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A STUDY ON USE OF DRAMA AND STORY TELLING IN TEACHING ENGLISH TO YOUNG LEARNERS IN PRIVATE SCHOOLS IN COMPARISON WITH GOVERNMENT SCHOOLS

Türkan GÜLTEKİN

YÜKSEK LİSANS TEZİ

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Yukarıda adı geçen öğrenci tarafından hazırlanan 'A Study on Use of Drama and Story Telling in Teaching English to Young Learners in Private Schools in Comparison with Government Schools' başlıklı bu çalışma 20/09/2018 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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ÖNSÖZ

Öncelikle tez konumu seçerken ilkokul ikinci sınıf öğrencilerinin yabancı dil öğretiminde drama ve oyunlarla uygulanan eğitimin daha verimli ve kalıcı olduğunu gördüm ve bu alanda ne gibi farklı yöntem ve metodlar uygulayabilirim bunu araştırdım. Bu tez çalışmasında özel okulda ve devlet okulunda drama ve hikayeler ile İngilizce öğreniminin karşılaştırılmasını inceledim. Öğrencilerin gelişimlerine ve dil seviyelerine uygun dil gelişim raporu oluşturarak, ön test ve son test uygulayarak sekiz hafta boyunca gözlem yaparak yabancı dil seviyelerini tespit ettim. Tezimde, bu gözlemlerimi değerlendirdim ve karşılaştırmaları yaptım.

Tezimin amacı, konuları öğrencilerin seviyelerine göre hikayeleştirerek daha çok öğretmene ışık tutmak ve öğrencilerin bundan faydalanmasını sağlamaktır.

Tüm eğitim hayatım boyunca benden maddi ve manevi desteğini esirgemeyen, bana her zaman cesaret veren başta babam İbrahim Tahsin AYIRICI ‘ya, annem Fatma AYIRICI, kardeşim Gizem AYIRICI’ya, arkadaşım Suna Koca’ya ve son olarak eşim Fatih GÜLTEKİN’e teşekkür ediyorum.

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	Tezin Adı	Özel Okullardaki Küçük Çocuklara İngilizce Öğretiminde Uygulanan Hikaye ve Drama'nın Kullanımı ile Devlet Okullarında Uygulanan Hikaye ve Drama Kullanımının Karşılaştırılması

ÖZET

Bu çalışmada özel okullarda ve devlet okullarında öğrenim gören, İngilizceyi ilk kez öğreniyor olan öğrencilerin, İngilizceyi eğlenceli etkinliklerle öğrenmesi amaçlanmaktadır. Çalışmanın bir diğer amacı ise, İngilizce dersini oyunlarla ve görsel ürünler kullanarak drama etkinlikleri ile zenginleştirerek kalıcı öğrenme ortamı sağlamaktır. Bu etkinliklere öğretmen deneyimlerinden örnekler verilmektedir. Ders programının içeriğine bu etkinlikler ilave edilerek İngilizce dersi zenginleştirilmektedir. İçerik dili ve öğrenimi yönteminde diğer branş dersleri İngilizce eğitimine entegre edilerek uygulanmaktadır. Bunu yaparken, resim, matematik, fen, coğrafya derslerinden yararlanılmaktadır. Özel okullarda ve Devlet okullarında ilk yıl uygulanan İngilizce müfredatına bağlı kalarak, 'Öğrenciler yabancı dili nasıl daha kalıcı ve eğlenceli öğrenir? Sorusunu sorarak değişik drama aktiviteleri yapılmıştır. Tezde, bu ünite konularındaki çeşitli aktiviteler paylaşılmıştır. Milli Eğitim Müfredatı ve Avrupa Ortak Dil Kriterlerine uygun içerik oluşturularak özel okul ve devlet okulunda öğrenim gören öğrencilere aylık yabancı dil gelişim raporları hazırlanmıştır. Özel okulda ve devlet okulunda örnek sınıflarda sekiz hafta boyunca ön test ve son test ile bu uygulama gözlemlenerek nitel değerlendirme yapılmıştır. Sekiz hafta süren uygulamanın sonucunda değerlendirme süreci olmuştur. Sonuçların karşılaştırması yapılmıştır. Tezde, bu yabancı dil gelişim raporlarının karşılaştırmasına yer verilmiştir. Bulgular, Drama ve Hikaye Temelli Öğretimin uyumlu olan ders planlarındaki etkinliklerin, öğrencilerin İngilizce öğrenmelerinde olumlu etkisini ortaya çıkarmıştır.

Anahtar Kelimeler: Drama, Hikaye Temelli Öğretim, Avrupa Dil Portfolyosu

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	Tezin İngilizce Adı	A Study on Use of Drama and Story Telling in Teaching English to Young Learners in Private Schools in Comparison with Government Schools

SUMMARY

The aim of this thesis is teaching English to students who are taking English courses for the first time both in private and government schools via entertaining activities.The study is to provide a permanent learning environment by enriching English lessons with drama events using games and visual activities. These events include examples from teacher experiences.Activities are added to the contents of the curriculum to enrich the English lesson.In the content language and learning method, other branch courses are integrated and implemented in English education.Adhering to the English curriculum applied to private schools and government schools in the first year, the answer to the question 'How do learners learn foreign language in a more durable and fun way?' was tried to be answered. Different drama activities were done by asking questions. In the thesis, various activities in English sample unit subjects were shared. Monthly foreign language development reports were prepared for the students studying in private and government schools by creating content complying with the National Curriculum and European Common European Framework.In the private and the government school, qualitative evaluations were made by observing this application with pre-test and post-test for eight weeks in sample classes.The evaluation process was the result of eight weeks of practice. The results were compared. In the thesis, the comparison of these foreign language development reports was given.The findings of the research revealed that the activities from the lesson plans related to drama and story based learning had a positive influence on the students' learning English.

Keywords: Drama, Story Telling, Common European Framework of Reference,

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Abbreviations

CEFR: Common European Framework of Reference

CLIL: Content Learning Integrated Language

COE: Council of Europe

CHAPTER I

INTRODUCTION

1.0 Introduction

In this chapter, background to the study, aim of the study, statement of the problem, significance of the study, scope of the study, assumptions and limitations of the study and the definitions of terms will be explained.

1.1. Background to the Study

Nowadays, we all live in developing societies, and the technological advances are reaching incredible dimensions. Undoubtedly, it is the goal of any society to keep up with these developments.

The first condition of this is foreign language learning. In our country, students start learning English from primary school and carry on until university graduation, making it on average 12 years of language education. Although students learn English between two to four hours each week, the results are not satisfactory. People spend a lot of money on learning English, many of whom take English private lessons.

Foreign language teaching has attracted the attention of all societies throughout history. Today, this interest has reached its highest level and foreign language teaching has become a great sector. Recently, there are two contradictory ideas about education.While traditional thinking accepts that education is knowledge transfer, the opposite view is based on the importance, divine and uniqueness of the individual as a starting point. The use of drama in child education holds individual in the center. Drama owes a lot Franz Cizek, who taught at the school of applied arts in Vienna in 1898.

Today, Cambridge School Principal Henry Caldwell Cook, co-creator of the play on stage, is the first person to describe a comprehensive program that can be called drama in education.’(Hornbrook, 1989: 8)

The first drama applied to the class was in the twentieth century by Finlay Johnson. Everything to teach on the adaptation of drama was given in his book which can be considered the only example in the field. (Bolton, 1984: 11)

After the Second World War, drama began to be intensely used. In 1943, the Educational Drama Association was established. Peter Slade and Dorothy Heathcote have especially worked on introducing the drama and spreading it in the pre-school period. (Bolton, 1984: 17)

The drama in education has also taken place naturally in foreign language teaching. Grammar is the most important thing in foreign language teaching. People focus on cognitive language. However, drama aims to bring emotional content and body language in class. At the very beginning of drama comes the meaning of "content".

It can not be denied that correct structures must be taught, but what is important is that it should be a meaningful teaching from the beginning. One of the most important changes that drama brings to foreign language teaching is the change in the role of the teacher and the student. It is possible to provide a more convenient and independent communication via drama. Especially, the change that emerges in the role of the teacher creates a suitable environment for learning. Because in drama activities, the teacher, who knows everything and is feared, is not the only authority in class, but a guide who plays games with the students and who is consulted when necessary.

As a result, students feel more comfortable in the class, students have no fear of expressing their feelings. If we pay attention to some regulations that are necessary for the successful implementation of drama events, there is no reason why practically students from different language levels can not be successful. At the beginning of these activities the area is to be built and the number of people is to be set. After a few applications the teacher will be able to arrange them easily.

Warm-up activities that are carried out before the class, structure and words that are learned are of great importance for preparing the students for the activities.

Drama includes some techniques such as role play, mimic and gestures, puppets. These techniques should not be perceived as separate techniques derived from drama.

Improvisation is the creation of situations in which characters speak spontaneously. During improvisation in foreign language teaching, the language used by students reveal their capabilities and indicate their ability to communicate. Mimics are movements carried out without using words or sounds. Many foreign language teachers use this method in their lessons unconsciously. When a new word is being taught, words become insufficient, so mimics come into act to make sense. Grammar such as actions or adjectives, and other topics can also be taught or reinforced through miming.

Watcyn cited that (1983:10) role play is a simple statement that students should talk and act like they can divide imaginary characters into roles and think that these people will talk or act. One of the most important benefits of using puppets in foreign language teaching for shy or problematic students is being able to express themselves on target by getting into the puppet's character.

The most effective use of puppets for teaching purposes is udoubtedly language teaching. Students talk spontanously both in creative drama and by using a puppet. One advantage of puppets is that it makes shy students talk. Furthermore, there are various reasons and benefits of the use of drama in foreign language teaching.

When a student who learns a foreign language is not courageous enough to express himself or herself in class, drama;

1) provides an enjoyable and relaxing learning environment

2) helps the students remember the subject easily.

3) helps shy students use foreign languages.

4) guides the students

5) teaches phonological features such as emphasis, intonation and rhythm.

6) makes the students feel comfortable by using body language and facial expressions.

7) helps improve social skills.

8) allows the students bring their creativity and imagination to the

learning environment.

9) provides vocabulary to be applied in speaking, reading, grammar and writing.

In situations where silence is required, the following points in drama are effective;

a) Watcyn claims that (1983:11) by giving the students a mask to hide behind, it will be possible to discuss topics that would normally be considered very specific, sensitive or abstract in a natural quadrant.

b) The opposite can be more easily defended because it has to be very formal and polite.

c) Thanks to the role cards, especially shy learners express themselves

without being afraid of making a mistake.

d) These activities are student centered.

e) Activities are fun for both students and teachers.

1.2. Statement of the Problem

In the study, approaches, methods and techniques in foreign language teaching will be mentioned before information is given on foreign language teaching in Turkey. The history and definition of drama, examples of drama techniques and practice in foreign language teaching will be mentioned. Sample lesson plans and examples of Drama and Story Telling will also be mentioned. The contribution of drama in teaching will be tried to be examined and various suggestions will be given.

The research will be limited with English and Turkish resources.

1.3. The Purpose of the Study

The number of young learners meeting English at primary school have increased. Private primary schools present enjoyable English lessons; which is valued by many parents.

This thesis aims at inroducing drama and story-telling to young learners and designing drama activities to bring in new English vocabulary that are emotionally, cognitively and developmentally appropriate and that are in line with multiple intelligences.

One other purpose of this study also aims to investigate how English language vocabulary can be taught to young learners with reference to Multiple Intelligence (MI) Theory by discussing the general characteristics, needs, expectations and intelligence types of young learners.

The last aim of the study is to apply Language Developmental Form, the retention of target vocabulary items after eight week period so that we can comment on storage and retention of vocabulary.

1.4. The Significance of the Study

This study aims to develop the field of foreign language teaching in our country because teachers can not teach and use the rules of the language. Teachers take into account the creativity of the students, aim to explain the techniques applied to teach the use of language. In methods and techniques used in foreign language teaching in our country, it is seen that drama technique is not included. Foreign language teachers are not aware of the fact that the technique is spreading rapidly in this area.

This technique will be tried to be explained with examples especially in child usage of foreign language teaching. Increasing the creativity of children learning foreign languages, presenting drama technique to foreign language teachers and contributing to this field are also intended in this study.

1.5. Hypotheses

The main focus of the study is to teach English using drama and story-telling to young learners both in private and government schools. It is hypothesized that young learners possess different characters. Drama and Story-telling activities suggested in this study will help primary school students learn and retain English efficiently. It is also hypothesized that language learning activities based on Drama and Story-Telling may easily motivate young learners and help develop positive feelings towards cooperation and participation in lessons.

1.6. Assumptions and Limitations

The following assumptions will be taken into consideration throughout the study:

The intelligence types of primary school students, participating in this study have not yet been discovered. Primary school students may acquire vocabulary better through activities suggested by the Common European Framework Portfolio and Multiple Intelligence Theory (MI theory), which are carefully prepared by the researcher who considers the needs, characteristics and intelligence types of young learners.

In this research;

1. There are two groups, a private school affiliated to the Ministry of National Education (MEB) located in the province of Muratpaşa, Antalya, and a group of second-grade students attending a government primary school in the province of Kepez, Antalya in the fall semester of 2017-2018 academic year.

2. There are 30 students participating,

3. Two hours each week, totally eight weeks are spared

4. Language Developmental Form based on the units that are taught in the second grade is used

5. Drama and story-based teaching method in the experimental group and the teaching program in the control group are applied as pre-test and post-test,

6. "Language Developmental Form" is used as a data collection tool.

1.7. Definitions of Terms:

Drama: Using drama, improvisation, role play and theater activities, students are playing a life, an event, an idea, or an abstract concept in a playful process in front of the class.

Young Learners: Children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 200)

Foreign Language: A foreign language is a language used in a country other than one's own. It is also a language not spoken in the native country (retrieved from www.oxforddictionaries.com).

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

As teaching English to young children has gained importance in the 21st century in recent years, both government and private schools have adapted some innovations into their curriculum for Foreign Language Instruction. Currently, enhancement in technology and close relations with European countries, as being EU members is a goal of Turkey since 1960, are the main driving forces in the development of English Language Learning and Teaching in Turkey. There are many good practices in primary English Foreign Language (EFL) classrooms in our country. However, many teachers find themselves obliged to teach English at primary schools even though they have not received education for these age groups. The present study aims to observe the current situation in English to young learner classes in a state and private school and to present some useful techniques to the teachers of English who have not been educated for teaching young learners.

The techniques and skills presented for teaching young learners English, address to currently practising teachers of foreign languages teaching children aged from five to eight, English teachers in general and teacher trainers. Hereby, the focus is on language learning at primary level, how students learn and think, learning to learn, foreign language teaching methods across English curriculum resources, and the necessary skills for teachers and their significance for the instruction of perceptive and productive skills, teaching pronunciation, speaking, vocabulary, and grammar. Moreover, the significance of a good plan to manage these skills will be highlighted since catching the attention of young learners and teaching according to their levels is difficult.

2.1. Description of Common European Framework (CEFR)

It is a statement in which people who have learned language at school or out of school can register and express their cultural experiences through their language learning experiences.

The European Language is an evaluation system based on the Common European Framework. This portfolio is based on "Learning Autonomy" and "Self-Assessment". (Gülten, 2005: 1)

2.2. Parts of Common European Framework

Language Passport: Some personal information about the languages and levels being spoken and the language level indicators developed by the Council of Europe Modern Languages Department.

Foreign Language Background: Self-awareness (learning to learn), intercultural experiences and "can do" expressions (self-assessment) take place.

File: Documents such as certificates, diplomas, project samples and articles are included.

CEF(Common European Framework) Language Level Indicators.

There are 6 language levels (A1, A2, B1, B2, C1, C2) in the European Language Portfolio.

The European language portfolio is important for recognizing language proficiency.

Common European Framework has Basic User and Independent User. (Gülten, 2005: 1)

2.3. Curriculum Characteristics of Young Learners

Teachers at private pre-schools are obliged to present The Ministry of Education curriculum to the adminstration each term. In Turkey, foreign language education is initiated at private schools during the pre-school or kindergarten level. The Ministry of Education curriculum has been designed for private primary schools. Each school level is different from each other. Teachers need to have a curriculum; which is designed for each school grade.

A curriculum for young learners of English is expected to include various themes related to young learners' values, communicative objectives and skills, target vocabulary, structures, methods and techniques, materials and projects, craft

activities for primary students. Primary school students are more open to learning a foreign language as they are willing to learn everything and have no psychological barriers or negative attitudes towards learning foreign languages.

The principles of Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) are principal features for creating an authentic communicative environment by making use of the curriculum.

The CEFR suggests that language learning should be a lifelong process and helpful for language learners to develop positive attitudes towards learning a new language.

Within the characteristics of this plan, teachers should consider Common European Framework of Reference for Languages principles (CEFR) such as student's autonomy, self-evaluation and cultural differences in their class.

Teachers who consider using Common European Framework of Reference for Languages aim to develop the quality standards of primary school education. Teachers provide learner autonomy and creativity through in-class and out of class activities. They promote young learners development of healthy mind and body.

Teachers should be attracting attention of the young learners to environmental issues, science and maths. Moreover, if teachers have a curriculum, it easily helps young learners to develop their communicative language skills and problem solving abilities.

Teachers should use activities in which students can experience newly acquired language components in the target language with the support of various activities by which they both learn and entertain themselves. Students want to learn more and suppose that these activities are games. Indoor and outdoor activities provide students with interests by helping them develop physically and emotionally. If teachers choose to use this curriculum, it helps young learners develop a lifelong multicultural learning perspective.

Common European Framework activities have a specific characteristic as a base for the upper grades of the elementary education system in Turkey. It involves various components such as Maths, Science, Pre-reading and Pre-writing skills.

2.3.1. Characteristics of Young Learners

The first grade students are good learners and active thinkers. Students use their imagination and they become independent learners. They experience their surrounding through their senses. Students wonder everything and they want to get an answer to their questions. By doing this, they maximize their learning.

The first graders are full of energy. They are very active. It is certain that the first graders should do physical activities for their overall health. Therefore, the curriculum and some games suggest several physical activities for language teachers.

"Language teachers will make young learners' acquisition of the new language easier in the educational environment." (http://www.coe.int/t/dg4/linguistic/default_en.asp)

On the first day of school, the first graders find themselves in a new physical environment which is different from the other environments. The classroom is new for the students. Their classmates are total strangers and the authority is the teacher who is also a stranger. The structured way of learning is also new to them. All these new items and the terms can be frightening for the young learners. During that time, language teachers should employ some methods in order to establish a good relationship between young learners and foreign language.

First of all, language teachers should be very sensitive to young learners' needs, abilities, and their learning processes. They should be very attentive to young learners' interests. They should help the first graders get accustomed to the new school environment and make it functional for young learners. This is not solely their class teacher's responsibility. Class teachers and language teachers should share this responsibility mutually. Young learners go through a learning process at school based on their experiences they have brought from their homes and former lives.

While teaching young learners, teachers have an advantage as young learners can easily be engaged in the new learning process. Language teachers should not be silent in their classes. Likewise, they should not push young learners to speak fluent English at the beginning of their learning process.

Most parents are impatient and wonder about the developmental changes observed in the first graders. The communicative functions and skills should be designed according to the young learners' developmental stages in the following six areas; improvement of motor skills, cognitive skills, language and communication skills, social and emotional skills, pre-reading and pre-maths skills and self-care skills. (Brewster, 2003: 42)

2.3.1.1. The Development of Motor Skills

Young learners pass developmental stages at different times. Therefore, not all of them have the necessary fine and gross motor skills and thus, coordination and durability in the first grade may be lacking in some. According to Teele (2000: 38), students typically begin the school year with uncoordinated behavior and their muscles such as arms and legs develop better than small muscles. Students will continue to develop physically during their school lives. (2000: 38)

Brumfit (1991: 4) expresses that young learners will develop some physical skills by the end of the first year:

* Young learners will develop hand and eye coordination; for instance, they will be able to catch a ball or kick a ball, hold a pencil properly, draw lines by the end of the first year.

Brumfit and et al (1991: 4) define the characteristics of young learners as follows:

* Young learners will learn and improve handwriting. Later, Students will read and write easily.

* Young learners will move and dance in tune with music; they will be able to add different movements such as spinning without moving at one spot and learning simple songs in English.

* Young learners will develop their fine skills such as, tracing, drawing, dancing, painting, miming, and playing games.

Class activities should be based on improving young learners' motor skills while they learn a new language. Accordingly, while preferring a teaching method

for young learners, it shoud particularly improve their listening, speaking, pre-reading, pre-writing, pre-math skills through music, arts and games, and role-plays.

Daily classroom warm-up activities have been given as physical activities. Young learners can perform these individually, in small or large groups. Teachers can make them perform these both indoors and outdoors. Hereby, these can be either child-initiated activities or teacher-initiated activities. Class activities should reinforce both language skills and motor skills at the same time.

"Especially, playing games is the most important tool that will be helpful both in improving language skills and motor skills." (http://ookgm.meb.gov.tr)

Teachers can also assign activities for playing games as project tasks in the young learners' annual curriculum.

'Cognitive skills of young learners allow them to find answers to their own questions.' (Cameron, 2005: 48)

The first graders will develop the following cognitive skills during the first year of the school life:

1. Young learners will begin reasoning and thinking logically. That is to say, they will consider things before making decisions.

2. Young learners can learn by hearing and reading rather than seeing.

3. Young learners can show specific learning strengths.

4. Young learners can use their time better; they will understand and realize the difference between the days of the week, months and seasons. They will also try to tell the days and months in sequence. Teachers should foster the time sense by using activities.

5. Young learners will read and count numbers. They can see correctly and can read without sounding out.

6. Young learners are curious about public signs, traffic signs, school signs, canteen signs, toilet signs and they will understand the reason behind these signs.

Young learners develop their knowledge and understanding of the world by examining similarities or differences, examining life patterns and changes for example, seasons, life cycles etc. Young learners improve their self-expression and imagination through music, dance, songs, craftworks, games, role-plays and stories, so on. Besides that, they have difficulty in making choices as they are eager to do everything at once.

2.3.1.2. The Development of Language and Communication Skills

While young learners learn their native language, they might use language in long and complicated sentences. They can use present, present continuous, past and future in the same sentence. They can try to combine spoken language with written language during the first year of the school. They can analyze the sounds from the letters and they can understand the relationship between letters and sounds in their native language.

Young learners will be able to understand the acquisition of a new language. They sound out words, they can know, use and understand familiar words and they stop interchanging letters by the end of the first year.

Young learners are eager to learn more and they learn faster. It's quite a normal behaviour for young learners not to produce anything during the initial stages or lessons. They can babble, they do not make meaningful sentences. In this period of adjustment, language teachers should not panic.

"Young learners need time to observe the foreign language and produce it naturally in their own time." (Brewster, 2003: 43)

Young learners need to do repetition in the target language in an enjoyable way. Therefore, language teachers should emphasize singing chants, songs, nursery rhymes and playing games in their school curriculum. They will learn and practice the target language in a natural environment. Language teachers should also design a curriculum according to the young learners' language abilities at an early age.

2.3.1.3. The Development of Social and Emotional Skills

Young learners will be able to make both verbal and non-verbal forms of communication at the first year of school. Young learners are keen on their independence while they love attracting their classmates' attention and they need confirmation.

Making friendship is important for young learners and they make friends easily by playing games and doing classroom activities. However, they become aware of the fact that making friendship is not easy and they may feel anxious.

The following are the young learners' social and emotional characteristics:

1. They behave as they are independent, but they feel less secure.

2. They are keen on making friends, but they tend to end up their friendships quickly.

3. They are sensitive towards their classmates.

4. They are conscious of other people's feelings and opinions.

5. They are sensitive to their own feelings.

6. They always want to be the winner in every competition.

7. They insist on getting right from wrong, but they realize the rules to get what they want or get away with.

8. They are polite learners and they are able to show their responsibilities in conflicts by the end of the year.

Young learners will improve their social abilities to work in pairs and in groups, play and share something with other friends in class, follow and accept rules, etc. Young learners should be encouraged by their teachers to play and share with their classmates by their teachers. They should improve their self- awareness, self-confidence, and control their feelings through group based activities. There are some activities that can be done in pairs and groups.

2.3.1.4. The Development of Pre- reading and Pre- Maths Skills

The improvement of basic literacy skills such as reading and writing and also arithmetic is the main learning target of the young language learners. Especially, the skills of reading and writing combine with the ability of the sounds of a language with the letters or symbols used in the written form. All these skills are built on the foundational skills of speaking and listening.

"The young language learners have big excitement when they discover that they can make sense of written texts and can write the names of people and things in their environment." (Brewster, 2003: 3)

The young language learners will be able to do the following at the end of the first year of school;

• The young language learners copy model letters with no reversals.

• They recite the alphabet and the numbers in the correct line.

• They print lower case letters with a model with some reversals.

• They print upper case letters with a model with no inversions.

• They say the letters and sounds.

• They match identical objects, colours, shapes and symbols.

2.3.1.5. The Development of Self-care Skills

Young language learners are keen on developing daily life skills and using tools. Students can hold pencils, spoons, forks, soaps, shampoos and so on better than they can do in the early years. They can wash their hands and faces themselves. In teachers' annual plan, young learners can take responsibilities of their educational environment as well as of their other environments. That's why, young language learners develop good habits which will improve their life standards. For instance, young language learners should keep their environment neat and clean, they should put on seasonal clothes, they should learn to do buttons up and tie their shoe laces by themselves. Language teachers have a curriculum in which they should have an

ordered plan. There are some activities that will help young language learners improve these skills while they are learning the target language.

2.3.2. Basic Curriculum of Young Language Learners

The basic curriculum is designed according to the Communicative Approach. The communicative approach is based on the idea of learning the language appropriately. It comes from having to convey real meaning. When the young learners have real communication, their natural strategies for language acquisition will be used, and they will gradually learn to use the language. Young learners should be involved in real communication. Therefore, language teachers should make lessons both communicative and interactive.

This curriculum helps young learners improve their confidence in speaking skills. That is to say, it sets out with the aim of communicative competence. When language teachers compare communicative competence with grammatical competence, they have to make it clear that grammatical competence refers to the knowledge they have in the language that accounts for their ability. Young learners produce sentences in a language. Moreover, it refers to the knowledge such as parts of speech, tenses, phrases, clauses, sentence patterns and how sentences are formed with these structures. However, the curriculum does not underestimate grammatical competence in language learning. Language teachers aim to give the young learners English fluency.

Communicative competence includes the following aspects of language knowledge:

* Young learners know how to use language for a wide range of different purposes and functions.

* Young learners know various language uses. They use formal and informal language and use it appropriately for communication.

* Young learners do not have limits for speaking strategies. They can speak through using different kinds of communication strategies.

In brief, learning a foreign language is not accepted as a process of mechanical habit of formation in the curriculum, it is accepted as a process of making communication in verbal and non-verbal formation. (Brewster, 2003: 14)

2.3.3. Main Targets of the Curriculum For Young Learners

In accordance with this curriculum, young learners at the first grade will be able to improve a positive attitude towards language learning by having good time in the lesson, besides being aware of the target language.

Young learners realize the similarities and differences between the target language and the native language. They familiarize with everyday language in English. They can also;

1. use simple daily expressions in the target language.
2. build their self-confidence and self-esteem in the new environment through activities.
3. use the foreign language to communicate with their classmates in provided settings through activities.
4. improve social, physical, intellectual, creative and emotional skills while doing activities in the lesson.
5. develop their listening and speaking skills in the target language.
6. develop their vocabulary knowledge in the target language.
7. enjoy learning the target language in variety of games and activities.
8. use their imagination and thinking abilities efficiently while doing activities such as drawing, colouring, playing games and role-playing.
9. express themselves by using simple words or structures in the target language.
10. work cooperatively and love playing games or role-playing in a team with their friends in the lesson.
11. develop their eye-hand coordination as they are doing activities such as tracing, drawing and colouring, doing arts and crafts in the lesson.
12. make observation and easily identify features in the place they live and in the world around them while they are learning the target language.

13. be curious about stories and they love telling them. Therefore, language teachers can use young learners' curiosity.

14. have innate love for stories, fables, music, chants, songs, nursery rhymes and role-play and they generally like listening to music, singing chants, songs, saying rhymes and role-playing through the activities.

15. want to explore everything, experiment with the new sounds, and improve their pronunciation and intonation in the target language.

2.3.3.1. Description of A1 Level (Basic User) according to The Common European Framework (CEFR)

Basic users can understand and use familiar daily expressions and very basic phrases. It is aimed at the satisfaction of needs of a substantial type. Young learners can introduce themselves and others and they can ask and answer questions about personal details for example, how old is she/he, where he/she lives, the people he/she knows and things he/she has. "*Young learners might interact in a simple way provided the other learner talks correctly and clearly*." (www.coe.int.) Therefore, the young learners are supposed to understand and use familiar daily expressions and simple phrases according to their needs of a concrete type. They can introduce themselves and others. Young learners will ask and answer questions about personal details such as his/ her name, age, their classroom objects, favourites, likes and dislikes, family, home, fruits and vegetables, body parts and senses, animals and hobbies. Young learners can learn to ask for permission, respond to instructions, appreciate, express feelings, warn someone, ask and give reasons, request something, describe something by colour, size and shape, talk about quantity of something, count from one to twenty and mention about something or someone. They can identify some simple geographical features such as altering seasons, river, lake, mountain, e.g., introduce clothes, seasons provided that the other person talks clearly in an easy way. In addition, the content of the curriculum innovation is important in language teaching.

2.3.4. The Application of the Curriculum for Young Learners

In the language curriculum, language teachers put emphasis on the acquisition of a new language rather than teaching young learners the grammar points of a new language. For this reason, the curriculum can be designed in line with the principles of the communicative approach. Traditional approaches to language teaching give priority to grammatical competence as the basis of language proficiency. According to the curriculum, language learners should learn a language through the process of communication. The curriculum focuses on the four skills; reading, writing, listening and speaking. However at this stage, listening and speaking skills are worked on, young learners in pre-school and first graders are illiterate and young learners should be exposed to the new language by listening first, by being familiar with the foreign language.

When language teachers apply the principles of communicative language teaching, the young learners will be able to;

* make conversations in which they can have opportunities to use in natural environments such as, greeting someone, asking for permission, thanking, expressing their feelings, etc.

* make a connection between the different skills such as speaking and listening as these skills occur in real life.

* use opportunities to try to do what they have learned by doing activities, playing games, doing craft activities, singing chants and songs, listening to picture stories, role playing and project works.

* be tolerant to other learners' errors and especially be tolerant to their own errors.

* form their communicative competence gradually.

* guess and discover grammar rules from a real context.

* connect with meaningful interaction and ongoing comprehensible communication without limitations.

* understand meaning, communication strategy use, correction of misunderstandings and avoid communication breakdowns.

In the developing language learner's communicative competence, language teachers should emphasize some important teaching points in their curriculum.

Particularly, language teachers should play a vital role in motivating young learners in the class. *"As young learners are inquisitive, enthusiastic, and receptive to new input, language teachers will not have difficulty in keeping young learners motivated."* (Brewster, 2003: 39)

While language teachers use attractive activities which are based on communicative competence, they should keep young learners imagination vivid and make them stay eager to learn new things.

Young learners go through very rapid growth and development in early childhood period. Their brains develop faster than at any age in their lives in 21st century. In other words, they can quickly store knowledge in the long term memory when they are exposed to the target language continuously. Language teachers especially emphasize that young learners are children and they should both play and learn at the same time.

Language teachers should take the advantage of the fact that young learners are good listeners and they are not afraid of making mistakes when they try to speak the new language. They have self courage. Therefore, young learners easily and correctly pronounce the new sounds that belong to the new language. It is emphasized that language teachers should speak English clearly but at a normal speed in the lesson. Language teachers should have clear pronunciation and they should not swallow the sounds or put the intonation on the wrong syllabes. Language teachers should use the audio lingual and audio-visual materials in which native speakers of the new language speak in a natural way. These audio and audio-visual materials can be smart board, internet, CDs, DVDs, radio or television programmes. Young children especially like cartoons and animation series.

Language teachers should take young learners' attention time limit into consideration. They can not deny that young learners have a very short attention span approximately fifteen minutes per lesson.

What is more, attention span can be different from child to child. It means that young learners need a variety of communicative based activities to stay focused. These communicative based activities should be well organized and presented in different ways to keep children motivated, inquisitive and interested, and attract their attention during class period.

Different backgrounds need to be taken into consideration for each young learner. Language teachers are aware of the fact that when young learners get bored during the lesson, they become very difficult to handle. Therefore, at this level, teachers should take their time and repeat activities continuously until they feel energetic. Young learners can join these activities while having fun with them.

As young learners need reassurance, they should be constantly encouraged. Language teachers should praise young learners during class sessions. While language teachers are carrying out an activity, they should walk around the class and monitor the activity. They should not over emphasize young learners' mistakes. They should not emphasize grammar points. Moreover, they should make young learners focused on their fluency rather than grammar points. In language teachers curriculum, teachers should highlight that young learners develop a positive attitude towards language learning and speak the foreign language fluently, besides having good time in the lesson.

2.3.5. The Role of the Language Teachers for Young Learners

According to teachers' curriculum, the young language learners should participate in classroom activities that are based on cooperative learning rather than individual learning. They should feel comfortable while doing group work or pair work activities with their classmates, rather than relying on their teacher as a model. The young learners are supposed to take responsibility for their own learning process.

Language teachers should be qualified for the education of young learners. They should gain some qualities to educate them.

Language teachers should;

* help young learners develop positive behaviours towards the foreign language.

* be supportive in the educational area and be caring and loving towards young children.

* promote creative thinking by asking different curiosity questions while teachers presenting educational activities.

* be interested in playing card games, singing chants and songs with young learners in the educational environment as repetition is important at early stages of language learning.

* also encourage the young learner's parents to play vocabulary games and sing songs at home with their children in the target language.

* create caring and respectful environments where young language learners feel safe and ready to learn the target language.

* provide well-planned and carefully designed language classrooms (for example, audio types) and outdoor environments for young learners to practice the target language.

* make a clear explanation of the activity to the young learners when they are doing it.

* encourage young learners to use materials in a flexible and imaginative way. (e.g. picture flash cards)

* improve effective systems for planning, assessing and recording young learners' progress in the target language.

* be attentive to individual learning abilities in the target language.

* see plays as a means of language teaching in teachers' curriculum, give prizes for good behaviour.

* see young learners as talented and active participants.

*keep in touch with parents and use a collaborative approach towards teaching.

2.3.6. The Activities in the Curriculum

The activities in the curriculum especially focus on fluency rather than accuracy. As a matter of fact, teachers should not underestimate the importance of accuracy in language learning and teaching.

According to the curriculum, young language learners can do the following at the end of the year. They;

1. can be familiar with natural use of language.

2. can focus on achieving communication.

3. can develop the habits of creating meaningful use of communication strategies.

4. can produce language. It may not be predictable.

5. can seek to link language use to the context.

These are the characteristics of the activities needed for the curriculum:

1. Language activities should develop young learners' communicative competence by linking grammatical development and the ability to communicate with each other.

2. Language activities should be created for the need of communication, interaction and negotiation of meaning through the use of activities such as problem solving, information sharing with young learners and role play.

3. Language activities should make use of content that has a connection with the young learners' lives and interests.

4. Language activities should allow students to personalize learning by applying what they have learned to their own lives.

2.3.6.1. The Importance of Playing Games for Young Learners

Playing games is the most important type of acquisition of a new language for young learners as they are enthusiastic and learn easily while they are playing games. Accordingly, young learners build self-confidence in their learning process. They participate in games with pleasure and have fun with their classmates. Playing games is a necessary part of healthy child development. While young learners are playing games, they practice acquired language skills easily. Young learners also build relationships between their classmates. Playing games not only gives opportunities for young learners to be successful individuals but also it helps young learners to succeed in cooperative learning skills. It is not disputable that through the process of playing games, young learners learn the real or imaginary world by exploring, listening, speaking, drawing, painting, imitating or role- playing.

There are two types of game methods that can be conducted during a lesson; *"One is children- initiated play in which children pursue their own interests and the other one is teacher-directed play in which teachers play the facilitator while they are playing."* (Brewster, 2003: 151)

Language teachers prefer teacher controlled plays as teachers can extend activities and they can take the control of them by helping and supporting young learners. Language teachers should design the environment to support young learners' needs and development.

The following are the functions of playing educational games in the class:

1. They can search and make sense of their surroundings.

2. They can express individual thoughts and feelings in a simple way.

3. They can solve real problems when they face them.

4. They can enlarge language skills both in their native language and in the new language.

5. They can enhance cognitive and motor development.

6. They can improve self-control.

2.3.6.2. Methods and Techniques

A wide range of methods and techniques can be applied in language classes as far as language learners are enthusiastic and motivated. Language teachers have to keep a curriculum.

"Teachers give priority to Communicative Language Teaching, Total Physical Response (TPR), Natural Approach." (Brewster, 2003: 178)

Therefore, language teachers use some methods in their lessons such as, drama, role playing, storytelling, learning by playing games, using arts and craft activities, cognitive skills, music and rhyme, tongue twisters, songs, dance and movements, what is more, discovery approach is useful in language learning classsroom activities.

"Natural Approach is a language teaching method which aims to foster naturalistic language acquisition in an educational environment." (Brewster, 2003: 181)

It emphasizes communication; it doesn't give importance to grammar teaching. According to the natural approach, young language learners' output should emerge spontaneously, so that they can have comprehensible language input.

Language teachers should apply educational activities that involve movement, miming and facial expressions and add senses into their lessons. They should like to move around, see, hear, smell and touch real objects. Young learners need to explore their surroundings. Therefore, language teachers should use Total Physical Response in their curriculum. Total Physical Response (TPR) is a language teaching method which is based on the coordination of language and physical movement. "

"In Total Physical Response (TPR), instructors give commands in the target language to listeners and they respond with body actions." (Cameron, 2005: 92)

Listening and responding to appropriate actions in accordance reinforces young learners to understand from the context and learn vocabulary quickly in natural environments. Young learners learn meaning in the target language at the same time they learn the language structure unconsciously. Language teachers should

not teach grammar explicitly to young learners, young learners take grammar structures from the language input.

Entertaining education is crucial as young learners like playing games and they can make progress in acquisition of a new language during them. The big picture is that entertaining education makes the new language less frightened in the first step. If language teachers can modify games for their classes, they can make students both practice the target language and play at the same time. Games are a good reinforcement activity in learning subjects. In a similar way, when language teachers play games with young learners at the beginning of the lesson, they can make young learners smile and be eager to learn and practice the target language. During that time, language teachers should choose the activities which should be both joyful and educational, they should not miss the lessons' target language structures and they should combine the target language structures with the games. Young learners use their limited language in environment while they are playing games and having fun. Another important issue is that language teachers should organize their language classrooms appropriately to maximize all learning opportunity.

The games used for teaching a new language should have the following features:

a) The eductional games should be fun for and attractive to young learners.

b) They must teach or reinforce the language objectives and skills of the target language.

c) They should be competitive.

d) They should have a winner and he/she should be given a symbolic prize. (It can be a sticker or a smiley face)

Young learners like things that are familiar to them. They use similarities as the first issue for understanding and getting accustomed to the environment. Language teachers should begin teaching English with similar melodies to children's songs, rhymes, stories or games which young learners are already familiar with in their native language. *"Language teachers should repeat these songs, rhymes, stories*

*or games enduringly as long as young learners are actively engaged." (*Cameron, 2005: 93)

Language teachers can not underestimate the important role of songs, rhymes and chants in the acqusition of a new language. Singing songs, rhymes and chants is a good way to teach a new language to young learners in an entertaining and useful way, moreover singing songs, rhymes and chants include different language skills. Young learners prefer doing actions and imitations while singing. However, sometimes young learners can have difficulty in coordinating both singing and doing actions such as miming, gesturing and acting out. Some young learners do not like using miming and gestures and they can be a little clumsy. Their characteristic behaviour can be different from the other young learners. Language teachers should participate in singing and also doing the actions all together and be a good model for the young learners. It means that young learners make sense of the song lyrics and chants when they are acting out while singing the songs.

Moreover, stories provide young learners with advanced skills such as prediction and guessing as well as cultural input. Stories develop young learners' imagination and help them to be familiar with the other traditions and cultures.

Young children are very energetic and they love doing a variety of craft activities. As young learners grow up rapidly, language teachers should provide opportunities for them to develop their motor skills by doing arts and crafts in the class. However, craft activities should be at the young learners' levels. Young learners should feel a great sense of achievement when they have completed their tasks. They can also develop their fine motor coordination by drawing shapes, cutting patterns, drawing and colouring pictures.

Teaching English with drama to young learners will help children to have a positive behaviour throughout their lives. Acting and drama activities help children of all ages focus on communication skills and motivate their energy on creativity. Role play activities can also help quiet and shy language learners.

Language teachers emphasize that teachers should teach young learners' thinking skills rather than having students' memorize basic information. In other

words, language teachers should be a model and explicitly teach thinking skills. It is important to learn new structures for language learners.

Here is the example of the suggested methods and techniques:

"Listening, Matching, Acting out, Drawing, Colouring, Drama/ Miming, Arts and crafts, Total Physical Response (TPR), Asking & Answering, Flashcards, Giving instructions, playing games." (Brewster, 2003: 150)

2.3.6.3. Need of Materials

There is no limit to choosing materials in language teaching. It is due to the fact that there are three major learning styles: students who learn by hearing are auditory learners, young learners who learn by seeing are visual learners, and finally young learners who learn by doing something are the kinesthetic learners. Materials should be suitable for all kinds of young language learners' needs. Hence, language teachers should use a variety of visual materials including flash cards, simple diagrams and charts made of fruit or blocks. These visuals make not only the language but also the context easy to reach young learners. Language teachers can use audio-visual materials. If schools have native speakers, they speak language in a natural way. The audio-visual materials can be CD player, radio or stories, fables for young learners. Young students like animation and cartoons. In addition, young learners should touch the real objects and they do the actions at the same time while they are learning.

As a result, language teachers should use lots of flash cards and real objects in the class as young learners have to see, hear, smell and touch the objects. They should learn by doing, smelling, seeing and hearing so that they understand easily. Language teachers can use flash cards for example, classroom objects, fruit and vegetables, flowers, plants, clothes, toys in the lesson.

There are some useful materials for the young learners:

Flashcards, posters, story cards, worksheets, English story books, big books (supported visual pictures), audio-visual materials, puppets and toys, game cards (bingo games with new vocabulary), board games, real objects.

2.3.6.4. Communication Skills

The communicative skills include listening and speaking. Communication is very important for young learners as it improves young learners' interests and abilities. Language teachers should use communicative objectives in their lessons. There are eight multiple intelligences with which every student will learn by using at least one theme, which should have been learnt by their teachers in advance.

"The communicative objectives have been designed under the guidance of the Theory of Multiple Intelligences and Emotional Intelligence. According to Howard Gardner's Theory of Multiple Intelligences, there are eight types of intelligences." (Traub, 1998: 10)

These intelligences are:

2.3.6.5. Musical Intelligence

Young learners learn by listening to and playing with music; they move to the rhythm while young learners can reproduce the tunes they hear or they can conceive tunes by themselves. They understand by making use of melody, rhythm and tone.

2.3.6.6. Mathematical Intelligence

Young learners with mathematical intelligence like working with numbers. They are curious about how things go on. They are intererested in asking lots of questions. They are keen on collecting items and they keep road of their collections. Young learners have the ability of handling chains of reasoning. They identify patterns and quickly order them.

2.3.6.7. Interpersonal Intelligence

Young learners with interpersonal intelligence are sociable and they have many friends whom they socialize with. They are perfect team players. *"They work with their team partners easily and they get on well with them and they interact with them."* (Carroll, 1993: 12)

2.3.6.8. Intrapersonal Intelligence

Young learners with intrapersonal intelligence control their feelings and psychology. They observe and listen to their friends in detail. They realize their personal abilities. They try to do their best when they are working alone. They can understand their friends' behaviours. They can express their own feelings and thoughts.

2.3.6.9. Kinesthetic Intelligence

Young learners with kinesthetic intelligence like doing sports and they are physically dynamic. They generally use body language when they speak. They love acting, dancing and doing movement activities. They can use the body to solve problems.

2.3.6.10. Spatial Intelligence

Young learners who have spatial intelligence are good at art. They like doodling, painting, drawing and building with crosswords, puzzles. They like looking at maps. They can easily find the differences or similarities between two or more pictures. Moreover, they can put things in an order. They can create new things such as patchworks.

2.3.6.11. Naturalist Intelligence

Young learners with naturalist intelligence feel safe in nature. They love observing nature and plants. They also enjoy hiking mountains and jogging. They can classify plants and animals.

2.3.6.12. Linguistic Intelligence

Young learners with linguistic intelligence have a large knowledge of vocabulary. What is more, they can use the vocabulary correctly. They order the words logically and also say the correct meaning while they are speaking. They love reading books and authentic writing. They like telling stories, jokes, puzzles, tongue twisters or puns.

2.3.6.13. Emotional Intelligence

It is the other vital intelligence type which teachers should seriously focus their attention in the process of designing their schedule because language teachers should combine their education with Emotional Intelligence.

Daniel Goleman mentions The Theory of Emotional Intelligence as "the capacity of recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships."

Five domains of Emotional Intelligence are identified by Daniel Goleman.

"Let's have a closer look at these domains:

Self-awareness- Recognising and being able to name our feelings

Motivation- The ability to keep going despite failures

Self-regulation- The way we handle our emotions to avoid negative effects

Adeptness- Being sensitive to the feelings of others and handling them appropriately to build positive relationships." (Beard, 2012: 5)

2.3.7. Subjects in the curriculum

The names of themes in this curriculum coincide with the general objectives of our curriculum for the primary school. Language teachers use meaning-based context and universal topics in the curriculum. They work with other colleauges and make an annual plan. Young learners are curious about the subject, they can relate it with their daily lives and their cultural area, they are more motivated and learn better. Therefore, when language teachers design subjects they should choose universal topics.

2.3.8. Values Education

When language teachers prepare a curriculum, they do not only give priorities to skills of language learning, but also to behavioural development in social lives of

young learners. Young learners can develop the good habits of respecting other people such as their friends, relatives and the disabled, other cultures, animals, protecting the nature and keeping their classroom clean.

2.4. Teaching English to Young Learners

Every teacher would want to teach his/her class thoroughly. However, teachers should first aim to motivate the students. They should give encouragement to the students. If the English lesson is interesting, students will have fun and they will be curious about the context. When children arrive at school, they will have positive attitude to foreign language learning. There are some differences between the things a five year old can do and an eight year old can do because every age has got a critical period.

Teachers target that while children learn English, they are courageous, self-confident, creative researcher, while fitting in with the modern world and protecting the natural traditionals. The most important point is students' happiness. While teachers do all these duties, they aim to get their social and emotional skills at a higher level by taking the theory of multiple intelligence in basis.

Teachers evaluate development skills in categories. In school, teachers deal with five main categories, such as cognitive development, language development, phychomotor development, social emotional development, self care development.

Students who are five to eight years old can tell what they are doing. They can talk about what they have heard. They can talk logically. They can understand the teachers' words. They can use their mother tongue fluently, that's why they can start learning a foreign language. They are curious about everything, therefore they ask questions all the time.

2.4.1. Classroom Management for Young Learners

First of all, if teachers respect their students, then it is vice versa. They are small but, they can understand everything. Teachers should be careful while they are talking with their students. They should be patient towards them because they need to feel secure. They should encourage students and provide them to talk in English. When a student makes a mistake, the rest of the class should not laugh at him/her. Teachers have an authority to control the class. They put the classroom rules and the whole class must obey these rules.

Children of all ages are sometimes unkind to each other. '*Teachers should express that everybody can make mistakes and it is normal situation, when students are learning a new language.'* (Scott, 2000: 10)

Teachers should start the lesson with the routines and continue with warm up activities. For example, Good morning/afternoon. How are you today? How is the weather like today? How is the day today? Is it Thursday? They make a weather chart with students and they can check the picture and the weather, teachers also make a birthday calendar on the pin board. Everybody checks the date and their friends' birthdays.

Teachers should not give a materialistic reward, instead they can make a craft and choose the star of the week, cut a star and stick on the calendar on the pin board. Every student has a chance to be a star student.

2.4.2. Educational Games with Drama

The best way to teach the unit is through educational games with drama. Young learners' ages are in the game period, that's why they do not like reading or writing too much. They like playing games, so teachers should turn the activity into a game. Students have more fun and they are eager to learn much more English. They start to listen carefully because they want to join. Teachers can change the games in every subject and levels. They can change the title, add new vocabulary and as the age of the students get higher, they add longer questions. It becomes a different game. The units can be greetings, commands & requests, animals, shapes, toys, jobs, prepositions, my body, meal, times, needs & feelings, opposites, the garden, activities, my family, colors, clothes, food & drinks, weather, numbers, my things, my house. There are some main subjects for young learners. Teachers divert all the units into games. '*Some examples of games, card games, the dice game learning games, skill games, flag games, relay games, water games, classroom ideas, fun with food, tag games, circle games, ball games, music games.'* (Puchta, 1996: 46)

Explanation of the Game

Teacher divides the class into two teams. She invites them to come up to the front of class and stand in two single lines. She asks two from each group to come to the board and hands each of them a marker. She explains them that she will call out a pattern with the shapes the teams have learnt e.g rectangle, circle and square and that the team should draw that pattern on the board as fast as they can. The team who draws the fastest and whose patterns matches the one teacher called out, wins a point for his/her team. The team to collect the most points wins the game.

Fruit Games

Teacher prepares fruit materials (apple orange etc.) and she chooses a place in the classroom. Then she says that this place is a supermarket. They go shopping one by one. The first student takes a basket and goes to the market. Teacher says 'could you buy …… for me?' After that the student finds the fruit which is told by the teacher and puts it into the basket. It goes on till the last student. The aim is to learn the fruit names, for instance, teachers have a weekly or monthly plan to teach some vocabulary such as, apple, grapes, banana, cherry, pineapple, plum, coconut, kiwi, peach, orange, apricot, watermelon, pear, melon.

The language is;

I like /don't like apple/banana/orange. How many plums? Seven, eight. What is your favourite fruit? What colour is your favourite fruit?

SONGS

Let's go to market, Come on let's go, come on let's go,

Come on let's go to market.

We are going to buy, we are going to buy,

We are going to buy some fruit.

I hear the vendors calling,

Mangos, coconuts, peaches,

Strawberries, apples, orange,

Bananas and grapes. Come on let's go, come on let's go

Come on let's go to market.

We are going to buy some fruit. I hear the vendors calling, Oranges, pineapples, cherries, apricots, lemons, water melon, plums, pears.

Moreover, teachers and students go to the bazaar. Students see the fresh vegetables and learn prices, talk to the seller. It can be a live activity. Near my school we have a bazaar every Friday. I got permission from my manager and we went to the bazaar with my six year old students. They saw the fruit and talked to people in English. Students can buy something, later eat it at school. They learn to ask questions and learn to count the money as well. It is such an exciting and fun experience. It can also be advertised by the school, it does not matter whether it is private or government.

GAME

Teacher hides one of the materials which is learnt without showing the students and then they try to find where it is. If they come closer or go far away, teacher says 'hot or cold'.

Now, learning opposites

Vocabulary

Pretty -ugly, tall-short, inside-outside, open-closed, small-big, fat- thin, front-back,

GAME

Make a circle, round-round-round, make a circle, big big big, make a circle, small small small, make a circle, up up up, make a circle, down down down, make a circle jump jump jump, make a circle freeze freeze freeze

VOCABULARY

"Running-jumping-standing-swimming-sitting-clapping-talking-washing hands." (Cameron, 2001: 56) Teaching languages to young learners (Cambridge, England: Cambridge University Press.).

For example ‘Brushing my hair-brushing my teeth’, then you can do a miming activity so that students understand daily routines better.

When we learn prepositions, teachers can support it with activities, for example, songs and educational activities, games. Teachers have difficulty to find available songs. Because, they teach the vocabulary in parts in pre and primary school ages. They can not use the song directly as a whole. For this reason, they can create some chants, add rhymes the sentences and write the basic lyrics.

ON-IN-UNDER SONG

On-in-under clap clap clap, on my ears, in my ears, under my ears, on my nose, in my nose, under my nose, clap clap clap your hands.

GAME

Box game: The teacher brings a box and a toy in the classroom and she puts the toy “in the box, on the box, under the box… ” The students repeat after the teacher, “in the box, on the box, under the box…”

End of the lesson

Outdoor games

Have the students stand in a circle. Use a ball, and have the students throw it to each other. The student that throws the ball has to ask "What's your name?" The student who catches the ball answers, "My name is _____. Nice to meet you." See if they can gradually speed up without making mistakes!

At the end of the song, you can shout out loud “Nice to meet you” together with the kids.

BALLOON FOOTBALL

Formation: Two lines facing each other 4 to 6 feet apart

Players: Entire class

Materials: Balloon or light beach ball

The class is divided into two teams. Players sit in their chairs and keep one hand on the back of the chair throughout the game. The balloon or beach ball is

tossed between the two teams. Both teams try to bat it over the heads of their opponents so that the ball touches the floor behind the opposing team. Each touch down scores a point. A student should be placed behind each team to serve as scorekeeper and ball retriever. '*The balloon should be put into play at different places along the two lines to prevent action from being concentrated among a few players*.' (Brown, 2010: 76)

If the students' ages are very young, teachers should use the classroom or school garden. First, teachers organize the vocabulary such as milk, egg, bread, pasta, sandwich, water, fruit, apple, banana, orange, vegetables, potato, hungry, thirsty, tomato, pepper, cucumber, juice, jam.

Young learners can not read or write, that's why teachers should be creative, they can teach the vocabulary and grammar as a game. One more example;

Teacher prepares food materials (apple, orange etc.) and she chooses a place in the classroom. Then, she says that this place is a supermarket. They go shopping one by one. The first student takes a basket and goes to the market. Teacher says 'Could you buy …… for me?' After that student finds the fruit which is told by teacher and puts it to the basket. It goes on till the last student.

Chants

Apple red, apple red

Apple juicy, apple sweet

Apple apple I love you

Apple sweet I love to eat

Teachers should use also the flash cards, story books and interactive board for visual education. Young learners will enjoy them.

When they learn body parts, teachers use this activity;

"When the teacher says; 'Simon says touch your nose' Everybody does it. If the teacher does not use Simon when gives direction, nobody moves. Again if the teacher says, 'Simon says touch your ears, everbody does it." (Ersöz, 2014: 60)

Later, teachers can change the name. They choose a name from the classroom or one of the students comes in front of the class, s/he can do the same activity. Actually, teachers have many options.

Bingo game:

Teacher puts the flashcards into the basket and mixes them. She gives the bingo papers to the students. She makes two groups and chooses a card from the basket, the students try to find the correct answer, if they know the correct answer they can color their right box, finally the one that finishes all the boxes first will be the winner.

DRAMA

The teacher tells the class that they will go on a picnic in the garden and act out a suprise drama in the kitchen with the kitchen tools at school.

Teachers can change the topic, for instance Daily Routines Dramatisation, what can I do every day? Before school..., after school... Each student comes in front of the class, shows and says the vocabulary, does the actions.

When teachers teach Animals Unit, animal sounds drama activity can be used.

Animals Move

Formation: Standing in the aisles between desks or scattered around

Players: Entire class

Materials: Flashcards

The teacher shows the flashcards of animals and gives correct relationships about the acts and sounds of animals. For example: The teacher shows the flashcard of a bird and say: “Birds fly.” Then the kids start to move around the class as if s/he were a bird. Other examples:

- Dogs say “woof-woof”.

- Cows say “moo”.

- Cats say “meow”.

- Horses say “neigh”.

- Rabbits run fast.

- Fish swim.

- Ducks say “quack-quack”.

Teachers can combine colours with animals. So students will learn how to say animal colours by using flashcards. For example: Green frog, blue fish etc. They can repeat with songs and games.

Hide and Seek

A student hides a pencil and the other students give instructions by using prepositions and the student can find where the pencil is. They take turns one by one.

For example, one student gets out of the class and the teacher along with the other students hides the ruler. The student outside comes in the class and tries to find the ruler.

Students give instructions such as ‘the ruler can be under the table or the ruler can be in the school bag’. And the play goes on…

Hot and Cold

Again one student gets out of the class and waits for the others, the class hides a pair of scissors, then the student comes into the class and searches for the scissors. If a student comes closer to find the object, the class says hot, if not the class says cold. The game goes on with changing the objects…

Drama

Imitate your Teacher

The teacher gives a role to a student to do a daily activity. Then he/she starts doing her activity in class but silently and the student imitates her carefully. The other students raise their hands and tell what the student’s activity is.

For instance, the teacher takes ascissors and cuts the colourful paper. The student who is role playing does the same thing and the class guesses what she is doing.

Playing Toys

Creating your own toy

*'Students use their playdoughs and they make their own magic toys with their friends. Then, they tell their friends their toy story. Teachers do, as well.' (*Moseley, 2014: 42-48.)

Let's go to the park

Students go to the park in the school, they both learn the names of playground objects and have fun. The purpose is to make the students learn the vocabulary and make English dialogues with their friends.

Family Members Game:

The teacher hands out sets of family cards (Mother, Father, Brother, Sister, etc.) Students search for the same family member by calling out their card. For example, if the teacher has a "father" card, she yells out "Father, Father, Father!" to try and find her other partners. Once everyone finds, they come to the teacher and at the same time yell out the family member. The fastest group wins.

Family Drama:

One of the students acts as mother, another one as father, the other ones act as sister, brother, baby, grandmother, grandfather, aunt, uncle.

They act in a natural way but they call each other not with their own names but as mom, dad, uncle, sister etc.

Family Tree Craft Activity:

Let's build a family tree!

Students bring their family album to the classroom and build their own family tree. They colour and decorate it.

Mr Wolf GAMES:

Mr.Wolf, what time is it?

One player is chosen to be Mr Wolf. Mr Wolf stands at the opposite end of the playground, facing away from the other players. Then a call-and-response takes place: all players except for Mr Wolf chant in union "What's the time, Mr Wolf?", and Mr Wolf answers in one of the two ways:

1) Mr Wolf may call a clock time (e.g. "3 o'clock"). The other players will then take many steps ahead out loud as they go ("One, two, three"). Then they ask the question again.

2) Mr Wolf may call "Dinner Time!". Then Mr Wolf turns and chases the other players back to their starting point. If Mr Wolf successfully tags a player, that player becomes the new Mr Wolf for the next round.

Hands Up Drama:

The teacher makes a circle from the students. She chooses two of them as hands and sets them up as an hour for example one o’clock and then the others try to know what time it is.

Actions Games:

Children make a circle, teacher says jump, walk, run etc. to them one by one. Whoever doesn’t make a mistake wins the game.

Joe and Postman Drama:

When Joe is sleeping in the early morning, he hears a sound. It is the door bell. He wakes up and opens the door. Somebody is looking for his mum and asks:

-Hello! I am a postman. Is Mrs. Smith here?

Joe: No! She is not at home. What is the matter?

Postman: I have a mail for her. Ok! Then, take it and give her please.

Joe: Ok! Thank you.

“Joe closes the door and goes to bed but can’t sleep. He decides to listen to music. He turns on the radio and listens to his favourite song.” (Krashen, 1988: 57)

Preposition Game:

The teacher and the children prepare a magic box together. Later, the children get in, on, under, behind, in front of the box one by one. Others try to say where she/ he is.

Little Cat Drama:

There is a very very little cat on the tree. It is so hungry that it comes down the tree. It is looking around for food. But it can't find any. Suddenly, it sees a garbage can. It goes into the can. But it can't find anything again. When looking around, it sees another cat behind the garbage bin. It is eating something.The little cat comes closer to the other. But it escapes and goes under the tree. The little cat cheers up and starts to eat the left food happily.

Up And Down Game:

Up and down game: The aim is to practice 'the opposites'.

The teacher says 'up', and the students stand up. When she says 'down', they sit down.

Whoever doesn't make a mistake wins the game. And all the others applaud.

Old Woman Drama:

Mrs. Poyraz is an old woman. She is fat and ugly. She is not happy about her appearance. One day she decides to go to a beauty centre. When she goes there, a hairdresser cuts her long hair, she gets very sad. Then she goes to a hospital and gets an operation to be slim. But she gets very sad again. Next, she goes to a shop and buys a new dress and a big beautiful bag. Finally she gets happy. Because she sees herself young and happy in the mirror.

Boom Game:

The teacher helps her students make a big circle and each student holds her friend's hand one by one. He/she gives a start and says 'one' and then the other student who stands next to her says 'two'. This goes on till number five. After the fourth student says 'four', the other one should say 'boom'. If he/she forgets to say

‘Boom’, he/she is out of the game. It continues like that but students should not forget to say ‘Boom’ in every fifth number.

Pairwork

Pairwork among students is so important when teachers carry out activities, games, songs, dramatization. Teachers undertake a huge responsibility in this sense.

Pairwork is an efficient way of studying in language teaching. It is easy to explain and simple to organize. Teachers let students who are sitting next to each other work together. Students do not move desks, but chairs can be moved if necessary. There is a routine for pairwork, when teachers say ‘Now work in your pairs’, students expect the pairwork situation. The activity depends on how the classroom is arranged. Students can exchange the sitting position and turn around the desk. Teachers explain the pairwork to the students, all the students in the class are occupied but working on the same activity. They do not have to finish at the same time, it can not be possible.

‘As soon as teachers see some pairs have finished the work, they ask the other students to finish off and move back to their own seats.’ (Scott, 2000: 16)

If the number is less, teachers arrange the group work as three. They are responsible for the grouping.

Groupwork

Groupwork is a little bit different from pairwork. The teacher puts the students into groups, gives them an activity and the students come together and do it.

If teachers have weak students, they can spare time for them while the other students are working as a group. Some students do not understand in groupwork, they need individual help. Thus, the teacher can have a chance to help individually. Groupwork might be done between three and five students. Teachers can give students different activities or the same activity in groupwork. For example, he/she can want one group to make a poster, and the other group to write questions etc.

Students should not choose their group members, because it takes a lot of time, and they tend to choose their best friends, so some students may miss out.

Moreover, they want to move all the time and talk too much unneccessarily. Teachers should arrange the groups mixed, two hardworking students, a lazy and a talkative student. In doing so, they can balance and help each other. The teacher should avoid putting the same kind of students all the time in one group.

2.4.3. Classroom language

Teachers should give a name to their English class so that students feel their class is unique. When vocabulary, grammar units are taught, units like 'weekends' and 'holidays' can be forgotten if they are not practiced at home. Therefore, teachers can write simple daily routine vocabulary and schedule the units' vocabulary and grammar. Students might study English with their parents or sister, brother also with their neighbour. Teachers can write a letter to the parents. By the way, if parents do not know English, teachers might write a letter in Turkish, write the vocabulary both in English and Turkish translation. If at least one of the family members knows English, they can study together. Moreover, students can both learn and speak with their dolls or toys. An example letter may be;

As an English teacher of a 6-year-old class (Magic Hands), our aim is to provide young learners with quality 'input'essential for successful English Language Learning. Various activities are done with the use of materials such as pictures, flashcards, interactive posters, storycards and books for storytelling, puppets, art/crafts, videos for songs, chants and interactive board games. *'Creating an enjoyable environment also encourages S.P.I.C.E. (Social, Physical, Intellectual, Creative and Emotional) development.'* (Larsen, 2011: 82)

As a parent, you can contribute to your students' language learning. Every day you should practice the vocabulary, English and Turkish. There are basic vocabulary and grammar questions you can add more to. It is just a first step as the beginner stage. If you do not know the English version of the words, you can ask your child. He/she can help you.

2.4.3.1. Daily Speaking for Pre-school:

Good morning, good afternoon, good evening. What is your name? What is your surname? How are you? I am very happy. I am sad. I am fine thank you. How

old are you? I am seven years old. Are you a student? Let's go! Nice to meet you. Very well. Give me your pencil. Open your book. Close your book. Listen to me, please. Silence please.

2.4.3.2. Daily speaking for first graders:

May I go to the toilet? Where are you from? I am from Antalya. Raise your hand. Wait for your turn. Do not touch the smart board. Please. Enjoy your breakfast, enjoy your lunch = enjoy your meal, enjoy your dinner. Do you understand me? Are you with me? Be careful. Say again/ ask again please. Repeat after me. Come on, hurry up, quickly. Do not speak please, be quiet, please.

It is enough for the first step. Later, teachers might write new ones.

2.4.3.3. Classroom Language and Functions of Beginners

Students are interested in what the phrases are used for. They are very specific, some can be used in lots of different situations and students need to know the function in order to understand. Students can also use picture dictionaries. Picture dictionaries help students remember the common words. Teachers should try to speak English as much as they can at primary level. They should use miming, acting and puppets. Not all students have a chance to hear English all day, so teachers should let them hear as much as possible while they are in the class.

'Keep your English simple but natural, and keep it at their level.' (Scott, 2000: 18)

2.4.3.4. Some Questions and Drama Activities for Young Learners

Everything starts with the alphabet. The English Alphabet from A to Z

- Words following the letters of the Alphabet,

Main Attitudes

- Willingness to participate

- Enjoyment of the songs and activities

- Polite behaviour and respect for others

- Development of confidence in what they can do

Language Objectives

Structures

- Practice greetings and farewell

- Introduce oneself (name/age)

- Greet others

- Eating manners

- Familiarize with the class routine/classroom language/instructions in English

- "Hello/Hi",

"Good morning, afternoon, evening, night",

"Goodbye", "See you...”

- "What is your name"/"My name is...”

"How are you?"/ "I am fine, thanks and you?",

"How old are you? / I am ___ years old",

"Nice to meet you!"/ "Nice to meet you too!

"Have a nice day"

- " Wash/ your hands/mouth",

" Hands on your lap",

"Enjoy your meal (breakfast, lunch, Snacks)"

"Thank you, enjoy your meal too"

- " Stand in a circle"/"Sit down on your chair"

"Let’s get in line"/"Arms forward"

Lets go (up, down)

"Thank you"/ You're Welcome"

- discuss the importance of friends

- learn about classroom friends

- teach kids

- " Who are your friends?"

- " How many friends do you have?'

- ’’Who is your classroom buddy?"

- Identify the letters of the English alphabet

- know words that start with the letters of the alphabet

- Sing the English Alphabet song

- " What letter is this?"

- "What word/s that starts with letter ___ ?'

- " This word starts with what letter?"

LANGUAGE

Have you got a big family? Yes, I have.

Have you got any brother or sister?

No, I haven’t got any brother or sisters. What is this? It is a pencil.

What is this? It is a crayon.

What is this? It is a snake.

What is this? It is a notebook.

What is this? It is an eraser.

What is this? It is a spider. Iıgggh

What is this? It is a pen.

What is this? It is a ruler.

What is this? It is a worm. Igghh

LANGUAGE:

It is a small bed. It is an ugly dog. It is a very big house. Where is the ball? It is on the table.

There is a cat under the tree.

"Wash your hands!---Stand up! ---Sit down!---Come in!---Go upstairs!---Go to sleep!---Listen to me!" (Marsh, 2002: 74)

What time is it? It is one o'clock. It's two o'clock.

LANGUAGE:

It is a small bed. It is an ugly dog. It is a very big house.

VOCABULARY:

Big – small-little, fat - thin

Up – down, young-old, tall-short

2.4.3.5. Listening and Speaking Activities in the Classroom

Teachers do listening and repetition activities. First teachers ask and answer the questions, later ask the questions to the students. When the students get to understand, teachers carry out groupwork activities. They divide the classroom into two groups, first group asks the other group answers, vice versa. Whichever group knows more answers, gets the points. Some example questions for first grader level are;

QUESTIONS:

What is your favourite colour?

What is your favourite school subject?

What is your favourite fruit?

What is your favourite food?

What is your favourite toy when you were a child?

What is your favourite means of transport?

What is your favourite day of the week?

What is your favourite season of the year?

What is your favourite sport?

Have you got a pet?

Have you got any brothers or sisters?

Have you got any hobbies?

How many children have you got?

How old are you?

When is your birthday?

What would you like your child to be when he/she grows up?

Can you describe your eyes and hair?

Which superhero would you like to be?

What is the weather like in your place?

What season is it in your country?

What is your profession/job?

Teachers start English lessons giving genuine instructions. English classes are a type of listening and speaking activities for young learners. In government schools students start to learn English from the second grade. They do not have a book in kindergarden or first grade. If teachers are teaching in a kindergarden, they have to make a plan. Subjects in English are written unit by unit. However, teachers can add a variety of materials to the units. Some examples of units are below. Teachers should consider special days, weather, seasons etc. within their units.

2.5. Sample Curriculum For Young Learners

UNIT 1: HELLO!

Numbers: 1-10

Colours: red, yellow, pink, orange, purple, blue

UNIT 2: MY SCHOOL

School Objects: Book, chair, eraser, pen, pencil and table

UNIT 3: Favourite Toys: ball, bike, car, computer, doll, train

Colours: black, Brown, grey, White

UNIT 4: My Family:

Brother, sister, father, mother, grandfather, grandmother

UNIT 5: Our Pets: bird, cat, dog, fish, horse, Mouse

UNIT 6: My Face: the face: ears, eyes, face, hair, mouth, nose, tooth/teeth

Body Parts: head, shoulders, knees, toes

UNIT 7: Wild Animals

Animals: crocodile, elephant, giraffe, hippo, monkey, snake, tiger

Body Parts: arm, foot/feet, hand, leg. Tail

UNIT 8: My Clothes

Clothes: jacket, shoes, skirt, socks, trousers, t-shirt

UNIT 9: Fun Time

Activities: play football/ basketball/ tennis, play the guitar/ piano, swim, ride a bike, sing, fish

UNIT 10: At the Funfair (lunapark): Vehicles (ulaşım araçları): boat, bus, helicopter, lorry, motorbike and plane

UNIT 11: Our House: bathroom, bedroom, dining room, hall, kitchen, living room

Activities: eat fish, watch TV, have a bath

UNIT 12: Party Time: Food (yiyecek): apple, banana, burger, cake, chocolate, ice cream, make a cake

When teachers write the topics of the unit, they have to prepare a key for grammar and the functions for students to understand easily.

6 year old students

Magic Hands (Class Name): Topics: Fruits, Christmas & New Year, Days of the week, Planets, Earth

Vocabulary:

Snowman, snowball, Christmas tree, Presents, Gifts,

Language:

There is /are many Christmas tree/ trees

There are six reendeers…

Is there a sled?

CRAFT ACTIVITY

We prepare hand made presents.

New Year's cards are prepared by using different materials.

Game

The teacher hides one of the toys without showing the students and then the students try to find where it is. If they come closer or go far away, teacher says hot or cold and uses prepositions.

Where is the toy?

It's under the box... etc.

Vocubulary:

Apple, grapes, banana, cherry, pineapple, plum, coconut, kiwi, peach, orange, apricot, watermelon, pear, melon

Language:

I like /don't like apple/banana/orange

How many plums? Seven, eight

Do you like pears? Yes, I like pears.

What is your favorite fruit?

"What colour is your favorite fruit?" (Frino, 2015: 3)

Game:

We go to the grocery shop and we act out a kind of drama, each student goes to the grocery shop and he/she buys fruit, for example, apple, banana, grapes, orange...

They ask the price, is it fresh or not?

First graders give a class name 'Hardworking Ants'

TOPICS:

Places

Vocabulary:

At the playground, at the zoo, at the library, at the hospital, at the supermarket, at bakery, at the policestation, at pharmacy, at the bus stop, at the fire station, at the park, at the amusement park, at the museum, at school, at the restaurant, at the trainstation, at the airport,

Language:

•Where are you? I am at the sopping mall.

•What is this? It is a school.

Tour Guide Game:

The teacher chooses one student as a tour guide and she says the others are tourists. Then one of the tourists asks 'How can I go to the cinema?' and the tour guide gives directions such as 'turn right', 'turn left', 'go ahead'. Later, the other tourists make a circle around the tour guide and ask directions one by one.

PARTS OF THE HOUSE

Vocabulary:

Bathroom, bedroom, kitchen, living room, dining room, garden

Language:

Where do you eat your meal? I eat my meal in the kitchen.

Where do you sleep? I sleep in my bedroom.

Where do you take a shower? I take my shower in the bathroom.

Where do you watch television? I watch television in the living room.

House Parts SONG:

Where is Mr. Penguin?

He is in the bedroom

What is he doing? He is reading a book

Where is baby elephant? He is in the bathroom.

What is he doing? He is taking a bath.

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room,

Bedroom, bathroom, living room, dining room

Kitchen, not chicken! It is a kitchen!

Where is Mr. Lion? He is in the living room.

What is he doing? He is watching TV

Where is Billy Beaver? He is in the dining room.

What is he doing? He is studying English

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Kitchen, not chicken! It is a kitchen!

Where is Mr. Brown Bear? He is in the kitchen

What is he doing? He is cooking spaghetti.

GAME:

The teacher designs the classroom as a living room, a bedroom, a kitchen and a bathroom. Then, she talks about so many cases and the students try to know where she should go.

Case: I am very sleepy.

Student says: you should go to the bedroom.

FURNITURE

VOCABULARY:

A bed, a pillow, a blanket, a bookshelf, a table, a closet, a light, a mirror, toys, curtains, a comb, a brush, a hairdryer, a sink, a shower, soap, a toilet, toiletpaper, a toothbrush, toothpaste a teapot, a pan, a kettle, a plate, a bowl, a cup, a saucer, a knife, forkandspoon, a glass, a napkin, a sink, a refrigerator, a microwave, a toaster, a sofa, an armchair, a rug, a picture frame, a lamp, a waste basket, a cushion, a shelf.

LANGUAGE:

"What have you got in your bedroom?

What furniture is there in a kitchen?" (Larsen, 2011: 31)

SONG:

When Goldilocks went to the house of the bears

Oh what did her blue eyes see?

A bowl that was big

A bowl that was small

A bowl that was tiny and that was all

she counted them: one, two, three.

When Goldilocks went to the house of the bears

Oh what did her blue eyes see?

A chair that was big

A chair that was small

A chair that was tiny and that was all

She counted them: one, two, three.

When Goldilocks went to the house of the bears

Oh what did her blue eyes see?

A bed that was big

A bed that was small

A bed that was tiny and that was all

She counted them: one, two, three.

When Goldilocks went to the house of the bears

Oh what did her blue eyes see?

A bear that was big

A bear that was small

A bear that was tiny and that was all

And they growled at her - ROAR! ROAR! ROAR!

House parts Game 2:

The teacher prepares the class as a living room, a bedroom, a kitchen etc. He/she says some furniture names like table, carpet, TV etc. The students run to these places according to the name of the furniture. The activity is completed in this way.

TIME

It's time for breakfast. It's nine o'clock.

It's time for lunch. It's twelve o'clock.

It's time for a snack. It’s half past three

It is ten o'clock.

It is twelve o'clock.

It is half past nine o'clock.

Craft activity

Each student prepares a clock from a useless cd.

Song;

Tic tac tic tac tic tac time, tic tac tic tac tic tac time

It’s four o'clock, it's five o'clock... (www.magicenglish.com)

Teachers should have an annual programme, they can divide it monthly or daily. A sample annual plan is prepared for next generation teachers. It can be very practical for the teachers who use these units which include grammar, vocabulary and skills activities,

Later, the teachers use these topics with their students. They can synthesize by using Content and Language Integrated Learning (CLIL).

For second graders a sample plan can be as;

Units ‘Friends’ and ‘At school’: Grammar topic: What is your name? I am Thomas.

How old are you? I am eight. What is this? It is a pencil. Is it a pen? Yes, it is. No, it isn’t.

Open your book please. Pass me a ruler please. Sit at your desk please.

Vocabulary:

Numbers: (zero), one, two, three, four, five, six, seven, eight, nine, ten

Colours: yellow, red, orange, purple, green, blue, grey, Brown, White, black, pink

Classroom Objects: pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case

Unit 1: School

School: computer, board, draw, bookcase, classroom, desk, door, alphabet, cupboard, class, book, window, letter, teacher, page, floor, picture, wall, story, playground, school, find. (Puchta, 2012: 21)

Unit 2: Let's play

What is his / her name? His/ her name is Ben/ Sue. What is his/her favourite toy? His/ her favourite toy is his/her ball. How old is he/ she? He is/ she is eight. It is a new kite. It is an ugly monster.

Toys: kite, doll, monster, plane, computer, game, train, car, ball, bike, go-kart

Skills: closed, black, happy, angry, beautiful, Brown, green, big, grey, long, dirty, blue, clean, small, ugly, purple, yellow, orange, pink, short, young, red, new, white, sad, old.

'Target number of vocabulary is thirty seven.' (Puchta, 2012: 33)

Unit 3: Pet Show

Grammar topic is prepositions. Vocabulary is combined with animals. For example, the lizard is in/ on/ under/ the bag.

I like dogs. I do not like cats.

Vocabulary, Animals: elephant, rat, lizard, frog, spider, duck, dog, cat

Skills: giraffe, chicken, crocodile, bird, duck, cow, snake, monkey, horse, sheep, goat, Mouse, tiger, hippo.

"Next to, down, in front of, behind, up, in, under, between, on." (Puchta, 2012: 35-45)

Unit 4: Lunchtime

Grammar, 'I have got a sandwich. I have not got a sandwich. Have we got any cheese?' (Puchta, 2012: 57)

Yes, we have. No, we have not. (haven't.) Vocabulary, Food: banana, cake, cheese, sandwich, apple, pizza, sausage, chicken, steak, peas, carrots.

Skills: bread, fruit, lemon, chips, beans, ice cream, fish, coconut, juice, burger, egg, grapes, tomato, lime, orange, sausage, watermelon, onion, peas, water, mango, rice, meat, lemonade, milk, pear, potato, pineapple.

Unit 5: Free Time

I play football on Saturdays.

Do you watch TV at the weekend? Yes, I do. No, I do not.

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Skills: camera, basketball, drawing, badminton, doll, ball, drive, catch, baseball, boat, draw, beach, book, bounce, bike, hit, kite, fishing, piano, football, hockey, paint, fly, kick, photo, guitar, jump, listen (to), picture, game.

Friend, cousin, boy, family, baby, father, girl, child, daddy, children, brother, people, man, women, grandmother, person, woman, grandfather, mother, sister, men, mum.

Unit 6: The Old House

Grammar topic is there is/ there are

There is a monster. There are four cats. Is there a plane? Yes, there is. Are there any rats? No, there are not. How many cars are there? There are four cars.

"The Home: bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar." (Wieczorek, 2013: 78)

Skills: chair, bath, clock, bed, armchair, box, bookcase, camera, cupboard, house, door, flower, mirror, garden, doll.

Unit 7: Get Dressed

Do you like this hat? Do you like these shoes? Yes, I do. No, I do not.

Olivia is wearing a red sweater. Is he/she wearing a blue T-shirt? Yes, he is. Yes, she is. No she is not. No, she is not.

Clothes: jeans, sweater, jacket, skirt, shoes, short, cap, socks, t-shirt, trousers.

Skills: shoe, watch, handbag, hat, glasses, sock, dress, computer, mouse, clock, evening, afternoon, day, birthday, computer, click, street, shop, park, sun, tree, morning, shell, night, sea

Unit 8: The Robot

I can stand on one leg. I can not stand on one leg. He can skip. She can skip. She can not skip. He can not skip.

Can you swim? Yes, I can. No, I can not.

"Vocabulary; The body: head, arm, fingers, hand, knee, leg, toes, foot." (Wieczorek, 2013: 78)

Skills: hair, eye, leg, body, hand, nose, arm, ear, head, mouth, foot, face, feet, plane, bus, swim, lorry, bike, train, fly, boat, ride, car, run, motorbike, helicopter, swim, lorry, bike, train, fly, boat, ride, car, run, motorbike, helicopter.

Unit 9: At the beach

Let's play the guitar. Good idea. Where is the blue book? It is in the green bag. Where are the orange books? They are in the black bag?

Vocabulary: Holidays: catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle

"Skills vocabulary: close, jump, love, enjoy, clean, like, cross, bounce, kick, add, colour, smile, pick up, wave, show, phone, watch, point, paint, walk, play with, open." (Wieczorek, 2013: 82)

2.5.1. Key Grammar and Functions

In this chart teachers should mention the topics of the month.

Key vocabulary: Fruits;

Strawberry, apple, water melon, grapes, banana, cherry

Breakfast time and vegetables: Olive, cheese, honey, bread, egg, omlette, tomato, patato, rice, beans, chicken, meat

REVISION: Family Members, mother (mommy), father (daddy), sister, brother, grandmother, grandfather

Feelings; happy, sad, angry, scared

Learning alphabet

Numbers 1 to 10

Classroom language: Sit down, please! Stand up, please! Listen to me, please! Thank you. Come here, please! Colour the pictures. Repeat after me! You need colours. Clap your hands please! Knock the door! Come in!

NUMBERS 0 to 10

Count Back 10-0

Story telling activity: We'll tell a story about unit Tilly and Tobby

Game activities: Students imitate their English teacher. Each student becomes an English Teacher and teaches English.

They continue to play games on the interactive board. Making circle games, asking questions to each other.

As an alternative outdoor game, Ball games

Craft Activity; Feelings, Family members

Unit 1: Hello

Greetings: Hello, I am Jale, Goodbye.

What is your name?

How old are you? I am seven. (Years old)

What colour is the pencil? It is red.

Unit 2: My School

Who is that? He is Ali. She is Serra.

Who is he?

How old is he?

How are you? I am fine, thank you.

Unit 3: Favourite Toys

What is your favourite toy?

My favourite toy is a train.

Where is your bag?

Is your bag under your chair?

Unit 4: My Family

We are young. We are happy.

Are we small?

We are not ugly. We are not sad.

We are beautiful.

Unit 5: OUR PETS

They are long.

They are not big.

Are they short?

Unit 6:

I have got black hair.

I/YOU/WE have got brown eyes.

Unit 7:

They have got big mouths. They have not got tails.

Have they got long legs?

Unit 8:

She has got your red trousers.

He has not got a white ball. (Negative)

Has he/she got a train?

Yes he/she has.

No, he/she hasn't.

Unit 9:

I can sing. I can not play the guitar. Can you ride a bike?

Unit 10:

What are you doing? I am running. I am flying.

Are you flying your helicopter?

Unit 11:

What is she doing? She is listening to music.

What are they doing? They are sitting on the sofa.

Is she/he listening to music? Yes he/she is. No she/he is not. (isn't.)

Unit 12:

I like cake. I do not like chocolate.

Do you like snakes? Yes, I do. No, I do not.

If teachers use a plan, they will be very comfortable. They won't think of what to teach. For example, unit 7 on Monday and they can find more activities to add if they wish.

2.5.2. Story-Telling For Young Learners

Teachers should choose the main story in which the unit context, vocabulary and structure are introduced. The students follow as they listen and are inspired to act the story. Teachers should know a little bit drama. They can sometimes perform a small theatre, young learners would like this.

The students hear and see the story book with clear animal character voices and sound effects to help them follow the action. (You can use big books, story cds

and audios from the internet). After the students hear the story, they make a discussion on it but it has to be in English. If not, it is not useful. If they have a chance, they can do an activity related with the story. For example, they listen to rapunzel and identify the characters of the story together. They do some matching activities such as a quiz. Moreover, students hear the lines from the story and trace the correct character to show who is speaking.

At the end of the lesson, teachers give new functional phrases from the story. If there is more time, extension activities can be done such as students acting out the story in front of the class. *'If the story character has a mask, you print out the mask, cut out the mask together in the class and wear while students act out the story.' (Puchta, 2012: 57)*

At the beginning, students do not know how to read, they take picture books, look at the pictures and tell the story. It helps them later when reading a real book.

2.5.3. Extension Drama Activities with Young Learners

Every classroom has got two pin boards on which English posters can be put up. One is for mother tongue, the other one can be in English. If the students always see English words, they will easily remember them. At the beginning of the school year, the first unit is objects and colours. Teachers show the students the picture of a classroom object and ask 'What is this?' The children raise their hands and say the words.

Young learners are small and they like colourful things. Teachers can use playdough to show the colours. They show a red playdough or crayon and want the students to repeat. Later, they can give a worksheet, empty dots, say colours, look and colour the dots. Finally, they check if the children have used the correct colours. The teachers should ask the students to say what colour they have used.

'When the children finish colouring, say the colours. Point the worksheet and ask again.' (Dooley, 2009: 17)

After teachers confirm practicing colour and pronunciation, before the activity they can hide some crayons, red, blue, green, and yellow pencils, books around the classroom. There are objects hidden around the room and each child finds

one of them. When they find a pencil, they take it back to their table and sit down. Teachers should give the children one or two minutes to find a crayon each. Hold up a blue pencil case in front of the class and say blue, then say blue pencil case. The children say the colour. Teachers ask children individually to hold up the school object they have found. The students say the colour and say the name of the object.

2.5.4. Change the Routines

When the teachers' aim is to practice colour recognition, school objects and pronunciation, they can change the routines. Before the lesson, they can hide a blue school bag, a red pencil case, a yellow pencil sharpener, a pencil or crayons around the classroom. It should be one for each child. There are objects hidden around the classroom and each child must find one of them. When students find a red pencil case, they take it back to their desks and sit down. The whole class gives a round of applause for their friends. Teachers should give 2 minutes for the students to hold up a yellow crayon in front of the class and say the colour and the object. This can be done from 4 years to eight years by adapting the activity to all the units.

Teachers start with a warm up activity and the lesson should have an aim. For example, the students will learn the farm animals at the end of the lesson. Warm up, reviewing the previous unit, 'Who are you?' Teachers give out the flashcards to four students in the class without seeing who has what. Students ask 'Who are you?' (I am a lion, I am a bird etc.) and repeat with the other students.

Teachers should practise the chant and animal names with students. They can teach the mimes as described above. The first thing, the students are confident with the mimes, teachers can change the words 'look at the cat jumping away, look at the horse eating the grass, look at the cow walking away'. In farm animals activity, do mimes of animals sounds, avoid doing Turkish version of them, learn them as English sounds. Students jump as if they are hunting something (dog, cat, frog), they bounce hold reins as if on a horse, a slow cow walking around. Teachers say the words as they show the students. They say the animal words, students do the mimes. Next, teachers do the mime, students say the animal. Teachers ask students 'What is this?' Students say the word and make the animal noise.

That is, after students learn the colours, objects and farm animals, teachers revise the language, they add some new grammar after vocabulary. ‘My favourite colour/ animals/ is/are. What is your favourite animal? Students talk about their favourite animals.

It is important to speak with the students. When teachers speak with their students, they are motivated. Students are encouraged to learn and speak English. When teachers ask ‘what is your opinion? What is your favourite animal?’, students are not afraid of speaking English, they are eager to answer the questions.

Teachers should practice saying ‘My favourite’. Tell the children animal names. Students need to tell you about their favourite animal. They stand by the board and each student can leave after saying ‘My favourite animal is (elephant).’ If the topic is ‘My favourite’, teachers can add all favourite things like colours, sports, toys. They can give homework such as, drawing favourite animal at home and talking in the class the next day.

Teachers use a puppet during their lesson in pre-school. Using a puppet is a very efficient way of teaching English at this age. Teachers also use the interactive board for games, songs and story telling. Visuality is very important to support their progress.

All these activities help students’ learning abilities. Teachers can divide the abilities into four groups based on multiple intelligence theory. In some schools, Common European Framework is taken into consideration. Teachers prepare a portfolio with students at the end of the year. If the school doesn’t have a portfolio, teachers can prepare monthly development report. It involves cognitive development, language development, psychomotor development, social emotional development, self care development.

Within cognitive development, teachers aim for students to say objects, verbs, and shapes, see models and combine them for pre-school.

In language development, students can make interrogative structure, use eye contact, join the conversation and wait for their friends to speak.Whereas in

psychomotor development, students can walk straight ahead, cut the equipments and objects, paste the objects and use the pencil correctly.

2.5.5. What is Content and Language Integrated Learning (CLIL)?

'CLIL means Content and Language Integrated Learning and it refers to teaching subjects such as mathematics, biology, science, history and geography to students through a foreign language.' (https://woohoowl.wordpress.com)

CLIL is getting popular across Europe and in many other countries. Content and Language Integrated Learning aims to teach a foreign language by introducing content areas such as history, maths, science, music, geography and art. CLIL teachers need knowledge of the language of their curricular subjects. Teachers teach both the usage of grammatical structures and functional language for specific subjects. Students will be able to understand the subject and communicate ideas. For example, students first learn map vocabulary in geography lesson, which they say and show on a map. English teachers colloborate with other branch teachers.

CLIL has four important features: Content, Communication, Cognition, Culture. It provides syllabus activities among different subjects. In addition, students have to produce subject language. It aims to reduce teacher talking time and to increase student talking time. Teachers should encourage group work. They should give time for self-evaluation. CLIL provides critical thinking. Students have to use the target language in order to express their thoughts and ideas. In addition, it gives opportunities to introduce different cultural contexts. The term CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994): *"CLIL refers to situations where subjects or parts of subjects are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."* (http://www.onestopenglish.com)

Although CLIL teaching has been used for many years, some teachers who actually use CLIL are unaware of the term CLIL. There are ways of describing the characteristics of CLIL. Teachers can follow and use techniques. CLIL motivates both teachers and students.

"CLIL refers to parts of subjects, dual-focused aims, the learning of content, and the simultaneous learning of a foreign language." (Marsh, 2002: 53).

Another quote that extends the scope of CLIL:

"CLIL is about using languages to learn. It is about installing a 'hunger to learn' in the student". (http://www.onestopenglish.com/clil/methodology/articles/)

CLIL provides opportunities for students to think and develop their communication in general, even in mother tongue.

If teachers want to use CLIL, they need to change their previous methodological approach.

They have to adapt the existing materials or design their own to fit their particular contexts. They work within a more language-enhanced paradigm.

Teachers have to adjust their methodology to ensure that the students understand the content. Subject adjustment entails a reduction in teacher talk.

A reduction in teacher-talk produces an increase in student talk.

Teachers find their way into the materials. These materials are by default more task-based, and therefore more learner-centred.

"CLIL materials focus more clearly on the role that language plays in the students' assimilation of the concepts." (Ball, 2001)

2.5.6. What can Content and Language Integrated Learning (CLIL) Teachers do with Young learners?

When teachers get into story based learning, they should modify topic-based work to story based work. So, how can teachers do this?

Situations and functions were mentioned before. Story based learning has a connection with topic-based, because if the teacher's method is not topic-based, it does not exclude doing work on a topic in class. Even if teachers make up a story, it has to have a topic. When teachers concentrate on the topic, the content of the lesson becomes automatically more important than the language. It is easier to relate the lessons with the interests of kids. Working on topics helps the learning process. The

students can associate functions, structures and situations with a topic. Learning language in context helps both understanding and memory.

Topic-based teaching, learning in deep, brings out feelings in kids that are not covered in the book. Young learners usually need more and different vocabulary than the coursebook provides. Teachers should use real objects while teaching the topic, if students do not live in the city, they do not understand the noun ‘pet’ instead of animal. If the books include a story about a pet in the house, they can not imagine and understand the topic. In this situation, teachers should change the topic of the story, they should talk about animals in general, not specific. They should organise their material within a topic which is personal and dependent on the particular class that they are teaching at that particular time. Teachers should rearrange their material according to what is happening in the lesson. They work across the curriculum which is topic-based whereas text book language teaching is not. All the teachers have to use the same method in the school. If teachers use various methods, it works a lot both for teachers and students. Students do not get bored and teachers succeed in teaching language. All teachers should use the same content with the others. Using material that fits the topic correctly is important, students have fun while they are learning and teachers are comfortable. The teachers who teach young learners should prepare the lesson schedule for each class. It is beneficial for both teachers and students. Students understand the language easily and teachers have a plan to use.

First of all, teachers should have an annual plan which can be daily or monthly. Teachers can integrate CLIL with their schedule. When the teachers teach shapes, first they teach vocabulary, then they perform some activities in the class.

Picture cards activity 1:

Teachers will need a lot of triangles. (It can be 2d pictures or cards.) Pupils make a star shape with some triangles. The teacher asks the pupils ‘How many different star shapes can pupils make?’

Teachers show a picture and ask how about this one? Or this one? What other shapes can you make? Teachers push pupils enthusiastically.

What if other pupils used different types of triangles together to make a star? Can pupils use different shapes to make patterns? Can pupils make shapes with five or more sides? Can pupils make a symmetrical picture? Teachers ask questions and pupils can create different shapes. They learn both language and mathematics at the same time, moreover they have a lot of fun.

Cubes Activity:

Pupils work with a partner. They need three cubes all the same size. They place one of the cubes in front of their partner and they can not pick up the cube or move it.Teachers ask how many facts pupils can see? Pupils draw the cube and write down next to their drawing. They draw how many cubes they can see. Next, they do the same with the other two cubes. They put them together in different ways as they find. Pupils write again how many faces they can see. Then, they can do it with three cubes. Teachers ask in which way they can see the most faces? *"What if pupils use other 3d shapes. They choose a different shape and see what pupils can find out."* (Moseley, 2014: 19). At the end of the lesson, teachers practice 'how many...', drawing the other directions, the name of the shapes at the same time.

Symmetry Activity 3:

Teachers give some instructions, they tell the vocabulary, for example 'what is the meaning of symmetry*?' "A straight linet hat splits a pattern or shape into two halves that are a mirror image of each other."* (Collins, 2002: 711)

Pupils provide some materials before the lesson, some of them are a sheet of paper, scissors, a small plate.

Teachers can also do it together with the pupils to show how it is done.

Pupils draw a round plate on their paper to make a circle. They cut out the circle at the same time with other classmates. They fold the circle in half. Then, they cut some shapes from the folded circle.

In CLIL, teachers start to ask; Open the circle out. What do pupils notice? Listen to the answers. Then teachers can continue, Can pupils see a line of

symmetry? What do you think would happen if a pupil folded the circle in half? Pupils and teachers cut some shapes together from the folded circle.

Later, open the circle, what do pupil see? How many lines of symmetry can a pupil see now?

What if a pupil folded it four times? Teachers should use this method in all primary levels.

If teachers are teaching a topic shapes for language learning and they can do CLIL methodology at the same time with mathematics, like symmetry.

They give some vocabulary instructions first: symmetry, fold, mirror line, reflection, square, triangle, rectangular, circle, paralelogram, diamond.

Pupils choose some shapes and picture cards with one line of symmetry. They can make their own line of symmetry by looking at the teacher's example.

To sum up, pupils make a comparison with their partners. Can pupils get together their symmetrical pictures with their partners'? They work together to make a very big picture with one line of symmetry.

CHAPTER 3

METHODOLOGY

3.1. Research Design

Language teachers should evaluate young learners' learning process in the target language by doing observation checklists, homework lists, assigning them with project works and observing young learners closely and taking notes after they come to show activities. Language teachers should usually make parents participate in evaluating young learners learning process. For example, portfolio presentations. Young learners' parents come to school and join the lesson. Parents watch their children's performance in the class which can be a portfolio presentation. Parents should participate in some activities, also help and encourage them.

It's quite normal for young learners not to produce anything during the initial stages or class. However they can do many things in their school year. It's not true that they don't learn anything in class. 'Adjustment period of young learners should not alarm language teachers for the beginning of the first year.' (Brown, 2010: 49)

Teachers should be patient with young learners as they need time to understand the logic of the new language first, they can later produce their own method.

Moreover, language teachers should not frighten young learners with written units or judge them by their mistakes. Young learners should have fun in the lesson. They can make mistakes while they are doing their activities. Language teachers should not make young learners be ashamed when they make grammar or spelling mistakes. Making mistakes is a natural process of acquisition of a new language. Language teachers should realize that young learners need continual practice. They should imply that "Practice makes life easier." Therefore, language teachers should be patient when young learners try to speak a new language.

3.1.1. Portfolio Presentation

Language teachers should keep progress sheets which have been made by young learners. They should not blame young learners for the mistakes they have made. They should behave kindly and patiently during the young learners' progress. Furthermore, they should be aware that young learners can not produce much at the first years and they need to listen much more.

3.1.2. Project Presentation

Young learners are good at project works related to the topics. Language teachers should encourage young learners to have fun while they are doing their project works and save them in a language portfolio. They can ask parents to practice with the young learners if they need help. Parents can give support for the materials. Young learners do their project works and save them in their language portfolios. In the middle of the school year or at the end of the school year young learners can present their portfolios orally in front of their parents.

3.1.3. Self- Evaluation

Self- evaluation can be difficult for young learners, although they do their assignments by themselves they should be encouraged. Language teachers should also behave kindly to young learners. Language teachers reinforce positive attitudes towards language learning and they should avoid saying their weaknesses in their learning progress. When young learners prepare portfolios, they should be courageous to see their own language progress.

3.1.4. Teachers Evaluation

Language teachers evaluation should be coordinated with parents feedback in young learners' both educational and personal environment. Language teachers should keep observation forms as proof of the progress that young learners have made.

In brief, there are no written or oral examination assessments for the first graders. The young learners should be assessed through activities, posters, worksheets, projects and portfolios. Moreover, language teachers can prepare

colourful certificates for young learners. Language teachers should also assess young learners' process in the target language by using development checklist and taking notes of good memories of their observations.

CHAPTER 4

EVALUATION

4.1. The Comparison of Government and Private Schools In Terms Of Developmental Form Test

4.1.1. Why Are These Items Selected And Tested?

It was mentioned afore, to what extent students can express what they learn in daily life in English, how persistent learning is provided and how it is applied accordingly? On the basis of what these terms add to the assessment is explained in this section. There are toys for both the first year graders in the private school and those in the government school for their adaptation to the environment and friends. Abacus, rods and number beans are available in the school cupboards as they will learn about colours, numbers and mathematics (for developing hand muscles and motor movements).

Maria Montessori is also used in education as in materials like wooden toys, board puzzles. English teachers can also teach English in the same way. The curriculum is directly proportional. Therefore, 'tidy up your toys' is added to the language development form as they play during the breaks or during study hours. Classroom rules begin to be shown from the first day of school, and these rules are settled (adopted by the pupils) at the beginning of the second year of school. Students are properly aligned to the classroom. The rule of arranging their chairs comes from there. Group / team work is important in English lessons. In order for a dialogue to be established between students and teachers, language is very important (basic) for communication. Students sit in a circle from time to time with their friends for language communication. Standing in a circle is based on this. Standing up at the beginning of each lesson is one of the rules of showing respect to the teacher.

While students are going to lunch or going straight home, going down the stairs, entering the garden, they have to 'line up' properly (single row or double row). Language teachers can say ‘Please go to the wall’ to teach the objects learned by playing ‘hot and cold’, this term is the first stage to hear their friends. Or it is daily used in various places when students go to the garden.

The voice level of children and adults is different, so the children need to speak loudly. Some adults perceive this as making noise. In fact, research shows that the younger the students, the easier they react to high voice and feel more comfortable in the age of primary school. Also students are not aware that they are making loud noise when they speak loudly. The decibel is normal for these students when we think that the majority of students are young.

Teachers need to have sound control of their students to be able to work efficiently in their classes since speaking English is a very important issue for language development. Teachers have developed a system among English teachers to control the sound of the students. It can be applied by whoever wants to use it.

On the one hand, teachers encode the voice level as 0-1-2-3. The students arrange their voice levels according to their teachers'. Thus, students understand this rule and learn it. If the student is hesitant to talk, s/he may be asked to go from sound zero (0) to sound one (1) in order to be encouraged with a cheerful and understanding attitude. Children love chatting, so it is very possible that they usually have a buzz in class. When language teachers want them to be silent, they can kindly tell them. On the other hand, teachers can say the word that students first learned such as forgotten jackets and coats at school. For this, teachers can remind both by wearing a jacket and by teaching a word of jacket from the clothes unit. Thus, students learn to use everyday language. For years, physical education teachers in Turkey have been saying that if they want to make their students go in a line, students should stay in one position and stand just behind their friend. 'In the line and arms forward' phrases are the frequently used daily phrases. It reinforces both the development of our daily English grammar and the learning of 'our shoulders, arms' in the Body unit of our books. 'Let's go' is used almost anytime when students are learning the language.

When students are at break time, the English teacher who is on duty in the garden can be called. S/he is also called when students want to take something from the school canteen and go to class. Many more examples can be given when lessons are over and when students leave school. 'Let's go' is commonly used when students want to go to the cinema or theatre. It is used at the beginning of the sentence.

Moreover, teachers should remind their students to wash their mouth before and after meals since they are the rules that are necessary for our self-care. The first break is lunch break for primary school students. During this break, the students eat the extra food they bring from their house. There is a practice of school milk distribution applied in both private and public schools. Schools give milk to non-allergic students during their lunch breaks. Students eat their food with their milk. If English lessons are before and after the break, English teachers can say wash your hands and wash your mouth. If students want to give answers to the questions, they raise hands. This behaviour shows students' respect to their teachers and their friends in the classroom. It is important that students do this behaviour (raise a hand) in all their lessons, not just in English lesson. Raise your hand, we can express the same rhetoric with different words. Furthermore, almost a reminder that anyone who does not speak English can say hello.

English teachers ask students 'Hello, how are you today?' to prepare the class at the beginning of the lesson as a warm up activity. Approximately ten seconds of question and answer dialogue will help students love their teachers and the lesson. 'Yes' and 'no' are the first learned words in English. After English teachers start teaching English, they should not accept only the answers given with yes and no. Students should give long and regular answers to questions. Beginning of conversations with 'good morning' and 'good afternoon' are both manners and learning the parts of the day.

At the final part of Psychomotor Development, 'Can I drink water? Can I go to the toilet? Can I play with my toys?' These questions make respectful students who follow the rules of courtesy. The subject of 'can' is also a subject learnt at primary school. Students learn this structure even when they have not learned the language structures in detail. In this way, students are both able to speak English and succeed in learning English more easily in the following classes. If there are individuals who speak English at home, father, mother, sister, brother, students can repeat at home and learn the structures permanently.

Second part is Language Development. It consists of structures and vocabulary. When students start to learn English they learn basic English structures.

Students have a play time in their breaks as mentioned before.They play shape games and English teachers can use these toys while they teach shapes. That's why, teachers ask 'What shape is it/this?' Answers should be It/This is a circle. (or else, shapes: circle, square, rectangle, triangle, oval, star, heart , diamond) This subject includes both private and government school schedule in a year.

The other topic is 'colours'. Students learn colours and practice it whole year. The other units also repeat colours within other topics. Colours: red, purple, yellow, orange, green, blue, pink, white, black, brown, grey. The question is: What colour is it/this?' It is a purple circle. Students can practice both colours and shapes.

Students should first learn classroom objects, if they learn them, they can ask and answer in English by using the vocabulary items.

Teachers make a revision for classroom objects: Pencil, book, notebook, eraser/rubber, sharpener, scissors, glue, crayon, pencil case, schoolbag, (board) marker. Expressing possesion, students can say in English after they learn the vocabulary. This is my book. (school bag) Then students learn 'do' both in private and government school. Teachers combine the 'do' phrase with classroom objects. 'Do you have a sharpener?' 'have' is a possession pronoun. Students learn this subject in a year. English teachers first use this in speaking activities, later they teach it as a grammar subject.

English teachers want long answers, not just 'yes' or 'no'. Do you have a sharpener? Yes, I have a sharpener. No, I do not have a sharpener. Students first hear then understand and finally repeat the sentences. While they repeat the dialogues they learn. Teachers ask the same question with different structure. 'Favourite' 'What is your favourite classroom object?' Students learn just one unit, however they practice with five different structures. Students can answer as 'My favourite classroom object is a pencil.' Students have learned numbers at the same time.'How many pencils do you have (in your pencilcase)? I have three pencils.' Students do a revision on numbers 0-20.

Part three is Emotional Development. Students learn their face and basic body parts. They learn to talk about themselves. For example, parts of face, they can say 'I

have a face or Touch your nose.' They know vocabulary such as face, eye, nose, mouth, ear, tongue, tooth/teeth. Later, they learn parts of the body. Students notice, 'I have a head.' Students learn from their books both in private and government schools. Body, head, arm, leg, shoulder, knee, toe, hair, finger, hand, foot/feet. English teachers practice saying 'touch your feet'. Teachers imply the singular and plural form in the same unit. (for instance; foot/feet, tooth/teeth). Students can recognize whether a word is singular or not. They also teach adjectives such as, long, short, big, small within this subject. Students can talk about their physical appearances. For example, I have long hair. He has short hair. Do you have green eyes? Yes, I have green eyes. No, I have blue eyes.

In the annual lesson plan 'feelings' unit is the first unit of the English lessons. English teachers teach adjectives like happy, sad, scared, angry, sleepy, ill, suprised, tired. Students use these feelings during their speaking activities. How are you? I am happy. Are you sad? Yes, I am sad today. Is he happy? Yes, he is happy. No, he is sleppy.

Second grade students start to learn English they make a sentences, if they try to speak first they easily learn grammar points later. Students become familiar with the grammar.

Part four is about Cognitive Development. It is related to development progress. Students develop gross motor skills through performance and miming actions in the songs, stories, dramatic plays and games. Teachers teach how to read in English, students do reading activities. In language development form, it develops pre-reading and writing and observational skills. Furthermore, teachers support pre-reading and writing activities by craft activities. Therefore, Language teachers develop the students' creative skills by making art/craft work and/or kitchen activities. Thus, students learn English permanently. For example, teachers practice with students Atatürk's Mausoleum, Autumn tree, Astronouts and planets, crescent hat on health's day, open faced egg sandwich and so on related to the unit. Nowadays, government gives more importance to special days. Water's day (save the water), earth, Doctor's day, Teacher's day. Teachers can observe students developing their social skills by the way they follow commands and their confidence and self-

esteem. If students have self-esteem they have self courage. They are not afraid of making English sentences, they are not afraid of speaking and making mistakes. If students are not shy to speak English, they can learn language easily. Students improve their vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet. Students are at beginner level. Teachers start to teach from a lower step. When students learn grammar, their fine motor skills improve by matching, tracing, drawing and colouring.

The last part is Self- Care Development. Self-care development includes general observations. Students respect all their teachers and adults. Students familiarize with classroom rules and follow classroom routines and the teacher's directions. In language developmental form, students participate and show enjoyment in singing songs, playing games, storytelling, art/craft making, circle time, flashcards and interactive board activities. Moreover, students understand the classroom language (receptive language) and express (expressive language) wills, needs and ideas. Furthermore, the form shows students how to use the body to communicate verbally and nonverbally.

This point is important for the other lessons, students recall the new language from one lesson to the other. From a general point of view, can students follow the stories and understand the meaning? Can students work well on their own? Can students follow proper eating manners? Can students use toilet/lavatory by asking for permission? How students interact with other students? Language developmental form will evaluate these points both in private and government school students together with English teachers.

CHAPTER 5

RESULTS AND DISCUSSIONS

5.1. Monthly Developmental Form Results; The Comparison of Government with Private School

5.1.1. Gülgün Nihat Ömür Government School pre-test results:

At the begining of the year, second grade students meet with English lessons. This research studied 15 students in 2-D who are educated in Gülgün Nihat Ömür primary school in Antalya. In the class, there are forty-five students. This research has five parts. First, phsycomotor development, understanding of classroom routines and teachers directions. Students started to learn English in second grade, a few of them have been taught in kindergarden but they did not know how to write in English. They knew colours and numbers a little. 'Tidy up your toys' is the first direction of phsycomotor development. Fifteen students answered with support. The teacher gave clues to the students. Students are very active in the classroom. When they go out for a break, they have to arrange their chairs. Fifteen students answered 'arrange your chair' with support. They could hardly understand the instructions at the beginning of the school year. Fifteen students answered 'stand in a circle' with verbal clues. It was better than 'arrange your chair' instruction. Fifteen students answered 'sit down' with verbal clues. Fifteen students answered 'stand up' with verbal clues. Fifteen students answered 'line up' with support.

Fifteen students answered 'on the wall, please'with support. Fifteen students answered 'voice level 0, 1, 2, 3' with support. They do not know how to control their voice during the lesson. Fifteen students answered 'please, be quiet' with verbal clues. When teachers warn them, they show respect and be quiet. Fifteen students answered 'change your shoes or tie your shoe laces'with support. Fifteen students answered 'put on your jacket' with support. They should also learn the school, classroom rules. Therefore, teachers should teach classroom rules. They should give classroom rule instructions. Fifteen students answered 'in the line, arms forward' with support. Fifteen students answered 'let's go' independently. Fifteen students

answered ‘wash your hands and wash your mouth’ with support. Fifteen students answered ‘hand on your lap’ with support.

Meal is very important for students. Students need nutrition and vitamins when they are growing up. They spend most of their time at school. They eat their lunch at school. They have full-time school. Teachers say ‘enjoy your breakfast, lunch, snack time’ with support. Fifteen students answered ‘finish your food’ with support. When students don’t understand the instructions, they have difficulty. Teachers should repeat and ask regularly.

Introduction is important when students speak English. Fifteen students answered ‘hello, hi’ independently. Almost everyone hears ‘hello’ everywhere in the street. Antalya is a touristic place and students live in Antalya. Fifteen students answered ‘Yes or No’ independently. Fifteen students answered ‘Good morning/ good afternoon’ independently. Fifteen students answered ‘Can I drink water?’ with verbal clues. Fifteen students answered ‘Can I go to toilet, please?’ with verbal clues. Fifteen students answered ‘Can I play toys, please?’ with verbal clues.

Second Part is Language Development:

Structures and vocabulary were observed in this research. In the second grade the topic is about shapes. ‘What shape is it/this?’ (Teachers asked the students) expecting ‘It is a circle.’ Students are supposed to say shapes like circle, triangle, rectangle, square, star, oval, heart, diamond. Fifteen students answered ‘shapes’ with support. Teachers should support full sentence answers. The other subject is Colours. Teachers asked ‘What colour is this/it?’ Fifteen students answered ‘It is blue, pink, green, yellow, purple, white, black, red, brown, grey, orange’ with verbal clues. Students can learn primary and secondary colours.

Classroom Objects is a crucial subject. In Turkey, Students start learning English, classroom objects, colours, numbers, shapes. Fifteen students pronounced correctly, recognized ‘Pencil, book, notebook, eraser/rubber, sharpener, scissors, glue, crayon, pencil case, schoolbag, marker’ correctly with verbal clues. Fifteen students said expressing possesion, ‘This is my (book)’ with verbal clues. Fifteen

students understood ‘Do you have a (sharpener)?’ and answered ‘Yes, I have a (sharpener). No, I don’t have a (sharpener).’ with support.

Fifteen students understood ‘What is your favourite classroom object?’ and answered ‘My favourite classroom object is a (pencil).’ with support.

Fifteen students asked and answered ‘How many (pencils) do you have? I have (three) (pencils).’ with verbal clues. Students’ responses were from 0-20.

Third part is about Emotional Development, body parts, feelings. Students can explain their physical appearances. Parts of the face, fifteen students recognized and showed the parts of their faces.

‘I have (a) (face). Face – eye, nose, mouth, ear, tongue, tooth/teeth. Touch your (face).’ with verbal clues. Fifteen students said ‘I have (a) (head). Body parts; head, arm, leg, shoulder, knee, toe, hair, finger, hand, foot/feet’with verbal clues. Fifteen students recognized singular plural names of the body parts ‘Touch your (feet)’ one is foot, two is feet with verbal clues.

Fifteen students said ‘I have (long) (hair). (He) has (short) (hair) correctly . Adjectives:

long, short, big, small’ with verbal clues.

Fifteen students answered ‘Do you have (green) (eyes)?’ question and answered ‘Yes, I have (green) (eyes). No, I have (blue) (eyes).’ with support.

The teacher should continue to review this subject. The other subject is ‘feelings’. The teacher made crafts about different feeling faces.

Fifteen students recognized and said ‘feelings, happy, sad, scared, angry, sleepy, ill, surprised, tired’ correctly with support. The students confused feelings in general. However they knew ‘happy’, ‘angry’. When the teacher asked everyday ‘How are you?’ They answered, ‘I am (happy)’ with verbal clues. When the teacher asked in spare time ‘Are you (sad)? Yes, I am (sad).’ Students think that their teacher cares for them. They are special, they are important. Students are eager to learn English because of their teacher’s happiness. Fifteen students answered feelings questions with verbal clues. Fifteen students made a dialogue and answered ‘Is (he)

(happy)? Yes, (he) is (happy). No, (he) is (sad).' with verbal clues. Students learned pronouns he/she/it.

The fourth part is cognitive development, which is about developmental progress. Students learn easily while they are playing or acting. Teachers combined these skills and observed developing motor skills through performance and miming actions in the songs, stories, dramatic plays and games with verbal clues. Students needed verbal clues to do the actions.

Fifteen students read something 'pre-reading/writing and observational skills.' with verbal clues. They joined craft activities, hand made, 3D working enthusiastically with support. For example, 'creative skills by making art/craft work and/or Kitchen Activity: Red Cross and Crescent Hats, Ataturk's Mausoleum, Autumn Tree, (seasons), Open Faced Egg Sandwich, wheel chart, plus creative homework. Parents helped when students did their homework. Students wanted help but they understood the instructions with verbal clues. Fifteen students 'developed social skills by following commands' with verbal clues. Fifteen students 'developed confidence and self-esteem' independently. Fifteen students improved vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet with verbal clues. The Alphabet is the touchstone of the language.

Fifteen students improved fine motor skills by matching, tracing, drawing and colouring with verbal clues.

The last part is the fifth part which is about self -care development, teachers observed and gave feedback.

Fifteen students 'respected and were familiarized with classroom rules and follow classroom routines and the teacher's instructions 'independently. Fifteen students 'participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities' with verbal clues. Fifteen students 'understood the classroom language (receptive language) and expressed (expressive language) wants, needs and ideas' with support. Fifteen students 'used their bodies to communicate verbally and nonverbally' with verbal clues. Each student used their body when they communicated with their

partners. Fifteen students ‘recalled the new language from one lesson to the other’ with verbal clues.

Fifteen students ‘coula follow the stories and understand their meaning’ with support. Fifteen students ‘coula work well on their own’ with support. Students were jealous about their classmates. Because their ages are only seven or eight and they not mature enough.

Fifteen students ‘could follow proper eating manners’ with verbal clues. Fifteen students ‘could use toilet/lavatory independently’ with verbal clues. Fifteen students ‘interacted with other students in English’ with verbal clues.

5.1.2. Post-test Results; Gülgün Nihat Ömür Government School in Kepez, Antalya

In two month period, English teachers observed the instructions. In the first period, understanding of classroom routines and teacher’s directions. Fifteen students who attended 2-D Gülgün Primary School responded to ‘tidy up your toys’ with verbal clues. Fifteen students responded with verbal clues to the instruction of ‘arrange your chairs’. Sitting in a circle during speaking activities, face to face social interactions while learning English is very important. Fifteen students responded with access to ‘stand in a circle’ independently. When the English teacher said, ‘sit down’, fifteen students understood independently. Teachers said ‘line up’, fifteen students got in the line with verbal clues. When they walk in the line, stairs can be dangerous teachers have to direct them to the wall side. Fifteen students responded to ‘on the wall’ with verbal clues.

Voice Level is very important during an English lesson. Students should listen to the teacher very carefully. If students talk loudly during a lesson, it causes noise. That’s why students should balance their voice level. In the developmental form, voice levels are 0, 1, 2, 3. When teachers says voice 0, students should not talk, they just listen to the teacher. Voice level 1, if students have a question to the teacher they raise their finger and ask their questions quietly. Voice level 2, students should tell their answers in the classroom. Students generally use voice level 3, when they answer the questions. In Antalya, Gülgün Nihat Ömür government school fifteen

second grade students answered ‘voice level’ direction with support. Generally, it is hard to control their voice levels in the classroom.

Some articles claim that students under 12 years old speak very loudly because they hear and talk different from adults. Therefore, it is hard for students to control their voice levels compared to adults.

Fifteen students answered ‘please, be quite’ instruction independently. Two months later in school, they learn this instruction. Fifteen students answered ‘change your shoes or tying laces’ with verbal clues. Fifteen students answered ‘put on your jacket’ by giving verbal clues. When students go to flag raising ceremony especially on Monday morning and Friday afternoon, teachers should put students in a row and their arms forward. Fifteen students answered ‘in a line and arms forward’ to say the correct instruction with verbal clues.

Fifteen students answered ‘let’s go’ instruction independently. They love movement all the time. They easily learn this instruction.

‘Wash your hands and mouth’ is a crucial instruction. This is a daily routine. Fifteen students who attended Gülgün Nihat Ömür government school, answered ‘wash your hands and mouth’ with verbal clues.

Fifteen students answered ‘hands on your lap’ with verbal clues. Students’ nutrition is very important at early ages while they are growing. Students should eat healthy food at school. Students spend most of their time at school. Teachers can turn this situation to an advantage. Students learn to talk daily conversation. Fifteen students answered ‘enjoy your breakfast’ (if the time is early in the morning), ‘enjoy your lunch’, ‘enjoy your snack time’ (students should eat snacks) with verbal clues. Students love talking while they are eating, teachers said ‘finish your meal or food quickly’. Fifteen students understood this instruction with verbal clues.

‘Hello, hi’ is very basic and the first instruction in English, fifteen students answered ‘hello’ independently. Fifteen students answered ‘good morning and good afternoon’ independently.

Students are small, they need extra care. They need liquid and are kinesthetic. Students bring their water bottle to school, when they are thirsty, they ask their

teacher, ‘Can I drink water?’ fifteen students asked independently. ‘Can I go the toilet?’ fifteen students asked independently. ‘Can I play toys please?’ Fifteen students asked independently.

Second Part is Language development, structures and language vocabulary learning part. In the second grade schedule, students learn ‘What shape is it/ this?’ They should learn circle, square, triangle, rectangle, oval, star, heart, diamond, basic shapes. Teachers can use flash cards, colourful posters, or 3D material when they teach shapes. Students should answer ‘this is a circle’ (teachers should prefer full sentences). Fifteen students answered with support. The teacher helped them.

The other subject is ‘colours’. ‘What colour is this/it?’ First of all, the teacher teaches primary and secondary colours. Fifteen students answered, it is purple. It is yellow, green, blue, red, orange, brown, black independently. Students love drawing and colouring, so they learn ‘colours’ unit successfully.

‘School objects’ is a beneficial topic. Students should learn school tools at school. Students can recognize pencil, book, notebook, eraser/rubber, pencil sharpener, scissors, pencil case, glue, crayon, school bag, board marker or chalk. Fifteen students knew school objects independently. Expressing possessions, fifteen students can say ‘this is my book’ independently. However, when the teacher asked ‘Do you have a (sharpener/pencil)?’ Fifteen students answered ‘Yes, I have a (sharpener/pencil) or no, I do not have a (sharpener/pencil).’ with verbal clues. The teacher should encourage them for a full answer.

Fifteen students answered ‘What is your favaourite classroom object?’ My favaourite classroom object is a (pencil) with support. Students answered with a very short sentence, just a word. Teacher encouraged full answers continously.

‘How many pencils do you have?’ ‘How many’ is a grammar structure. Fifteen students asked independently. Fifteen students answered independently, ‘I have three pencils.’ (Students knew numbers from 0 to 20)

Part three is emotional development, parts of the face, ‘I have a face, touch your face (noise, ear)’. In October, fifteen students answered ‘face, eye, nose, mouth, ear, tongue, tooth/teeth’ with verbal clues, however in December, the same fifteen

students answered independently. In October, fifteen students answered ‘parts of the body, I have (a) (head)’ (Body parts, head, arm, leg shoulder, knee, toe, hair, finger, hand, foot/feet) with verbal clues. In December, fifteen students answered body parts independently. They learned them very well in eight weeks. During October, fifteen students responded to ‘touch your feet and foot’ (differences between singular, plural) verbally, while fifteen students responded to ‘touch your feet or foot’ independently in December. In October, fifteen students gave answers like long, short, big, small, for example, ‘I have long hair’ with verbal clues. While in December, fifteen students answered adjectives independently. Fifteen students asked and answered ‘Do you have (green) (eyes)? Yes, I have (green) (eyes). No, I have (blue) (eyes).’ with support in October. In December, fifteen students asked and answered with support. This instruction had no improvement.

In ‘Feelings’ unit fifteen students recognized ‘happy, sad, scared, angry, sleepy, ill, surprised, tired’ with support in October. However, in December fifteen students knew feelings with verbal clues. In October, while fifteen students answered ‘How are you? I am fine (happy) with verbal clues, in December fifteen students answered this question independently.

In October fifteen students asked and answered ‘Are you sad? Yes, I am sad.’ with verbal clues.

In October, students learned pronouns and they made sentences. Fifteen students understood the question and answered correctly ‘Is (he) (happy)? Yes, (he) is (happy). No, (he) is (sad).’ with verbal clues. In December, fifteen students answered independently.

In part four, cognitive development, teachers observed students’ developmental progress. In October, fifteen students developed growing motor skills through performance and miming actions in songs, stories, dramatic plays and games with verbal clues, in December fifteen students developed independently. In October, fifteen students developed pre-reading/writing and observational skills with verbal clues, in December they developed independently and improved well.

In October, fifteen students developed creative skills by making art/craft work and/or ‘Kitchen Activity: Red Cross and Crescent Hats, Ataturk’s Mausoleum, Autumn Tree, Open Faced Egg Sandwich’ with support. In December, fifteen students did not change, they did craft activities with support.

In October, fifteen students developed social skills by following commands with verbal clues. In December, they developed independently.

In October, fifteen students developed confidence and self-esteem independently. In December, they developed independently. The results of the 2 months were the same.

The English Alphabet is the touchstone of English. If students want to learn English they have to learn the Alphabet first for correct pronunciation and writing skills.

In October, fifteen students improved vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet with verbal clues. In December, fifteen students learnt it with support.

In October, fifteen students improved fine motor skills by matching, tracing, drawing and colouring with verbal clues. In December, fifteen students developed social skills by following commands independently.

In October, fifteen students improved vocabulary with words that start with the letters A-B-C-D-E of English Alphabet with verbal clues. In December, they improved independently.

In October, fifteen students improved fine motor skills by matching, tracing, drawing and colouring with verbal clues. In December they improved independently.

The last part, fifth part, is self-care development. The teacher had general observations of the students.

In October, fifteen students respected and were familiarized with the classroom rules and followed classroom routines and the teacher’s instructions independently. In December, students were the same, they obeyed classroom rules and their teacher’s instructions independently.

In October, fifteen students participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities with verbal clues. In December, fifteen students participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities independently.

In October, fifteeen students understood the classroom language (receptive language) and expressed (expressive language) wants, needs and ideas with support. In December, fifteen students understood the classroom language (receptive language) and expressed (expressive language) wants, needs and ideas with verbal clues.

In October, fifteen students used their bodies to communicate verbally and nonverbally with verbal clues. In December, fifteen students used their bodies to communicate verbally and nonverbally independently.

In October, fifteen students recalled the new language from one lesson to the other with verbal clues. In December, fifteen students recalled the new language from one lesson to the other independently.

In October, fifteen students could follow the stories and understand their meanings with support. In December, fifteen students could follow the stories and understand their meaning with support. The results did not change in eight weeks.

In October, fifteen students could work well on their own with support. In December, fifteen students could work well on their own with verbal clues. They could study individually.

In October, while fifteen students could follow proper eating manners with verbal clues, in December, they could follow them independently.

In October, while fifteen students could use toilet/lavatory independently with verbal clues, in December, they used toilet/ lavatory independently.

In October, while fifteen students interacted with others with verbal clues, in December, they interacted with them independently.

5.1. 3. The Pre–test Results of Envar Primary School in Muratpaşa/Antalya

The study includes 15 students out of 24 in class 2-B in Envar Primary school.

In October, first part of Developmental form was applied which includes psychomotor development, understanding of classroom routines and Teacher's instructions. Fifteen students answered 'tidy up your toys' with verbal clues. In October, fifteen students answered 'arrange your chairs' with verbal clues. Fifteen students answered 'stand in a circle' independently. Fifteen students answered 'sit down' independently. Fifteen students answered 'stand up' with verbal clues. It is interesting that while students sit down independently they do stand up actions with verbal clues. Students know 'stand up' grammatically. When the principal comes into the class, they do not remember to stand up. If teachers say 'stand up', they do it. Students are not aware of respectful behaviours, since they are not used to them. They did not get used to it. Teachers should not get angry with them and be patient, they can remind them all the time and hope they will get used to it. Fifteen students answered 'line up' with verbal clues. Fifteen students answered 'on the wall please' with support. Fifteen students answered 'voice level 0-1-2-3' with support. Fifteen students understood 'please be quiet' independently. Fifteen students understood 'change your shoes or tie your shoe laces' independently. Fifteen students answered 'put on your jacket' with verbal clues. Fifteen students answered 'in the line/ arms forward' with verbal clues. Fifteen students answered 'let's go' with verbal clues. Fifteen students answered 'wash your hands/mouth' with verbal clues. Fifteen students answered 'hands on your lap' with support. Fifteen students answered 'enjoy your meal – breakfast, lunch, brunch/snacks' with support. Fifteen students answered 'finish your food' with verbal clues. Fifteen students answered 'hello, hi' independently. Fifteen students answered 'yes/no' with verbal help.

It is an interesting result that although students knew, they did not answer due to lack of courage. If they gave a wrong answer, they supposed that their friends

would laugh at them. This situation can cause a barrier when students are learning a language.

Fifteen students answered ‘good morning/good afternoon’ with verbal help. Fifteen students asked ‘Can I drink water please?’ independently. Fifteen students asked ‘Can I go to the toilet, please?’ independently. Fifteen students asked ‘Can I play with my toys, please?’ independently. Students learned ‘Can’grammar structure.

Part two, language development, structures and grammar were observed. Fifteen students asked and answered ‘What shape is it/this? It/This is a (circle).’ independently. Students recognized shapes: Circle, square, rectangle, triangle, oval, star, heart, diamond independently. Fifteen students asked and answered ‘What colour is it/this? It is (a) (purple) (oval)’ with verbal clues. Students were responsible for the colours: Purple, yellow, orange, red, green, blue, pink, white, black, brown, grey.

Fifteen students knew ‘classroom objects, pencil, book, notebook, eraser/rubber, sharpener, scissors, glue, crayon, pencil case, schoolbag, marker’ independently.

Fifteen students answered ‘Expressing possesion, this is my (book)’ independently. When the teacher asked ‘Do you have a (sharpener)?’ Fifteen students answered ‘Yes, I have a (sharpener). No, I don’t have a (sharpener).’ independently. When she asked ‘What is your favorite classroom object?’ Fifteen students answered ‘My favourite classroom object is a (pencil).’ with verbal clues.

When the teacher asked ‘How many (pencils) do you have?’ Fifteen students asnswered ‘I have (three) (pencils).’ with verbal clues. Students were responsible for the numbers 0-20.

Part three is emotional development in which students are responsible for body parts, feelings. Fifteen students said ‘parts of the face’, ‘I have a face’ correctly with verbal clues. Fifteen students said ‘Touch your (face). Face – eye, nose, mouth, ear, tongue, tooth/teeth’ with verbal clues. Fifteen students answered ‘parts of the body, I have (a) (head). (Body, head, arm, leg shoulder, knee, toe, hair, finger, hand, foot/feet)’ with verbal clues. Fifteen students answered ‘Touch your (feet)’ with

verbal clues. Students recognized differences between singular and plural, for example (one is foot, two is feet)

Fifteen students answered ‘I have (long) (hair). (He) has (short) (hair). Adjectives: long, short, big, small’ independently. Fifteen students asked and answered ‘Do you have (green) (eyes)? Yes, I have (green) (eyes). No, I have (blue) (eyes).’with verbal clues. Fifteen students knew ‘feelings, happy, sad, scared, angry, sleepy, ill, surprised, tired’ with verbal clues. Fifteen students asked and answered ‘How are you? I am (happy)’ independently. Fifteen students asked and answered ‘Are you (sad). Yes, I am (sad).’ with verbal clues. Fifteen students asked and answered ‘Is (he) (happy)? Yes, (he) is (happy). No, (he) is (sad).’ with verbal clues.

In part four, ‘cognitive develeopment’, development and process were observed. Fifteen students in Envar private primary school developed growing motor skills through performance and miming actions in the songs, stories, dramatic plays and games with support. Fifteen students developed pre-reading/writing and observational skills with the support of teacher. Fifteen students developed creative skills by making art/craft work and/or kitchen Activities: Red Cross and Crescent Hats, Ataturk’s Mausoleum, Autumn Tree, Open Faced Egg Sandwich with support. Fifteen students developed social skills by following commands with verbal clues. Fifteen students developed confidence and self-esteem independently. The English Alphabet is important while students learn a new language. Fifteen students improved vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet with verbal clues. Fifteen students improved fine motor skills by matching, tracing, drawing and colouring independently.

Before the observation, the students were asked whether they had attended kindergarden or not, and 14 of them responded ‘yes’. They talked and played, therefore they had self courage.

Last part is self-care development. This part includes teachers’ general observations of the students.

Fifteen students respected and were familiarized with classroom rules and followed classroom routines and the teacher’s directions with verbal clues. Fifteen

students participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities with verbal clues. Fifteen students understood the classroom language (receptive language) and expressed (expressive language) wants, needs and ideas with support. Fifteen students used their bodies to communicate verbally and nonverbally with verbal clues. Fifteen students recalled the new language from one lesson to the other with support. Fifteen students could follow the stories and understand their meaning with verbal clues. Fifteen students could work well on their own with verbal clues. Fifteen students could follow proper eating manners with verbal clues.

Fifteen students could use toilet/lavatory independently. Fifteen students interacted with other students independently.

5.1.4. Envar Primary School post-test results:

First part was physchomotor development, which is understanding classroom routines and teacher's instructions in pre-test, in October, fifteen students answered 'tidy up your toys' with verbal clues, in post-test, in December, they answered 'tidy up your toys' independently. In pre-test fifteen students answered 'arrange your chairs' with verbal clues, in post-test fifteen students answered 'arrange your chairs' independently. In October, fifteen students answered 'stand in a circle' independently, in December they answered 'stand in a circle' independently, as well. In October, fifteen students answered 'sit down' independently, in December they answered independently, also. In October, fifteen students answered 'stand up' with verbal clues, while in December fifteen students answered independently. In October, fifteen students answered 'line up' with verbal clues, while in December, they answered line up independently. In October, fifteen students answered 'on the wall please' with support, while in December they answered 'on the wall, please' with verbal clues. In October, fifteen students answered and talked with a voice level 0-1-2-3 with support while, in December they talked voice level 0-1-2-3 with verbal clues. In October, fifteen students answered 'please, be quiet' independently, in December the result was the same, fifteen students answered 'please, be quiet' independently. In October, fifteen students answered 'change your shoes' independently, in December they answered independently.

In October, fifteen students answered ‘put on your jacket’ with verbal clues, while in December they answered independently. The teacher did repetition with the students.

In October, fifteen students answered ‘in the line/arms forward’ with verbal clues while, in December they answered independently. In October, fifteen students answered ‘let’go’ with verbal clues, while in December they answered independently. In October, fifteen students answered ‘wash your hands/mouth’ with verbal clues while, in December they answered independently. In October, fifteen students answered “hands on your lap” with support, while in December they answered with verbal clues.

In October, fifteen students answered ‘enjoy your meal, breakfast, lunch, brunch, snack time’ with support while, in December they answered with verbal clues. In October, fifteen students answered ‘finish your food’ with verbal clues while, in December they answered independently. In October, fifteen students answered ‘hello, hi!’ independently, also in December independently. In October, fifteen students answered ‘yes/no’ with verbal clues while, in December independently. In October, fifteen students said “good morning/good afternoon” with verbal clues while, in December independently.

In October, fifteen students asked ‘Can I drink water, please?’ independently, in December they asked independently. In October, fifteen students asked ‘Can I go to the toilet, please?’ independently, in December they asked independently. In October, fifteen students asked ‘Can I play toys, please?’ independently, in December, they asked independently, as well.

Second part is language development. This part includes structures and vocabulary. In October, fifteen students asked and answered ‘What shape is it/this? It/This is a (circle).’ independently. In December, they asked and answered ‘shapes: Circle, square, rectangle, triangle, oval, star, heart, diamond’ independently. In October, fifteen students asked and answered ‘What colour is it/this? It is (purple) with verbal clues. While in December they asked and answered colours independently. In October, fifteen students asked and answered ‘revision on

classroom objects: Pencil, book, notebook, eraser/rubber, sharpener, scissors, glue, crayon, pencil case, schoolbag, marker' independently. In December, they said classroom objects independently. In October, fifteen students answered expressing possesion, for example, 'This is my (book).' independently. In December, they said possessions independently. In October, fifteen students asked and answered 'Do you have a (sharpener)? Yes, I have a (sharpener). No, I don't have a (sharpener).' independently. In December, they asked and answered independently. In October, fifteen students asked and answered 'What is your favorite classroom object? My favourite classroom object is a (pencil).' with verbal clues, while in december, students asked and answered independently. In October, fifteen students asked and answered 'How many (pencils) do you have? I have (three) (pencils). Review on Numbers 0-20' with verbal clues. While in December, they asked and answered 'how many' and 'numbers' independently.

Part three is emotional development, 'about me'. In October, fifteen students said parts of the face, 'I have (a) (face). Touch your (face). Face, eye, nose, mouth, ear, tongue, tooth/teeth' with verbal clues. While in December, students said body parts independently. In October, fifteen students said parts of the body, I have (a) (head), body –parts; head, arm, leg shoulder, knee, toe, hair, finger, hand, foot/feet' with verbal clues. While in December students said parts of the body independently. In October, fifteen students said 'touch your (feet)', one is foot, two is feet with verbal clues. While they recognized singular plural with verbal clues. In October, fifteen students said 'I have (long) (hair). (He) has (short) (hair). Adjectives: long, short, big, small' independently. In December, they said adjectives independently. In October, fifteen students asked and answered 'Do you have (green) (eyes)? Yes, I have (green) (eyes). No, I have (blue) (eyes).' with verbal clues. While in December, fifteen students asked and answered independently. In October, fifteen students talked about feelings; Happy, sad, scared, angry, sleepy, ill, surprised, tired independently while in December, students talked about feelings independently.

In October, fifteen students asked and answered 'How are you? I am (happy)' independently. In December, they asked and answered feelings independently. In October, fifteen students asked and answered 'Are you (sad) Yes, I am (sad).' with

verbal clues. In December, they asked and answered independently. In October, fifteen students asked and answered 'Is (he) (happy)? Yes, (he) is (happy). No, (he) is (sad).' with verbal clues while, in December they asked and answered independently.

Part four is cognitive development. Teachers observed students' developmental progress. While, fifteen students developed motor skills through performance and miming actions in the songs, stories, dramatic plays and games with support in October, in December they developed with verbal clues.

While fifteen students developed pre-reading/writing and observational skills with support in October, in December they developed with verbal clues. While in October, fifteen students developed creative skills by making art/craft work and/or kitchen activity: 'Red Cross and Crescent Hats, Ataturk's Mausoleum, Autumn Tree, Open Faced Egg Sandwich' with support, in December, they developed art/craft activities with verbal clues.

While in October, fifteen students developed social skills by following commands with verbal clues, in December they developed independently. In October, fifteen students developed confidence and self-esteem independently, in December, they developed the same independently.

While in October, fifteen students improved vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet with verbal clues, in December students improved English Alphabet independently.

In October, fifteen students improved fine motor skills by matching, tracing, drawing and colouring independently. In December, students improved motor skills high, as well.

The Final Part is self-care development. Teachers have general observations in the final part. While fifteen students respected and were familiarized with classroom rules and followed classroom routines and the teacher's directions with verbal clues in October, in December, they respected independently.

While in October, fifteen students participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards

and interactive board activities with verbal clues, in December fifteen students participated in all activities independently.

While in October, fifteen students understood the classroom language (receptive language) and expressed (expressive language) wants, needs and ideas with support, in December, they understood with verbal clues.

While in October, fifteen students used their bodies to communicate verbally and nonverbally with verbal clues, in December, they used the body language independently.

While in October, fifteen students recalled the new language from one lesson to the other with support, in December they recalled the new lanuage with verbal clues.

While in October, fifteen students could follow the stories and understand their meaning with verbal clues, in December they could follow the stories independently.

While in October, fifteen students could work well on his/her own with verbal clues, in December they worked well on their own independently.

While in October, fifteen students could follow proper eating manners with verbal clues, in December, they followed them independently.

In October, fifteen students could use toilet/lavatory independently, in December, it was the same.

In October, fifteen students interacted with others independently. In December, they communicated with others in English indepedently.

CHAPTER 6

CONCLUSION AND SUGGESTIONS

6.1. The Comparison of both the Government School (Gülgün Nihat Ömür in Kepez/Antalya) and the Private School (Envar primary school in Muratpaşa/Antalya) Results

This developmental form included five parts. In part one, there are psychomotor development, understanding of classroom routines and teacher's instructions. In October, government school students answered 'tidy up your toys' with support, in December they answered with verbal clues. In October, private school students answered 'tidy up your toys' with verbal clues, in December they answered independently. Both schools improved from October to December. Private students had eight hours of English lessons in a week, while government schools had two hours. Even so, government schools were close to private students.

In October, government school students answered 'arrange your chairs' with support, in December they answered with verbal clues, however, in October private school students answered 'arrange your chairs' with verbal clues. In December, they answered independently.

'Circle time is a very useful method while learning English' (Scott, 2000:14). Teachers can see every student's face. Private schools have an opportunity for a circle shape. Government school classrooms have to be divided into four groups in order to make the circle shape in the lesson. Students can make a dialogue easily by using circle time method, while teachers are more creative.

In October, government school students answered 'stand in a circle' with verbal clues, moreover in December, they answered 'stand in a circle' independently. In October, private school students answered 'stand in a circle' independently in December they answered the same.

In October, government school students answered 'sit down' with verbal clues, in December they answered 'sit down' independently. In October, private school students answered independently and in December they answered the same.

In October, government school students answered ‘stand up’ with verbal clues, in December, they answered it independently. Likewise, private school students answered ‘stand up’ with verbal clues in October. In December, they answered it independently. The results were the same for both the government and private school.

In October, government school students answered ‘line up’ with support, in December they answered it with verbal clues. In private school, students answered ‘line up’ with verbal clues in October, in December they answered it independently. Each month they improved one step responding the instructions.

In October, while government school students answered ‘on the wall, please’ with support, in December they answered ‘on the wall, please’ with verbal clues. Likewise, while private school students answered ‘on the wall, please’ with support in October, they answered it with verbal clues in December.

In October, while government school students talked in the lesson ‘voice level 0-1-2-3’ with support, they talked ‘voice level 0-1-2-3’ with verbal clues in December. Similarly, private school students talked in the lesson ‘voice level 0-1-2-3’ with support in October, they talked it with verbal clues in December.

In October, while government school students answered ‘please, be quiet’ with verbal clues, they answered ‘please be quiet’ in December independently. Private school students answered ‘please, be quiet’ independently, in December they answered the same.

In October, while government school students answered ‘change your shoes’ with support, in December they answered with verbal clues. In private school, students answered ‘change your shoes ‘independently, both in October and December.

In October, while government school students answered ‘put on your jacket’ with support, they answered ‘put on your jacket’ with verbal clues in December. In the private school, students answered ‘put on your jacket’ with verbal clues, they reacted to it independently in December.

In October, while government school students reacted to ‘in the line / arms forward’ with support, they reacted it with verbal clues. Moreover, private school students reacted to ‘in the line / arms forward’ with verbal clues in October, they reacted to them independently in December.

In October, while government school students reacted to ‘let’s go’ independently. They answered same in December. In October, while private school students reacted to ‘let’s go’ with verbal clues, they reacted to it independently in December. As a result for this instruction both government and private school students had the same result in December.

In October, while government school students reacted to ‘wash your hands/mouth’ with support, they reacted to it with verbal clues in December. In private school, students reacted to ‘wash your hand/ mouth’ with verbal clues, while they reacted to it independently in December.

In October, while government school students reacted to ‘hands on your lap’ with support, they reacted to it with verbal clues in December. Likewise, in private school, students reacted to ‘hands on your lap’ with support in October, while they reacted to it with verbal clues in December. The results of this instruction were same for both the government and private school.

In October, while government school students said ‘enjoy your breakfast/lunch/brunch/snack time’ with support, they said with verbal clues in December. In private school, students said ‘enjoy your breakfast/ lunch/ brunch/ snack time’ with support, they said it with verbal clues in December. The results of this instruction were the same for both schools.

In October, government school students reacted to ‘finish your food’ with support, while they reacted to with verbal clues in December. In private school, they reacted to ‘finish your food’ with verbal clues in October, while they reacted to ‘finish your food’ independently in December.

In October, government school students reacted to ‘hello/hi’ independently in October, while they answered and said ‘hello’ independently in December. In private school, students said ‘hello’ independently in October, while they said ‘hello’

independently in December. ‘Hello’ is an introduction to start communication with others.

In October, government school students reacted to ‘yes/no’ independently. In December, it was the same. However, private school students reacted to ‘yes/no’ with verbal clues in October, they reacted to ‘yes/no’ independently in December. They knew how to say ‘yes/no’ but, they did not care too much about it in October. In December, both government and private school students had the same result.

In October, government school students said ‘good morning/good afternoon’ independently. They said the same in December. However, private school students said and answeed ‘good morning/good afternoon’ with verbal clues in October, while they said ‘good morning/good afternoon’ independently in December. In December, the results were the same for both government and private school students.

In October, government school students asked ‘Can I drink water, please?’ with verbal clues, in December, they asked the question independently. In private school, students asked ‘Can I drink water, please?’ independently. In December, they asked the question independently. Finally, in December both government and private school students asked the question without help.

In October, government school students asked ‘Can I go to toilet, please?’ with verbal clues, while in December, they asked the question independently. In private school, students ‘Can I go to toilet, please?’ independently. In December, they asked the question independently, as well. In December both government and private school students asked the question without help.

In October, government school students asked ‘Can I play toys, please?’ with verbal clues, whereas in December, they asked the question independently. In private school, students asked ‘Can I play toys, please?’ independently. In December, they asked the question independently, as well. As a result, in December both government and private school students asked the question without help.

In part two, language development (structures and vocabulary), government school students asked and answered ‘What shape is it/this? It/This is a (circle).’ with support in October. They responded with shapes: circle, square, rectangle, triangle,

oval, star, heart, diamond. In December, they answered shapes with verbal clues. In private school, students asked and answered shapes independently, in December they also answered shapes independently. Students had a lot of time to learn the 'shape' unit.

In October, government school students asked and answered 'What colour is it/this? It is (a) (purple) (oval) with a review of colours: purple, yellow, orange, red, green, blue, pink, white, black, brown, grey' with verbal clues. In December, they answered colours independently.

While private school students asked and answered colours with verbal clues in October, they answered colours independently in December. The results were the same for both government and private schools.

In October, government school students asked and answered 'classroom objects: pencil, book, notebook, eraser/rubber, sharpener, scissors, glue, crayon, pencil case, schoolbag, marker' with verbal clues in December, they knew classroom objects independently.

Teachers can play 'hot and cold' game while teaching classroom objects. All materials are in the classroom. 'Teachers come in all shapes.'(Scott, 2000: 9) In private school, students answered classroom objects independently in October and in December. In December both schools answered independently.

Government school students knew expressing possession. Students answered 'This is my (book).' with verbal clues in December, they answered independently. In private school, students answered 'this is my book' independently, they used expressing possessions independently in December.

In government school, students answered 'Do you have a (sharpener)?' 'Yes, I have a (sharpener). No, I don't have a (sharpener).' with support, they answered with verbal clues in December. In private school, students answered 'Do you have a (sharpener)?' 'Yes, I have a (sharpener). No, I don't have a (sharpener).' independently, they answered independently in December.

In government school, students asked the question and answered 'What is your favourite classroom object? My favourite classroom object is a (pencil).' with

support, they asked and answered with verbal clues in December. In private school students asked the question and answered ‘What is your favourite classroom object? My favourite classroom object is a (pencil).’ independently both in October and December.

In government school, students answered ‘How many (pencils) do you have? I have (three) (pencils). With a review of numbers 0-20’ with verbal clues in October, they said numbers from 0 to 20 independently. In private school, students said numbers with verbal clues in October, while they said numbers independently in December. The results were same for both government and private schools.

Third part is emotional part ‘about me’

In government school, students introduced ‘parts of the face. I have (a) (face). Face: eye, nose, mouth, ear, tongue, tooth/teeth’ with verbal clues, they introduced parts of the face independently in December. In private school, students introduced ‘parts of the face. I have (a) (face). Face: eye, nose, mouth, ear, tongue, tooth/teeth’ with verbal clues, they introduced independently in December. The results were same for both government and private school.

In government school, students answered ‘Touch your (feet). One is foot, two is feet. (singular-plural) with verbal clues. They answered it independently. While private school students answered singular-plural with verbal clues in October, they answered it again with verbal clues in December.

In government school students answered ‘I have (long) (hair). (He) has (short) (hair) Adjectives: long, short, big, small’ with verbal clues, they answered adjectives independently in December. In private school students answered adjectives independently in October and December. In December, both schools answered independently.

In government school, students asked and answered ‘Do you have (green) (eyes)? Yes, I have (green) (eyes). No, I have (blue) (eyes).’ with support in October, while they answered with verbal clues in December. In private school students asked and answered ‘Do you have (green) (eyes)? Yes, I have (green) (eyes). No, I have

(blue) (eyes).' with verbal clues in October, while they asked and answered independently in December.

While in government school, students answered 'feelings: happy, sad, scared, angry, sleepy, ill, surprised, tired' with support in October, they answered them with verbal clues in December. In private school, students answered 'feelings: happy, sad, scared, angry, sleepy, ill, surprised, tired' with verbal clues in October, while they answered them independently in December.

In Governmnet School, students asked and answered 'How are you? I am (happy)' with verbal clues in October, while they asked and answered independently in December. In private school students asked and answered 'How are you? I am (happy)' independently both in October and December. The results were same for both schools in December.

In government school, students asked and answered 'Are you (sad)? Yes, I am (sad).' with verbal clues in October, whereas they answered independently in December. While in private school students asked and answered 'Are you (sad)? Yes, I am (sad).' with verbal clues in October, they asked and answered independently in December. The results were same for both schools in December.

In government school, students asked and answered 'Is (he) (happy)? Yes, (he) is (happy). No, (he) is (sad).' with verbal clues in October, they asked and answered independently in December. While private school students asked and answered 'Is (he) (happy)? Yes, (he) is (happy). No, (he) is (sad).' with verbal clues in October, they asked and answered independently in December. The results were same for both schools in December.

Part four is cognitive development. Teachers observed students' development and progress.

While in government school, students developed their motor skills through performance and miming actions in songs, stories dramatic plays and games with verbal clues, they developed independently in December. However, in private school, students developed motor skills through performance and miming actions in songs, stories, dramatic plays and games with support in October, they developed

with verbal clues in December. Government school students were better at this intruction than private school students.

While government school students developed pre-reading/writing and observational skills with verbal clues, they developed independently in December. However, in private schools students developed pre-reading/writing and observational skills with support, they developed with verbal clues in December.

While government school students developed their creative skills by making art/craft work and/or kitchen activity: Red Cross and Crescent Hats, Ataturk's Mausoleum, Autumn Tree, Open Faced Egg Sandwich with support in October, they developed craft activities with verbal clues in December. While private schools developed craft activities with support, they developed with verbal clues in December. The results were same for both schools.

While government school students developed their social skills by following commands with verbal clues, they developed independently in December. Likewise, in private school, students developed their skills by following commands with verbal clues in October, while they developed independently in December. The results were the same in December.

Government school students developed confidence and self-esteem independently both in October and December. Likewise, private school students developed confidence and self-esteem independently both in October and December.

Government school students improved vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet with verbal clues, while they improved it independently in December. Private school students improved vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet with verbal clues, while they improved it independently in December.

While, government school students improved their fine motor skills by matching, tracing, drawing and colouring with verbal clues, they improved them independently in December. In private school, students improved fine motor skills by matching, tracing, drawing and colouring independently both in October and December.

As a result, in part four both Government and Private school results were almost the same.

The last part is self-care development. Here, teachers did general observations. In government school, students were respectful and familiarized with classroom rules and followed the classroom routines and the teacher's instructions independently both in October and December. However, private school students were respectful and familiarized with classroom rules and followed the classroom routines and the teacher's instructions with verbal clues, they respected and followed classroom routines independently in December.

Government school students participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities with verbal clues in October, they participated activities independently in December.

Likewise, private school students participated and showed enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities with verbal clues, they participated in activities independently in December. Results were again same for both schools in December.

Government school students understood the classroom language (receptive language) and expressed (expressive language) wants, needs and ideas with support in October, they understood the classroom language with verbal clues in December. The same step was valid for the private school students.

While government school students used their bodies to communicate verbally and nonverbally with verbal clues, they used body language effectively, independently in December. In private school, students used their bodies to communicate verbally and nonverbally with verbal clues, they used body language independently in December.

At the end of the developmental form, both school students could use body language effectively.

While government school students recalled the new language from one lesson to the other with verbal clues, they recalled independently in December. However,

private school students recalled the new language from one lesson to the other with support, while they recalled the new language with verbal clues in December.

Government school students could follow the stories and understand their meaning with support, they could follow the stories with verbal clues in December. While private school students could follow the stories and understand their meaning with verbal clues, they could follow reading independently in December.

Private school students were more successful than government school students in this respect.

Government school students could work well on their own with support, they could work well individually with verbal clues in December. While private school students could work well on their own with verbal clues in October, they could work well individually in December.

Government school students could follow proper eating etiquette with verbal clues in October, they could follow independently in December. The same step was seen in private school students.

Government school students could use toilet/lavatory independently with verbal clues, whereas in December, they could use toilet/lavatory independently. Private school students could use toilet/lavatory independently both October and December.

While government school students interacted with others with verbal clues in October, they interacted well with others independently in December. In private school, students interacted with others independently both in October and December.

As a conclusion, there were many similarities between government and private school students. In December, the results were almost the same. Private school students had more English lesson hours at school than government school students. However, government school students were more motivated than private school students.

To sum up, some clues to teach English and personal observations have been given with relevance to story based teaching to young learners.

Some examples of how teachers make a good plan to manage skills are given. It is diffucult to catch the young learners' attention on when they are at the play age, that's why their Curriculum is combined with Content Language Integrated Learning. Tables show that young learners have improved linguisticaly and bodily.

In this thesis, developmental form has been applied as pre-test and post-test for both government and private school primary students. A comparison has been made. As a conclusion, there are many similarities between government and private school students. In December the results were almost the same. Private school students had more English lesson hours at school than the government school students. Government school students were more motivated than the private school students.

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KONYA

T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 48178250-300-E.33889 20/06/2017
Konu : Araştırma İzni (Türkan GÜLTEKİN)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 05/06/2017 tarihli ve 71052239-300-E.30476 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi Türkan GÜLTEKİN'in "A Study on Use of Drama and Story Telling in Teaching English To Yonug Learners in Private Schools Comparewith Government Schools"adlı tezi kapsamında araştırma yapma isteği ile ilgili Antalya Valiliği İl Milli Eğitim Müdürlüğü'nün 14.06.2017 tarih ve E.8998200 sayılı yazısı ekte gönderilmiştir.
Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof.Dr. Tahir YÜKSEK
Rektör Yardımcısı

Ek: Resmi Yazı ve Ekleri (5 Sayfa)

Adres: Nişantaşı Mah. Dr. Hulusi Baybal Cad. No:12 Kat 18 Selçuklu/KONYA
Telefon: 0332 221 06 00 Faks: 0332 236 21 85 Elektronik Ağ: http://www.konya.edu.tr
Gül Hümeyra ARSLAN
0332 221 06 08

5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile üretilmiştir.
Evrak teyidi https://ebyssorgu.konya.edu.tr adresinden DZGP-I1G3-8OGA kodu ile yapılabilir

T.C.
ANTALYA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 98057890-605.01-E.8998200 14.06.2017
Konu: Anket Uygulaması

NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)
KONYA

İlgi :06/06/2017 tarih ve 7734 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı, Tezli Yüksek Lisans Programı öğrencisi Turkan GÜLTEKİN'in "**A Study on Use of Drama and Story Telling in Teaching English To Yonug Learners in Private Schools Comparewith Government Schools** " başlıklı araştırmasını İlimiz Muratpaşa Özel Envar İlkokulu, Kepez Gülgün Nihat Ömür İlkokulunda uygulama isteği ile ilgili 06/06/2017 tarih ve 7734 sayılı yazıları, İl Milli Eğitim Müdürlüğü Araştırma Değerlendirme ve İnceleme komisyonumuz tarafından, 13/06/2017 tarihinde incelenerek **"Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi"** gereğince uygun görülmüş olup, Müdürlüğümüzün 14/06/2017 tarihli ve 8919675 sayılı onayı ve uygulanacak veri toplama araçları onaylanarak ekte gönderilmiştir.

Müdürlüğümüz ve Üniversiteniz arasında yapılan "**Eğitim İşbirliği Protokolü**"nün **5. Maddesinin "d"** bendinde yer alan "**Yapılan Çalışmaların Sonuçları Taraflarca Paylaşılır**" hükmü gereğince; araştırmanın bitiminde, sonuç raporunun iki örneğinin CD ortamında (başvuru sahibinin ekte örneği bulunan dilekçe ile) Müdürlüğümüz Ar-Ge bürosuna gönderilmesi hususunda;

Gereğini arz ederim.

Mehmet KARAKAŞ
Müdür a.
Müdür Yardımcısı

GÜVENLİ ELEKTRONİK İMZALI
ASLI İLE AYNIDIR
15 Haziran 2017
Murat YÜKSEL

EKLER:
1- Onay ve ekleri (3 sayfa)
2-Dilekçe Örneği(1 sayfa)

Antalya İl Milli Eğitim Müdürlüğü
Soğuksu Mah. Hamidiye Cad. MERKEZ/ANTALYA
E-posta: projeler07@meb.gov.tr
Ayrıntılı bilgi için: Mehmet KARAKAŞ Md. Yrd.
Tel: (0 242) 238 60 00
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Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden 9abf-527b-3af3-a548-e497 kodu ile teyit edilebilir.

T.C.
ANTALYA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 98057890-20-E.8919675 14.06.2017
Konu : Anket Uygulaması

İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE
ANTALYA

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı, Tezli Yüksek Lisans Programı öğrencisi Türkan GÜLTEKİN'in **"A Study on Use of Drama and Story Telling in Teaching English To Yonug Learners in Private Schools Comparewith Government Schools "** başlıklı araştırmasını İlimiz Muratpaşa Özel Envar İlkokulu, Kepez Gülgün Nihat Ömür İlkokulunda uygulama isteği ile ilgili 06/06/2017 tarih ve 7734 sayılı yazısı, İl Milli Eğitim Müdürlüğü Araştırma Değerlendirme ve İnceleme komisyonumuz tarafından, 13/06/2017 tarihinde incelenerek **"Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi"** esaslarına uygun olduğu tespit edilmiştir.

Komisyonumuzca, **"A Study on Use of Drama and Story Telling in Teaching English To Yonug Learners in Private Schools Comparewith Government Schools "** isimli araştırmasını ,İlimiz Muratpaşa Özel Envar İlkokulu, Kepez Gülgün Nihat Ömür İlkokulunda öğrenim gören 2.sınıf öğrencilerine, Okul Müdürlüklerinin bilgisi, takibi ve sorumluluğunda, bahse konu Genelge ve çalışma takvimi doğrultusunda, eğitim-öğretim faaliyetlerini aksatmaksızın yapılması,

Söz konusu araştırmanın bitimine müteakip; sonuç raporunun iki örneğinin CD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmesi kaydıyla uygulanması, Komisyonca uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde, Valilik Makamının 23/02/2015 tarih ve 5347 sayılı yetki devrine göre olurlarınıza arz ederim.

Mehmet KARAKAŞ
Müdür a.
Müdür Yardımcısı

OLUR
14.06.2017

Yüksel ARSLAN
Vali a.
İl Milli Eğitim Müdürü

Antalya İl Milli Eğitim Müdürlüğü
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MONTHLY DEVELOPMENT FORM

CLASS:
MONTH :

		INDEPENDENT (bağımsız)	VERBAL CLUE (sözel ipucu)	SUPPORTING (destekleyerek)
PSYCHOMOTOR DEVELOPMENT 1. UNDERSTANDING OF CLASSROOM ROUTINES and TEACHER'S DIRECTIONS:				
Tidy up your toys.				
Arrange your chairs.				
Stand in a circle.				
Sit down				
Stand Up				
Line up!				
On the wall, please!				
Voice level 0-1-2-3				
Please be quiet!				
Change your shoes.				
Put on your jacket.				
In the line./Arms forward.				
Let's go.				
Wash your hands/mouth.				
Hands on your lap.				
Enjoy your meal – Breakfast, Lunch, Brunch/Snacks				
Finish your food.				
Hello/Hi				
Yes and/or No				
Good Morning/Good Afternoon				
Can I drink water please?				
Can I go to toilet please?				
Can I play toys please?				
LANGUAGE DEVELOPMENT 2.STRUCTURES and VOCABULARY				
What shape is it/this?	It/This is a (circle). *Shapes: Circle, square, rectangle, triangle, oval, star, heart, diamond*			
What color is it/this?	It is (a) (purple) (oval) *Review on Colors:* *Purple, yellow, orange, red, green, blue, pink, white, black, Brown, grey*			
Revision on Classroom Objects:	*Pencil, book, notebook, eraser/rubber, sharpener, scissors, glue, crayon, pencil case, schoolbag, marker*			
Expressing possesion.	This is my (book).			
Do you have a (sharpener)?	Yes, I have a (sharpener). No, I don't have a (sharpener).			
What is your favorite classroom object?	My favorite classroom object is a (pencil).			
How many (pencils) do you have?	I have (three) (pencils). *Review on Numbers 0-20*			

EMOTIONAL DEVELOPMENT 3. ABOUT ME		INDEPENDENT (bağımsız)	VERBAL CLUE (sözel ipucu)	SUPPORTING (destekleyerek)
Parts of the FACE I have (a) (face).	Face – eye, nose, mouth, ear, tongue, tooth/teeth			
Touch your (face).				
Parts of the BODY I have (a) (head)	Body – head, arm, leg shoulder, knee, toe, hair, finger, hand, foot/feet			
Touch your (feet)	1 foot , 2 feet			
I have (long) (hair) (He) has (short) (hair)	Adjectives: long, short, big, small			
Do you have (green) (eyes)?	Yes, I have (green) (eyes). No, I have (blue) (eyes).			
FEELINGS Happy, sad, scared, angry, sleepy, ill, surprised, tired				
How are you?	I am (happy			
Are you (sad)	Yes, I am (sad).			
Is (he) (happy)?	Yes, (he) is (happy). No, (he) is (sad).			
COGNITIVE DEVELOPMENT 4. DEVELOPMENT /PROGRESS				
Develops gross motor skills through performance and miming actions in the songs, story, dramatic play a games.				
Develops pre-reading/writing and observational skills.				
Develops creative skills by making art/craft work and/or Kitchen Activity: *Halloween Pumpkin and Ghost Masks,* *Red Cross and Crescent Hats,* *Ataturk's Mausoleum,* *Autumn Tree,* *Open Faced Egg Sandwich.*				
Develops social skills by following commands.				
Develops confidence and self-esteem.				
Improves vocabulary with words that start with the letters A-B-C-D-E of the English Alphabet.				
Improves fine motor skills by matching, tracing, drawing and colouring.				
SELF -CARE DEVELOPMENT 5. GENERAL OBSERVATIONS				
Respects and familiarize classroom rules and follows classroom routines and the teacher's directions.				
Participates and shows enjoyment in singing songs, playing games, storytelling, art/craft making, circle-time, flashcards and interactive board activities.				
Understands the classroom language (receptive language) and expresses (expressive language) wants, needs and ideas.				
Use body to communicate verbally and nonverbally.				
Recalls the new language from one lesson to the other.				
Can follow the stories and understand their meaning.				
Can work well on his/her own.				
Can follow proper eating etiquette.				
Can use toilet/lavatory independently.				
Interacts with others				

KONYA	**T.C.** **NECMETTİN ERBAKAN ÜNİVERSİTESİ** **Eğitim Bilimleri Enstitüsü Müdürlüğü**	NECMETTİN ERBAKAN ÜNİVERSİTESİ KONYA SOSYAL BİLİMLER ENSTİTÜSÜ

ÖZGEÇMİŞ

Adı Soyadı:	Türkan GÜLTEKİN	İmza:	
Doğum Yeri:	Antalya		
Doğum Tarihi:	01.10.1987		
Medeni Durumu:	Evli		

Öğrenim Durumu

Derece	Okulun Adı	Program	Yer	Yıl
İlköğretim	Akdeniz Koleji	İlkokul	Antalya	1997
Ortaöğretim	Akdeniz Koleji	Ortaokul	Antalya	2000
Lise	Akev Koleji	Lise	Antalya	2004
Lisans	Selçuk Üniversitesi	İngilizce Öğretmenliği	Konya	2011
Yüksek Lisans	Necmettin Erbakan Üniversitesi	İngiliz Dili Eğitimi	Konya	2017

İş Deneyimi:	Kids Aloud Ana okulu tam zamanlı İngilizce Öğretmenliği, 2011, Antalya Adile Teyze Kids Club tam zamanlı İngilizce Öğretmenliği, İngilizce Eğitim Koordinatörlüğü, 2012-2013, Antalya Özel Antalya Envar İlkokulu, İngilizce Öğretmenliği 2013-2017 Özel Bilfen Koleji, Antalya, 2017-2018
İlgi Alanları:	Roman okumak, yürümek
Tel:	5070370890
Adres	Meydan Kavağı Mah. Perge bulvarı Orkar sit. B blk kat:2 daire:4 No:28 Muratpaşa/ Antalya