Turkey, it can be seen from a broader picture that while there are descriptive studies investigating the effectiveness of the TEYL course (Bekleyen, 2011; Ekşi & Aşık, 2015; Gören, 2008), there are also studies which include empirical data by implementing various professional development techniques (Camlibel-Acar, 2016; Güngör 2016a) or suggesting a new curriculum for TEYL course to improve its content (Güngör, 2016b).

To examine the effectiveness of the TEYL course by focusing on the utility of the microteaching presentations, Bekleyen (2011) conducts a study to see the effect of real classroom experience of the teacher candidates on their attitudes towards TEYL. 82 Teacher candidates who take TEYL courses are allowed to prepare the syllabus, give one another constant feedback about their material and syllabus preparation process, and implement their lesson plans in a real pre-school classroom environment. Data is collected through an interview before and after the real classroom experience process. The results show that participants' self-reliance raises after the real classroom experience in a way that they could test the methodological knowledge they gained in the pre-service education and this opportunity contributes to their experiential knowledge about TEYL. Similarly, Ekşi and Aşık (2015) also investigate the difference between microteaching presentation with peers and real classroom practices. For this aim, they require from 71 ELT students to reapply their storytelling lesson plans with children. The results show the difference between these two contexts in a way that participants feel as being on the comfort zone during the microteaching presentations since their classmates do not give reactions that children possibly show. That is why they report that during interaction with children, they find themselves facing problems that they do not anticipate beforehand.

Gören (2008) also evaluates the content of the TEYL course at Gazi University in the ELT department regarding the changing curriculum in 2006. In her descriptive study, she collects the data through interviews with the TEYL course's

instructors and the in-service primary English language teachers and the questionnaire with the 4th grade teacher candidates. The results show that six-week micro-teaching sessions are not enough for the students and they find the micro-teaching technique unrealistic and unpractical in terms of serving hypothetical teaching environments and learner profiles. As a result, they do not have a chance to teach a lesson in a real classroom environment before graduation, which in turn they feel less ready for working with the children. Although both the syllabus of the TEYL courses and the changing curriculum foster the communicative language learning method, the teacher candidates state that they feel inadequate about managing their teaching and preparing materials in accordance with the communicative language teaching method by relying on their theoretical knowledge. In that sense, they suggest that the hours of the TEYL course should be increased and it should be conducted in both terms, classroom management should be stressed in the courses, and the course should be more practice-based and realistic.

In addition to investigating the utility of the course, some studies implement various professional development techniques like observation, reflective diaries, or video-recording of microteaching sessions in the TEYL course to improve its content. Camlibel-Acar (2016) examines the effects of the 110 pre-service teacher candidates' observations of the English courses in different primary schools on their readiness and willingness to work with young learners by focusing on the challenges that they report during this experience. The data is collected through an open-ended questionnaire conducted at the beginning and end of the term and the reflective essay. The results of the open-ended questionnaire show that there is not a significant difference between participants' willingness to work with young learners before and after the observation process. However, the results of the reflective essays indicate that participants assess the success of the classroom management, alternative assessment tools, and the techniques used during the lessons based on their methodological knowledge in the TEYL course. They find this observation experience useful in terms of creating a link between their theoretical knowledge and real classroom implementations. Güngör (2016a) also conducts a study about the importance of reflective practices in filling the gap between theoretical knowledge and real classroom practices. She collects the data from 20 participants who attend

the TEYL course through video recordings of the microteaching sessions. During this data collection process, all participants are required to fill a checklist while watching their own recorded microteaching sessions and reflected their own and one another's performances. In addition to video recordings, analysis of the lesson plans that are prepared for the microteaching, and reflective diaries of the participants during the fall and spring semester also are used as primary data sources. The results of the self and peer reflection process through multiple professional development techniques reveal that participants observe problems in effective classroom management because of focusing on implementing lesson plans overmuch. Moreover, they recognize that they should use materials on purpose rather than only attracting learner's attention or making them have fun. Another problem is the ineffective use of paralinguistic features and intonation of the voice as a result of the high stress. As a result, all the participants emphasize the importance of the recorded microteaching sessions and reflective diaries in terms of making them have self-confidence for their future professional career on the TEYL.

In her dissertation about designing new syllabuses for TEYL I and II courses based on different stakeholders' needs and problems, Güngör (2016b) collects the data through a questionnaire, a semi-structured interview with in-service teachers, TEYL course instructors, and prospective teachers from five different state university. The observations of the participants during their practicum, the reflective diaries of them, and the content analysis of the different syllabuses of five state universities are used to back up the main data. The results show that effective classroom management, error correction, and giving appropriate feedback are found to be the most problematic areas by both pre-service and in-service teachers. Based on these findings, she designs two syllabuses for fall and spring term which include reflective practices through reflective diaries, microteaching sessions, and reflecting on international videos about the real classroom practices. For the assessment of young learners, she includes modelled assessment tools based on CEFR (Common European Framework of Reference for Languages) which help the prospective teachers to design their own contextualized and unique assessment tools. Rather than pen-and-paper examinations, she requires the TEYL course instructors to give constant feedback to the learners with rubrics which showed the strengths and

weaknesses of the learners during the term. Besides, prospective teachers are required to keep reflective diaries regularly until the microteaching presentations and share them with their instructor. Looking at the assignments, it can be claimed that there is a room for reflection, observation, and critical thinking. For instance, there are assignments in the syllabus like observing a child in the neighbourhood for discussing the characters of the young learners in the course or writing an argumentative paragraph on the "early = better" argumentation. For both terms, she also provides the student teachers with sample lesson plans and activities based on not only four language skills but also critical thinking. In conclusion, it can be assumed that she focuses on more reflective practices and practical knowledge which are backed up with the theoretical knowledge that is sustained with reading assignments.

In conclusion, TEYL is the only course in the undergraduate program to train well-equipped primary English teachers, and that is why its content and effectiveness are questioned in the early language learning research context. While some studies focus on the teachers' perspectives on the utility of the course, others focus on some implications and suggestions with professional development tools as mentioned above. To examine the role and the effect of the TEYL course on teacher competencies, teacher competencies are discussed in the next sub-title.

2.8. PRIMARY ENGLISH LANGUAGE TEACHER COMPETENCIES

The spread of the early language teaching policies in the world leads to the demand for competent primary English language teachers to work with young learners in the field. As the cognitive, linguistic, and emotional developments of the young learners vary from the other age groups, the reconsideration of the teacher competencies particularly in the TEYL area ends up with the identification of ideal teacher competencies in the world. Though these competencies vary according to different countries and there are various conceptions about the optimum level of fluency and proficiency in the foreign language of primary English language teachers (Garton, 2014, p. 208), they are generally divided into two categories: both methodological and pedagogical competencies, and language proficiency. For

instance, in İtaly, teachers are required to have at least B1 level proficiency in English and essential foreign language teaching methodology knowledge (Calabrese & Dawes, 2009, p. 38). Similarly, in Mexico, an ideal teacher profile is described as having B2 or higher level of linguistic proficiency, and graduating from an ELT department, or at least having a certificate in ELT. The minimum requirements are to have a B1 level of English proficiency with an ELT certification, or higher level of English proficiency without any certification at all (Ramirez-Romero & Sayer, 2016, p. 14). In the European context, on the other hand, there is a priority for primary classroom teachers who are expected to have age-friendly pedagogical and methodological competencies as well as be fluent in English although the real situation ends up recruitment of specialist English teachers as the foreign language proficiency of classroom teachers is found to be lower than B1 level (Enever, 2014, p. 234). Likewise, in the Asian context, Butler (2004) investigates the perceptions of the primary school teachers from Korea, Taiwan, and Japan about whether there is a gap between their perceived and desired proficiency level of English. According to the results, the primary school teachers report that they feel insufficient especially in productive skills of English which are speaking and writing. Different from other countries that focus on linguistic competencies of teachers specifically, in the Indonesian context, Musthafa (2010: 120-123) states that primary English language teachers should be competent in characteristics of the young learners, and age-appropriate teaching and learning foreign language strategies.

In the local context, Turkey, MONE (2008: 1-15) declared subject-specific teacher competencies of English language teachers as follow:

- Planning and Organizing English teaching processes (preparation of contextualized lesson plans, sustaining a learning-friendly environment, effective material development, utilization of the technological sources)
- Development of language skills (language learning and teaching strategies, enabling learners to use English effectively, development of the four skills, adaptation of the classroom implementations according to the learners that have special requirements)

- Monitoring and assessing the learning process (identifying the aims of the English language assessment implementations, effective use of various assessment tools, successful evaluation of the results of the assessments, using assessment tools for reflective learning purposes)
- Collaboration with parents, school, and community (effective communication with the parents, social leadership, advocating the concept of a school as a center of culture and learning, various implementations about ceremonies and organizations in the school)
- The use of professional development techniques for the development of self-reflective practices

Gürsoy (2015: 17) criticizes these subject-specific competencies as being a lack of pre-determined English language proficiency level of the teachers and not focusing on intercultural awareness while teaching a foreign language. Moreover, she highlights that these competencies are too general to clarify what methodological and pedagogical knowledge areas are required to have them. Similarly, Uztosun (2018: 553) states that except for the development of language skills, the other sub-categories are the same with the generic teachers' competencies, which were updated in 2017 with a focus on pre-service and in-service teacher education. To examine the primary English language teacher competencies in detail, he conducts a Delphi-study that includes the perceptions of teachers and teacher educators with a triple survey implementation in three rounds. The result of the study revealed 29 competencies, which are categorized under five groups as "... a) theoretical and practical knowledge, b) knowing the young learner, c) planning and organizing teaching, d) managing teaching, and e) English language competence" (Uztosun, 2018, p. 558). *Theoretical knowledge* encompasses the methodological and pedagogical knowledge that teachers should rely on while implementing various age-friendly methods and techniques during the language teaching process. *Knowing the young learner* includes competencies about a deeper understanding of child psychology, their linguistic, emotional and cognitive development process, knowledge about first language acquisition, etc. while *planning and organizing teaching* is about being able to develop age-appropriate materials, lesson plans and use classroom management techniques. *Managing teaching* requires effective instructions and paralinguistic

features of the teachers during the lesson while *English language competence* refers to the language proficiency of the teachers in four skills including phonology. Comparing the subject-specific competencies declared by MONE with the competencies listed in this study, it can be claimed that in addition to the competency areas stressed by MONE, Uztosun (2018: 559) also lists competencies related to the theoretical knowledge and English language proficiency of the teachers in the result of his study, which are the ones found as deficient areas in the document of the MONE by Gürsoy (2015: 17). In additionally, Çakır and Güngör (2017: 245) emphasize the importance of having 21th-century skills while working with young learners which include multicultural awareness, individualized learning needs, children's first language acquisition process, effective negotiation for meaning in a collaborative way, the integration of technology, constant cooperation with parents, organizational skills, and reflective practices. It can be said that in addition to the methodological and pedagogical knowledge, creating a mutual relationship between parents and the adaptation of technological tools into the classroom, there is a tendency to critical thinking and reflective practices through various professional development tools in 21th-century skills. In this way, teachers are not only expected to have competencies in theoretical knowledge but also they are required to implement their theoretical knowledge in the classroom, reflect their self and other colleagues' performances constantly, and most importantly take an action based on this experiential knowledge. Being competent in effective communication, creative and critical thinking, problem-solving and adapting to new situations play a crucial role for primary English language teachers to cope with the 21th-century teacher requirements. To investigate the role of the TEYL course on the development of 21th-century skills, Çakır and Güngör (2017) conduct a descriptive study with nearly 300 participants from five universities in Turkey via a survey. It includes questions about participants' backgrounds, their perceptions about to what extent the TEYL course provides them with those pre-determined skills and their beliefs about to what extent they adopt those skills via various classroom management or language assessment techniques in the classroom. The results show that participants do not find the TEYL course useful in the area of the effective use of technological tools in the class, age-appropriate characteristics of the learners and organizational competence like successful classroom management. The current syllabus of the

course is also found as not enough for preparing them to develop 21st-century teacher skills, especially in critical thinking, intercultural communication, and decision-making skills.

Looking at the primary teacher competencies in the world, it can be said that there are various criteria including the methodological and linguistic competencies of the teachers. In Turkey, MONE also declares specialist-teacher competencies although these competencies are found to be quite general and not including any requirements for specifically primary English language teachers by many scholars in the field. Early language teaching has been taught as a compulsory subject in primary schools since 2012 so that the determination of the teacher competencies in this field is tried to be achieved by Delphi or descriptive studies. As this thesis focuses on the effects of the TEYL course on teacher competencies, these competencies play a crucial role in the study.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

In this chapter, the design of the study, participants, data collection process, data collection instruments, and the data analysis are discussed, respectively.

3.2. DESIGN OF THE STUDY

This thesis investigates the role of the TEYL course in primary English language teachers' perceptions of their current levels for the professional competencies about TEYL and their daily classroom practices while working with young learners. For this aim, the mixed-method design via both qualitative and quantitative data collection procedures was preferred. In the first phase, for the quantitative data, a questionnaire was filled out by 108 primary English language teachers to examine the background information of the participants and perceptions of their current levels for the teacher competencies about TEYL. In the second phase, for the qualitative data, an online semi-structured interview form was sent to the 108 teachers who answered the questionnaire beforehand via e-mail, and 20 of them returned to the semi-structured interview. For the sampling methods, the convenience sampling technique was preferred through which social media applications including online primary English teacher groups. As there is usually one (or occasionally two) English language teacher position in a primary school, obtaining the data via online platforms like Facebook saved time and energy, which made the data collection process out of time and setting at the same time.

3.3. RESEARCH QUESTIONS

This study aims to investigate the effects of the TEYL course on the primary English language teachers' perceptions of their current levels of the TEYL competencies and their classroom practices. Also, it seeks the teachers' suggestions

to improve the content of the lessons for training well-equipped primary English language teachers who work with young learners regarding their evaluation of the sufficiency of the TEYL courses when considering their classroom practices. For these aims, the research questions of the study are listed below:

RQ1: Does taking a TEYL course or not affect the teachers' perceptions of their current levels of TEYL competencies? If so, to what extent they affect the teachers' perceptions of their current levels of TEYL competencies?

> **RQ1.1.:** In what TEYL competencies do primary English language teachers perceive themselves competent / less competent?

> **RQ.1.2.:** Is there a difference between teachers who took the TEYL course in the undergraduate program and who did not in terms of teachers' TEYL competencies?

> **RQ1.3:** Is there a difference between teachers who participated in any in-service program about TEYL and who did not in terms of teachers' TEYL competencies?

RQ2: How and in what ways does the TEYL course affect the classroom practices of the English teachers who work in primary schools in Turkey?

> **RQ2.1:** What are the classroom practices of the teachers while working with young learners?

> **R.Q.2.2.** To what extent and what areas do teachers find the TEYL course useful when considering their real classroom practices?

> **R.Q.2.3.** To what extent and what areas do teachers find the TEYL course not useful when considering their real classroom practices?

R.Q.3. What are the suggestions of the in-service teachers to develop the content of the TEYL course based on their classroom practices?

> **R.Q.3.1.** In what ways participants perceive the TEYL course as sufficient / insufficient for preparing teachers to work with young learners?

R.Q.3.2. What are the suggestions of the in-service teachers to develop the content of the TEYL course?

3.4. PARTICIPANTS

3.4.1. Participants of the Questionnaire

108 participants in total answered the questionnaire of the primary English language teacher competencies. Table 2 shows the background information about them.

While 51,8% of the participants were between the 20-30 years old, 48.1% of them were above the 30, which in turn means that the distributions of the age groups are close to each other. For the gender, female participants (92.6%) dominated the men; only 8 of the participants were male. More than 80% of the participants had only an undergraduate diploma while others were graduated from an MA or a Ph.D. program. For the departments of the undergraduate programs, 80% of the participants graduated from the ELT department, while the second department, was the ELL (English Language and Literature) (13%). While the majority of the teachers worked in state schools, only 13% of them worked in private schools. When the settlement of the workplaces was analyzed, it was found that 63% of them were in the city center, 18.5% of them were in the village, and 14.8% of them were in suburb areas respectively. Looking at the experience of working with young learners as an English teacher, the mean score of the total amount of working time was found as nearly 5 years. In parallel with the results of the BA departments graduated, nearly 70% of the teachers took the TEYL courses in their undergraduate program in the ELT department while the rest of them did not. The percentage of the teachers who attended any in-service program about TEYL (47.2) was slightly lower than those who did not (52.8%), which means that there is no distinctive difference in the distribution of the percentages of the attendants and non-attendants of any TEYL in-service program.

To examine whether any of these variables related to the background information of the participants has an impact on their perceptions of the current levels in primary English teacher competencies, the categorical variables which are

Table 2
Descriptive Statistics of Participants in the Questionnaire

Variable	Group	n	%
Age	20-25	25	23,1
	26-30	31	28,7
	31-35	32	29,6
	36 and more	20	18,5
Gender	Female	100	92,6
	Male	8	7,4
Education	Bachelor	90	83,3
	Master And PHD	18	16,7
Workplace	State	93	86,1
	Private	14	13,0
	Other	1	0,9
Department	English Language Teaching	87	80,6
	English Language and Literature	14	13,0
	American Culture and Literature	2	1,9
	English and Linguistics	1	0,9
	English Language and Culture	1	0,9
	Translation Studies	2	1,9
	Other	1	0,9
Settlement	City centre	68	63,0
	Suburb	16	14,8
	Village	20	18,5
	Other	4	3,7
TEYL Preservice	Yes	75	69,4
	No	33	30,6
TEYL In-service	Yes	51	47,2
	No	57	52,8

Variable	N	Mean	SD
Experience (Year)	96	5,438	4,172

gender (see Appendix A), education level (see Appendix B), graduation department (see Appendix C), and working place (see Appendix D) were analysed using the alternative Mann Whitney U test. For the comparison of the competency scores between age groups, Kruskal Wallis Test was preferred (see Appendix E), while the relationship between the TEYL competency scores and duration of the experience was examined by the Spearman Correlation test (see Appendix F).

3.4.2. PARTICIPANTS OF THE SEMI-STRUCTURED INTERVIEW

20 participants out of 108 answered the semi-structured interview. Looking at the background information of them in Table 3, it can be seen that while half of the participants were between the 20-25 years old, the rest of them were above the 30. For the gender variable, except for the one participant, all of them were female. 80% of the participants were the graduates of the undergraduate program while others were graduated from an MA or a PHD program. For the departments of the undergraduate programs, except for the one who graduated from the ELL department, others were graduated from the ELT department. While the majority of the teachers worked in state schools, only two of them worked in private schools. When the settlement of the workplaces was analyzed, it was found that 55% of them were in the city center, 25% of them were in the village, and the 10% of them were in suburb areas, respectively. Looking at the experience of working with young learners as an English teacher, the mean score of the total amount of working time was found as nearly 3.5 years. While all participants took the TEYL courses in their pre-service education programs, the percentage of the teachers who attended any in-service program about TEYL and those who did not were equally distributed.

3.5. DATA COLLECTION INSTRUMENTS

3.5.1. Questionnaire

The questionnaire (see Appendix G) was developed by the researcher and it consisted of two parts: the first part included the background information of the participants (i.e., age, gender, education degree, graduation department, working place, TEYL course taken in pre-service education and whether or not any in-service program about TEYL was attended). The second part included 29 TEYL

Table 3
Descriptive Statistics of Participants in the Semi-structured Interview

Variable	Group	n	%
Age	20-25	10	50
	26-30	5	25
	31-35	5	25
Sex	Female	19	95
	Male	1	5
Education	Bachelor	16	80
	Master And PHD	4	20
Workplace	State	18	90
	Private	2	10
	Other	0	0
Department	English Language Teaching	19	95
	English Language and Literature	1	5
Settlement	City centre	11	55
	Suburb	2	10
	Village	5	25
	Other	2	10
TEYL Preservice	Yes	20	100
	No	0	0
TEYL inservice	Yes	10	50
	No	10	50

Variable	n	Mean	SD
Experience (Year)	17	3,47	2,695

competencies with which primary English language teachers are expected to be equipped while working with young learners. These 29 items were taken from the article of the Uztosun (2018) who conducted a Delphi study about the professional competencies that primary English language teachers should have and develop to work in primary education. Originally, as can be seen in Table 4, there are 29 competency items and five categories according to the result of this Delphi study. (Uztosun, 2018, p. 559). In the questionnaire, participants were required to self-assess their current levels for these 29 competencies and select the most suitable answers. To transform these items to the Likert-scale type questions, the question phrase of *"as an English teacher who works with children, I can..."* was asked to the teachers and then the items were listed with the "totally agree", "agree," "neutral", "disagree" and "totally disagree" options. In parallel with the question phrase, the plural third-person possessive adjectives in the items were changed according to the singular first-person possessive adjective when necessary.

3.5.2. Semi-structured Interview

The semi-structured interview consisted of three parts and included both open-ended and Likert-scale questions (see Appendix H). In the first part, there were four open-ended questions related to the personal experiences of the teachers about TEYL in which they were required to answer the areas they feel more / less comfortable, the problems they deal with the children in the class and the most crucial competencies that an English language teacher should possess to work with young learners. In the second part, there were five open-ended questions about the evaluation of the content of the TEYL courses. In this part, teachers answered the questions about the methods and techniques used in the courses, and whether the courses were mostly theory or practice-based. To associate the content of the courses with the teachers' daily life practices, in this part, there were also questions which seek the benefits and deficiencies of these courses concerning the daily classroom practices of the teachers to find out if the teachers find these courses sufficient to prepare them in primary education. In the third and the last part, teachers were expected to give suggestions relevant to the development of the TEYL courses. The

semi-structured interview was prepared in Turkish by the researcher to allow 20 participants to express themselves without any misunderstandings.

3.6. DATA ANALYSIS

3.6.1. Quantitative Data Analysis

In this study, first, the items of the questionnaire were re-factorized using the confirmatory factor analysis in IBM SPSS Amos Version 23 program by sticking with the 5 categories in the study of the Uztosun (2018: 559). This allowed the researcher to determine to what extent the structure that appeared in the original examination exists in this study when these items and categories are used on the current groups and context. Then, the reliability of the factors was determined by using Cronbach Alpha test in IBM SPSS Version 25 program.
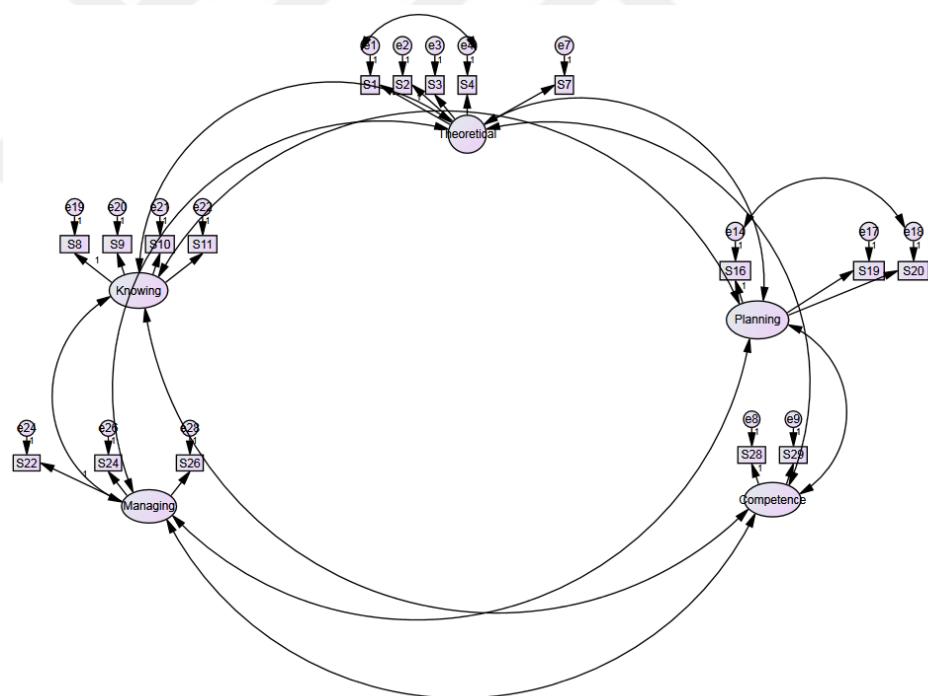
Figure 1 Scheme of Confirmatory Factor Analysis

As can be seen in Figure 1, when the items related to the sub-factors of the questionnaire were examined as a result of confirmatory factor analysis, the first factor was collected under the name of "Theoretical and Practical Knowledge" which included items 1, 2, 3, 4, 7. The second factor was determined as "Knowing the Young Learner" which included the items 8, 9, 10, 11. The third factor was the "Planning and Organizing Teaching" with the items of 14, 17, 18. While the fourth factor was set under the name of the "Managing Teaching" with the items of 22, 24 and 26, the fifth factor was the "Competence in English" which included the items of 28 and 29. Comparing the categorization of the competencies and the items in the original study (Table 4) with the result of the confirmatory factor analysis (Table 5) it can be seen that the items 5, 6, 12, 13, 15, 16, 19, 20, 21, 23, 25, and 27 were excluded from the study and 17 items out of 29 were found to be suitable for the analysis.

To evaluate the suitability of the established model as a result of the confirmatory factor analysis, comparisons of Chi Square (x^2) Goodness of Fit Test, RMSEA, RMR, GFI, CFI, NFI values were performed. As can be seen in Table 6, all values were within the cut off for the good fit, which means that the model data fit was excellent.

After the construct validity of the questionnaire was tested, the reliability of the factors was tested via Cronbach's Alpha test. As can be seen in Table 7, the reliability ratio of "Knowing the Young Learner" factor is high (0.80 and above), and "Theoretical and Practical Knowledge", "Planning and Organizing Teaching" and "Competence in English" factors have a good reliability (between 0.70 and 0.80). The reliability of the "Managing Teaching" factor is observed to be reasonable. (Hair et al, 2003).

Table 4
The Categorization of the Competencies in Uztosun's Study (2018:559)

Category	Competence
Theoretical and practical knowledge	1. Implement techniques for teaching English to young learners 2. Know the appropriate techniques and methods to teach English vocabulary to children 3. Know how each language skill (reading, writing, listening, speaking) can be developed in young learners 4. Know how to correct language errors of children 5. Implement methods to teach English to young learners (CLT, Audio-lingual, Total Physical Response etc.) 6. Know the developmental characteristics of children's first language development 7. Know the stages of children's language learning
Knowing the young learner	8. Implement their teaching taking into account the characteristics of children's development (physical and cognitive) 9. Differentiate between children with different personality traits and learning styles 10. Know child psychology 11. Differentiate between children who have different developmental features
Planning and Organising teaching	12. Interpret, adapt, and supplement textbooks 13. Use mostly visual materials 14. Develop children's English language awareness 15. Use mainly kinaesthetic activities 16. Design a variety of practical teaching materials 17. Focus on teaching listening and speaking 18. Manage class time effectively 19. Use effective materials appropriate for young learners 20. Teach English appropriate to language level of students 21. Use games in teaching
Managing teaching	22. Give simple instructions while teaching young learners 23. Use gestures, facial expressions and body language effectively in instruction 24. Implement their teaching actively and energetically 25. Alter content of lesson according to children's wants and needs 26. Manage the classroom by gaining the attention of the class 27. Use drama, demonstration, simulation and acting out in teaching
Competence in English	28. Possess a high level of competence in English (reading, writing, speaking, listening) 29. Have good English pronunciation skills

Table 5
The Categorization of the Competencies as a result of the Confirmatory Factor Analysis

Category	Competence
Theoretical and practical knowledge	1. Implement techniques for teaching English to young learners 2. Know the appropriate techniques and methods to teach English vocabulary to children 3. Know how each language skill (reading, writing, listening, speaking) can be developed in young learners 4. Know how to correct language errors of children 7. Know the stages of children's language learning
Knowing the young learner	8. Implement their teaching taking into account the characteristics of children's development (physical and cognitive) 9. Differentiate between children with different personality traits and learning styles 10. Know child psychology 11. Differentiate between children who have different developmental features
Planning and Organising teaching	14. Develop children's English language awareness 17. Focus on teaching listening and speaking 18. Manage class time effectively
Managing teaching	22. Give simple instructions while teaching young learners 24. Implement their teaching actively and energetically 26. Manage the classroom by gaining the attention of the class
Competence in English	28. Possess a high level of competence in English (reading, writing, speaking, listening) 29. Have good English pronunciation skills

The scores of the Likert-scale type of questions in the questionnaire were determined by calculating the mean scores of the responses to the items of the factors in the questionnaire. After this, the statistical analysis related to the variables in the study was started.

Shapiro Wilk test was used to determine whether the variables were normally distributed and none of the analyzes showed compliance with the normal distribution. Nonparametric alternative tests were preferred throughout the study due

to the non-compliance with normal distribution. Significance level was accepted as 0.05 in all analyzes.

Table 6
Fit Statistics for Confirmatory Factor Analysis

Fit Indices	Cut-off for Good Fit	Values
χ^2/sd (166,719/107)	<2	1.558
RMSEA	$0.00 \leq RMSEA \leq 0.10$	0.073
RMR	$0.00 \leq RMR \leq 0.08$	0.029
GFI	$0.80 \leq GFI \leq 0.95$	0.849
CFI	$0.90 \leq CFI \leq 0.97$	0.916
NFI	$0.80 \leq NFI \leq 0.95$	0.803

Table 7
Reliability Analysis of the Factors

Factor	Cronbach's Alpha	N of Items
Theoretical and Practical Knowledge	0.778	5
Knowing the Young Learner	0.816	4
Planning and Organizing Teaching	0.754	3
Managing Teaching	0.692	3
Competence in English	0.723	2

3.6.2. Qualitative Data Analysis

The qualitative data analysis was conducted through the Nvivo 12 Software program, which enables the researchers to code the raw qualitative data into the files and nodes, then show and visualize the association among these nodes and various files through references, and interpret the results relied on these coding procedures. Nodes contain similar expression about one particular concept or category (Bazeley & Jackson, 2013, p. 13). The data were analyzed by content analysis, which demanded finding consistent and meaningful themes and patterns in the data (Patton, 2002, p. 452).

During the determination of the nodes, both deductive and inductive coding were used. Deductive coding refers to the use of pre-determined categories or themes before the analysis of the data. In this study, the categories in the study of Uztosun (2018: 559) about the TEYL competencies teachers should obtain to work with young learners like "Theoretical and Practical Knowledge" or "Managing Teaching" were used as nodes in a way that the appropriate statements of the participants related to any of these categories were coded under these nodes. On the other hand, inductive coding refers to the determination of the authentic nodes as a result of the recurring statements about any particular research questions or interview questions. Table 8 shows an extract from the codebook exported from the Nvivo 12 software program (see Appendix I), which demonstrates the "Knowing the Young Learners" node, its sub-nodes, descriptions related to this node, the number of the files this node is associated, and the total number of the references in this node. Based on this table, it can be said that "Knowing the Young Learner" node was associated with six different files through the 34 references coded from the raw data of the semi-structured interviews. To see the associations and the relationships between this node and the other files related to the study, researcher preferred to indicate name of the files and the number of references with which the "Knowing the Young Learners" category associated in the "description" part. After the coding of the data into the appropriate nodes and files, the association between particular nodes and / or files were investigated in two ways: either via Pearson Correlation Coefficient values or the percentage coverages of the nodes. The percentage coverage specifies the total

Table 8
The Extract from the Codebook

Name	Description	Files	References
1. Knowing the YL	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL>- § 6 references coded		
	<Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 2 references coded	6	34
	<Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 6 references coded		
	<Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 14 references coded		
	<Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 1 reference coded		
	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 5 references coded		

amount of the source content coded a particular node and the higher the percentage coverage between particular nodes is, the stronger relationship could be found between them. When it comes to the interpretation of the results of the Pearson Correlation Coefficient values, Evans' suggestion for the absolute value of *r* was taken into the consideration (1996), which could be seen below:

0.00-0.19: "very weak"

0.20-0.39: "weak"

0.40-0.59: "moderate"

0.60-0.79: "strong"

0.80-1.0: "very strong"

In qualitative studies, "the researcher is the instrument" (Patton, 1990, p. 14). Therefore, the efforts and the skills of the researcher play an important role on the validity and reliability of the data analysis. For this study, the intra-rater reliability, which "refers to the consistency of one individual's scoring, rating, or observing over time" (Gay et al, 2011, p. 194), was conducted in a way that the researcher analyzed

the data twice at seven-month intervals. Table 9 shows the differences in the codebook after the second data analysis procedure.

Table 9
The Differences between the Codebooks in the First and Second Data Analysis Procedures

Codebook - TEYL - interviews – 18-08-2019	Codebook - TEYL - interviews – 18-04-2020
1.Knowing the YL **Behavioural Problems** Effective Communication with children **Loving children** **Patience**	**1.Knowing the YL** Effective Communication with children **Characteristics of YL**
2.Planning and Organizing Teaching **Characteristics of YL** Material Design Preparing lesson plans	**2.Planning and Organizing Teaching** Material Design Preparing lesson plans

The main differences between the first and second codebooks could be seen in the two nodes, which are the "Knowing the YL" and "Planning and Organizing Teaching". The sub-nodes of the "Knowing the YL" node were re-organized in a way that while "Behavioural Problems", "Loving Children", and "Patience" were coded as separate nodes, "Characteristics of YLs" (the sub-node of the "Planning and Organizing Teaching" node beforehand) was re-coded under the "Knowing the YL" node in view of the fact that the skills related to "Knowing the YL" category generally include teaching regarding the physical and cognitive developmental characteristics of the young learners, distinguishing the various learning styles, developmental features and personality traits of the children and knowing child psychology. Therefore, the "Characteristics of the YLs" was found to be more suitable as a sub-node for "Knowing YLs" than "Planning and Organizing Teaching" category. Moreover, "Behavioural Problems", "Loving Children", and "Patience" sub-nodes were omitted from "Knowing YL" node and re-coded as separate nodes since in the second data analysis procedure, it was seen that as the skills related to the "Knowing the YL" category focus on teaching children according to changing learning styles and the differences between the cognitive and physical developments of children, these sub-nodes could not be limited directly to this category and should be seen as separate nodes no matter how they seemed to be related to children.

CHAPTER IV

RESULTS

4.1. INTRODUCTION

In this chapter, the analysis of the questionnaire and the semi-structured interviews is conducted, and the research questions are answered in the light of the interpretation of the results of these analyses.

4.2. THE EFFECTS OF THE TEYL COURSE ON THE TEACHERS' PERCEPTIONS OF THEIR CURRENT LEVELS OF THE TEYL COMPETENCIES

RQ1: *Does the TEYL course affect the teachers' perceptions of their current levels of TEYL competencies? If so, to what extent they affect the teachers' perceptions towards their current levels of TEYL competencies?*

To understand if, and to what extent TEYL course effects the primary English language teachers' perceptions of their TEYL competencies, all participants' perception towards their current levels of TEYL competencies were investigated. Then, both the effects of the pre-service and in-service education on teachers' perceptions towards their current levels for the TEYL competencies were investigated.

4.2.1. Teachers' Perceptions of Their Current Levels for the TEYL Competencies

RQ1.1.: *In what TEYL competencies do primary English language teachers perceive themselves competent / less competent?*

Table 10

Distribution of the Answers Given to the TEYL Competencies

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Implement my teaching actively and energetically	73(67.59%)	34(31.48%)	0(0%)	1(0.93%)	0(0%)
Give simple instructions while teaching young learners	70(64.81%)	35(32.41%)	3(2.78%)	0(0%)	0(0%)
Implement techniques for teaching English to young learners	44(40.74%)	61(56.48%)	3(2.78%)	0(0%)	0(0%)
Design a variety of practical teaching materials	55(50.93%)	48(44.44%)	5(4.63%)	0(0%)	0(0%)
Know the appropriate techniques and methods to teach English vocabulary to children	47(43.52%)	56(51.85%)	5(4.63%)	0(0%)	0(0%)
Use effective materials appropriate for young learners	61(56.48%)	41(37.96%)	6(5.56%)	0(0%)	0(0%)
Teach English appropriate to language level of students	59(54.63%)	43(39.81%)	6(5.56%)	0(0%)	0(0%)
Know how to correct language errors of children	46(42.59%)	54(50%)	8(7.41%)	0(0%)	0(0%)
Manage the classroom by gaining the attention of the class	42(38.89%)	58(53.7%)	7(6.48%)	1(0.93%)	0(0%)
Implement my teaching taking into account the characteristics of children's development (physical and cognitive)	45(41.67%)	54(50%)	8(7.41%)	1(0.93%)	0(0%)
Have good English pronunciation skills	52(48.15%)	45(41.67%)	10(9.26%)	1(0.93%)	0(0%)
Differentiate between children with different personality traits and learning styles	39(36.11%)	58(53.7%)	10(9.26%)	1(0.93%)	0(0%)
Know the stages of children's language learning	53(49.07%)	42(38.89%)	9(8.33%)	4(3.7%)	0(0%)
Know child psychology	42(38.89%)	52(48.15%)	12(11.11%)	2(1.85%)	0(0%)
Know how each language skill (reading, writing, listening, speaking) can be developed in young learners	48(44.44%)	46(42.59%)	13(12.04%)	1(0.93%)	0(0%)
Differentiate between children who have different developmental features	46(42.59%)	46(42.59%)	16(14.81%)	0(0%)	0(0%)
Possess a high level of competence in English (reading, writing, speaking, listening)	43(39,81%)	47(43,52%)	17(15,74%)	1(0,93%)	0(0%)

Table 10 shows the distribution and percentages of the participants' answers towards the statements about primary English language teachers' competencies. The items in the table were sorted from those that got the most "Totally Agree" and "Agree" answers to the ones that get the least "Totally Agree" and "Agree" answers. Although there was no item in which the participants considered themselves completely less competent, 4 participants (3.7%) found themselves partially incompetent in "knowing how to correct children's language errors". As can be seen in Table 10, the highest-ranked item (99.07%) was "implementing their teaching actively and energetically", which means that nearly all participants found themselves competent in managing to teach actively and energetically in the class. The second-highest ranked items were the "giving simple instructions while teaching young learners" and "implementing techniques for teaching English to young learners" with the percentage of 97.22 while the third-highest ranked items were the "designing a variety of practical teaching materials" and "knowing the appropriate techniques and methods to teach English vocabulary to children with 95.37 percent. On the other hand, the lowest-ranked items with "totally agree" and "agree" were listed successively as the "knowing how each language skill (reading, writing, listening, speaking) can be developed in young learners" (87.03%), "differentiating between children who have different developmental features (85.18%) and "possessing a high level of competence in English (reading, writing, speaking, listening) (83.33%).

Considering the classification of these items (see Table 11), the mean scores of the responses to the items of the categories were compared with each other with the Kruskal-Wallis H test, and a statistically significant difference was found between the mean scores (p <0.05). Accordingly, the means of the responses given to the items of at least 2 categories out of 5 were found to be different from each other.

After the Kruskal Wallis H Test which shows the significant difference among the distribution of the at least two groups, the Dunn's Post Hoc Test was conducted to determine which categories were significantly different from one another. As can be seen in Table 12, a statistically significant difference was found

between the means of the "Planning Teaching" and "Managing Teaching" categories as a result of the post hoc test. (P <0.05) Moreover, the mean score of the "Knowing Learner" category (1.727) was significantly different and higher than the mean scores of the "Planning Teaching" (1.472) and "Managing Teaching" (1.512) categories.

Table 11
Multiple Comparison of Mean Scores Among the Categories of the Competencies

Category	N	Mean	SD	df	Test Value	p
Theoretical and Practical Knowledge	108	1.648	0.476			
Knowing Learner	108	1.727	0.551			
Planning Teaching	108	1.472	0.449	4	18.153	0.001*
Managing Teaching	108	1.512	0.490			
Competence in English	108	1.704	0.634			

Kruskal Wallis H Test
*indicates the statistical significance at level $\alpha = 0.05$.

While coding value labels for the answers of the participants in the SPSS program, there was a sequence starting from the "totally agree =1" to "totally disagree = 5". Therefore, the highest mean score of a specific category referred to the fact that participants mostly disagreed with that specific category. Within this framework, when the mean scores of these three categories were compared, it can be suggested that participants considered themselves more competent in "Planning Teaching" and "Managing Teaching" than the "Knowing Learner" category. When the "Planning and Organizing Teaching" competency group was examined in comparing the mean scores of the competency levels between male and female participants, a statistically significant difference was found between the mean responses of the participants. (p<0.05) The mean score of women (1.48) was significantly different and lower than that of men (1.87), which means that women perceived themselves as more successful than men in the "Planning and Organizing

Teaching" category. Except for that, age, experience time, education level, graduation department, and working place were found as independent of the teachers' perceptions towards their current competency levels in TEYL teacher competencies.

Table 12
Pairwise Multiple Comparison of the Mean Scores Between Categories

Factor 1 - Factor 2	Test Statistic	Adj. Sig.[a]
Planning and Organizing Teaching - Managing Teaching	-11.074	1.000
Planning Teaching - Competence in English	-55.370	0.080
Planning Teaching - Theoretical and Practical Knowledge	55.759	0.076
Planning Teaching - Knowing Learner	72.356	0.005*
Managing Teaching - Competence in English	-44.296	0.340
Managing Teaching - Theoretical and Practical Knowledge	44.685	0.325
Managing Teaching - Knowing Learner	61.282	0.034*
Competence in English - Theoretical and Practical Knowledge	0.389	1.000
Competence in English - Knowing Learner	16.986	1.000
Theoretical and Practical Knowledge - Knowing Learner	-16.597	1.000

Dunn's Post Hoc Test
*indicates the statistical significance at level α =0.05.

4.2.2. The Effects of the TEYL Course on the Teachers' Perceptions of their Current Levels of the TEYL Competencies

RQ.1.2.: *Is there a difference between teachers who took the TEYL course in undergraduate program and who did not in terms of teachers' TEYL competencies?*

When the competence averages are compared between those who took the TEYL course in pre-service education and those who did not with the Mann Whitney U test, a statistically significant difference was found between the participants' mean answers in "Theoretical and Practical Knowledge", "Knowing Learner" and

"Competence in English" categories. (p<0.05) As can be seen in Table 13, for these three categories, the mean scores of those who took the TEYL course (1.57, 1.65 and 1.60 respectively) were significantly different and lower than the mean scores of those who did not take the course (1.81, 1.90 and 1.92, respectively). Accordingly, participants taking the TEYL course in pre-service education found themselves more successful in these 3 competence categories than those who did not take the courses. Therefore, it can be claimed that teachers taking the TEYL course perceived themselves more competent in the methodological knowledge including theoretical and practical knowledge, knowing the characteristics of the young learners which include cognitive, physical and psychological development of the young learners and English language proficiency than others who did not take the courses.

Table 13
The Comparison between the Participants who Took the TEYL course and who did not

	Categories	TEYL _preservice	N	Mean	SD	Test value	P
TEYL Preservice	Theoretical and Practical Knowledge	Yes	75	1.5733	.44031	888.000	0.019*
		No	33	1.8182	.51566		
	Knowing Learner	Yes	75	1.6500	.50169	945.000	0.048*
		No	33	1.9015	.62168		
	Managing Teaching	Yes	75	1.4267	.40478	1053.000	0.204
		No	33	1.5758	.52884		
	Planning Teaching	Yes	75	1.4667	.47140	1035.500	0.164
		No	33	1.6162	.52122		
	Competence in English	Yes	75	1.6067	.57712	914.000	0.025*
		No	33	1.9242	.70844		

Mann Whitney U Test
*indicates the statistical significance at level α = 0.05.

On the other hand, for the "Managing Teaching" and "Planning Teaching" competency categories, there was no statistically significant difference between the mean scores of those who took and did not take the TEYL course (p> 0.05). Considering the result of the previous research question which shows that all participants found themselves more competent in "Managing Teaching" and

"Planning and Organizing Teaching" categories than others regardless of taking the TEYL course or not, it can be claimed that TEYL course do not play a distinctive role in teachers' perceptions towards their current levels of "Managing Teaching" competence which refers to use specific techniques to foster the students' motivation and participation to the lesson and "Planning and Organizing Teaching" competence including preparing appropriate learning environments and material design.

4.2.3. The Effects of the In-Service Education on the Teachers' Perceptions of their Current Levels of the TEYL Competencies

RQ1.3: *Is there a difference between teachers who have ever participated in any in-service program about TEYL and who have not in terms of teachers' TEYL competencies?*

Table 14
The Comparison between the Participants who participated any TEYL in-service program and who did not

	Competence	TEYL inservice	N	Mean	SD	Test Value	P
TEYL in-service	Theoretical and Practical Knowledge	Yes	51	1.5412	.40850	1119.000	0.038 *
		No	57	1.7439	.51375		
	Knowing Learner	Yes	51	1.6471	.47217	1265.500	0.241
		No	57	1.7982	.60769		
	Managing Teaching	Yes	51	1.4379	.39716	1382.000	0.649
		No	57	1.5029	.49249		
	Planning Teaching	Yes	51	1.4837	.48677	1358.500	0.546
		No	57	1.5380	.49503		
	Competence in English	Yes	51	1.5882	.59754	1167.500	0.068
		No	57	1.8070	.65298		

Mann Whitney U Test
*indicates the statistical significance at level α = 0.05.

Table 14 shows the Mann Whitney U test result which compares the mean scores of the teachers who have ever participated in any in-service program about TEYL and who have not to examine whether in-service TEYL programs have a significant role in the development of any of these 5 competence categories. When "Theoretical and Practical Knowledge" competence category was examined in the comparison of the mean scores between the teachers participating in any in-service TEYL program and those who do not, a statistically significant difference was found between the mean answers of the participants. ($p<0.05$) The mean score of the participants participating in any in-service program about TEYL (1.54) was significantly different and lower than the mean score of the non-participants (1.74), which in turn means that teachers participating in any in-service TEYL program found themselves more successful in this competence category than those who do not. In addition, there was no statistically significant difference between the mean scores of those who participate and those who do not, in "Knowing Learner", "Managing Teaching", "Planning Teaching" and "Competence in English" competencies. ($p>0.05$) In other words, the teachers' perceptions of their current levels for the TEYL teacher competencies are independent of the in-service program except for the "Theoretical and Practical Knowledge" category. However, it is still difficult to assume that in-service TEYL programs have a distinctive role on the teachers' perception towards their current "Theoretical and Practical Knowledge" competence level as this category was also found to have a significant difference in the mean scores of the teachers who took TEYL course in pre-service education. Therefore, it can be assumed that both pre-service TEYL course and in-service programs affect the teachers' perceptions about their current competency levels for the "Theoretical and Practical knowledge" category.

4.3. EFFECTS OF THE TEYL COURSE ON THE CLASSROOM PRACTICES OF THE ENGLISH LANGUAGE TEACHERS WHO WORK WITH THE YLS

RQ2: *How and what ways does the TEYL course affect the classroom practices of the English teachers who work in primary schools in Turkey?*

To answer this question, first, the classroom practices of the teachers were examined through analysing their experiences in the classroom such as the reported most comfortable or deficient areas they detect, or the problems they deal with while working with young learners. Then their evaluation of the content of the TEYL course in terms of both efficiency and sufficiency criteria for preparing teachers to work with young learners was taken into the consideration to get a full insight of the picture.

4.3.1. The Classroom Practices of the Primary English Language Teachers

RQ2.1: *What are the classroom practices of the teachers while working with young learners?*

4.3.1.1. The Reported most Comfortable / Uncomfortable Areas while Working with Young Learners

Table 15
The Reported most Comfortable Areas while Working with the YL

Code A	Code B	Pearson correlation coefficient
Nodes\\TEYL interview \\The reported most comfortable areas while working with the YL	Nodes\\Planning and Organizing Teaching\Material Design	0.866809
	Nodes\\Planning and Organizing Teaching\Preparing lesson plans	0.611768
	Nodes\\Knowing YL	0.564105
	Nodes\\Managing Teaching	0.561643
	Nodes\\Classroom Management	0.404971

Table 15 shows the Pearson correlation coefficient results based on the word similarities between the reported most comfortable areas while working with the young learners and the other categories. As can be seen in Table 15, material design has a very strong positive association ($r = .86$), preparing lesson plans, knowing

young learners and managing teaching have a moderate positive association ($r = .61$, $r = .56$, $r = .56$ respectively), and classroom management has a weak positive association ($r = .40$) with the reported most comfortable areas while working with the YL. Accordingly, it can be claimed that teachers feel most comfortable during the material design process, the sub-category of the planning and organizing teaching, as indicated by "P3-I felt comfortable about preparing materials, thanks to the lessons I took at the university, I made the lessons more fun with the materials I did or bought" or "P5- Material preparation and interaction with children. Because I am relieved to go down to their level and prepare appropriate course content". While six participants stated that they feel most comfortable while communicating with children effectively, only three participants stated that they feel most comfortable while preparing lesson plans and managing teaching. For the classroom management, P4 stated that "I had comfort in classroom management. When you give the rules in the first place, it is easy for the children to adapt, which in turn make the flow of the lesson more comfortable". P7 also said that "When I offered students to watch videos as a tangible reward, I had less difficulty in classroom management". It can be said that teachers justify their reasons to feel comfortable at this category by referring to the characteristics of the young learners.

For the reported inadequate areas while working with children, as can be seen in Table 16, while effective communication with the young learners, material design, managing teaching and assessment of the young learners ($r = .38$, $r = .29$, $r = .15$, $r = .14$ respectively) have a weak positive association, classroom management has a very strong positive association (r = .86) with the reported inadequate areas while working with children. In that sense, teachers mostly feel inadequate at classroom management.

In that sense, teachers mostly feel inadequate at classroom management. Looking at their reasons behind this situation, it was found that short span of attention, one of the characteristics of the young learners, was referred by teachers as a problem for the classroom management as indicated by "P1- Classroom management (I had difficulty in adapting at first due to the rapid distraction of their

Table 16

The Reported Inadequate Areas while Working with the YL

Code A	Code B	Pearson correlation coefficient
Nodes\\TEYL interview \\The reported inadequate areas while working with the YL	Nodes\\Classroom Management	0.867276
	Nodes\\Knowing the YL\Effective Communication with children	0.389351
	Nodes\\Planning and Organizing Teaching\Material Design	0.298618
	Nodes\\Managing Teaching	0.153598
	Nodes\\Assessment of YL	0,140256

attention)", "P12- I had to improve myself in classroom management because children have shorter attention spans and are very active." In addition, there were also problems related to the planning and organizing teaching which cause problems about classroom management. P4 said that "There were times when I felt inadequate about classroom management as their attention gets distracted easily because of their age and different techniques are needed to focus their attention". Similarly, P7 stated that "I had most difficulty in classroom management. I must plan every minute of the lesson. If I have a plan and material, I'm enjoying my class. If the event is over sooner than I planned, I am in complete chaos and always have b, c, d plans to prevent the chaos." P13 also stated that "I do not generally prepare lesson plans. After determining certain topics to be covered, I leave the rest to the flow of events. This is good in one way. Allowing some things to improvise provides a natural flow, freeing from mechanism, but sometimes also means losing control of class management. I think I need to improve myself in this area." Looking at these three statements, young learners' short span of attention requires teachers to invest on various activities, materials and lesson plans to prevent the loss of learners' attention. When they have difficulty in planning and organizing the flow of the lesson, it leads to problems about classroom management. Apart from that, while P3 stressed the difficulty of sustaining an unpunished and free discipline with love in the class, P9 highlighted the behavioural problems related to children which also causes troubles in classroom management by stating that "The first week I started working, I had problems in classroom management. One of my students didn't listen to me no matter

what I did, but then we solved it in collaboration with the class teacher." Lastly, deficiencies in knowing the young learners by taking their needs into the consideration leads to the problems in classroom management. P10 said that "I felt a little inadequate in classroom management and effective communication with young learners since I had worked with middle school age groups before. By observing and identifying the needs of the students, I think that I have largely overcome this deficiency at the end of 2 years and improved myself." To sum up, teachers mostly feel inadequate for classroom management when considering their classroom practices. Moreover, problems related to the characteristics of the learners, planning and organizing teaching, and knowing young learners lead to the deficiencies in this category for the English language teachers.

Comparing these results with those of the questionnaire, it can be said that there is a parallel result between the areas English language teachers perceive themselves competent and the most comfortable areas teachers report while working with young learners. In both results, teachers perceived themselves competent and comfortable in "Planning and Organizing teaching" category.

4.3.1.2. The Problems that English Language Teachers Experience in Primary Schools

As can be seen in Table 17, behavioural problems ($r = .66$) and characteristics of the young learners ($r = .65$) have a strong positive association; knowing the young learners ($r = .57$) and classroom management ($r = .55$) has a moderate positive association; insufficient lesson hours ($r = .29$) has a weak positive association; and the uncategorized node ($r = .17$) has a very weak positive association with the problems experienced with the young learners in the class.

For the behavioural problems, P6 stated that "It is very difficult to have indifferent, naughty, or hyperactive children keep calm in the classroom. Their desire to be active at any time prevents them and their friends from listening to the lesson".

Table 17

Problems Experienced with the YL in the Class

Code A	Code B	Pearson correlation coefficient
Nodes\\TEYL interview \\Problems experienced with the YL in the class	Nodes\\Behavioural Problems	0.666763
	Nodes\\Knowing the YL\Characteristics of the YL	0.659642
	Nodes\\Knowing the YL	0.573333
	Nodes\\Classroom Management	0.55452
	Nodes\\Insufficient lesson hours	0.292714
	Nodes\\Uncategorized	0.179595

P15 also referred to the students who are naughty and do not participate in lessons while reporting the problems she encounters with the young learners. Considering the reasons behind the behavioural problems of the children, it was found that there were references to the environment where these children raise and familial problems to which they are exposed. To explain this situation, P7 stated that "I have students who are prone to violence and insults in the region of my workplace, and even though I try to explain that this will be bad, I realize that my words are inadequate because they encounter the same environment when they return home. Similarly, P11 also highlighted the family problems by stating that "I have problems including children with behavioural problems and problems with family life". When it comes to the problems related to the characteristics of the learners, teachers highlighted the problems about the cognitive and physical developmental features of the young learners. In that sense, P1 stated that "The fact that students ask many questions and I must explain everything one by one" while P2 said that "Quick distraction of the attention, problems of unwillingness to speak and listen". For the limited span of attention and being energetic, P6 stated that "Their desire to be active at any time prevents them and their friends from listening to the lesson." In addition, by referring to the limited writing skills and motor skills of the young learners, P4 stated that "As they are young, their writing pace is slow. At first, even though they saw the written forms of the words on the board, they constantly made mistakes while writing them in their notebooks. That is why I had to check one by one. However, they got used to it later and started typing right and fast."

For the "Knowing the Young Learners" category, 6 teachers generally referred to the children who have different learning styles and the challenge of coping with this variety in the class. For instance, P6 stated that "It is a challenge for me to cope with children who have visual, auditory, or tactile learning styles at the same time." Similarly, P12 also said that "Classes are cosmopolitan in nature. It is not possible to design lessons according to everyone's interest and aptitude in environments where students have different backgrounds. That is why while one student enjoys a lot during an activity, another student can get bored." As "Knowing the Young Learner" competence pre-requisites the knowledge of the differentiation of the learners who have different developmental features and needs, teachers reported the problems they have related to the dealing with this variety in the class.

The problems teachers experience in the class related to the classroom management were found to occur due to the learners' problems of getting used to the classroom rules. P3 stated that "The problem I generally experience with the children is that all of them want to participate in the activities at the same time, which in turn causes arguments among students and makes the classroom management process challenging for me." Similarly, P12 also explained the situation in a similar way and said that "One of the problems that I experience most frequently, and which bothers me to give students the right to speak when conducting an activity. In the classroom where everyone lifts their fingers, the students, except the ones I choose, do not want to answer the following questions and tend to completely get lost in the lesson with excuses such as "You never choose me, you always give them the right to speak, etc.". P8 and P10 also stressed the problems related to the classroom management by referring to the constant disruption of the courses due to the complaints of the learners and the trying to speak at the same time.

To sum up, it can be said that teachers mostly have problems about children's behavioural problems and the characteristics of the learners, then knowing the young learners and classroom management categories, respectively. Surprisingly, "Knowing the Young Learners" category has a moderate positive association with both the teachers' problems experienced with the YLs in the class ($r = .57$) and the

reported most comfortable areas while working with YLs ($r = .56$) at the same time. Whereas participants stated that they have difficulty in coping with the students who have different learning styles, which in turn cause a problem experienced in the class, they also stated that they feel comfortable while communicating with the young learners. Moreover, it was recognized that "Classroom Management" node has a very strong positive correlation ($r = .86$) with the reported inadequate areas while working with young learners and a moderate positive association ($r = .55$) with the problems that teachers experience with the young learners, which shows that classroom management is a mutual theme for both the reported inadequate areas while working with young learners and the problems teachers experience in the class.

4.3.1.3. The Reported Competencies and Qualifications Teachers Need to Work with Young Learners

According to Table 18, the results show that patience ($r = .71$), knowing the young learner ($r = .67$), loving children ($r = .65$), managing teaching ($r = .63$), and effective communication with children ($r = .61$) have a strong positive association with the reported qualifications and competencies English language teachers need to be equipped with to work with the young learners. Half of the participants stressed the importance of being patient while communicating with the young learners. For the knowing the young learner competency, some teachers stressed the importance of being competent in differentiating the children according to the various learning styles and traits. P1 highlighted the use of individualized materials like P9 who stated that "To prepare and use various materials in the class which serve to all sensory organs". In addition, other teachers gave importance to the taking the learners' cognitive and physical developments into consideration during the teaching process. For instance, P7 stated that "The most crucial skill is to think the way they think. When we understand it, we can already conduct the lessons according to them; so, there will be more permanent and memorable lessons from their point of view". For the "loving the children" qualification ($r = .65$), teachers mostly stressed the importance of children love as a prerequisite for knowing the young learners better. P10 explained the situation by saying that "teachers should love and have good

Table 18

Competencies and Qualifications Teachers Need to Work with the YL

Code A	Code B	Pearson correlation coefficient
Nodes\\TEYL interview \\Qualifications Ts need to work with YL	Nodes\\Patience	0.716242
	Nodes\\Knowing the YL	0.679952
	Nodes\\Loving children	0.652368
	Nodes\\Managing Teaching	0.634884
	Nodes\\Knowing YL\Effective Communication with children	0.61676
	Nodes\\Managing Teaching\Creativity	0.551892
	Nodes\\Planning and Organizing Teaching	0.390826
	Nodes\\3.Managing Teaching\Being energetic	0.349032
	Nodes\\Planning and Organizing Teaching\Material Design	0.263792
	Nodes\\Theoretical and practical knowledge	0.254099
	Nodes\\Classroom Management	0.228113

rapport with the children, which in turn help them to enjoy being a child again". Likewise, P8 highlighted the importance of loving children to sustain them with the age-friendly language instruction.

Managing teaching ($r = .63$) refers to the techniques and methods specifically implemented for young learners like using effective and age-friendly paralinguistic features or using drama in teaching to run the teaching process smoothly. P11 explained the need for the managing teaching skill to catch the learners' attention as "The most important skill is the ability to act. It is very important to think of the classroom as a theatre stage and the subjects as a game to be exhibited on the stage to attract attention." Managing teaching skill also encompasses the promotion of student participation by fostering suitable learning environments and materials. Within this context, P12 stated that "They (teachers) should produce instant solutions, design materials and activities / games according to the needs of the learners, more specifically, they should be prone to art fields such as painting, music,

theatre, etc." P9, P13 and P15 also stressed the use of appropriate and innovative materials to make the teaching process easier and meaningful for children.

As a sub-node of the "Knowing the Young Learners", "Effective communication with children" skill ($r = .61$) also has a strong positive association with the reported qualifications teachers need to work with young learners. In total, six teachers touched upon the importance of communicating effectively with the young learners. P2 stated that "Understanding the children's language and approaching with love, not in an authoritative way, is the most important communication skill that teachers should have". Moreover, the theme of effective communication was mostly uttered with the concept of patience. All six teachers mentioned the importance of having patience and the effective communication skills together.

As can be seen in the Table 18, creativity ($r = .55$) has a moderate positive association with the reported qualifications and skills that teachers need to work with young learners. The analysis of the answers in that node showed that three teachers mentioned the need for being creative specifically during the material design and selection process.

The planning and organizing teaching ($r = .39$) node has a weak positive correlation while being energetic ($r = .34$), material design ($r = .26$), theoretical and practical knowledge ($r = .25$), and classroom management ($r = .22$) nodes have a very weak positive association with the reported qualifications teachers need to have while working with young learners.

To sum up, it can be assumed that teachers prioritize the humanistic approach in TEYL rather than focusing on only methodological skills like Planning and Organizing Teaching ($r =. 39$), Material Design ($r = .26$) or Theoretical and Practical Knowledge ($r = .25$) while listing the qualifications and skills primary English language teachers should obtain to work with young learners successfully. The fact

that the skills related to the "Knowing the YL" category has a strong positive association with the reported competencies and qualifications teachers need to work with YLs could be expectable since there is already a moderate positive association between the "Knowing the YL" category and the problems experienced with the YLs in the class. In other words, as participants stated that they have problems with knowing the young learners and dealing with the individual differences and various learning styles, they strongly indicate that primary English language teachers should have skills related to the "Knowing the YL" category for preventing the possible problems related to the lack of these skills in the class. While prioritizing the need for patience and loving children, they also take the characteristics of the young learners into the consideration to sustain appropriate environments and use body language effectively which grasp their attention and communicate effectively with the children.

4.3.2. Teachers' Evaluation of the Content of the TEYL Course

Table 19
The Frequency and Percentages of the Methods and Techniques Used in the TEYL Course

Methods & Techniques	Frequency and Percentages
Micro-teaching	8(40%)
Lecture Method	8(40%)
Case Method	8(40%)
Drama	8(40%)
Question-Answer	5(25%)
Presentations	2(10%)
Story telling	1(5%)
Role-play	1(5%)
Macro-teaching	1(5%)
Use-of tech	1(%5)

Analysing teachers' evaluation of the effects of the TEYL course on their classroom practices, the content of the lessons, methods and techniques used in the course and whether teachers think that the content of these courses were more theory or practice based were examined. As can be seen in Table 19, micro-teaching, lecture method, case method and drama (40%) were found to be mostly used in the courses while question-answer technique was the second most uttered one by the

participants. Based on this result, it can be claimed that the TEYL lessons that the teachers participated in were conducted in both theoretical and practical ways. When directly asked if they think that the TEYL course were more theory or practice based, the results were found to be nearly parallel with this assumption. Slightly more than half of the participants (55%) stated that courses were more theory-based, 35% of them stated that they were more practice-based while only 10% of them chose the "both" options.

4.3.3. The Benefits of the TEYL Course Considering the Classroom Practices of the Teachers

R.Q.2.2. *To what extent and what areas do the teachers find the TEYL course useful when considering their real classroom practices?*

Table 20
Benefits of the TEYL Course Considering Teachers' Classroom Practices

Code A	Code B	Pearson correlation coefficient
Nodes\\TEYL interview \\Benefits of the TEYL course considering the classroom practices	Nodes\\Theoretical and practical knowledge	0.809565
	Nodes\\Planning and Organizing Teaching	0.692586
	Nodes\\Planning and Organizing Teaching\Material Design	0.559735
	Nodes\\Knowing YL\Effective Communication with children	0.445892
	Nodes\\Managing Teaching	0.391999
	Nodes\\Planning and Organizing Teaching\Preparing lesson plans	0.367665

According to Table 20, the results show that "Theoretical and practical knowledge" ($r = .80$), which includes skills related to the implementation of appropriate techniques and methods to the children, has a very strong positive association with the reported benefits of the courses considering the classroom practices of teachers. Two of the participants found TEYL course "very useful" in terms of transforming the theoretical knowledge into the practical ones. In that sense,

P7 stated that "It was certainly very useful at first, we gained experience, we brainstormed about what we could tell and how we could explain the topics to the young learners, and we took notes from the activities of our classmates and brought many of them to life." Similarly, P9 stated that "I find it extremely useful. I think that I have made my lessons effective by making additions according to individual differences based on the methods, techniques and activities we used in the presentations in the lessons." It can be claimed that both teachers perceive the TEYL course as a source for their daily classroom practices. Teachers also highlighted the importance of methods and techniques they learned during these classes for their daily classroom practices. For instance, P2 stated that "I find it useful in terms of learning techniques and approaches about children and their developmental stages." Similarly, P3 stated that "Thanks to the course, I had theoretical knowledge about teaching foreign languages to children and opportunity to practice." P5 specified the methods and techniques by clarifying that she experienced the benefits of repetition and reinforcement techniques in children that she learned in the TEYL course. Theoretical and practical knowledge category also includes the competence of knowing how each language skill can be developed. P20 highlighted the order of skill-acquisition for children by saying that "I find it useful to prepare materials and apply methodological issues to my class. Taking advantage of this course, I answer the question of which skills I should focus on first."

Planning and Organizing Teaching category ($r = .69$), which includes the skills about the coordination of the teaching process for young learners, was found to have a strong positive relationship with the reported benefits of the TEYL course considering the classroom practices of the teachers. P11 explained how TEYL course foster her planning and organizing teaching skills by stating that "I find it useful in planning and adapting the lessons to the level of children." P15 stressed the benefit of the TEYL course in terms of focusing on teaching listening and speaking by stating that "They (TEYL course) are useful as they give the opportunity to do different activities that emphasize the importance of listening and speaking in young children". In addition, P18 who stated that "TEYL course help me to learn how to prefer more visual materials in my lessons" and P10 who stated that "They (TEYL course) make it easier for me to understand the importance of audio visual materials"

emphasized using mostly visual materials for young learners, which is a sub-skill of planning and organizing category.

Material Design ($r = .55$), which is the sub-node of the "Planning and Organizing Teaching" node was found to have a moderate positive relationship with the reported benefits of the TEYL course considering the classroom practices of teachers. While specifying the aspects of the material design, teachers mentioned that materials should be "age-friendly" (P6), "audio-visual" (P8), "remarkable" (P17) and should include "game-related elements" (P10). "Effective communication with children" node ($r = .44$) was also found to have a moderate positive association with the reported benefits of the TEYL course considering the classroom practices of teachers. Teachers touched upon how the application in the TEYL course support them to be able to communicate and have a good rapport with children.

"Managing teaching" ($r = .39$) and "preparing lesson plans" ($r = .36$) nodes were found to have a weak positive relationship with the reported benefits of the TEYL course considering the classroom practices of teachers. Comparing the results of the reported benefits of the TEYL course considering the classroom practices of the teachers with the results of the Mann Whitney U test which compares competence averages of teachers that took the TEYL course and those who did not, it can be assumed that TEYL course foster the skills of the teachers in the "Theoretical and Practical Knowledge" category. Although the "Theoretical and Practical Knowledge" category has a very strong positive relationship while "Planning and Organizing Teaching" category and its sub-node, Material design, have a positive relationship with the reported benefits of the TEYL course, they are found to have a very weak positive association with the reported qualifications teachers need to have while working with young learners. Based on this comparison, it can be said that participants believe that TEYL course support them to acquire more methodological skills like the ones in the "Theoretical and Practical Knowledge", "Planning and Organizing Teaching" and "Material Design" categories whereas they prioritize effective communicative skills ($r = .61$) by preconditioning the patience ($r = .71$) and loving children ($r = .61$) while listing the qualifications teachers need to have while working with young learners.

4.3.4. The Deficiencies of the TEYL course Considering the Classroom Practices of the Teachers

R.Q.2.3. *To what extent and what areas do the teachers find the TEYL course not useful when considering their real classroom practices?*

Table 21
Deficiencies of the TEYL Course Considering Teachers' Classroom Practices

Code A	Code B	Pearson correlation coefficient
Nodes\\TEYL interview \\Deficiencies of the TEYL course considering the classroom practices	Nodes\\Deficiencies of the TEYL course\Unrealistic	0.815382
	Nodes\\Deficiencies of the TEYL course\Unpractical	0.586217
	Nodes\\Unrealistic\Knowing the YL	0.546443
	Nodes\\Unrealistic\Planning and Organizing Teaching	0.243124
	Nodes\\Outdated	0.166428

As can be seen in Table 21, there is a very strong positive association between the "Unrealistic" node ($r = .81$) and the deficiencies of the TEYL course considering the classroom practices of the teachers. Based on this result, it can be claimed that participants mostly found the TEYL course not useful in terms of being unrealistic.

Participants generally put an emphasis on the lack of real classroom experience in the TEYL course when elaborating the ways that they find this course not useful for preparing them to the real classroom environments. Teachers mainly focused on the gap between the simulative applications like micro teaching in TEYL course and the real-life practices. For instance, P5 stated that "Since the groups we applied our lesson plans consisted of our friends, there was an excellent teaching environment. Instead, it would have been more effective if we could gain experience with real students in a primary school." Similarly, P7 stated that "Only the micro-education part was not very realistic because, due to our age, we could not perform answers or events in the classroom like children." This gap could lead to the lack of "effective

communication" experiences with children, which has a strong positive association (r = .61) with the reported qualifications and competencies English language teachers need to be equipped with to work with the young learners, as P11 stated that "What makes the TEYL course deficient is that applications should be in a real classroom environment rather than simulation. Because our sample course practices at the university did not reflect the real classroom environment, therefore we did not communicate directly with children." This lack of real communicative experiences with children leads to the concerns about how to deal with the behavioural problems of children, which in fact was found to have a strong positive association (r = .66) with the problems experienced with the young learners in the class. P6 stressed how the implementations in the TEYL course were insufficient in the face of the possible behavioural problems of children by stating that "People in the university that we addressed, and the real-life children are not the same. No matter how many lessons plans we prepared and presentations we presented in the TEYL course, all efforts can be fruitless in a group of inclusive, hyperactive, and irrelevant children." In addition, P1 found the TEYL course unrealistic in terms of time management by stating that "In crowded classes, I have difficulty in practicing what I learned in the TEYL course and I have difficulties in children who learn at different speeds. Time management is quite different from the ones in TEYL course as I always find myself explaining the same content again and again." Based on these statements, it can be claimed that the most problematic and deficient part of the TEYL course is found in the gap between the classroom applications and the real-life situations, which in turn could lead to deficiencies in skills related to the "Knowing the young learner" category like fostering effective communicative environments with children or "Planning and Organizing the Teaching" category like time management. As can be seen in the Table 21, there is already a moderate positive association (r = .54) between the "Knowing the YL" category and the deficiencies of the TEYL course. Teachers mainly put an emphasis on the lack of real communication experiences with children as mentioned above, which in turn leads to the problems related to having a good rapport with young learners and knowing the characteristics of them. Figure 2 shows the relationships among the files and the nodes associated with these files. As can be seen in Figure 2, the "Knowing the YL" category has a meaningful association with the two files. While this category has a strong positive association

(*r*= .67) with the qualifications Ts need to work with young learners, it has a moderate positive association (*r* = .54) with the deficiencies of the TEYL course. This means that although participants stated that teacher candidates should be provided with the skills related to "Knowing the YL" category in TEYL course, they also found TEYL course unrealistic in terms of fostering hypothetical learning environments and students profiles for teacher candidates, which in turn prevent them to acquire the skills about knowing the characteristics of the young learners and organizing their teaching regarding the characteristics.
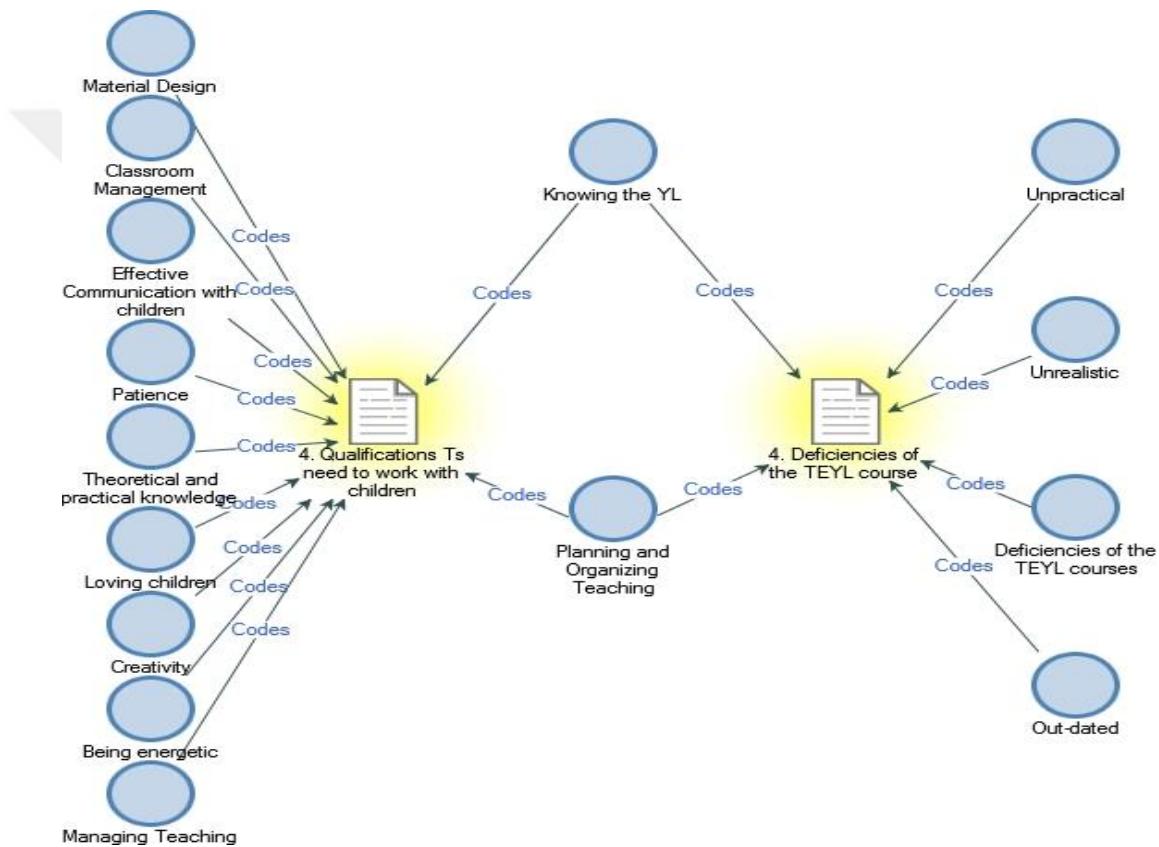
Figure 2 The association between the "Qualifications Ts need to work with children" and "Deficiencies of TEYL course"

The "Unpractical" node (*r* = .58) has a moderate positive association with the reported deficiencies of the TEYL course considering the classroom practices of the teachers. While participants specified in what ways they found the TEYL course unpractical, there was a consensus among them that although the theoretical aspects of the TEYL course was satisfying, it was deficient in providing the teachers with

enough practice-based applications. For instance, P15 explained this situation by stating that "We were preparing very detailed planning and giving possible student answers, but the real classroom environment does not fit those plans; especially student responses and behaviours can be very different." Similarly, P14 stated that "It is only missing in practice-based issues. Everything learned cannot go beyond being utopian before you enter that class and interact with those children." Stressing the need for the practice-based implementations, participants generally focused on the need for genuine interactions with young learners and take the individual differences into the considerations like when they explained the reason why they perceive the TEYL course unrealistic. P6 stated how the methods and the applications learned in the TEYL lesson are not enough for the individual needs of the learners by stating that "As I said, we may have to apply very different things from the methods in the book. How to teach it better was explained, but it is often necessary to do different things according to your own students." Likewise, P10 stated that in TEYL course, students' socio-economic levels, or their learning environments were not taken into the consideration by stating that "TEYL course could be conducted regarding every condition like crowded groups, children of families with low education level, etc." Based on these statements, it can be seen that participants found the TEYL course unpractical in terms of focusing on the theoretical and methodological aspects of teaching English and considering an imaginary perfect student profile and learning environments without taking the individual differences and social backgrounds of the children into consideration.

"Planning and Organizing Teaching" ($r = .24$) category has a weak positive association with the reported deficiencies of the TEYL course while considering the classroom practices of the teachers. Considering the fact that "Planning and Organizing Teaching" category is found to have a strong positive association with the reported benefits of the TEYL course, there is a match between these two results. "Outdated" ($r = .16$) node has a very weak positive association with the reported deficiencies of the TEYL course. Only one participant (P9) stated that "I don't think I find them useless, but of course, additions can be made by adding new technology-based applications, of course."

To sum up, based on these results, it can be claimed that teachers mostly found the TEYL course deficient because of being unrealistic and unpractical, which stems from the simulative implementations without a genuine interaction with the learners and considering their social and individual differences.

4.4. SUGGESTIONS FOR THE IMPROVEMENT OF THE TEYL COURSE

R.Q.3: *What are the suggestions of the in-service teachers to develop the content of the TEYL course based on their classroom practices?*

To answer this research question, teachers' perception of the TEYL course's sufficiency in terms of fostering the teacher candidates' TEYL competencies is questioned. After that, participants were asked to give suggestions for the improvement of the TEYL course based on their answers regarding the sufficiency of the course.

4.4.1. Sufficiency of the TEYL Course for Preparing Qualified English Language Teachers who Work with YLs

R.Q.3.1: *In what ways participants perceive the TEYL course as sufficient / insufficient for preparing teachers to work with young learners?*

Table 22
The Percentage Coverage of the Sufficiency of the TEYL Course for Preparing Teachers to Work with the YL

Coding	Percentage coverage
NO	**78.04%**
Nodes\\No, in terms of...\unrealistic	31.43%
Nodes\\No, in terms of...\unpractical	24.54%
Nodes\\No, in terms of...\not specific	23.19%
Nodes\\No, in terms of...\insufficient lesson hours	4.16%
YES	**13.49%**
Nodes\\Yes, in terms of...\theoretical and practical knowledge	2.81%
SUFFICIENT ENOUGH	**7.04%**

After analysing the reported benefits and deficiencies of the TEYL course considering the classroom practices of the teachers, the sufficiency of the TEYL course in preparing the teacher candidates for working with young learners was analysed via the percentage coverage of the participants' answers. The percentage coverage specifies the total amount of the source content coded a particular node. Table 22 indicates the teachers' responses regarding the sufficiency of the TEYL course in preparing the teacher candidates to work with young learners. Out of 20 participants, 15 teachers stated the "No" answer, which scores (78.04%) percentage coverage of all participants' answers. Based on this result, it can be said that three quarters of the participants did not find the TEYL course enough in preparing qualified primary English language teachers. When it was investigated from which aspects teachers found these lessons insufficient, "Unrealistic" node was found to score the (31.43%) most percentage coverage of the answers. Teachers explained the reasons for finding the TEYL course unrealistic by focusing on the lack of real teaching practices as stated by "P11- It is not enough because the real primary school classroom environment is very different. Along with the theoretical information, the course should have an application section in the real environment.", "P19- It is insufficient as we do not have the chance to see the real classroom environment." In addition, they also touched upon the insufficiency of the hypothetical learning environments and student profiles for dealing with the real problems in the classroom as stated by "P2- It is definitely not enough. When you become a teacher, many situations that do not match the lessons you took as a student can cause trouble.", "P12- Of course, it is not enough. From my point of view, the information we learned at the university helped in 10% of the problems we encountered at school. I have solved the 90% of them by "myself" through finding solutions to problems. Of course, it would not be right to say that my infrastructure at the university indirectly did not affect me in finding solutions to 90% of them."

"Unpractical" node was found to score the (20.57%) second most percentage coverage of the answers. Teachers found the TEYL course more theory-based and less practice-based. Therefore, they focused on the need for more practice-based implementations in which they could gain real classroom experiences as stated by "P6-I think more internships should be done on this subject. This course should be

applied theoretically and practically in a real classroom environment. Otherwise it fits only ideal classes, which is far from the truth.", "P8- It is not completely enough because nothing is fully seen without going into class and teaching as a real teacher.", or "P11 - It is not enough because the real classroom environment is very different. The application of the course should be conducted in the real environment." Moreover, P17 perceived the practice-based implementations as more useful and superior than the theory-based knowledge by stating that "Not entirely. Practicing in real life is much more useful than theoretical education."

"Not-specific" node was found to score the (27.16%) percentage coverage of the answers. P20 clarified the reason why she found the TEYL course not specific enough by stating that "I think not at all. While other departments are divided into primary, secondary and high schools, we take general courses and try to teach lessons regardless of age range. When you work at a language school, you can join the young learner group in the morning and have a 50-year-old student in the afternoon. Catching them all with the same professionalism is not something that undergraduate education can handle. For this reason, I think that TEYL should not be a lesson but a separate section. For example, after taking four years of general courses, a compulsory master's degree can be made in a selected age group."

"Insufficient Lesson Hours (4.16%) was found to score the least percentage coverage of the given answers related to the sufficiency of the TEYL course in preparing qualified primary English language teachers. Two participants stated that lesson hours should be increased to be enough for preparing teacher candidates to work with young learners. When it comes to the teachers who found the TEYL course sufficient in preparing qualified primary English language teachers, the results show that only 4 teachers stated the "Yes" answer, which only scored the (13.49%) coverage percentage of the total answers. Apart from the teachers who found TEYL course "sufficient enough" with the (7.07%) percentage coverage, they found TEYL course sufficient in terms of fostering the skills of the "Theoretical and Practical Knowledge" category that includes teaching methods and techniques for children.

To sum up, more than three quarter of the participants found the TEYL course insufficient in preparing qualified teachers to work with young learners in terms of being unrealistic (31.43%), unpractical (24.54%), and not specific (23.19%) successively. Only four of them found the TEYL course sufficient in "Theoretical and Practical Knowledge" category, while one of them found the courses sufficient enough.

4.4.2. Suggestions for the Improvement of the TEYL Course

R.Q. 3.2: *What are the suggestions of the in-service teachers to develop the content of the TEYL course?*

Table 23
Teachers' Suggestions for the Improvement of the TEYL Course

Coding	Percentage coverage
Nodes\\Suggestions for the improvement of the TEYL course\should be practice-based	58.74%
Nodes\\Suggestions for the improvement of the TEYL course\instructors should be well-equipped	23.85%
Nodes\\Suggestions for the improvement of the TEYL course\should be realistic	20.79%
Nodes\\Suggestions for the improvement of the TEYL course\should focus on classroom management	8.05%

As can be seen in Table 23, "TEYL course should be practice based" node covers more than half of the percentage coverage (58.74%), while "Instructors should be well equipped" covers 23.85% of the total, and "TEYL course should be practice-based" covers the 20.79% of the total answers successively. The classroom management gets the least percentage coverage among others. To get a detailed insight of participants' justifications for their suggestions, each node is explained by one by below.

When asked their suggestions for the improvement of the TEYL course, more than half of the participants highlighted the importance of practice-based implementations. P13 stressed the needlessness of focusing on hypothetical details in

the lesson plan preparation process by stating that "I think the plans prepared for the lesson do not need to be very detailed. The real classroom environment is very different, and many variables take shape after entering in that environment." To foster the practice-based implementations, the need for gaining experience in the real classroom environments was highlighted by "P7- As our instructor did, every student should experience this in a public school, even if it is two hours for each. After that, they (the teacher candidates) should definitely get feedback", "P3- The application area should be improved, school visits should be made, and we should experience it by living in a real environment". While stressing the need for more practice-based implementations rather than theoretical ones, the gap between the hypothetical student profiles in the lessons and the real student profiles coming from different socio-economic backgrounds was taken into the consideration. Within this context, P6 suggested the compulsory internships for the TEYL course by stating that "The internship should be compulsory. If possible, it is necessary to experience what is happening in the places where there are real stated students with low socio-economic levels by doing internships or volunteer lessons and to identify the problems there to not to be disappointed." Similarly, P10 also stressed the importance of having a connection with the real classroom environment to be prepared for various student profiles by stating that "The studies conducted for students who are ready for the lesson, noiseless, and whose developmental levels are considered to be sufficient cannot be adapted to real life. For this purpose, visiting any kind of classroom environment or watching sample sections from those environments may provide teachers to obtain more information in practice." By emphasizing the various student profiles rather than homogenous and hypothetical ones, P9 suggested the micro and macro teaching applications by stating that "Micro and macro teaching applications should be provided to more diverse student groups." When focusing on the practice-based applications, unlike other participants, P2 referred to the use of technology in order to be connected with the real world by stating that "The emphasis should be given to the application part rather than the theory part, and the smart board activities and applications used by the vast majority should be added in today's conditions." Moreover, P20 suggested that "Definitely more practical information is needed. This must also be a field that is professionalized after graduating from the undergraduate program."

The node that instructors should be well-equipped covers the 23,85% of all the answers. P14 stated that "First of all, teachers who teach Foreign Language Teaching to Children should be able to teach foreign languages to children. A teaching approach regarding what techniques should be used in hypothetical teaching conditions is quite empty and inefficient. In order to prevent this, a protocol with National education should be prepared and they should participate in in-service training as much as possible, spend time with the children (not less than once a week) and attend children's lessons". This participant believed that the instructors teaching TEYL course do not have enough experience with the children and they rely their teaching methodology on their theoretical knowledge. To fill the gap between the hypothetical TEYL course and real classroom environment, the instructors, not the teacher candidates, should gain experience in real classroom environments to sustain their students with sufficient practical knowledge.

The node that TEYL course should be realistic covers the 20,79% of the total answers. Elaborating their answers, participants prioritized the authentic teaching / learning contexts like real classroom environments and communication with the young learners. Based on the answers, it can be said that the suggestions that the TEYL course should be practical and the suggestions that the TEYL course should be realistic are complementary in a way that while teachers' answers show that TEYL course should include more practical knowledge rather than theoretical knowledge experienced in real classroom environments under the "practicality" node, they also indicates that there should be a room for authentic classroom experience for teacher candidates to be ready for the all possible problems and varieties in their teaching process under the "reality" node. Consequently, both suggestions coded under these two nodes stress that teacher candidates should gain practical knowledge in real classroom environments rather than being exposed to excessive theoretical knowledge that covers hypothetical situations and student profiles.

The node that TEYL course should focus on classroom management covers the least percentage (8.5%) among other nodes. Two participants referred to

the crowded classrooms, and they suggest that in TEYL course, there should be a room for classroom management techniques and methods specifically while working with children.

To sum up, participants prioritized that TEYL course should be practical, the instructors should be well equipped, and the courses should be realistic, successively. When the sufficiency of the TEYL course were investigated, 75% of the teachers did not find the courses sufficient to prepare qualified primary English language teachers in terms of being mostly unrealistic (31.43%) and unpractical (24.54%). By touching upon the gap between the theory-based classroom applications and the real classroom environments, teachers' suggestions that TEYL course should be practice based and realistic were found to be parallel with the reported insufficiencies of the TEYL course.

CHAPTER V

DISCUSSION & CONCLUSION

5.1. INTRODUCTION

In this chapter, the results of this study will be compared and contrasted with the other research studies conducted in these research areas. Similarities and differences will be discussed and elaborated. Then, the results are summarized under the conclusion title and the suggestions of the participants are clarified as implications of the study for the further research.

5.2. DISCUSSION

The result of the first research question, which is about in what TEYL competencies teachers perceive themselves more/less competent, showed that while the highest ranked were the "implementing their teaching actively and energetically", "giving simple instructions while teaching young learners", "implementing techniques for teaching English to young learners", "designing a variety of practical teaching materials" and "knowing the appropriate techniques and methods to teach English vocabulary to children", the lowest-ranked items among the listed 17 competencies were the "knowing how each language skill (reading, writing, listening, speaking) can be developed in young learners", "differentiating between children who have different developmental features and "possessing a high level of competence in English (reading, writing, speaking, listening). The results of the semi-structured interviews advocated these results in a way that in the interviews, while material design had a very strong positive association ($r = .86$); preparing lesson plans, knowing young learners, and managing teaching had a moderate positive association ($r = .61$, $r = 0.56$, $r = .56$ respectively) with the reported most comfortable areas while working with young learners.

These results are parallel with the study of the Uztosun (2016) about the self-efficacy levels of the pre-service and in-service teachers. His study also showed that while participants felt most successful in "using visual materials", "giving simple instructions" "using paralinguistic features in the lessons actively", they felt least efficacious in age-friendly methodological knowledge about the development of the four skills. In both studies, "giving simple instructions" for the highest ranked items, and "age appropriate methodological knowledge about the development of four skill" for the lowest-ranked items are mutual.

Considering the classification of the 17 competencies, the results showed that participants considered themselves more competent in "Planning and Organizing Teaching" and "Managing Teaching" than the "Knowing Young Learner" category. Gürsoy (2015: 21-22) also stated that while teachers consider themselves competent in methodological aspects, they stressed their need for the improvement of the language proficiency skills.

After teachers' perception of their current levels of TEYL competencies were investigated, the effects of the TEYL course and the in-service trainings on the teachers' perception of their current levels of TEYL competencies were examined. When the effects of the TEYL course on teachers' perceptions towards their current levels of TEYL competencies were investigated via Mann Whitney U test, a statistically significant difference was found between the participants' mean answers in "Theoretical and Practical Knowledge", "Knowing Young Learner" and "Competence in English" categories. (p<0.05). Therefore, it can be suggested that teachers taking the TEYL course perceived themselves more competent in theoretical and practical knowledge, knowing the characteristics of the young learners and English language proficiency than others who did not take the courses. There were some differences and similarities between the results of the semi-structured interviews about the benefits of the TEYL course and the result of the Mann Whitney U test. Although participants stated that the TEYL course provided them with the competencies related to "Theoretical and Practical Knowledge" category in both results, the results of the semi-structured interview showed that participants believed that TEYL course supported them to acquire more methodological skills like the ones in the "Theoretical and Practical Knowledge", "Planning and Organizing

Teaching" and "Material Design" categories than knowing the characteristics of the young learners. These results are similar with the study of the Uztosun (2016: 1197) in a way that more than half of the participants in his study stated that TEYL course provided them with the necessary theoretical and practical knowledge. Çelik and Arıkan (2012: 77-78) also stated that nearly half of the learners found TEYL course sufficient to foster theoretical knowledge but insufficient to provide the learners with practical knowledge.

When the effect of the in-service trainings on the teachers' perception of their current levels of the TEYL competencies were analysed, the results showed that teachers who participated any in-service program about TEYL found themselves more competent in the skills related to "Theoretical and Practical Knowledge" category than the ones who have never participated any in-service training program. However, as both the TEYL course and in-service programs were found to foster the acquisition of the skills related to "Theoretical an Practical Knowledge" category, it cannot be said that only in-service programs affect directly the acquisition of the skills related to this category. When Güven and Çakır (2012: 43-45) focused on the effects of the pre-service and in-service trainings on the self-efficacy of the teachers, they found that teachers who took TEYL course were found to perceive themselves more self-efficacious than the ones who did not take these courses while in-service trainings did not have significant effects on the self-efficacy beliefs of the teachers. Therefore, both studies show the importance of the teacher education programme on training well-equipped primary English language teachers.

When it comes to the problems teachers experienced in the class, behavioural problems ($r = .66$) and characteristics of the young learners ($r = .65$) had a strong positive association; knowing the young learners ($r = .57$) and classroom management ($r = .55$) had a moderate positive association with this node. Therefore, it can be said that teachers mostly have behavioural problems and the problems about the learner characteristics in the class (Şad, 2010, p. 48; Uztosun, 2016, p. 1199). Similarly, Kızıldağ (2009) also investigated the problems teachers experienced in the class and classified them as institutional, instructional, and socio-economic. In

institutional problems, she touched upon the crowded classrooms leading to problems related to classroom management. In this study, the classroom management ($r = .55$) also had a moderate positive association with the problems experienced with the young learners in the class and the reported inadequate areas while working with young learners ($r = .86$).

After the teachers' perceptions of their current levels for TEYL competencies were investigated, their reported most / least comfortable areas while working with the young learners, and the problems they experienced in the class were analyzed, and the participants were asked to list the qualifications and competencies teachers need to have to work with young learners when considering their classroom practices. The results showed that patience ($r = .71$), knowing the young learner ($r = .67$), loving children ($r = .65$), managing teaching ($r = .63$), and effective communication with children ($r = .61$) had a strong positive association with the reported qualifications and competencies English language teachers need to be equipped with to work with the young learners. In his descriptive study, Zein (2017: 69) examined the teachers' opinions about the appropriate pedagogy to teach English. The results of his study showed that teachers stress the importance of age-friendly methodology and pedagogy than linguistic knowledge, which shows that the results of his study are parallel with the results of this study since both studies shows that teachers prioritize an age-appropriate approach in TEYL which includes taking the characteristics of the young learners into account during organizing and managing the teaching, and communicating with the children.

When it comes to the deficiencies of the TEYL course considering teachers' classroom practices, the results showed that the "unrealistic" node had a very strong positive association while "Knowing the YL", the sub-node of the unrealistic node, had a moderate positive association with the deficiencies of the TEYL course. In other words, participants mostly found the TEYL course unrealistic for including "motivated by default and ready-to-learn" student profiles, which prevent the teacher candidates to know the young learners and take their characteristics into account during their teaching process. As they did not have a chance to work with young learners in real classrooms in any part of the TEYL course but they weremostly allowed to make micro-teaching with their friends in their own classes, they also

found the TEYL course unpractical and theory-based because of not fitting into real classroom context like in the studies of many other researchers (Çelik & Arıkan, 2012, pp. 77-78; Güngör, 2016a, p. 140; Inal & Büyükyavuz, 2013, p. 230; Uztosun, 2016, p. 1197; Zein, 2016, p. 122).Although it was found that participants who took the TEYL course perceived themselves more competent in "Theoretical and Practical Knowledge", "Knowing Young Learner" and "Competence in English" categories than the ones who did not, in semi-structured interviews teachers stated that the deficiencies of the TEYL course (being unpractical and unrealistic) prevent them to be competent in differentiating the various student profiles and learning styles, and managing their teaching regarding the young learners' characteristics before graduating like in the study of Çakır and Güngör (2017), who stated that participants did not find the TEYL course useful in age-appropriate characteristics of the learners.

Based on the teachers' opinions regarding the benefits and deficiencies of the TEYL course, the sufficiency of the TEYL course in terms of preparing qualified primary English language teachers were examined. The results showed that while three quarters of the teachers did not find the courses sufficient in terms of being unrealistic (31.43%), unpractical (24.54%), and not specific (23.19%), 25% of the participants found the courses sufficient in terms of providing the learners with theoretical and practical knowledge competencies. Although this result does not parallel with that of the study of Karataş (2016: 56) who stated that nearly all participants found the TEYL course as the most beneficial course in the undergraduate program, there are other studies which show parallel results with this study.

In her master thesis, Keskin (2019) investigated the problems primary English language teachers cope with while working with young learners and she listed the categories as institutional, instructional, community related, learners related and teacher related problems. In teacher related problems, she stated that participants found the training related to TEYL ineffective, which in turn causes deficiencies in pedagogical and methodological knowledge of the teachers. In this study and Keskin's (2019) study, three quarters of the participants found the TEYL course insufficient for preparing well-equipped primary English language teaching.

Considering the reasons why participants found this course insufficient, this study and Zein's study (2016: 122) show parallel results since Zein (2016: 122) also stated that participants find TEYL course unpractical and not specific for providing the teachers with effective and sufficient education to work with young learners.

After discussing the sufficiency of the TEYL course, teachers were asked to give suggestions about the improvement of the courses and the results showed that "TEYL course should be practice-based" node covered the highest percentage of the total answers. As teachers are expected to be competent in transforming their theoretical knowledge into the practical one in the classroom Çakır and Güngör (2017), there should be a room for practice-based implementations in the TEYL course. To foster the practice-based implementations in TEYL course, teachers suggested that students should visits school regularly or have a chance to practice their knowledge in real classroom environments.

For visiting schools, Çamlıbel-Acar (2016) studied the effects of the classroom observations of the teacher candidates on their readiness and willingness to work with young learners. When the reflective essays of the participants after attending the classroom observation in primary schools were analyzed, the results showed that they evaluated the lessons they observed from both methodological and pedagogical perspectives, which showed that they created a link between their theoretical knowledge and real classroom applications. For the suggestion of the teachers related to gaining teaching experiences in the real classroom atmospheres, the results of the Ekşi and Aşık's study (2015) showed that in microteaching with their classmates, participants felt as being on their comfort zone whereas they had to cope with the unpredictable problems when they worked with the real students. Bekleyen also (2011) conducted a study about the effects of the real classroom atmosphere on the teacher candidates' attitudes towards TEYL in which they were allowed to conduct their lesson plans in a real pre-school classroom. The results showed that, gaining experience in the real classroom raises teacher candidates' confidence. Based on the results of these two studies, it can be said that to make TEYL course more practice-based, the participants suggestions', which are related to fact that learners should gain experiences in real classroom environment to raise their

practice-based and experience-based knowledge, could be beneficial in the field. While "Instructors should be well equipped" node covered the 23.85 %, "TEYL course should be realistic" node covered the 20.79 % of the total answers. These results offer compatible suggestions to the Zein's study (2016: 122) whose results showed that pre-service education is insufficient in terms of being unpractical, too general and it does not have qualified instructors.

5.3. CONCLUSION

This study aims to investigate the effects of the TEYL course on the in-service primary English language teachers' perceptions of their current levels of the TEYL competencies and their classroom practices. It also seeks the sufficiency of the TEYL course for preparing well-trained primary English language teacher regarding the classroom practices of the teachers and their' suggestions for the improvement of the TEYL course.

The results of the questionnaire showed that teachers perceived themselves more competent in "Planning and Organizing Teaching" and "Managing Teaching" than the "Knowing Young Learner" category. On the other hand, teachers who took TEYL course in their pre-service education were found to perceive themselves more competent in the competencies related to "Theoretical and Practical Knowledge", "Knowing Young Learner" and "Competence in English" categories when compared with the teachers who did not. When the effects of the in-service programs related to TEYL on the teachers' perceptions of their current levels of primary English language teacher competencies were examined, the results showed that teachers who have ever participated any in-service program about TEYL were found to perceive themselves more competent in the skills related to "Theoretical and Practical Knowledge" category than teachers who have not (p>0.05). However, as teachers who took TEYL course in their pre-service education were also found to perceive themselves more competent in "Theoretical and Practical Knowledge" category, it cannot be said that in-service education directly affect the acquisition of the skills related to this category. Based on these results, it can be claimed that both TEYL course in the pre-service education and the in-service trainings about TEYL foster the acquisition of the skills about "Theoretical and Practical Knowledge".

For examining the effects of the TEYL course on the classroom practices of primary English language teachers, the classroom practices of the teachers and their perceptions of the effectiveness of TEYL course were examined with 20 teachers who took TEYL course in their pre-service education through the semi-structured interviews. The classroom practices included the areas teachers feel most / least comfortable, the problems they face with in the class and based on these practices, the reported qualifications teachers need to be equipped with to work with young learners.

The results of the semi-structured interviews showed that teachers felt most comfortable in material design, preparing lesson plans, knowing young learners, and managing teaching successively while they felt least comfortable in classroom management. The problems they experienced in the classroom were found to be related to the behavioural problems of the young learners, characteristics of the young learners, knowing the young learners and classroom management successively. Based on these results, when asked what qualifications and competencies teachers need to be equipped with to work with young learners, they listed them as patience, knowing the young learners, loving children, managing teaching, effective communication with children and creativity.

To understand the effects of the TEYL course on the classroom practices of teachers, participants' perception of the effectiveness of the TEYL course considering their classroom practices were examined. When teachers were asked to evaluate the content of the TEYL course, slightly more than half of the teachers stated that the TEYL course was more theory-based rather than practice-based. The methods and techniques used in the TEYL course were listed as micro-teaching, lecture method, case method and drama (40%), which were found to be mostly used in the courses, and question-answer technique which is the second most uttered one by the participants. Based on this result, it can be claimed that the TEYL lessons that the teachers participated in were conducted in both theoretical and practical ways.

When the benefits and deficiencies of the TEYL course were examined, the results showed that while teachers found the TEYL course beneficial

for fostering the acquisition of the skills related to the "Theoretical and Practical Knowledge", Planning and Organizing Teaching" and the "Material Design" (sub-node of the Planning and Organizing teaching) categories, they found the TEYL course deficient because of being unrealistic and unpractical. Participant elaborated the reasons why they found TEYL course unrealistic and unpractical in a way that these courses include hypothetical teaching environments and learner profiles for the teacher candidates. Furthermore, teacher candidates did not get a chance to practice their knowledge in the real classrooms, but they were allowed to make presentations or conduct micro-teachings in the class with their classmates.

Considering the benefits and the deficiencies of the TEYL course, participants were asked to give suggestions to improve the content of TEYL course. For this aim, at first, they were asked to evaluate the sufficiency of these courses. The results showed that 75% of the participants did not find these courses sufficient in preparing qualified teachers for working with young learners in terms of being unrealistic, unpractical and not-specific while nearly 15% of the participants found them sufficient in terms of providing the learners with theoretical and practical knowledge.

Based on these results, participants mostly suggested that TEYL course should be practice-based via school visits or practicum in primary schools. Also, they suggested that instructors should be well-equipped, courses should be realistic, and they should focus on classroom management, respectively. In this context, it can be suggested that the course should be practice-based.

5.4. LIMITATIONS OF THE STUDY

This thesis investigates the effects of the TEYL course on the teachers' perceptions of their current levels of the teacher competencies in TEYL and their classroom practices. For this aim, 108 teachers participated in the study. However, the number of participants who took the TEYL course and who did was unequal. If the number of participants was equal, the results could be different. The other limitation of the study stemmed from the content, methods, and techniques used in the TEYL course. Although there is one top-down curriculum for the ELT program

that is asserted by the Council of Higher Education, the techniques, syllabus, or the materials prepared for the pre-determined courses are at the initiative of the instructors, which means that they could vary in different universities' programs. Therefore, as the results of this study are dependent on the content of the TEYL course which participants took in their undergraduate program, the results could be different in other contexts and with other participants.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

Considering the limitations of the research, the number of participants who took the TEYL course and the ones who did not could be taken into consideration in further research studies. Also, to get a broader picture of the content of the TEYL course, there could be studies in which more participants graduating from various universities around Turkey participate.

In this study, it was found that teachers who have ever participated in any in-service training programs about TEYL found themselves more competent in the competencies related to the "Theoretical and Practical Knowledge" category. However, as it was found that the TEYL course also affects the teachers' perceptions of their competencies related to this category in a positive way, it is suggested that both pre-service and in-service education could foster the acquisition of the competencies of this category. For further studies, the effect of the in-service programs on teachers' perceptions of their competencies in TEYL could be studied in detail.

When the effect of the "gender" variable on the teachers' perceptions of their competencies in TEYL was analyzed, it was revealed that female teachers found themselves more competent in "Planning and Organizing Teaching" category. As female teachers outnumbered the male teachers in this study, the studies investigating the effect of the gender on the acquisition of the competencies in TEYL could be conducted with the equal number of male / female participants.

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APPENDICES

APPENDIX A: *Comparison of the TEYL Competencies Between Genders*

Competencie	Gender	N	Mean	SD	Test Value	p
Theoretical Knowledge	Female	100	1.6260	.46507	285.500	0.175
	Male	8	1.9250	.55485		
Knowing Learner	Female	100	1.7200	.55537	357.000	0.609
	Male	8	1.8125	.51322		
Managing Teaching	Female	100	1.4433	.39937	270.500	0.117
	Male	8	1.8333	.81650		
Planning Teaching	Female	100	1.4833	.48403	210.500	0.022*
	Male	8	1.8750	.43416		
Competence in English	Female	100	1.7150	.63665	352.500	0.564
	Male	8	1.5625	.62321		

Mann Whitney U Test
*indicates the statistical significance at level α = 0.05.

APPENDIX B: *Comparison of the TEYL competencies among Education Levels*

Competencie	Edu_Degree_	N	Mean	SD	Test Value	p
Theoretical Knowledge	Bachelor	90	1.636	0.469	762.000	0.689
	Master and PhD	18	1.711	0.519		
Knowing Learner	Bachelor	90	1.714	0.555	739.500	0.556
	Master and PhD	18	1.792	0.537		
Managing Teaching	Bachelor	90	1.426	0.387	580.000	0.050
	Master and PhD	18	1.704	0.646		
Planning Teaching	Bachelor	90	1.496	0.495	702.000	0.358
	Master and PhD	18	1.593	0.465		
Competence in English	Bachelor	90	1.706	0.622	786.000	0.838
	Master and PhD	18	1.694	0.710		

Mann Whitney U Test
*indicates the statistical significance at level α = 0.05.

APPENDIX C: *Comparison of the TEYL Competencies' Categories Among the Departments Participants Graduated*

Mann Whitney U Test

Categories	Department	N	Mean	SD	Test Value	p
Theoretical	**English Language Teaching**	87	1.628	.459	552.50	0.575
Knowledge	**English Language and Literature**	14	1.700	.428		
Knowing	**English Language Teaching**	87	1.693	.505	527.00	0.414
Learner	**English Language and Literature**	14	1.893	.732		
Managing	**English Language Teaching**	87	1.444	.409	595.50	0.891
Teaching	**English Language and Literature**	14	1.452	.384		
Planning	**English Language Teaching**	87	1.502	.495	576.00	0.737
Teaching	**English Language and Literature**	14	1.452	.500		
Competence in	**English Language Teaching**	87	1.713	.650	582.00	0.783
English	**English Language and Literature**	14	1.643	.602		

*indicates the statistical significance at level α = 0.05.

APPENDIX D: *Comparison of the TEYL Competencies' Categories Among the Participants' Workplaces*

Categories	Workplace	N	Mean	SD	Test Value	p
Theoretical Knowledge	**State**	93	1.637	0.467	644.500	0.952
	Private	14	1.686	0.542		
Knowing Learner	**State**	93	1.712	0.540	621.500	0.783
	Private	14	1.768	0.616		
Managing Teaching	**State**	93	1.452	0.401	593.500	0.583
	Private	14	1.619	0.702		
Planning _teaching	**State**	93	1.495	0.491	561.000	0.391
	Private	14	1.595	0.492		
Competence in English	**State**	93	1.726	0.636	530.500	0.249
	Private	14	1.536	0.634		

Mann Whitney U Test
*indicates the statistical significance at level α = 0.05.

APPENDIX E: *Comparison of the TEYL Competencies' Categories Among the Participants' Age Groups*

Competencie	Age	N	Mean	SD	df	Test Value	p
Theoretical Knowledge	**20-25**	25	1.560	0.455	3	1.788	0.618
	26-30	31	1.639	0.502			
	31-35	32	1.681	0.468			
	36 and	20	1.720	0.492			
Knowing Learner	**20-25**	25	1.710	0.585	3	4.876	0.181
	26-30	31	1.823	0.626			
	31-35	32	1.563	0.453			
	36 and	20	1.863	0.490			
Managing Teaching	**20-25**	25	1.453	0.395	3	0.934	0.817
	26-30	31	1.462	0.582			
	31-35	32	1.479	0.387			
	36 and	20	1.500	0.397			
Planning Teaching	**20-25**	25	1.400	0.408	3	1.313	0.726
	26-30	31	1.559	0.554			
	31-35	32	1.500	0.415			
	36 and	20	1.600	0.588			
Competence in English	**20-25**	25	1.540	0.558	3	3.856	0.277
	26-30	31	1.645	0.635			
	31-35	32	1.828	0.617			
	36 and	20	1.800	0.733			

Kruskal Wallis Test
*indicates the statistical significance at level α = 0.05.

		Theoretical Knowledge	Knowing Learner	Managing Teaching	Planning Teaching	Competence in English
Experience	**Correlation Coefficient**	.027	-.082	-.103	-.041	.077
	Sig. (2-tailed)	.790	.426	.316	.690	.456
	N	96	96	96	96	96

Spearman's Correlation Test
*indicates the statistical significance at level α = 0.05.

Appendix G: *Questionnaire*

Teaching English to Young Learners - Teacher Competencies

My dear colleague;

This survey is conducted to see the effects of "Teaching English to Young Learners" (TEYL) course on English language teachers' competencies while working with young learners and it will take approximately 10 minutes to complete. Since your answers are very important to academic work that I am currently conducting. please answer the questions as sincerely as possible.

Thanks in advance for your participation.

Researcher:

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E-postaadresi *

Age *

- o   20-25
- o   26-30
- o   31-35
- o   36-40
- o   41-45
- o   46-50
- o   50+

Gender *

- o   Male

o Female
o Diğer:

[ ]

Education Degree *

o Bachelor
o Master
o PHD
o Diğer:

[ ]

Currently Employed in a *

o Private school
o State school
o Diğer:

[ ]

Department of the Bachelor Degree *

o English Language Teaching
o English Language and Literature
o American Culture and Literature
o Translation and Interpretation
o English and Linguistics
o English Language and Culture
o Translation Studies
o Diğer:

My Current School of Employment is Located in a *

o City centre
o Suburb
o Village
o Diğer:

[ ]

How many years have you been working with young learners as an English teacher? *

[ ]

Did you take the TEYL course in your pre-service education? *

o Yes
o No

Have you ever participated in any in-service program about teaching English to young learners? *

o Yes

o   No

Below is a list of statements related to the skills a teacher must have for teaching English to children. Please self-assess your current levels for the skills listed below, and select the most suitable answers sincerely: As an English teacher who works with children, I can... *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Implement the techniques for teaching English to young learners					
Know the appropriate techniques and methods to teach English vocabulary to children					
Know how each language skill (reading, writing, listening, speaking) can be developed in young learners					
Know how to correct language errors of children					
Implement methods to teach English to young learners (CLT, Audio-lingual, Total Physical Response etc.)					
Know the developmental characteristics of children's first language development					
Know the stages of children's language learning					
Implement my teaching taking into account the characteristics of children's development (physical and cognitive)					
Differentiate between children with different personality traits and learning styles					
Know child psychology					
Differentiate between children who have different developmental features					
Use mostly visual materials					
Develop children's English language awareness					
Use mainly kinaesthetic activities					
Design a variety of practical teaching materials					
Focus on teaching listening and speaking					

Manage class time effectively					
Use effective materials appropriate for young learners					
Teach English appropriate to language level of students					
Use games in teaching					
Give simple instructions while teaching young learners					
Use gestures, facial expressions and body language effectively in instruction					
Implement my teaching actively and energetically					
Alter content of lesson according to children's wants and needs					
Manage the classroom by gaining the attention of the class					
Use alternative realities such as drama, demonstration, simulation and acting out in teaching					
Use drama, demonstration, simulation and acting out in teaching					
Possess a high level of competence in English (reading, writing, speaking, listening)					
Have good English pronunciation skills					

APPENDIX H: *Semi-structured Interview*

ÇocuklaraYabancı Dil Öğretimi

Sayın meslektaşım,

Bu formda ÇocuklaraYabancı Dil Öğretimi ile ilgili kişisel deneyimlerinizi paylaşacağınız ve lisans eğitiminde aldığınız "ÇocuklaraYabancı Dil Öğretimi I ve II" derslerini değerlendirleceğiniz ucu açık ve çoktan seçmeli sorulara cevap vermeniz beklenmektedir. Sorulara vereceğiniz yanıtlar yürütmekte olduğum tez çalışmama büyük katkı sağlayacaktır. Lütfen her bir soruya içtenlikle cevap veriniz.

Şimdiden çok teşekkür ederim.

Araştırmacı:
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İletişim:
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* Gerekli

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1. **E-postaadresi** *

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2. **ÇocuklaraYabancı Dil Öğretimi ile İlgili Kişisel Deneyimler**

Çocuklarla çalışmaya başladıktan sonar hangi alanlarda kendinizi en rahat hissettiniz? (sınıf yönetimi, material hazırlama, çocuklarla etkili iletişim kurma, ders planı hazırlama, vb.) Örnek vererek açıklayabilir misiniz?

_____
_____
_____
_____

Çocuklarla çalışmaya başladıktan sonar kendinizi yetersiz hissedip geliştirmeniz gerektiğini düşündüğünüz alanlaroldu mu? Varsa örnek vererek açıklayabilir misiniz? (sınıf yönetimi, material hazırlama, çocuklarla etkili iletişim kurma, ders planı hazırlama, vb.)

_____
_____

Sınıfta çocuklarla ağırlıklı olarak hangi tür problemler yaşıyorsunuz?

_____

_____

Sizce bir İngilizce öğretmeninin çocuklarla çalışabilmek için sahip olması gereken en önemli beceriler nelerdir?

_____

_____

3. ÇocuklaraYabancı Dil Öğretimi I - II Ders İçeriklerinin Değerlendirilmesi

ÇocuklaraYabancı Dil Öğretimi I - II derslerinde eğitmeniniz ne tür yöntem ve teknikler kullanırdı? (Soru-cevap, düzanlatım, örnek olay yöntemi, mikroöğretim, vb.)

_____

_____

Sizce ÇocuklaraYabancı Dil Öğretimi I - II dersleriniz ağırlıklı olarak teori temelli mi yoksa uygulama temelli mi işleniyordu? Neden öyle düşündüğünüzü örnek vererek açıklar mısınız?

_____

_____

Şu an ders içi uygulamalarınızı göz önünde bulundurduğunuzda Çocuklara Yabancı Dil Öğretimi dersini hangi yönlerden yararlı buluyorsunuz? Örnek vererek açıklayabilir misiniz?

_____

_____

Şu an ders içi uygulamalarınızı göz önünde bulundurduğunuzda Çocuklara Yabancı Dil Öğretimi dersini hangi yönlerden yararsız/eksik buluyorsunuz? Örnek vererek açıklayabilir misiniz?

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Sizce ÇocuklaraYabancı Dil Öğretimi dersi İngilizce öğretmenlerini ilköğretim kademelerinde çalışmaya hazırlamada yeterli mi? Neden?

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Verdiğiniz yanıtları ve sınıf içi deneyimlerinizi göz önünde bulundurduğunuzda, sizce ÇocuklaraYabancı Dil Öğretimi dersi nasıl geliştirilebilir? (Derse neler eklenmeli veya dersten neler çıkarılmalıdır?)

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APPENDIX I:*The Codebook of the Semi-structured Interview's Data Analysis in Nvivo 12 Software Program*

Name	Description	Files	References
1. Knowing the YL	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 6 references coded <Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 2 references coded <Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 6 references coded <Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 14 references coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 1 reference coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 1 reference coded	6	30
Characteristics of YL	<Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 5 references coded	1	5
Effective Communication with children	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 5 references coded <Files\\1. Personal Experiences\\2. The reported	4	14

	inadequate areas for TEYL> - § 2 references coded <Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 6 references coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 1 reference coded		
2.Planning and Organizing Teaching	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 12 references coded <Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 2 references coded <Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 5 references coded <Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 3 references coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 11 references coded <Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 2 references coded	6	35
Material Design	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 12 references coded <Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 2 references coded <Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 2 references coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 6 references coded	4	22
Preparing lesson plans	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 3 references coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 1 reference coded	2	4
3.Managing Teaching	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 3 references coded <Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 2 references coded <Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 7 references coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 2 references coded	4	14
Being energetic	<Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 2 references coded	1	2

Creativity	<Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 3 references coded	1	3
4.Classroom Management	<Files\\1. Personal Experiences\\1. The reported most comfortable areas for TEYL> - § 4 references coded <Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 5 references coded <Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 9 references coded <Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 1 reference coded	4	19
5.Theoretical and Practical Knowledge	<Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 1 reference coded <Files\\2. TEYL course content\\3. Benefits of TEYL course> - § 10 references coded <Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 1 reference coded	3	12
6.Assessment of the YL	<Files\\1. Personal Experiences\\2. The reported inadequate areas for TEYL> - § 1 reference coded	1	1
7.Deficiencies of the TEYL courses	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 19 references coded	1	20
Out-dated	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 1 reference coded	1	1
Unpractical	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 8 references coded <Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 6 references coded	2	14
Unrealistic	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 11 references coded <Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 4 references coded	2	15
8.Suggestions for the improvement of the TEYL courses		1	12
instructors should be well-equipped	<Files\\3. Evaluation of the TEYL course\\2. How can it be improved> - § 1 reference coded	1	1
should be practice-based	<Files\\3. Evaluation of the TEYL course\\2. How can it be improved> - § 5 references coded	1	5

should be realistic	<Files\\3. Evaluation of the TEYL course\\2. How can it be improved> - § 4 references coded	1	4
should focus on classroom management	<Files\\3. Evaluation of the TEYL course\\2. How can it be improved> - § 2 references coded	1	2
9.Insufficient lesson hours	<Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 2 references coded	2	4
	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 2 references coded		
10. Sufficiency of the TEYL courses for preparing teachers to work with the YL		1	20
No, in terms of...	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 15 references coded	1	15
insufficient lesson hours	<Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 2 references coded	2	4
	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 2 references coded		
knowing young learners	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 1 reference coded	1	1
lacking experience	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 1 reference coded	1	1
Not specified	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 1 reference coded	1	1
unpractical	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 8 references coded	2	14
	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 6 references coded		
unrealistic	<Files\\2. TEYL course content\\4. Deficiencies of the TEYL course> - § 11 references coded	2	15
	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - § 4 references coded		

Sufficient enough	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - §1 references coded	1	1
Yes, in terms of...	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - §4 references coded	1	4
theoretical and practical knowledge	<Files\\3. Evaluation of the TEYL course\\1. If they are enough to prepare teachers for young learners> - §1 references coded	1	1
11. Loving children	<Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - § 4 references coded	1	4
12. Patience	<Files\\1. Personal Experiences\\4. Qualifications Ts need to work with children> - §10 references coded	1	10
13. Behavioural Problems	<Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 5 references coded	1	5
14.Uncategorized	<Files\\1. Personal Experiences\\3. Problems experienced with learners> - § 4 references coded	1	4