

T.C.
Mersin Üniversitesi
Sosyal Bilimler Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Bilim Dalı

AN EVALUATION OF THE ENGLISH CURRICULUM
IMPLEMENTED AT THE 4th AND 5th GRADE PRIMARY STATE SCHOOLS:
THE VIEWS OF THE TEACHERS AND THE STUDENTS

Vacide ERDOĞAN

YÜKSEK LİSANS TEZİ

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SUMMARY

This study was carried out in order to evaluate the English curriculum that is implemented at the 4th and 5th grades of primary state schools under the light of the teachers' and the students' views about it.

In order to reveal the teachers' views on the content and the sequence of the content, consistency of the content with the objectives and the implementation of the curriculum, a research instrument specially developed for this study was distributed to 130 teachers who teach English to the 4th and 5th grade students in different primary state schools in Mersin. For revealing the students' views on the program, 40 randomly selected students from different primary state schools were interviewed individually.

In order to analyze the teachers' opinions on the already existing curriculum, the reactions of the teachers to each statement and their frequencies and percentages were calculated separately and presented in tables. For the analysis of the data, SPSS 9.05 package program on the computer was used.

The data gathered from the interviews with children were classified according to the common responses of the children. After the classification, their frequencies and percentages were calculated. The interpretations and comments on the children's opinions about the English curriculum were made according to these findings.

As a result of the findings, it was found out that although the teachers think that the content and the objectives are consistent, they do not totally appreciate the content and its sequence in the curriculum. Besides, it is indicated that the existing curriculum is not completely applicable unless some revisions and changes are made. The teachers believe that two-hour time per week is inefficient to accomplish the program and reach the aim of the existing curriculum. Findings related to the interviews with children reveal that children are pleased to be learning English at the 4th and 5th grades.

At the end of data analysis and findings, it was found out that both the teachers and the students find it useful to start learning English at the 4th grade if some changes are made according to the views of the teachers and the students, and efficient amount of time is provided.

Key words: Teaching a foreign language to children, curriculum development, curriculum evaluation, primary school English program

**DEVLET OKULLARI İLKÖĞRETİM 4. ve 5. SINIFLARDA UYGULANMAKTA
OLAN İNGİLİZCE PROGRAMININ DEĞERLENDİRİLMESİ:**

ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ

ÖZET

Bu çalışma, devlet okulları ilköğretim 4. ve 5. sınıflarda uygulanmakta olan İngilizce programını öğretmen ve öğrenci görüşleri ışığında değerlendirmek amacıyla yapılmıştır.

Öğretmenlerin içerik ve içeriğin dizini, içerik ile program hedeflerinin tutarlılığı ve programın uygulanmasına yönelik görüşlerini ortaya çıkarmak amacı ile bu çalışma için geliştirilmiş olan ölçme aracı, Mersin’de yer alan farklı okulların 4. ve 5. sınıflarında İngilizce derslerine girmekte olan 130 öğretmene uygulanmıştır. Öğrencilerin programa ilişkin görüşlerini ortaya çıkarmak için ise farklı okullardan seçkisiz olarak seçilmiş 40 ilköğretim öğrencisi ile birebir görüşme yapılmıştır.

Öğretmenlerin hali hazırda uygulanmakta olan programa yönelik görüşlerinin analizi için, her bir ifadeye göstermiş oldukları tepkiler ve bunların frekans ve yüzdeleri alınarak ayrı tablolar halinde sunulmuştur. Verilerin analizi bilgisayar ortamında, SPSS 9.05 paket programı kullanılarak yapılmıştır.

Öğrencilerle yapılan birebir görüşmeler sonucunda elde edilen veriler ise ortak verilen cevaplara göre sınıflandırılmıştır. Öğrencilerin programa ilişkin görüşleri, bu sınıflandırmayla elde edilen frekans ve yüzdelerine göre değerlendirilmiştir.

Bulguların sonucunda, öğretmenlerin, içerik ile hedeflerin tutarlı olduğunu düşüncelerine rağmen, içeriği ve programdaki dizinini tam anlamıyla onaylamadıkları ortaya çıkmıştır. Bunun yanı sıra, uygulanmakta olan programın bazı yenilik ve değişiklikler yapılmadığı sürece bütünüyle uygulanabilir olmadığı belirtilmiştir. Öğretmenler, haftada iki saatlik zaman diliminin programı uygulamak ve hedeflerine

ulařmak için yetersiz olduđunu düşünmektedirler. Öğrencilerle yapılan görüşmelerden elde edilen bulgular göstermektedir ki öğrenciler 4. ve 5. sınıflarda İngilizce öğreniyor olmaktan son derece memnunlar. Verilerin analizi ve bulgular sonucunda öğretmen ve öğrencilerin 4. sınıfta İngilizce öğrenmeye başlamanın kendi görüşleri çerçevesinde bazı değişiklikler yapıp yeterli zamanın sağlanması durumunda faydalı olacağını düşündükleri ortaya çıkmıştır.

Anahtar kelimeler: Çocuklara yabancı dil öğretimi, program geliştirme, program değerlendirme, ilköğretim okulları İngilizce programı

| CONTENTS | Number of Page |
|---|-----------------------|
| ACKNOWLEDGEMENTS..... | i |
| SUMMARY..... | ii |
| ÖZET..... | iv |
| CONTENTS..... | vi |
| LIST OF TABLES..... | ix |
| INTRODUCTION..... | 1 |
| CHAPTER I | |
| REVIEW OF LITERATURE..... | 5 |
| I. 1. Principles of Learning and Language Learning..... | 5 |
| I. 2. Characteristics of Children as Learners..... | 10 |
| I. 3. Age and Language Learning..... | 13 |
| I. 3. 1. Second Language Acquisition (SLA) Theory and Children’s Language Learning..... | 16 |
| I. 3. 2. Critical Period Hypothesis..... | 19 |
| I. 3. 3. Krashen’s Input Hypothesis..... | 21 |
| I. 4. Teaching a Foreign Language to Children | 23 |
| I. 4. 1. The Whole-Language Approach for Teaching English to Children..... | 24 |
| I. 4. 2. Activities for Teaching English to Children..... | 25 |
| I. 4. 3. Nature of Language Used in Children’s Language Classroom..... | 28 |
| I. 5. Curriculum Development | 32 |
| I. 5. 1. Components of Curriculum Development..... | 34 |

| | |
|--|----|
| I. 5. 2. Syllabus Design..... | 38 |
| I. 5. 2. 1. The Content of the Curriculum..... | 41 |
| I. 5. 2. 2. The Structural Syllabus..... | 46 |
| I. 5. 2. 3. The Functional- Notional Syllabus..... | 48 |
| I. 5. 2. 4. The Situational Syllabus..... | 50 |
| I. 5. 2. 5. The Skill-Based Syllabus..... | 51 |
| I. 5. 2. 6. The Task-Based Syllabus..... | 52 |
| I. 5. 2. 7. The Content-Based Syllabus..... | 53 |
| I. 6. Teaching English as a Foreign Language at Primary State Schools in Türkiye..... | 54 |
| I. 6. 1. Goals and Objectives of the Language Teaching Curriculum at Primary Schools..... | 57 |
| I. 6. 1. 1. Specific Objectives..... | 57 |
| I. 6. 1. 2. The Content of the Curriculum and the Course Books..... | 64 |

CHAPTER II

| | |
|---|-----------|
| METHOD..... | 67 |
| II. 1. The Participants of the Study..... | 67 |
| II. 2. Data Gathering Techniques..... | 67 |
| II. 3. Procedure..... | 69 |
| II. 4. Data Analysis..... | 70 |

CHAPTER III

| | |
|------------------------------|----|
| FINDINGS AND DISCUSSION..... | 71 |
|------------------------------|----|

| | |
|---|-----|
| III. 1. Findings and Discussions Related to the First Research Question..... | 71 |
| III. 1. 1. Findings and Discussions Related to the Research Question “1 a”..... | 71 |
| III. 1. 2. Findings and Discussions Related to the Research Question “1 b”..... | 79 |
| III. 1. 3. Findings and Discussions Related to the Research Question “1 c”..... | 87 |
| III. 1. 4 Findings and Discussions Related to the Open-ended Questions of the Research Instrument..... | 96 |
| III. 2. Findings and Discussions Related to the Second Research Question..... | 98 |
| CONCLUSION..... | 104 |
| BIBLIOGRAPHY..... | 111 |
| APPENDICES | |

LIST OF TABLES

| | |
|---|----|
| Table 1: Distribution of the Units According to the Topics for the 4 th Grades | 60 |
| Table 2: Distribution of the Units, Suggested Class Hours per Each Unit, and the Number of the Objectives That They Serve for the 4 th Grades..... | 61 |
| Table 3: Distribution of the Units According to the Topics for the 5 th Grades..... | 61 |
| Table 4: Distribution of the Units, Suggested Class Hours per Each Unit, and the Number of the Objectives That They Serve for the 5 th Grades..... | 62 |
| Table 5: The Content Moves from More Particular to More General..... | 71 |
| Table 6: The Content Moves from Simple to Complex..... | 72 |
| Table 7: The Content Moves from the Familiar to the Unfamiliar..... | 72 |
| Table 8: There is an Order in the Sequence of Social Context of the Content..... | 73 |
| Table 9: It is Possible to See the Previous Topics in the next Steps..... | 73 |
| Table 10: Newly Introduced Items are Related to and Contrasted with Items Already Familiar to the Learners..... | 74 |
| Table 11: Different Parts of the Content Relates to the Whole..... | 74 |
| Table12: The Content is Sequenced Considering the Functions and Meanings rather than Structures..... | 75 |
| Table13: The Content Allows Students to Differentiate Between Formal and Informal Use of Language | 75 |
| Table 14: Language is Presented in Chunks..... | 76 |
| Table 15: The Content is Appropriate for Students to use the Language in a Short Course of Time in their Life..... | 77 |
| Table 16: The Content Allows Students to Work with Visual Aids..... | 77 |
| Table 17: Language Skills (listening, speaking, reading and writing) are Integrated in | |

| | |
|--|----|
| Each Unit throughout the Content..... | 78 |
| Table 18: In the Content, Vocabulary is Presented in a Thematic, Purposeful Way in Meaningful Contexts..... | 79 |
| Table 19: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in terms of Teaching the Themes Concerning the Numbers such as Telling the Time, Telling the Phone Number, Talking about the Age, etc..... | 80 |
| Table 20: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching the Imperatives..... | 80 |
| Table 21: The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching pronouns..... | 81 |
| Table 22: The Content Includes Efficient Amount of Activities for Teaching the Objects in the Environment..... | 81 |
| Table 23: The Content is Efficient for Learners to Make use of Basic Sentence Patterns..... | 82 |
| Table 24: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching Colors..... | 82 |
| Table 25: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Talking and Asking about the Time..... | 83 |
| Table 26: The Content is Efficient in terms of the Amount of the Vocabulary Related to “Family”..... | 83 |
| Table 27: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in terms of Teaching the Days of the Week, Months, Seasons, Weather, and Other Time Expressions..... | 84 |

| | |
|---|----|
| Table 28: The Content is Efficient to Allow Students to Ask for and Answer about the Objects around Them..... | 84 |
| Table 29: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of the Adjectives Used for Describing the Things in and Around..... | 84 |
| Table 30: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of the Patterns Used for Expressing Daily (Routine) Activities Using the Simple Present Structure..... | 85 |
| Table 31: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of the Patterns Used for Expressing the Events on Progress..... | 85 |
| Table 32: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching How to Talk about People's Abilities..... | 85 |
| Table 33: The Content is Efficient for Pointing the Differences between Singularity and Plurality at both Sentence and Vocabulary Levels..... | 86 |
| Table 34: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Encouraging the Learners to Use the Language Creatively..... | 86 |
| Table 35: The Content Allows Developing Realistic Activities to Promote the Learning of Communicative Skills and Strategies which are Transferable to Real-life Communication..... | 87 |
| Table 36: The Topics in the Content are Reflected in Authentic Materials..... | 88 |
| Table 37: The Content Allows Students to Learn Useful Classroom Discourse..... | 88 |

| | |
|--|----|
| Table 38: As a Part of the Content, the Course Books We Use and the Visuals in them can Function as a Facilitator for Students' Learning Adequately..... | 89 |
| Table 39: The Content Allows Students to Learn the Language by Doing..... | 89 |
| Table 40: The Content Allows Students to Work in Pairs or Groups..... | 90 |
| Table 41: In the Content, Games are Estimated as a Tool for Teaching rather Than Time-Filler at the end of the Lesson..... | 91 |
| Table 42: In the Curriculum, Spoken English is well Designed to Equip Learners for Real-Life Interactions..... | 91 |
| Table 43: Pronunciation Work is Built on to Other Types of Work, such as Listening, Dialogue Practice, etc Rather than Standing Separately..... | 92 |
| Table 44: As a Language Teacher, I do not Need any Extra Materials to Cope with a Subject in the Curriculum..... | 93 |
| Table 45: As a Language Teacher, I do not Need to Simplify the Structure of Sentences..... | 93 |
| Table 46: As a Language Teacher, I See That Topics are Attractive and Interesting to My Learners..... | 94 |
| Table 47: The Curriculum is Flexible..... | 94 |
| Table 48: There is Sufficient Material of Genuine Interest to Learners..... | 95 |
| Table 49: As a Language Teacher, I Think the Time is Sufficient for Covering the Curriculum..... | 95 |
| Table 50: Students' Responses Related to Their Use of Language Skills..... | 99 |

INTRODUCTION

Background of the Study

The rapid developments in science and technology have increased the amount of the knowledge and behaviours that are to be acquired within the changing world. Education has become the prominent part of this change as it is transmitter of improvements and changes to generations. With this respect, several views have been put forward to in various fields of education including foreign language teaching. In spite of the arguments on the optimal starting age for a foreign language, foreign language courses have taken place in the primary state schools' curriculum with the idea that learning a language is important and necessary for following developments in science and technology, and that earlier start to language leads to a better understanding of it (MEB, 2000:181).

If education is defined as the process of changing behaviours in a deliberate way through experiment (Ertürk, 1992: 12), we can realize that it is vital to plan and control each phase of this process in order to reach the intended result (Özçelik, 1984: 4). The mechanism that provides this discipline is the curriculum that is developed and implemented at schools.

To Celce-Murcia, a curriculum should reflect the social, political, and cultural properties the society that it is applied to (2000: 184). Therefore, curriculum is a frame for analysis of needs, determination of goals and objectives, selection and organization of content, planning of teaching-learning process, development of materials, and planning assessment.

The social environment and needs of the learners are to be analyzed carefully in order to set goals and specific objectives for the curriculum. Thus, Erden and Akman suggest that in the development of curriculum, the language acquisition process of children

should not be ignored as the processes of language and cognitive development are parallel to each other (2002: 80). Piaget and Inhelder point out that children learn language with combination of their cognitive development and linguistic experiences (Brown, 2001: 90). Hence, curriculum is supposed to take the learners' past, present, and future lives into consideration, and make it meaningful to learn a language since children are focused on the use of language. Otherwise, they are not interested in what they do not make use of in the course of learning time. In this case, the selection and organization of the content of the language that they are exposed to is an important factor to be weighed. Brown suggests the whole language approach for making the learning more meaningful (2001: 90). He claims that when it is presented in separate parts, children have difficulty in bringing them together and comprehending the relationship among those parts. For meaningful learning to occur, the teaching should enable the learners to differentiate between necessary and unnecessary items and reorganize them. Thus, organizing the items from concrete to abstract, and from known to the unknown in a recycling way functions as facilitator in the teaching-learning process. Besides, Edward and Stringate (1995) argue that the efficiency of the content depends on its consistency with the learners' real-life situations, and this can be determined through evaluation of the curriculum with its components. According to Stern (1991: 441), evaluation is a quality control of the curriculum in answer to two main questions:

1. Has the curriculum selected goals and a content which are sound and educationally justifiable?
2. Is the instruction of a kind that will lead to success among the students to whom the curriculum is directed?

The necessary changes and developments should be made in accordance with the results of the evaluation. Such a process is supposed to influence the farther studies in a

positive way (Senemoğlu, 1997: 430). Keeping all these factors in mind, there is a necessity for evaluating the curriculum of the fourth and the fifth grades' English language program that is implemented at primary state schools from the views of the teachers and the students. It is thought that such a study would help to take precaution for probable problems and contribute to future curriculum development studies.

Research Questions

1. What are the teachers' views about the 4th and 5th grade primary school English curriculum?
 1. a. What are the teachers' views about the content and its sequence?
 1. b. What are the teachers' views about the consistency of the objectives with the content?
 1. c. What are the teachers' views about the implementation of the curriculum?
2. What are the primary school students' views about the English curriculum?

Assumptions

In this study, it was assumed that the audience gave sincere answers to the research instrument. It was also assumed that the primary school students stated their real opinions about the English classes during the interviews.

Limitations of the Study

1. This study is limited with 130 participant teachers, who teach English at the fourth and the fifth grades at primary state schools in Mersin and 40 primary school students.
2. This study is limited with the 2003-2004 academic year.

Purpose and Significance of the Study

The aim of this study is to evaluate the content of the available English language curriculum of the fourth and the fifth grades in the light of the teachers' and the students' views in a descriptive way.

Until 1997, Turkish students used to learn a foreign language when they start the secondary education. With the law of eight-year basic and compulsory education, English as a foreign language has appeared in the curriculum of the primary state schools and the students started to learn English at the fourth grade, at the age of 10-11 in our country. That is to say, foreign language classes at primary school are new to both children and to teachers of English. Teachers are to work with a new audience and with a new curriculum which has not been experienced before. In this respect, such a study on the curriculum is important for it defines the qualifications of the content under the light of the comments of language teachers who work with this curriculum and the students who are exposed to this program.

CHAPTER I

REVIEW OF LITERATURE

I. 1. Principles of Learning and Language Learning

Learning is explained as a relatively permanent change in a behavioral tendency and the result of reinforced practice. Breaking down the components of the definition of learning, Brown (2000:7) extracts domains of research and inquiry as follows:

1. Learning is acquisition or ‘getting’.
2. Learning is retention of information or skill.
3. Retention implies storage, systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Language learner brings all these and more variables into play in the learning process. Brown (2000: 2-4) states that language learning is a process that may be approached as a multitude of questions that are being asked about this process. The main question include the “who, what, how, when, where and why.”

The first question to be asked is “who does the learning and teaching?” Certainly, the answer is the learner and teacher. However, the crucial point here is that “who these learners are.” Their native languages, level of education, intellectual capacities, their parents, personalities and socioeconomic status are all to be answered. These questions focus attention on some of the crucial variables affecting both learners’ success in acquiring a foreign language and teachers’ capacities enable learners to achieve that acquisition.

The other question includes the “what”. What is that the learner must learn and the teacher teach? What is communication? What is language? What does it mean to know how to use a language? What are the linguistic differences or similarities between the first (L1) and the second (L2) language?

The “how” question concerns how learning takes place. How can a person ensure success in language learning? What cognitive processes are utilized in second language learning (SLL)? In what way does the learner learn? What is the optimal interrelationship of cognitive, affective, and physical domains for successful language learning?

Another crucial point in language learning is when SLL takes place. The differential success of children and adults learning an L2 is one of the key issues in second language research and teaching. According to the common observations, as it was stated before, children are better learner of language. It is true that the age of learning makes a difference. However, cognitive and emotional developmental changes of childhood and young adulthood affect language learning and acquisition in some way (Brown, 2000: 3). Other “when” questions concern the amount of time spent in the activity of learning the L2. Is the learner exposed to two or three hours a week in the classroom or a seven-hour day in an immersion program?

Another point is the environment that learning takes place. Are the learners attempting to acquire or learn the L2 within the culture and linguistic milieu of the L2, or are they focusing on a foreign language context in which L2 is heard and spoken only in an artificial environment.

Finally, the most encompassing of all questions: Why are the learners attempting to acquire or learn the L2? What are their purposes? Are they motivated by the achievement of a successful career? By passing a foreign language requirement? Or by wishing to identify closely with the culture and people of the target language?

Under the light of these questions, the L2 teacher, with eyes wide open to the total picture, needs to form an integrated understanding of the many aspects of the process of SLL.

It is inevitable that language learning and teaching process is explained through the principles of cognitive psychology, learning theories, and SLA theories. Piaget and his colleagues have demonstrated that children in primary or elementary school are at the developmental stage of concrete operations. If this principle was extended to the foreign language teaching and learning setting, it would mean that children in language classes need to be active rather than passive. They need to be working on meaningful tasks and use the language actively to accomplish those tasks.

Another point regarding children's learning is, as Vigotsky (Kral, 1994: 257) maintains, children learn in social contexts, in groups, where some group members know more than others do. The ones who know better may be either peers or adults. This principle suggests that children need not only hands-on or direct experiences, but also experiences where they are interacting with and learning from others. In the case of language learning, an implication can be that children need to use the new language with each other and with the teacher.

A basic principle of both L1 and L2 acquisition is that acquisition occurs through learners figuring out how the language works, and through learners making and testing out hypotheses about the language. Lindfor (Kral, 1994: 257) suggests that language acquisition involves the cognitive work of creative construction concerning the rules of the language. In terms of the classroom context, learners need opportunities to use and to experiment with the new language. Another implication is that mistakes are a natural and inevitable part of language learning. This suggests that the habit-formation interference view of second or foreign language learning is not sufficient. Furthermore, activities that

require children to try out their English in order to accomplish these activities are called for.

Another basic principle of first and second language development is that language acquisition occurs through social interaction, through having to use the language with others in authentic communication settings. Language develops as speakers try out the language in a discourse pattern. What is crucial is that meaning is constructed jointly, as interlocutors work together both to be understood and to understand each other (Ellis, 1997: 103).

These implications naturally lead us to another implication that theories of learning and SLA should be taken into account in the case of curriculum development, the choice of the teaching methods, and classroom organizations. These principles also suggest an approach in which the teacher uses English to introduce and oversee the activities to talk with children as they work together.

As it is stated above, teaching to children has been profoundly affected by the work of Piaget, who identified four stages of cognitive and affective development in childhood and adolescence. Child develops cognitively through active involvement with the environment. Each step of development is integrated with each other. As the stages directly relates to the development of children, language teachers of children should take these stages into account during the teaching-learning process. These stages are:

- 1.The stage of sensory-motor intelligence (0-2 years)

During this stage, behavior is primarily motor. The child does not internally represent events and thinks conceptually.

- 2.The stage of preoperational thought (2-7 years)

This stage is characterized by the development of language and other forms of representation and rapid conceptual development. During this stage, reasoning is pre-logical or semi-logical, and children tend to be very egocentric.

3. The stage of concrete operations (7-11 years)

During these years, the child develops the ability to apply logical thought to concrete problems.

4. The stage of formal operations (11-15 years)

Children's cognitive structures reach their greatest level of development at this stage.

The child becomes able to apply logical reasoning to all classes of problems.

Thinking skills of most children in elementary school language programs are at the concrete stage, and experience plays a major role in learning. Brown (2000: 60) states that a critical stage for effects of age on SLA appears to occur, in Piaget's outline, at puberty (age ten-eleven). It is at this level that a person becomes capable of abstraction, of formal thinking which transcends concrete experience and direct perception. In this respect, Ausebel (Brown, 2000: 61) maintains that adults learning a second language can profit from certain grammatical explanations and deductive thinking that obviously pointless for a child. Furthermore, Ronansky notes that initial language acquisition takes place when the child is highly centered (Brown, 2000: 61). He is not only egocentric at this time, but when faced with a problem, he can focus on one dimension at a time. This lack of flexibility and lack of decentration may well be a necessity for language acquisition.

Young children are generally not aware that they are acquiring a language, nor are they aware of societal values and attitudes placed on one language or another. Brown (2000: 63) interestingly points out that comparisons of adult and child language learning almost always refer that in the case of children, to natural untutored learning; and for adults, to the classroom learning of a second language. Even so, many foreign language

classrooms around the world still utilize an excessive number of rote-learning procedures. Then, if adults learning a foreign language by rote methods are compared with children learning a second language in a natural, meaningful context, the child's learning will seem to be superior. However, Brown notes, the cause of such superiority may not be in the age of the person, but in the context and the way of learning. The child happens to be learning language meaningfully, and the adult is not.

I. 2. Characteristics of Children as Learners

Characteristics of learners have crucial importance in the process of learning and teaching language at any phase. From developing curriculum to putting it into practice, their linguistic developments and cognitive levels should be taken into consideration for the teaching-learning process to be successful. Brown (1995: 4) lists five categories concerning the particular characteristics of children who are the learners of English as a foreign or second language. They are as follows:

1. Intellectual development:

Since children up to the age of about eleven are still in an intellectual stage of what Piaget called concrete operations, their limitations should be kept in mind. The content to be taught should be selected carefully and teachers should approach the rules, explanations, and other even slightly abstract talks about language with an extreme caution. Children cannot grasp the meta-language used to describe and explain linguistic concepts and they have little appreciation of adult notions of correctness. That is to say teachers and materials such as course books should avoid using grammatical terms like "present progressive, relative clause, etc". Instead, such grammatical points, especially at the upper levels of childhood, can be emphasized by showing them certain patterns and examples.

2. Attention Span:

Children can stay in front of television for a long time to watch a cartoon. However, the short attention spans come up when they are presented something boring, useless, or too difficult. Since language classes can sometimes be difficult for them, the content should be prepared interesting and lively. As indicated at the beginning, children are focused on the immediate here and now. Therefore, activities should be designed to capture their immediate interests and use of the language. An English lesson for children needs to have a variety of activities to keep interest and attention alive. The subject matter should be made animated and enthusiastic. A sense of humor may take place keeping in mind that their humor is quite different from adults'.

3. Sensory Input:

According to what Piaget and his colleagues (Kral, 1994: 256) state, children learn through hands-on experiences and through manipulation of objects in the environment. Especially in primary and elementary school settings, they generally learn by doing. Thus, activities should go beyond the visual and auditory modes. Lessons need to be enriched with physical activities such as games, role-plays, etc.

4. Affective Factors:

Children are often innovative in language forms but still have a great many inhibitions. They are quite sensitive, especially to peers. They think of the reactions of their classmates when they speak English. They need the help of the teacher to overcome such barriers to learning, and teachers should be patient and supportive to build their self-esteem.

5. Authentic and Meaningful Language:

Children are focused on what the new language can actually be used for right here and now. They are less willing to put up with language that does not hold immediate rewards for them. They are good at sensing language that is not authentic. Therefore, language needs to be firmly context embedded. Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language will establish a context within which language can be received and sent, and thereby improve attention and retention. Context-reduced language which is abstract isolated and unconnected sentences are usually not tolerated by children's minds. A whole language approach is essential. That is to say the language should not be broken into too many bits. Otherwise, students may have difficulty in seeing the relationship to the whole. The case is the same with acquiring the language skills. The interrelationship among the various skills should be stressed or else they will not see the important connections.

In addition to these qualifications, Scott and Yetreberg (1990: 3-4) describes the characteristics of the children who are in elementary school as follows:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They can tell the difference between fact and fiction.
- c. They ask questions all the time.
- d. They rely on the spoken word as well as the physical world to convey and understand meaning.
- e. They are able to make some decisions about their own learning.
- f. They have definite views about what they like and do not like doing.
- g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- h. They are able to work with and learn from others.

I. 3. Age and Language Learning

Children are in a setting in which they are surrounded by language that is made meaningful because of the context and because of the way teachers speak to them. Until they are ready to begin to use it for their own purposes, they are given time to sort out the language that they hear and understand. Adults, on the other hand, are usually busy learning rules, and they attempt to apply them later in a setting in which they have something to say (Savignon, 1988: 59).

When we assume that they are second language learners, one difficulty in comparing the learning ability of children to adults is that, in many cases, children have better learning conditions than older learners; more time, attention, communicative need, opportunities for use, and so on. As a matter of fact, many research (Snow and Hoefnagel-Hönle 1978; Fathman 1975; Burstall et al 1974; cited in Littlewood, 1984: 65) show that given more or less equal opportunities, efficiency in second language learning increases with age, and that younger learners are superior only acquiring pronunciation skills.

The question of the optimal age for starting a second or foreign language also involves how long the learners are going to be studying. It is suggested that if they are intending to spend many years learning English, they might as well start as children rather than as adults since they will probably end up better speakers. On the other hand, if they are going to learn the language for a few years and then drop it, there is an advantage for adults as they reach higher standards during the same period (Cook, 1991: 85). As a matter of fact, when to teach children a second or foreign language is usually not decided by language teachers or L2 learning experts, but by the politicians and governments.

The other question is whether the use of language teaching methods should vary according to the age of the students. At particular ages, students prefer particular methods. For example, teenagers may dislike any technique that exposes them in public such as role-

play and simulation. Similarly, adults can feel they are not learning properly in play-like situations and prefer a conventional formal style of teaching. However, Cook (1991) claims, it is not the fact. Age is by no means crucial to L2 learning itself. Spolsky (Cook, 1991: 85) describes three conditions for L2 learning related to age. First, formal classroom learning requires skills of abstraction and analysis. That is to say if the teaching method requires understanding and reasoning by the student, then it is better to be older. Second, the child is more open to L2 learning in informal situations. Children are easier to teach through an informal approach. Third, the natural L2 situation may favor children. The teaching of adults requires the creation of language situations in the classroom that in some way compensate for this lack. An important characteristic of language spoken to small children is that, as it is stated in the previous sections, it should be concerned with the here and now rather than with the absent objects or the abstract topics that are talked about in adult conversations.

One of the most important points to be kept in mind while teaching children English is that activities need to be child-centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to. Many authors (e. g. Enright 1991, Genesee 1994, Philips 1993, Rig and Allen 1989, Scott and Yetreberg 1990, Vale 1995; in Celce-Murcia, 2000: 139-145) advise teachers to teach English as a foreign language (EFL) holistically and to focus on the whole child.

While teaching children, it is essential to focus on meaning rather than correctness. Focusing on the value of the activity rather than of the language is another point. Collaboration and social development is important for children while learning English. It is teachers' duty to provide a rich context, including movement, the senses, objects, subjects and pictures, and a variety of activities. It is also essential that language and the skills are

presented or taught holistically. In this respect, teachers should treat language as a tool for children to use for their own academic and social ends. Thus language should be used for authentic communication, not as an object of analysis.

The principles that underlie children's EFL classes are those of progressive education. That is teachers adjust to the child's developmental level, use materials and techniques that appeal to children, and stress communication and the expression of authentic meaning. However, this progressive stance is not always carried out in schools.

In some ways, children approach oral language differently than adults do. The role of language play within language learning is examined by Cook (Celce-Murcia, 2000: 140). It is noted that children appear more likely to play with the language and may learn through language play. They enjoy rhythmic and repetitive language more than adults do. They play with the intonation of a sentence, and most are willing to sing. They enjoy repeating a word or an utterance in a play situation. With less awareness of the ways in which languages can differ, children are more likely to laugh at the sounds of a foreign language or to be reminded of a word in the L1.

I. 3. 1. Second Language Acquisition (SLA) Theory and Children's Language Learning

There have been many ideas on the concept that children learn languages better than adults. Littlewood (1984: 65) states that for many people, it is almost axiomatic that children can learn a second language better than adults. They refer especially to immigrant families where children have learnt the language of their new community with native or near-native proficiency whereas adults always show traces of foreignness.

When placed in a local school in the L2 environment, SLA theory may help to explain the puzzling situation of children who acquire languages more quickly and within less effort, than do their parents.

The systematic study of how people acquire a second language is a fairly recent phenomenon, belonging to the second half of the 20th century. It is important that the meaning of the term “second” is explained carefully. In this context “second” can refer to any language that is learned subsequently to mother tongue. Thus, it can refer to the learning of a third or fourth language. Additionally, “second” is not intended to contrast with “foreign”. Whether you learn a language naturally as a result of living in a society where it is spoken or in a classroom setting through instruction, it is customary to speak generically of “second” language acquisition (Ellis, 1997: 3).

There have been different points of views on the issue of SLA. In many ways, theories which have been developed for SLA are closely related to theories of first language acquisition. That is, some give primary importance to learners’ innate characteristics; some emphasize the essential role of the environment in shaping language learning; still others seek to integrate learner characteristics and environmental factors in an explanation for how SLA takes place.

Language acquisition has long been thought of as a process of imitation and reinforcement. According to this behaviouristic view, children learn to speak by copying the utterances heard around them, and by having their responses strengthened by the repetitions, corrections, and other reactions that adults provide (Crystal, 1987: 237). As language development is viewed as a habit formation, it is assumed that a person learning a second language starts off with the habits formed in the first language and these habits interfere with the new ones needed for the second language (Lightbown and Spada, 2003: 35).

The limitation of behaviouristic view of SLA led in 1960s to an alternative proposal, which arose with Chomsky's theory of Universal Grammar. It was argued that children must be born with an innate capacity for language development. That is, the human brain is ready for language in the sense that when children are exposed to speech, certain general principles for discovering or structuring language automatically begin to operate. These principles constitute a child's Language Acquisition Device (LAD) (Crystal, 1987: 234). There have been different opinions on the characterization of LAD. Some have argued that LAD provides children with a knowledge of linguistic universals, such as the existence of word order and word classes; others, that it provides only general procedures for discovering how language is to be learned. It is agreed that some such notion is needed in order to explain the remarkable speed with which children learn to speak, and considerable similarity in the way grammatical patterns are acquired across different children and languages.

The main alternative account argues that language acquisition must be viewed within the context of a child's intellectual development. Cognitive psychologists working in an information processing model of human learning and performance tend to see SLA as the building up of knowledge systems that can eventually be called on automatically for speaking and understanding. McLaughlin (Lightbown and Spada, 2003: 41) states that as there is a limit to the amount of information a human can pay attention to at one time, learners have to pay attention to any aspect of the language which they are trying to understand or produce. Thus, for example, learners who are at the early stages of second language learning will probably focus on the main words in a message rather than its grammatical structure. In time, through experience and practice, they are able to use certain parts of their knowledge being unaware of it. However, it should be kept in mind

that practice is not considered something mechanical, but something which involves effort on the part of the learner.

Another point of view, connectionism, points out that the role of the environment has a greater effect than any innate knowledge on the learner. Accordingly, what is innate is simply the ability to learn, but not any specifically linguistic structure. After hearing language features in specific situational or linguistic context over and over again, learners themselves develop mental or neurological connections between these elements. These connections may be strong or weak in accordance with the frequency of situations in the learner's mind.

Some other researchers (Hatch 1992, Pica 1994, Long 1983; in Lightbown and Spada, 2003) argue that much SLA takes place through conversational interaction. According to this interactionist view, what learners need is not necessarily simplification of the linguistic forms but rather an opportunity to interact with other speakers and have feedbacks communicatively.

The complexities of SLA represent a puzzle for linguistic, psychological, and neurological scientists which will not be solved soon. It is thought that research on the theory of SLA contributes a lot to language teaching and learning, but agreement on a 'complete' theory of language acquisition is probably a long way off (Lightbown and Spada, 2003: 45).

I. 3. 2. Critical Period Hypothesis

The question of age in relation to second language learning (SLL) has been one of the most debated issues in language teaching theory for years. On this question of optimal age for SLL, several views have been proposed. One of them is based on the idea that young children, exposed to another language, seem to acquire this language rapidly and

without much effort when compared to adults' language learning. One explanation for this difference is that, as in first language acquisition, there is a critical period for SLA. The critical period hypothesis claims that there is a period during which language acquisition is easy and complete (Ellis, 1997: 67).

The American psycholinguist Lenneberg argued that language development was the result of brain maturation: the hemispheres were potentially equal at birth, with language gradually becoming lateralized in the left hemisphere. The process began at around the age of two and ended at puberty, when the brain was fully developed, and lateralization was complete. At this point, there was no longer any neural 'plasticity' which would enable the right hemisphere to take over the language function if the left hemisphere was damaged (Crystal, 1987: 263). However, Corder (1973: 114) states, "this does not mean that other sorts of human learning also are subject to a critical period, and obviously people learn second languages at all periods in later life. Additionally, the critical age hypothesis has been challenged in recent years from different points of view. Some studies on second language development of older and younger learners who are learning in similar circumstances have shown that at least in the early stages of learning, older learners are more efficient than younger ones. In educational research, it has been reported that learners who began learning a second language at the primary school level did not do better in the long run than those who began in early adolescence (Lightbown and Spada, 2003: 61).

Although there is the possibility that the innate capacity for language which infants intuitively mobilize in the early stages of mother tongue learning are just strong in adults, many SLA researchers believe that adults do not have ready access to these innate abilities (Scovel, 1999: 283) Since older learners are cognitively and perceptually so much developed, it is likely that their mental maturity either largely obscures or completely

overrides the intrinsic language awareness that young children can tap into. Therefore, adult learners have, at best, only indirect access to universal grammar and, at worse, no recourse to it at all. In this respect, some consolidations can be made regarding the capacities and capabilities of children and adults in terms of language acquisition.

Adults are supposed to have learned how to learn. Their cognitive maturity allows them to think about thinking or to talk about talking, and this meta-linguistic competence may have some drawbacks for language acquisition. Because children are cognitively immature, their acquisition of physical skill completely intuitive and reflexive, and they acquire speech skills quite automatically. Older learners, on the other hand, commonly analyze what they are learning, and this slows down the acquisition process.

When the mother tongue differs a great deal from the target language, negative transfer delays and complicates adult acquisition. However, as young learners learn a language apart from their native one for the first time, and they do not have a complete knowledge of their own language, it is rather unlikely to make negative transfer or complicate the two languages as much as adults do.

An adult's attempt to use fairly complex grammatical pattern is seen as unremarkable, whereas a little child's ability to utter just one word in the target language is counted as clear evidence of success.

Despite the popular perceptions people entertain about the relationship between youth and language learning, the effects of age are difficult to attest and limited to relatively few aspects of linguistic performance. All things being equal, foreign language learning (FLL) is most efficient and affective after childhood (Scovel, 1999: 283).

I. 3. 3. Krashen's Input Hypothesis

The input hypothesis suggests that the most important factor in the amount of language acquired by a learner is the amount of comprehensible input to which that learner is exposed. Comprehensible input is understood to be the amount of language which the learner can fully understand. As with Piaget's cognitive theory, for Krashen, the learner must always be challenged, but never to a point where frustration sets in (Savignon, 1988: 60).

The input hypothesis provides reasons for the use of the target language for all classroom purposes. However, it must be used in such a way that the message is got by the students at all times, even though every word of the message may not be familiar. This is accomplished through the use of gestures, examples, illustrations, experiences, etc. An important part of the teacher's planning time for a class based on the principles of SLA will be devoted to strategies for making the target language meaningful and comprehensible to the students.

The input hypothesis has brought new attention to the importance of listening skills and to the benefits that can come from increased listening opportunities for all students, especially for those who are at the beginning level. Listening period is supposed to give learners the opportunity to gather meanings and associate them with language. It is a way of understanding the communication, without the pressure to imitate a respond immediately.

According to Krashen and other researchers (Savignon, 1988: 62), language acquisition takes place most affectively when the input is meaningful and interesting to the learner, when it is comprehensible, and when it is not grammatically sequenced. These ideas contrast with some practices that have been common in language teaching. Language acquisition theory suggests that the language to which the learners exposed

should be as natural as possible. In general, the grammatical details of a message do not have as much impact on comprehensibility as do the context surrounding the message and the vocabulary with which the message is communicated, especially in the early stages of language acquisition.

It is suggested that acquisition takes place best in a setting in where meaning is negotiated through interaction, so that the students may have influence on the message. This suggests to the teacher that there must be early attention to providing students with the ability to communicate messages such as “I don’t understand”, “Could you please repeat that?”, “Do you mean that...”, and so forth.

I. 4. Teaching a Foreign Language to Children

Today, foreign language is taught as a separate subject at primary state schools in Turkiye within two or three hours a week. In fact, a language is not just a subject in the sense of a package of knowledge. It is a fundamental part of being human. To learn to use a language for ourselves rather than for textbook purposes, most of us have to become involved in it as an experience (Halliwell, 1992: 5).

In that respect, Vale and Feunteun (1995: 28) argue that activities for the sake of teaching language alone have little place in the children’s classroom. For example, it makes little sense to ask children “Can you see the elephant in the picture? Can you fly?” where the purpose of these questions is merely to teach “can / cannot”. Children do not learn language one structure or six new words at a time. They are able to learn language whole, as part of a whole learning experience. It is the responsibility of the syllabus/content of the curriculum to encourage children to acquire language in this way rather than make children be exposed only to small and predetermined chunks of language.

Such a curriculum can provide a language-rich environment for the child, while at the same time reflecting the actual interests and needs of the young learners.

Moon (2000: 10) suggests that the following points should be considered carefully by both teachers and other units of education for teaching English to children.

- a. create a real need and desire to use English
- b. provide sufficient time for English
- c. provide exposure to varied and meaningful input with a focus on communication
- d. provide opportunities for children to experiment with their new language
- e. provide plenty of opportunities to practice and use the language in different contexts
- f. provide feedback on learning

I. 4. 1. The Whole-Language Approach for Teaching English to Children

The Whole Language movement is in part a reaction to a trend that has characterized for several decades much of educational practice, especially at the elementary school level. This practice has focused on the mastery of reading and writing skills, leaving little time in the school day for reading for pleasure or writing on topics of one's choice (Wagner, 1989). Whole language is a label that has been used to describe

- a. cooperative learning
- b. participatory learning
- c. student-centered learning
- d. focus on the community of learners
- e. focus on the social nature of language
- f. use of authentic, natural language
- g. meaning-centered language
- h. holistic assessment techniques in testing

i. integration of the four language skills (Brown, 2001: 48-49)

It is stated that it helps people to build meaningful connections between everyday learning and school learning (Brown, 2001: 48). Two unconnected concepts are integrated in whole language:

1. The wholeness of language implies that language is not a sum of many discrete parts. As what first language acquisition theory shows us, children begin perceiving wholes such as sentences, emotions, intonation patterns well before parts. As part of the wholeness of language includes the interrelationship of the four skills, it is essential to integrate at least two or more of these skills in the classroom.
2. As language is used to construct meaning and reality, teaching a language enables learners to understand a system of social practices that both constrain and liberate.

I. 4. 2. Activities for Teaching English to Children

It is a generally accepted fact that foreign language learning is a dual process going on at two levels simultaneously: the first level involves concentration on the 'form' of the language while the second level involves concentration on the 'message' the language bears (Keskil, 2000: 79). Hawkins (Keskil, 2000) maintains that language is acquired most affectively when the learner's attention is distracted away from the form of the language onto the meaning. He adds that when children's whole attention is given to doing things with words such as while playing games, they have an intention to mean and can thus arrive at true speech act. Therefore, foreign language teachers have to make use of activities which enable students to concentrate not on the form of the language they are producing but on the actual task they can accomplish by using the language.

It is very important for children to have the opportunity to use their hands and bodies to express and experience language. Vale and Feunteun (1995: 34-5) believe that in the foreign language situation, where children may have as little as one or two hour per week of English, it is vital to include physical activities where the main focus is on the physical outcome, and not on the spoken word. This type of input is a crucial stage in the learning process. Similarly, course material should encourage children to do a range of practical activities or tasks that require dexterous as well as intellectual skills. These tasks are believed to give the language a practical context that has obvious meaning to children. The results of the tasks (e. g. a chart, a collection) form a natural language text, created and owned by the children themselves. Moreover, when they have mastered an activity successfully, it may be more useful to build on this success than to move on the next unit. It is also important to incorporate many changes of activities within one lesson. That is the children should be introduced to language and content through a variety of steps and activities. Since the attention span of young learners can be short, change of pace within a teaching sequence is considered vital.

Children sometimes seem to notice something out of what they are supposed to learn. However, Halliwell (1992: 5) suggests that this characteristic of children can be turned to an advantage in the language classroom. An example of such activities is guessing, in which children are involved actively. By the time they have finished the repeated guessing, they will have confirmed words and structures that they only half-knew at the beginning. By this way, they are supposed to adjust their pronunciation. Guessing is told to be a very powerful way of learning phrases and structures, but it is indirect as the mind is engaged with the task and is not focusing on the language. The process resembles to the way people develop their mother tongue. People do not consciously set out to learn it, but they acquire it through continuous exposure and use.

Both conscious direct learning and subconscious indirect learning or ‘acquisition helps someone internalize a language. Conscious direct learning seems to encourage worked-out accuracy. Unconscious direct learning encourages spontaneous and more fluent use. Since both accuracy and fluency are to be developed, it is necessary to develop scopes for both systems to operate (Halliwell, 1995: 35). Therefore, in language classes, there is necessity for conscious focus on language forms and for indirect learning with its focus on making meaning.

In addition to use of language appropriately by the teacher, the teaching techniques and choice of materials are other issues to be considered in language teaching. First of all, sequence of the teaching activities is important. In teaching English to children, it is essential to move from known to new and from concrete to abstract. This can be supported by focusing on things, actions, events which they can see. As it is indicated before, children like action-based activities. In that sense, practical hands-on activities such as games, making objects with papers, etc are suitable for them. However, while doing the activities, it is very important to give a clear and understandable purpose, which is an important factor for the motivation and concentration of pupils on language learning. Apart from stating the purpose, it is also necessary to give clear feedback on their responses and participation.

Children like situations that are similar or closer to their own. Thus language content should provide a clear context for learning activities which are familiar to children and which relate to their own experiences.

In the case of children, they can get support by working with each other and take their friends as model. They mostly learn by listening as they do while acquiring their first language. Teaching imperatives is considered facilitator in this sense. Wright (1989: 29) emphasizes the role of imperatives in teaching children foreign language. He states that

imperatives enable students to acquire good pronunciation, and they keep their motivation as they involve movement. He also believes that for children who are learning English at the primary school, the role of language as communication is very small when compared with its role in rituals, games, poetry, imagination, etc. Finally, the teacher is strongly advised to use authentic materials, not materials specially written for nonnative speakers. Instead, rhymes, stories, games are recommended as long as they are not taught word by word since children will not recognize any division into words.

I. 4. 3. Nature of Language Used in Children's Language Classroom

Moon (2000: 11) states that all the things the teacher does through speech or gesture are of crucial importance in that they provide support for children in carrying out a learning activity. To provide this support sufficiently, there are some hint-points for teachers to pay attention. First of all, he should use language at children's level and choose the words and structures that are easier to grasp. Moreover, adjusting one's language through repeating, rephrasing or extending what is said help children understand in a better way. It is also essential to give time enough to think and produce utterances. Using gestures, actions, using facial expressions, etc are all factors that help children understand the language.

The teacher is most likely the main source of the language in the EFL classes for primary students. Therefore, the words the teacher uses and the way he speaks are very important. Language acquisition theory bears that messages are both given and perceived in chunks. What is vital to realize is that children, particularly in a classroom setting, understand things in a much more holistic way than adults and concentrate much more on the totality of the message itself rather than on the message's individual components, such as speed, grammar, and vocabulary. Abe (1994: 266) suggests that teachers do not need to

slow their speaking speed because they are just kids. On the contrary, they should present the language as a series of natural chunks. As it is communication that underlies what is said or spoken, slowing down may destroy the natural rhythm and intonation of the language, which makes the communication more difficult.

As it has been stated previously, children pay attention to the meaning rather than the structure of a text or sentence. This ability to go for meaning is a useful factor in language learning as it allows pupils to work out what is happening in a situation, a story, a video, a conversation, which helps them to attach meaning to the words used. In this respect, the use of communication games, drama, project work, story-telling, and practical activities in teaching allow children to make use of this ability to go for meaning. Accuracy is also important but Moon (2000: 6) maintains that it can be dealt with later once children are familiar with the meaning.

Children learning a foreign language often use complete phrases of language such as “I don’t know”, “come on”, “good bye”, which they have picked up from someone else. These are sometimes called chunks of language because they are learned and used in speech as whole phrases (Moon, 2000: 6). Children may not have been taught these chunks formally, but they help them to communicate when they have little competence in language. In the following phases, they may begin to break down these phrases and recombine the words in new way. For example, in the beginning a child may just use the phrase “I don’t know”; later on, he may begin to realize that it can be combined with other bits of language, e. g. “I don’t know spelling”, etc.

Teaching children chunks may be very helpful in the early stages of language learning to enable them to take part in conversations. By joining in, they get more exposure to input for learning and more practice. In this respect, the use of songs, rhymes, poems,

drama and classroom routines all help to give children access for beginning communication.

In addition to presenting the phrases in chunks, it is also essential to use visual aids in the classroom while teaching English. It should be kept in mind that there can be much less reliance on the written word. In place of reading, flashcards, pictures, various objects of realia are suggested to make the classes come alive and resemble more closely the outside world. Such tools make both the teacher and the learner free to use the language. Instead of suppressing the energy that they have, such activities redirect it into a medium that is manageable and purposeful as there is action, there is noise; there is a beginning, a middle, and an end (Abe, 1994: 266).

In general terms, primary school children prefer to sort things out, bring with them an enormous instinct for indirect learning. For this reason, it is important to set up real tasks in the language class. Real tasks, in other words, worthwhile and interesting things to do which are not just language exercises, provide the children with an opportunity for real language use and let their subconscious mind work on the processing of language. Games are the activities which serve in the same way. They should therefore not be dismissed as a waste of time. Nor should they be regarded as something to fill the end of the lesson or as a reward for 'real work'. On the contrary, they are a central part of the process of getting hold of the language.

As it has been indicated before, pupils actively try to experiment and work out the rules of the language in their heads, though they may not be aware of doing this. In addition to this, they need feedback to confirm or modify their hypotheses.

Children have a good instinct for interpreting the sense or meaning of situation. They do this through using their knowledge of everyday life and the clues provided by situations, pictures, or something else. They work out the meaning first and tend not to pay

attention to the words that are used to express the meaning. In this respect, the idea regarding the issue of discourse in the children's classroom emerges. Cameron (2001: 37) argues that discourse is an essential issue in the teaching of English to children. He states that discourse as real language use is the target of teaching. We want children to be able to make use of the foreign language with real people in real situations with real purposes. This, in a way, requires that children know how the foreign language works in conversations and longer stretches of talk and text. Furthermore, discourse occurs in language classrooms when teachers and learners interact on tasks and activities, they are involved in a discourse event. However, when children are asked to take part in conversations that are beyond their cognitive

development, they cannot fully participate and may be forced to repeat without understanding. Therefore, discourse in young learner classrooms should follow patterns children find familiar from their home and family, or from their school experience, and should not demand more of children than they can do, in terms of mind or expressing causes and beliefs (Cameron, 2001: 53). Familiarity of context in foreign language use will help children as speakers and listeners. In order to learn discourse skills, children need both to participate in discourse and to build up knowledge and skills for participation.

The ability of discourse will be developed through classroom talks. Scott and Ytreberg (1990: 17) suggest that as cooperation and communication are part of the process of learning and growing up, the sooner the pupils learn simple, meaningful expressions in English, the easier it will be. Thus, a very important way of helping pupils progress from dependence on the book and on the teacher to independence is to give them necessary tool. In this case, classroom language is one of the tools.

It is usually recommended that children should be taught the useful expressions to use them in the classroom situations in some cases. However, it is important to teach them

as phrases, not as words or structures, because children are only interested in what the phrases used for. To illustrate, expressions functioning as apologizing, suggesting, requesting can be used in lots of different situations, and most give children a short cut to being able to function in the foreign language classroom. It is crucial to remember that pupils learning English only at school as a foreign language are unlikely to have opportunity to hear English all day. Thus teachers should let them hear as much as possible in the classroom keeping their language simple but natural, and keeping it at the students' level.

I. 5. Curriculum Development

Corder states that in a language teaching operation, once the political and economic decisions have been made –those concerned with whether to teach languages , which languages to teach and to whom to teach them-, there remains two general questions: “What to teach” and “how to teach it” (1973: 140). He continues that the answer of “what to teach” depends on the way we answer the question “what is language?” Thus what to teach can be described in linguistic terms, as sets of categories, rules, lists of lexical items, lists of sounds, rhythmical sequences, etc; or in sociolinguistic terms as lists of speech acts or speech functions, or in psycholinguistic terms as sets of skills or language activities. These compose the frame of the curriculum of a language course in general terms. In a wider sense, “curriculum refers to all aspects of the planning, implementation and evaluation of an educational program, the *why*, *how*, and *how well* together with the *what* of the teaching learning process” (Finney, 2002: 70).

A curriculum should express the cultural, social, and political perspectives of the society within which it is to be implemented. It combines past and present ideologies,

experiences, philosophies, and innovations with aspirations and expectations for the future. It serves as the major framework within which educational decision-making is carried out with respect to goal specification and teaching methodology, teacher training and textbook selection (Celce-Murcia and Olshtain, 2000:184). Thus, a curriculum is an official document led by a central educational authority, which serves as a framework or a set of guidelines for the teaching of a subject area in a broad and varied context.

As curriculum is developed for schools and in a broader term, for education, the projection of curriculum is seen on how it is implemented. Celce-Murcia and Olshtain (2000:185) report that it is often assumed that when teachers are well informed and they plan their teaching carefully, they should have a good understanding of curriculum. However, it is not taken into account that the teachers in fact do not consult the curriculum, but the textbooks or in other words, the syllabus preferred by the textbooks being used. Thus, it is now necessary to make the distinction between a curriculum and a syllabus.

The definition of a curriculum has been made at the beginning of this part. In contrast to that, a syllabus is a more particularized document that addresses a specific audience of learners and teachers, a particular course of study, a particular series of textbook. In this respect, syllabuses show the way the curriculum is implemented. That is to say, syllabus would be designed to fit the goals specified in the general curriculum. The curriculum should state the goals, the rationale, and the guiding principles for language teaching in a broad sense, and the syllabus should translate these guiding principles into specific goals, content, and activities to be carried out in a particular and well-defined context. Shaw points out that both a curriculum and a syllabus entail planning what should be taught and how this content should be taught, but a curriculum goes further by also including the evaluation of these elements in reference to institutional or classroom goals

(McKay, 1980:72). Considering these facts, curriculum planning issue has four principal phases (Galen and Alexander, 1974: 193):

1. Setting major goals (and domains through basic data analysis)
2. Designing curriculum domains, each related one major set of goals
3. Anticipating curriculum implementation (instruction)
4. Planning curriculum evaluation

It can be inferred that there may be a number of syllabuses that reflect one specific curriculum. Therefore, the real and the major beneficiaries or ‘customers’ of curriculum are probably the textbook writers, or the course and material developers, test developers, and program evaluators. Thus, a language curriculum needs to specify the general educational philosophy, the linguistics, social and cultural goals, and the overall societal expectations of the program. Finacchiro and Bonoma (1973: 32) maintain that following items stand as a guide for development:

1. An analysis of the overall aims of the program (the terminal behaviour, which the students will be expected have achieved)
2. A list of the intermediate goals (the desired outcome at the end of each learning level)
3. A list of items (phonology, morphology, grammar, vocabulary, etc)
4. A list of cultural concepts to be emphasized
5. A description of the situations and activities to be used in preventing the items
6. Suggestion for evaluation
7. Sources for teacher reference and pupils’ texts

I. 5. 1. Components of Curriculum Development

The types of the language-teaching syllabus will be introduced in the next parts. However, the components of curriculum should be stated beforehand. They include needs analysis, goals and objectives, content, material development, language teaching, and language testing.

Before any language curriculum is designed, it is necessary to carry out a careful analysis of the language needs and the linguistic context in which the curriculum is to be implemented. Oliver (1977 : 118) maintains that the definition of 'need' in education center around the concept of a 'gap' or an 'imbalance'- that difference which exists between where a learner is and where actually he should be in terms of some acceptable standard. As children are the greatest resource of a nation, he states, their full potentialities should be realized through a curriculum designed to meet their needs in today's world. That is why curriculum designers must seek to provide experiences that will not only stimulate full growth of each individual's capabilities, but will also point each individual's life toward the betterment of the social order (1977: 121). Brown (1995: 20) states that needs analysis in language program is an identification of the language forms that the students will likely need to use in the target language when it is necessary for them to actually understand and produce the language. A number of basic questions need to be answered as background information for the development of the language curriculum:

1. Who are the learners?
2. Who are the teachers?
3. Where is the program to be implemented?
4. How will it be implemented?

After answering these questions, the focus should be on the learners and their needs in linguistic terms. In the case of teaching children, their needs and interests in accordance with their age level should be investigated properly.

What must be accomplished in order to attain and satisfy students' needs tells us about the specification of goals. For example, as Celce-Murcia and Olstain (2000: 191) suggest, students may want to be able to use language as a means of

- a. achieving personal, intellectual, and professional development
- b. gaining access to modern science, technology, and general information
- c. gaining access to other cultures
- d. contributing to the improvement of society and life

These are some probable general goals and they need to be specified, which, then means objectives. Objectives are precise statements about what content or skills the students must master in order to attain a particular goal (Brown, 1995: 21). While setting goals and objectives for children's language learning, in what way and for what purpose they will use the language in their future life should be considered seriously. Besides defining the objectives appropriately, it is vitally important to let the learners of all grades know about what they are doing and why they are doing it. It is not only necessary for they will feel a certain satisfaction about their achievement at the end of the lesson, but also for good motivation throughout the lesson. Additionally, the students are more attentive to their work if the teacher explains the goals of the lesson (Klein, 1993: 14).

A proper need analysis and carefully determined objectives lead the planner to determine the content to serve the objectives. The issue of the content of the curriculum will be hold in detail in the following sections. The other step is the material development process of the curriculum. It is of crucial importance that planners consider the age and cognitive development levels of the learners. It is certain that children learn a foreign

language in a more different way than teenagers or adults do. As their needs and interests differ, materials to be used in children's classes should be developed according to their characteristics and language learning process as it was mentioned previously.

Teachers need support and they need to be involved in the process of curriculum development. Given a reasonably high level of program support, the teacher left alone can concentrate on the most effective means for teaching the courses at hand. The teacher should make judgments about particular students in a given class. These judgments can be very important as the teacher deals with the cognitive, effective, and personal variables that will be interacting for particular students at a particular time to form the unique characters of a given class. In order to design the instruction within the curriculum, Galen and Alexander (1974: 197) suggest finding out the answers of the following questions:

1. For what learners?
2. For which subgoals or objectives of the domain?
3. What types of learning experiences?
4. Roles of participants: learners, teachers, others?
5. What time and space dimensions?
6. Criteria for assessment?

The next step in curriculum development is the development of tests based on a program's goals and objectives. Each goal and objective may require a different type of test such as placement tests, proficiency tests, diagnostic tests, achievement tests, etc. At this stage, Brown (1995: 22) suggests two different types of tests: norm referenced tests intended to compare the relative performance of students to each other; and criterion-referenced tests intended to measure the amount of course material that each student has learned. These types of tests can be used to serve different purposes within the program.

These tests give clue for the sufficiency or the achievement of the first two steps in the curriculum development.

Evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum. It can be done at four levels: (1) developing objectives, (2) writing and using tests, (3) adopting, developing, and adapting materials, and (4) teaching. According to Finney (2002: 77) the primary purpose of evaluation is to determine whether or not the curriculum goals have been met, which, in the case of a language program, will be based on an assessment of the participants in the program. Another purpose is to determine the effectiveness of the curriculum and to evaluate the language program itself, which will focus on the teachers, the methodology, the materials, and other items that take place in the teaching-learning process.

Curriculum that is viewed as a process can change and adapt to new conditions, changes in language learning theory, new political changes within the institution, or something else. This process is known as systematic curriculum development and evaluation is a recycling part of it. In the case of this study, the curriculum is evaluated under the light of the teachers' and the students' views from various aspects including the content, its sequence, its consistence with the objectives, and the implementation process.

I. 5. 2. Syllabus Design

Richards summarizes Taba's model of curriculum processes in seven steps (1990: 8). They are diagnoses of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences, and determination of what to evaluate and means to evaluate. Among these seven steps, steps 3 and 4 refer to syllabus design as it is concerned with the choice and sequencing of instructional content. In this respect, it can be inferred that syllabus design

has to do with selecting and sequencing content, methodology with selecting and sequencing appropriate learning experiences, and evaluation with appraising learners and determining the effectiveness of the curriculum as a whole (Nunan, 1999: 72).

McKay (1980: 73) states that a syllabus reflects a particular view of the structure of the subject; by delineating what should be taught and in what sequence, and a syllabus provides a vehicle for achieving the goals of a curriculum. The sequence of the subjects included in syllabuses can be viewed in different perspectives in terms of their standing in the syllabus. Two general, complementary principals of sequencing are building, and recycling. In deciding how to sequence material, one considers building from the simple to the complex. To illustrate, in an introductory language course, from the simple to the complex may mean learning the numbers 1 to 9 to use telephone numbers and then learning the numbers 10 to 60 to tell the time. Building from more concrete to more open-ended in an introductory language course may mean talking about a family in a textbook picture using prescribed vocabulary before talking about one's own family (Graves, 1996:28).

The principle of recycling material means that students encounter previous material in new ways: in a different skill area, in a different type of activity with a new function. This approach to recycling contributes to maintaining children's interest and motivation. It also has the effect of integrating material and thus increases their ability to use or understand the language.

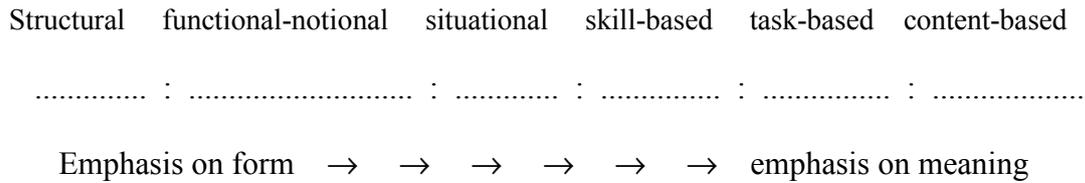
In a matrix approach, the teacher with a set of possible activities for a given time-frame and, as the course progresses, decides which activities to work with. Teachers who work with a fixed syllabus, such as that in a textbook, may follow a cycle in the way they work with the material. Adapting material means approaching it as a matrix from which to select, depending on one's students (Graves, 1996:29).

Conceptions of the nature of a syllabus are related to the approaches to language and language learning processes to which the curriculum designers and program participants subscribe. Under the influence of prescriptive, grammar-based approaches to language learning, syllabuses are traditionally expressed in terms of grammar, sentence patterns, and vocabulary. As a result of the more recent movement towards communicative theories of language and learning, syllabuses have tended to be expressed in more communicative terms (Brown, 1995: 151).

From an educational perspective, language curriculum design has drawn upon the general field of curriculum development; from applied linguistics, it has drawn upon relevant fields such as language teaching methodology, second language acquisition research, language planning and policy-making, language assessment, and language analysis within which discourse analysis is of central importance.

The very main syllabuses to be dealt with in this study includes the types of syllabuses in Krahnke (1987)'s explanations. They are structural (formal), functional-notional, situational, skill-based, task-based, and content-based syllabuses.

In general, the six types of syllabuses or instructional content are presented beginning with the one based most on language structure, and ending with the one based most on language use. When language is viewed as a relationship between form and meaning, which is necessarily a discourse-related, and instruction as emphasizing one or other side of this relationship, six types of syllabuses can be represented as a continuum, ranging from that based most on form to that based most on meaning. Krahnke (1987: 12) represents such a relationship in a graphic form as in the following figure:



These types of syllabuses can be graded according to their degree to which they call for an analysis of the language before they are presented to the learner. Thus, they differ in the ways in which they relate linguistics form to meaning and use. In broad terms, the guiding organizational principals of syllabuses can be defined as follows (Richards, 1990: syllabus is organized around syllabus is organized around):

1. Structural syllabus is organized primarily around grammar and sentence patterns.
2. Functional-notional syllabus is organized around communicative functions and conceptual categories.
3. Situational syllabus is organized around speech settings and the transactions associated with them.
4. Skill-based syllabus is organized around skills, such as listening for gist, listening for specific information, etc.
5. Task or activity-based syllabus is organized around activities, such as drawing maps, following directions, instructions, etc.

I. 5. 2. 1. The Content of the Curriculum

Dobin and Olshtain (1994: 45) maintain that language programs tend to vary according to whether they stress (a) language content, or the specific matter to be included; (b) process, or the manner in which language content is learned; (c) product, or outcomes such as the language skills learners are expected to master.

Along with language content including items such as structures, grammatical forms that are familiar to all, language courses have also included thematic and situational content.

Thematic content refers to the topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use the target language. It is important to take the learners' age and other social criteria into consideration while selecting themes.

Situational content refers to the context within which the theme and the linguistic topics are presented; for example, the place, time, type of interaction, and the participants that are presented in the learning situation. In a syllabus or material which emphasizes the importance of situation there would be a list of useful situations which learners would encounter during the course, the other elements such as structures and vocabulary would be selected to fit this list of useful functional situations.

In traditional syllabuses and materials, the linguistic content has been determined by a particular theoretical view of the nature of language. For example, if the linguistic content is primary, then the thematic and situational content are usually selected after the linguistic content has been established. Their main function is supportive and complementary to the linguistic topic.

The content of the curriculum is expressed as four separate syllabuses: (1) the language syllabus; (2) the communicative syllabus; (3) the culture syllabus, (4) the general language education syllabus (Ullmann, 1982: 256).

Until recently the content of the language syllabus commonly referred to an arrangement of the phonological, grammatical, and lexical items to be taught at specific levels, and often stood on the sentence level. Today, however, recent versions of the language syllabus also include speech acts, notions, functions, and discourse.

The content of the communicative activity syllabus can be described as opportunities for natural communication through the inclusion of educationally worthwhile topics and activities. The ultimate goal is communication in the target language which is creative, open-ended, and unpredictable. The type of situations, which can lead to such competency, will vary according to the age levels and needs of the students.

The content of the curriculum at any level, as it was mentioned above, depends on several factors such as the age of the pupils, the number of the years that total program will last, the aims and the scope of the program, the focus skill, and the degree of mastery expected.

Although Fiocchiro and Banomo (1973: 32-33) believe that there is no ideal way of it, they give some hint points to be considered while sequencing the content of the syllabus. First of all, as language learning is cumulative, different skills should be integrated in each item and each item should relate to the whole. Although each facet of a skill or feature of language may be practiced separately, these should be brought together in communication activities constantly so that pupils are made increasingly aware of their interdependence in actual use.

The content of the language program should be so designed that it enables the students, after a reasonable period of learning, to continue to study and read by themselves, and to engage in an area of specialization if so desired.

The oral practice activities should enable students gradually, but with perceptible progress, to carry on a conversation about things they would ordinarily talk about in their own language with people of their age group. The situational content for all learning starts

with the students themselves and their environment. It is only by relating it to their own experience that a new item or concept becomes meaningful to them.

The program should provide for flexibility in methodology. It is unrealistic to expect that all students will profit from only one method or technique. Flexibility in methodology also requires adaptation based on the known experiences of students outside the classroom such as visits, laboratory works, etc. In this respect, Dobin and Olshtain (1994: 46) attach importance to the process dimension of the curriculum, which refers to how instruction is carried out and learning is achieved. Process dimension results from three major areas: (1) the organization of the language content, which brings about certain activities; (2) the roles that teachers and learners take on during the learning process; (3) the types of activities and tasks in which learners are engaged.

Process in the syllabus is highly affected by views of language learning and educational concepts in general. Audio-lingualism singled out pattern-practice leading to automatic use as the most important feature of process; cognitivism focused on hypothesis testing and creative use of language as key features of process; and more recently, the communicative approach to language teaching has placed a much higher premium on process rather than even before and process is now viewed as aiming at cognitively and communicatively engaging activities of as wide as a variety as possible. According to this dimension, there are some possible ways of organizing the syllabus content. Some learning theories advocate a sequence which progresses from simple to complex forms, while others begin with the most frequently used forms and advance to less frequent ones. Sometimes, the decisive factor is the functional factor load of the form, or its use in real-life situations and contexts. Thus, learners should encounter the more common forms earlier so as to ensure effective learning.

Organization of the content can be viewed in two ways; as it relates to an overall program, and as it concerns presentation of new topics. Within the program, the most familiar shape or system of organization is sequential ordering of elements which is also called “linear table of contents” since the items to be taught or the areas covered are set out as in a line. However, Dobin and Olshtain (1994: 47) claim that in most English language course books, there is no theoretical justification in the order of linguistic elements.

Another feature of organization is related to the presentation of new learning items. Two major approaches can be viewed in this sense: the inductive one, where examples are given first leading towards generalization; and the deductive one, where rule is given first and then applied to various examples. The choice among these different variants depends on the perception one has of the acquisition process. Audio-lingualism called for an inductive presentation, while both the cognitive-code and communicative approaches maintain that some students may learn more through inductive modes while others will be more suited deductive.

On the other hand, product dimension in syllabus design refers to the specification of the expected outcomes of a course of study (Dobin and Olshtain, 1994: 49). Specification of course outcomes requires a careful analysis of needs of the students for the target language. Course outcomes can be examined as either knowledge-oriented or skill-oriented. When course planners prefer to focus on the knowledge aspect of the product, they should list the elements of content that learners are expected to master. A knowledge-oriented content can be specified as actual reading selections to be covered during the course, as linguistic structure or function, as vocabulary, or it can be specified in terms of all these areas. When course designers choose to focus on skills rather than on knowledge, the definition of product is much more closely related to the actual use that learners are expected to make of the new language. Specification of skills should be based on a careful

survey and evaluation of the needs of a particular student population in terms of present and future expectations. For example, if the students plan to use the target language in order to read academic or technical material, then the product should reflect this by stating the specific reading skills they need to be proficient in by the end of the course. Or else, if the immediate needs of the student population are to be competent in communication skills, then the outcomes of the course would focus on oral communication skills.

There is a significant difference between a knowledge-oriented and a skill-oriented approach as the former is less sensitive to specific needs and is, therefore, more easily adaptable to any population of learners. On the other hand, the skill-oriented approach focuses on more carefully defined, individual needs for language use. Another difference is that content can be divided more easily into interim objectives. Whereas it is more difficult for skills to be divided (Dobin and Olshtain, 1994: 50).

Imbalance in the curriculum may stem from objectives which are not clearly defined, from content which is insufficient or from language activities which overemphasize one feature or skill to the neglect and detriment of another. Students learn what they practice. They learn to construct new sentences when they are given varied systematic practice in doing so.

I. 5. 2. 2. The Structural Syllabus

The structural syllabus based on a theory of language that assumes that the grammatical or structural aspects of language form are the most basic or useful. It has a theory of learning that hold that the functional ability arises from structural knowledge or ability.

The content of this type of syllabus is language form, primarily grammatical form. Therefore, the domain of structural syllabus has tended to be limited to the sentence. In other words, sentence is the largest unit of discourse that is regularly treated.

A classification of sentence types usually include semantically defined types such as statements or declarations, questions or interrogatives, exclamations and conditionals; and grammatically defined types such as simple, compound, and complex sentences.

This type of syllabus assumes that learners can synthesize the material being taught in two ways: First, the analyzed information –the rules and patterns- are available since the learner attempts to use them in linguistic communication. The learner uses this information in order to produce discourse, or to check the accuracy of the product.

Second, analyzed information is transformed from conscious knowledge into the unconscious behaviour that makes up language use. Students are expected to be able to describe rules or explain why an utterance is right or wrong; and they are to judge whether a given form is acceptable or not. In order for a student to explain such structures, it is necessary that the syllabus introduces the discourse elements of language. If not, it is not possible for a student to judge whether a structure is appropriate in a specific situation or not. Below are some examples of structural syllabus content:

This and that

Subject pronouns

Demonstrative pronouns

Could as possibility

McKay (1980: 75) notes that a great strength of structural syllabuses lies in the fact that the selection of materials can be made in reference to a finite body of knowledge, i.e., the grammatical components and rules of the language. However, there may be some problems in the sequence of the structural syllabus. Four criteria are mentioned in the

sequence: simplicity, regularity, frequency, and contrastive difficulty. Simplicity assumes that simple structures should be taught first. Regularity involves teaching those structures that have greatest generalizability and productivity first. Frequency involves teaching structures that are commonly used first. The final criteria, contrastive difficulty entails emphasizing those structures that cause problems due to first language interference. In addition to these, Kelly notes a fifth criterion, facility, which entails teaching elements that are easiest to learn first (McKay, 1980: 75).

On the other hand, the major disadvantage of a structural syllabus is that, while it introduces the learner many linguistic structures, it does not deal with how these structures function in daily use of language by natives. This syllabus type is often told to be more appropriate for practical needs of adult learners (Alexander; cited in Croft, 1980: 76).

I. 5. 2. 3. The Functional- Notional Syllabus

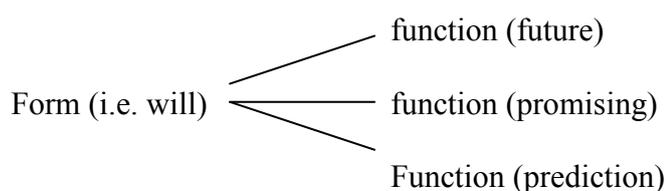
Krahnke states that notional-functionalism grew out of a functionally oriented linguistic tradition that has long existed in Britain. British linguists like Firth and Halliday have insisted that adequate descriptions of language must include information on how and for what purposes, and in what ways language is used (1987: 29).

If language is seen as a relationship between form and function, functional-notional syllabus takes the function side of the equation as primary and the form side as secondary. Therefore, the most basic point of the movement in language teaching is that categories of language use rather than form have been taken as the organizing principle for instruction. For example, rather than regarding the future tense form with *will* in English as basic and discussing the uses to which it can be put (i.e. talking about the future, making promises) as secondary, in a functional view of language notions such as future and functions such as promising are considered basic and the future tense form is discussed as one way of

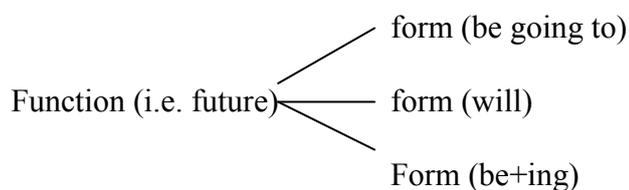
realizing these notions and functions. That is to say, categories of language use rather than categories of language form have been taken as the organizing principle for instruction in this approach to syllabus design. This teaching toward specific discourse types, based on the analysis of the discourse, is a reason why notional-functionalism is called communicative. Moreover, by teaching the association of form and meaning, communication ability will be more meaningful.

Two possible relationships between the form and the function in the functional – notional syllabus design can be figured as follows:

From structure to function:



From function to structure:



(Krahnke, 1987: 31)

An example of a content included in a functional-notional syllabus can be given as follows:

“Do you want to come with me?”

invite somebody to do something

refuse an invitation

ask for and give information about people

offer to do something

accept an offer

mention a condition for doing something

Functions and structures change according to the addressee, the addresser, etc. The students have to consider these issues for good understanding of the language presented in this type of syllabus. McKay (1980:82) suggests that on a beginning level, traditional grammatical structures could still form the basis for designing a syllabus, but with more attention to their functional implications.

I. 5. 2. 4. The Situational Syllabus

Brown (1995: 8) declares that situational syllabuses are based on the idea that language is found in different contexts or situations. Then, the organization in a situational syllabus is based on common situations like “at a hotel, at the airport, in a tourist group”, etc. The selections of situations are made considering the possible conditions that the students might encounter.

Many situations are presented in full, and then students are asked to play out the same situation using their own language and settings. The most frequently used technique to present situations is the using of dialogues and the role-playing. This type of syllabus is directly related to the use of discourse elements in teaching in that situations provide contexts of discourse in which form and meaning coincide. Students are not supposed to learn disembodied forms with various meanings or uses but hear and use the forms in contexts that illustrate and reinforce the form –meaning relationship. In this way, situations can break the sentence –level barrier and demonstrate to learners, to some degree, how language operates in larger units of discourse (Khranke, 1987: 45).

McKay (1980: 77) points out three approaches to sequencing of situational syllabuses. The first is limbo situations in which the function of the discourse and its

grammatical patterns predominate (e.g. introductions, asking for directions); the second is concrete situations which are enacted against a specific setting, thus leading to a particular subject matter (e.g. ordering meal at a restaurant, buying stamps at a post office); and the third is mythical situations which depend on a story line (e.g. boy meets a girl at a party). Among these types, limbo situations are considered appropriate for beginner learners.

The main advantage of a situational syllabus is that content may easily be selected in accordance with the needs and interests of the learners. Furthermore, in contrast to the structural one, situational syllabuses focus on realistic language use, which is aimed at by communicative language learning theory.

I. 5. 2. 5. The Skill-Based Syllabus

A skill-oriented focus in the curriculum document allows for the integration of language areas with skills ability. In other words, a skill-based instruction is what is called competency-based instruction.

The ability to use language in specific ways is partially dependent on general language ability but partly based on experience and the need for specific skills. Language skills may be limited to specific settings. Thus, the focus point of the syllabus will change according to the target area. For example, many waiters and waitresses, or receptionists, learn only the English skills that they will need in order to carry out their work. They learn a specific second language skill. Below is the example of skill-based syllabus, of which aim is to develop skills in reading:

skimming for general idea

scanning for specific information

guessing vocabulary from the text

finding the main idea

inference

I. 5. 2. 6. The Task-Based Syllabus

This type of syllabus uses activities that the learners have to do for non-instructional purposes outside of the classroom. Such tasks might include:

reading job ads

making appointments

taking notes

writing a CV

solving a problem

These tasks are believed to make the students achieve the communicative competence including linguistic, discourse and strategic competences.

Here are some other examples of task-based syllabus at three levels:

Beginning:

preparing portfolios of class members for other classes or teachers

planning a class cook book containing recipes from home culture

Intermediate:

writing different types of letters –request, for information, application, etc.

producing newsletters for school

Advanced:

writing term paper for classes

doing a price comparison survey of food stores

I. 5. 2. 7. The Content-Based Syllabus

The content-based syllabuses are similar to situational syllabuses. However, they are organized by topics or themes rather than situations. The topics are sequenced on the basis of their perceived importance or on the basis of the relative difficulty of the reading passages. Brown (1995: 9) gives the following examples for a content-based syllabus:

issues in society

loneliness

can stress make you sick?

care of the elderly: a family matter

.....

Nunan (1993: 49) illustrates the content-based syllabus with an example from Australia. He states that syllabuses are organized in accordance with the ideas of planners and teachers. What they think as being important is included in the program and content such as “health, education, social sciences, etc”. However, Nunan emphasizes that in such cases, it is important for teachers to negotiate with the learners and demonstrate the relationship between the language and the content.

In addition to this fact, Krahnke (1987: 69) suggests that a content-based syllabus might be supplemented with traditional, form-focused language-intensive work on, for example vocabulary development, specific and intensive writing activities, and so forth. Krahnke (1987) also points out that content-based instruction can be beneficial for adults who are immigrants, refugees, or guest workers. They can be taught life skills and social information in the language at the same time. Content-based syllabus is appreciated for it is believed to increase the motivation of learners to use the new language if their attention is focused on a topic or subject that they have an interest in (Hudelson, 1994: 253). Additionally, content-based syllabus is recommended for teaching English to young

learners for the reason that it is easier to relate the lessons to the experiences and interests of the pupils. Furthermore, children can associate words, functions, structures, and situations with a particular topic, and also works in the classroom naturally include all language skills as well as guided and free activities (Scott and Yetreberg, 1990: 80-85).

I. 6. Teaching English as a Foreign Language at Primary State Schools in Türkiye

In 1997, with a reform in constitution, compulsory primary education in Türkiye has become 8 years long. As a result of this reform, English Language was added into the curriculum of the 4th and 5th grades of primary education. Consequently, under the coordination of Ministry of Education, the Council of Instruction and Education developed a curriculum for this purpose. This curriculum was declared with a resolution numbered 144 with the date of September 17, 1997 in the in the *Official Curricular* (Güleryüz, 2001: 297).

New language curriculum was designed for the 4th and 5th grades including two semesters with the frequency of two hours per week. Final goal of this curriculum is to enable students have the intermediate level of English at the end of 8-year primary education. However, Ministry of Education (MEB, 2000: 181) states that children should not be exposed to an intensive language learning program for it may affect their first language in a negative way. Thus, they propose that activities should be game-based and interesting to learners. Dialogues with real-life situations and authentic materials are suggested in children's language classroom. Furthermore, considering the age-level of the students, it is suggested that concepts within the lesson should relatively be concrete rather than abstract. Accordingly, children should be assessed in a way that listening, reading and writing are integrated. However, what is skipped here is the speaking skill, which is in fact necessary in children's language learning process.

Ministry of Education is aware that students at the age of 10-11 are at the concrete-operations-level of their cognitive development, and suggests student-centered activities as mentioned above. However, it is also stated in the “explanations” part of the curriculum that teachers should use the lecturing technique, which opposes to previous suggestions (MEB, 2000: 181). Then, it is necessary to go over the lecturing technique in terms of its use and appropriateness for young learners.

Lecturing is one of the oldest techniques that have been used in teaching for centuries. In this technique, the lecturer makes explanations on the subject matter and the audience takes notes or just listens. As this is a teacher-centered technique, it has been criticized for making students passive throughout the teaching-learning process (Ün Açıkgöz, 1996: 291).

Lecturing is mostly preferred for lessons which have a historical content such as social sciences, etc. Accordingly, it aims to transfer as much knowledge as possible to many people in a short time (Demirel, 2003: 67). In this case, it is not an appropriate technique that should be used in children’s foreign language classroom as it lacks action, creativity and student involvement.

The issue of language teaching at primary state schools has been argued at different platforms. While some state that it is essential and useful to start at an earlier age, some claim that there is no point in it unless the students are exposed to situations that they are able to use the foreign language. At a conference arranged by the Private Schools Association in 2003, some academicians and politicians came together in order to discuss the state of foreign language teaching in our country. They also discussed foreign language teaching to children in primary school context. Accordingly, Sevil (2003: 79) states that the primary aim of starting to learn a foreign language at early ages is to arouse students’ interest towards a foreign language and make them aware of other languages with different

structures apart from the native one. Children who are exposed to a foreign language are supposed to transfer their lingual abilities to their daily lives.

Alptekin (2003:47) draws attention to the advantages of learning a foreign language at early ages in terms of cognitive and linguistic development. He claims that children learning a foreign language are good at comprehending different sound systems. Furthermore, they become faster at problem solving and they are able to think more creatively and critically. On the other hand, Enginarlar (2003: 63) points to the fact that teaching children English as a foreign language results in success providing that it continues in a long-term process. In this respect, the literature draws attention to the objectives of the curriculum. When the objective is native-like performance in the target language, then it may be desirable to begin exposure to the language as early as possible. However, if the objective of the program is basic communicative skill for all students, and where there is a strong commitment to maintaining and developing the child's first language, it can be more efficient to begin foreign language teaching later (Lightbown and Spada, 2003: 164-165).

It is important to arrange an appropriate schedule and to have adequate teachers who have proficiency in teaching to children. In this respect, Haznedar (2003: 124) states that the time available for English classes at 4th and 5th grades is inadequate as it is limited with two hours per-week, especially for the fact that children learn languages best in natural environment in a long period. It was concluded in the conference that grammar-based teaching should be avoided and listening, speaking and writing skills should be improved in an integrated way.

I. 6. 1. Goals and Objectives of the Language Teaching Curriculum at Primary Schools

In the *Official Curricular* of Ministry of Education the main goals of the curriculum for 4th and 5th grades are stated as follow (MEB, 2000:182). Accordingly, at the end of the program, students will be able to

- Use the patterns of the foreign language accurately
- Read and understand the dialogues appropriate to their level
- Write the words and sentences in English
- Use English in their daily life
- Realize that there are languages different from Turkish
- Feel desire to learn a foreign language
- Feel desire to communicate in English
- Realize that English has some speech sounds different from Turkish speech sounds

I. 6. 1. 1. Specific Objectives

According to the specific objectives stated in the curriculum, at the end of the program, it is aimed that students will have had competence in the following points:

1. Knowledge of the vocabulary which are necessary to build up sentences appropriate to their level
2. Knowledge of English sound system
3. Knowledge of the intonation patterns in English
4. Knowledge of the words used for counting from 1 to 10 in English
5. Knowledge of “imperatives”

6. Knowledge of “personal pronouns”
7. Knowledge of some objects in and around the classroom
8. Knowledge of the vocabulary related to colors
9. Knowledge of the patterns for telling the time
10. Knowledge of “how many? / how much?” structure
11. Knowledge of the vocabulary related to clothes
12. Knowledge of “singular and plural words” appropriate to their level
13. Knowledge of the vocabulary related to the days of the week
14. Knowledge of “whose?” structure
15. Knowledge of “what?” structure
16. Knowledge of the vocabulary related to the parts of the house
17. Knowledge of the vocabulary related to the parts of the school
18. Knowledge of “where?” structure
19. Knowledge of adjectives
20. Knowledge of possessives
21. Knowledge of “who” structure
22. Knowledge of some of the occupations
23. Knowledge of “simple present tense” structure
24. Knowledge of “simple present continuous tense” structure
25. Knowledge of the words used for counting until 100 in tens
26. Knowledge of the vocabulary related to months
27. Comprehension of “there is/there are” structure
28. Ability to comprehend the imperatives
29. Ability to comprehend the modal “can” which expresses ability
30. Ability to ask questions with plural words

31. Ability to comprehend the possessives
32. Ability to write sentences appropriate to their level
33. Ability to understand sentences appropriate to their level
34. Ability to comprehend the structures, functions and concepts in language
35. Ability to work with dialogues appropriate to their level
36. Skill in asking and answering about the name and the age of someone
37. Skill in talking about the weather in short sentences
38. Skill in using imperatives
39. Skill in building up sentences in English
40. Greeting with people in English
41. Communicating in English
42. Getting pleasure in learning English
43. Answering the interrogative sentences appropriate to their level
44. Introducing Atatürk's family in English
45. Communicating in his/her level
46. Obeying the orders in English
47. Answering to the "where?" question
48. Using some simple sentences used in daily life

With regard to the objectives determined, the provided contents of the fourth and the fifth grades and their distribution to the units, suggested class hours and the frequencies of the objectives for each unit are presented in the following tables.

Table 1: Distribution of the Units According to the Topics for the 4th Grades

| UNIT | SUBJECTS |
|---------------|--|
| UNIT 1 | Greeting-Personal pronouns- A game or a song- Possessive pronouns Asking the age- Imperatives |
| UNIT 2 | Presenting the classroom objects- Singular/plural- a/an- A song Imperatives |
| UNIT 3 | Colors-Numbers (1-10) - “How many? / How much?”- “What is the time?” |
| UNIT 4 | Family- Atatürk’s family- A game- Clothes- Imperatives |
| UNIT 5 | “Whose?”- Days of the week- A song- Imperatives |
| UNIT 6 | Parts of the house- Parts of the school- Parts of the body- Adjectives- A game or a song |
| UNIT 7 | Adjectives- “Where?” with adjectives- Possessives- A game or a song |
| UNIT 8 | Ability- Dialogue |

Table 2: Distribution of the Units, Suggested Class Hours and the Frequencies of the objectives for Each Unit (4th grades)

| | NAME OF UNIT | Frequency of units % | Suggested Course hours | Frequency of objectives |
|---------------|---|-----------------------------|-------------------------------|--------------------------------|
| UNIT 1 | Greeting- Counting (1-10) | 17 | 12 | 7 |
| UNIT 2 | Presenting the classroom objects- a/an | 11 | 8 | 3 |
| UNIT 3 | Colors- “how many? / how much?”- “What is the time?” | 11 | 8 | 3 |
| UNIT 4 | Family- Clothes | 8 | 6 | 3 |
| UNIT 5 | “Whose?”- Days of the week | 17 | 12 | 7 |
| UNIT 6 | Parts of the house- “Where?” | 11 | 8 | 5 |
| UNIT 7 | Adjectives- Possessives | 11 | 8 | 5 |
| UNIT 8 | Ability | 14 | 10 | 5 |
| TOTAL | | 100 | 72 | 38 |

Table 3: Distribution of the Units According to the Topics for the 5th Grades

| UNIT | SUBJECTS |
|---------------|--|
| UNIT 1 | Greeting- Introducing yourself- Imperatives |
| UNIT 2 | Structure of “there is/there are” –“Where”-Some prepositions- Asking questions with “or” |
| UNIT 3 | Adjectives- A game |
| UNIT 4 | Ability- Occupations- Asking about the occupation using “what” |
| UNIT 5 | Simple past tense- Interrogative and negative forms- Dialogue |
| UNIT 6 | Asking for the time- Asking about the weather- A song- Imperatives |
| UNIT 7 | Present continuous tense-“WH-” questions- A song |
| UNIT 8 | “Where are you from?”- Counting until 100 in tens |

Table 4: Distribution of the Units, Suggested Class Hours and the Frequencies of the objectives for Each Unit (5th grades)

| | NAME OF THE UNIT | Frequency of units % | Suggested Course hours | Frequency of objectives |
|---------------|--|-----------------------------|-------------------------------|--------------------------------|
| UNIT 1 | Greeting-Introducing yourself | 14 | 10 | 4 |
| UNIT 2 | Structure of “there is/there are” – “Where- months | 17 | 12 | 5 |
| UNIT 3 | Adjectives | 11 | 8 | 4 |
| UNIT 4 | Ability-Occupations | 11 | 8 | 3 |
| UNIT 5 | Simple past tense | 11 | 8 | 2 |
| UNIT 6 | Asking for the time-Asking about the weather | 11 | 8 | 2 |
| UNIT 7 | Present continuous tense | 11 | 8 | 2 |
| UNIT 8 | “Where are you from?” | 14 | 10 | 4 |
| TOTAL | | 100 | 72 | 26 |

When we look at the names of the units and their contents, we can see that items to be learned are not ordered in a unique pattern. While some of them are described according to their functions such as “greeting, introducing yourself, counting, telling the time, etc”,

most of the items are presented according to their grammatical names such as “there is/there are, whose, where, etc”.

Within the syllabus of the 4th grades, learning items are spread in 8 units, each of which is divided into groups (see Appendix 1). There are 35 groups in total and they are ordered according to the function, structure and vocabulary that are covered within the unit. However, there is a confusion of terms in the organization of the syllabus. Some of the items described as “function” do not reflect the function of the learning item. Among 33 items, only 12 of them describe the function of the structures while 15 of them describe what the teacher will do: i.e. “teaching a/an, teaching here/there, etc. Other 6 items describe the structure and theme.

In the structure and the vocabulary parts, items are not described appropriately. For example, we can see the example sentences of the related structure to be learned instead of using the structural titles such as “possessive pronouns, demonstrative adjectives”, etc.

As in the 4th grade syllabus, there is confusion in the expression of the functions and the structures in the 5th grade syllabus. We can see an example in the fifth unit of the 5th grade’s syllabus. The statement “teaching the simple present tense” takes place under the “function” section and there are example sentences under the “structure” section, which may result in failure in the implementation process of the program. Therefore, it can be inferred that there is no logical pattern of design in the syllabus.

When we look at the 8th unit of the 4th grade related to the modal can (see Appendix 1, Unit 8 of the 4th grade), we see that although the first row describing the function is defined appropriately, other expressions such as “asking yes-no questions with can” are not appropriate for defining the function. Additionally, the structure part does not reflect the structures that will be dealt with, but it presents example sentences from what will be

taught. In other words, the content is defined as the structure. Instead, the sequence and the definitions could be as follows:

| <u>Function</u> | <u>Structure</u> | <u>Content</u> |
|--|--|--|
| Asking and answering about the ability | Affirmative sentences with the modal “can” Interrogative sentences with the modal “can” Yes-No questions with the modal “can” Negative sentences with the modal “can” | A bird can fly. Can a bird fly? Yes, it can. I can’t play the guitar. |

As the curriculum is a guide for the teachers, such confusions may mislead them in the implementation process. At this point, Nunan (1995: 215) states that unless a lesson is carefully sequenced and activities are carefully structured, the learners are likely to perceive the lesson as confusing, unprincipled; although this very much depends on the skill of the teacher in integrating the activities in a logical and appropriate way, in accordance with the objectives of the program.

If we look at the curriculum as a whole with its all components, we draw the conclusion that the program does not have a system. First of all, the objectives are not defined appropriately (see Appendix 1). As the program does not include the basic language skills, the objectives are not ordered according to the skills that are intended to be gained. As a result of this deficiency, the teacher can not decide on which skill to focus on at the proper time.

I. 6. 1. 2. The Content of the Curriculum and the Course Books

Within the curriculum of the 4th and 5th grades, it is mainly aimed to make children aware that there are languages different from Turkish, and make them take pleasure while learning a foreign language. Thus, it is stated that teaching-learning process should be carried out with game-based activities and dialogues that the students can make use of in their daily life (Güleryüz, 2001: 297). With this respect, games are supposed to be the part

of that process. In other words, games, songs, and other similar activities should serve as vehicle for learning rather than be time filler at the end of the lessons. When the program is analyzed, it is possible to see statements such as “a game and/or a song”. However, they are placed under the “structure” part at the end of some units, which does not match with what is stated in the program (see Appendix 1). If so, the materials that are used in the classrooms should be examined in order to see how they operate within the program.

One of the most-frequently-used materials at schools is the course book. When selecting commercial materials such as course books, it is important to match the materials with the goals and objectives of the program, and to ensure that they are consistent with one’s beliefs about the nature of language and learning, as well as with learners’ attitudes, beliefs and preferences (Nunan, 1995: 209).

In our country, course books are assumed as a part of the program and they are perceived as the concrete version of the curriculum due to the fact that the program is not a real guide. Therefore, it is essential to go through some of them in order to match the content of the curriculum with the content of the course books used. With this aim, 3 course books approved by the Ministry of Education and used for the 4th and 5th grades at schools are selected and analyzed. They are *Spring* (Kocaman, Tataroğlu and Özgüler, 2004), *Enjoy English* (Sönmez and Yitim, 2003) and *English Today* (Tarlakazan, 2002).

When these books are skimmed and scanned, it is noticed that their content in terms of the items to be covered and the sequence of those items are parallel with the content of the curriculum.

In *Spring* (2004), the topics seem to be presented as theme-based (i.e. my classroom, my family...etc.). However, some topics are structural as it is in the curriculum (i.e. How many? Where is the...? etc). The course book is colorful and the topics are illustrated with pictures. There are lots of listening and speaking exercises but they are not

enriched with dialogues. Newly introduced items are related to the previous ones, which facilitates learning. Games and songs are seen at the end of the units.

In *Enjoy English* (2003), most of the units do not have a name. The exercises are directly presented without any explanation. The items in the dialogues and exercises are not meaningful and familiar to the learners. The names of the characters and the city names are all foreign. Additionally, the topics are not sequenced in a logical pattern. For example, the structure of “how many” takes place before the “numbers”. Most of the topics are not related to or integrated with each other. For example, the lexical items related to the “occupation” can take place within the activities related to the “ability” (i.e. A pilot can...).

English Today (2002) presents the topics in a map showing the titles, functions and structures that are included in each unit with their pages. The topics are integrated with each other. Previously presented items facilitate the further topics. There are different kinds of exercises and dialogues. Activities are enriched with pictures. The number of the songs and games are very limited and they are at the end of the units. As in the other two course books, instructions are in English in this book.

CHAPTER II

METHOD

In this chapter, the participants of the study, techniques of data gathering, the procedure, and data analysis of the study will be presented.

II. 1. The Participants of the Study

The participants of this study are 40 grade 5 students of different primary schools and 130 teachers who teach English at the fourth and the fifth grades of various primary state schools in Mersin.

II. 2. Data Gathering Techniques

As the aim of this study is to search the teachers' and the students' views on the available language teaching curriculum which is implemented at primary levels in a descriptive way, the curriculum that is developed by Ministry of Education was taken as a base. In order to see the teachers' views, a research instrument (see Appendix 2) to be distributed to the teachers was developed by the researcher under the light of the findings and sayings of English language teaching literature that were presented in the previous chapter.

The research instrument was composed of two main parts. In the first part, the teachers were given fifty nine statements about the content of the curriculum and were asked to indicate their degree of agreement with the statement selecting the numbers from 0 to 4.

The items in the research instrument were determined according to the research questions of the study. Items from 1 to 15 in the questionnaire were concerned with the

sequence of the topics within the content. Demirel (2000, 128) maintains that there are some basic principles that should be taken into consideration while organizing and sequencing the content of the program. Accordingly, the content should move from simple to complex, from close environment to far, from now to past, from familiar to unfamiliar, and so forth. Additionally, it is important that earlier learning items should be developed or refined in further sections. In other words, learning items should be cyclic in order to discover how they relate or integrate with some different part of the language (Corder, 1973: 297). With this respect, the aim of the items from 1 to 15 in the questionnaire was to investigate whether the teachers find the sequence of the content appropriate in terms of teaching-learning principles with regard to children's language learning process.

Items from 16 to 31 were concerned with the consistency of the content with the objectives of the curriculum. It is essential that the content be consistent with the objectives of the curriculum. The teachers were asked to indicate whether the content enables the students to acquire the intended behaviours desired in the objectives of the curriculum. Item in this section were composed according to the objectives stated in the official curriculum (MEB, 2000:182).

Items from 32 to 47 were concerned with the consistency of the content with the in-class content. The statement in this part was composed according to the findings in the literature. It is a common fact that children learn the new language by experiencing it in the classroom with their peers in real-like situations that are close to their own world (Kral 2004, Ellis 1997, Moon 2006). Another fact is that as children's attention span is short, they can focus on one dimension at one time. Hence the learning items should be interesting and lively, and small enough to cope with at one time (Brown 1994, Savignon 1988, Corder 1973). In addition to all these, what should be kept in mind is that children focus on the main words in a message rather than its grammatical structure (Lightbown and

Spada, 2003: 41). Therefore, they learn through chunks such as “come on, I don’t know, etc” (Moon, 2000). The teachers were asked to indicate whether the content is applicable and useful in the classroom environment in terms of teaching English to children.

The second part of the research instrument was composed of 4 open-ended items within which they were asked to indicate their opinions about the curriculum, content and its implementation assuming that the teachers knew the methodological items.

As for the children, a semi-structured interview was organized with 40 students from different schools. Within the interview, children were asked to response to 22 open-ended questions (see Appendix 3) composed by the researcher. The questions were composed according to the objectives of the curriculum, and the questionnaire that was developed for the teachers.

II. 3. Procedure

After getting permission from the governor’s office of Mersin, the research instrument were distributed by the researcher to language teachers who teach English at the fourth and the fifth grades of several primary state schools. It was observed that the number of the teachers who teach to the fourth and the fifth grades was limited. Despite the fact that the research instrument were distributed to most of them, some of the teachers rejected to participate in the study and did not fill in the questionnaire, and some of those who were given a questionnaire did not turn the sheet back. Thus, 130 of the questionnaires were taken back. The data were gathered within three months.

For the interview with children, 40 students from different schools were selected in a non-random way. The interviews were made individually so that the children were not influenced by each other.

II. 4. Data Analysis

In the first part of the research instrument, Likert type scale was used ranging from “0” (totally disagree) to “4” (completely agree) for the opinions of the teachers. In order to analyze the teachers’ opinions on the content of the already existing curriculum, the reactions of the teachers to each statement and their frequencies and percentages were calculated separately and presented in tables. For the analysis of the data, SPSS 9.05 package program on the computer was used. For the second part of the questionnaire, the reactions of the teachers were counted and their frequencies and percentages were calculated. The curriculum was evaluated according to the findings representing the teachers’ opinions.

The data gathered from the interviews with children were classified according to the common responses of the children. After the classification, their frequencies and percentages were calculated. The interpretations and comments on the children’s opinions about the English curriculum were made according to these findings. Finally, the children’s and the teachers’ views on similar issues were compared and contrasted.

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, statistical findings related to the opinions of the teachers and the students about the content of the existing curriculum that is implemented at the fourth and the fifth grades of the primary education are presented and discussed in the sequence of the research questions. The findings are discussed according to their order in the questionnaire that was submitted to the teachers and the students. The tables are named according to the statements in the research instrument so that the reactions of the teachers can be understood clearly.

III. 1. Findings and Discussions Related to the First Research Question

“What are the teachers’ views about the 4th and 5th grade primary school English curriculum?”

III. 1. 1. Findings and Discussions Related to the Research Question “1 a”

“What are the teachers’ views about the content and its sequence?”

Tables from 5 to 18 concern the statements that investigate the opinions of the teachers about the content and its sequence.

Table 5: The Content Moves from More Particular to More General

| Degree of Agreement | f* | %* |
|---------------------|-----|-------|
| 0 | 6 | 4,6 |
| 1 | 6 | 4,6 |
| 2 | 34 | 26,2 |
| 3 | 66 | 50,8 |
| 4 | 18 | 13,8 |
| Total | 130 | 100,0 |

*f : frequency

*% : percentage

When Table 5 is analyzed, it is seen that most of the teachers (64.6% of the group) agree that the content of the curriculum moves from more particular to more general. Those who do not and completely do not agree compose 9.2% of the group. This finding shows that most of the teachers agree on the idea that the content of the curriculum moves from more particular to more general.

Table 6: The Content Moves from Simple to Complex

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 1 | ,8 |
| 1 | 6 | 4,6 |
| 2 | 22 | 16,9 |
| 3 | 63 | 48,5 |
| 4 | 38 | 29,2 |
| Total | 130 | 100,0 |

In Table 6, it is seen that 77.7% of the teachers agree that the content moves from simple to complex. Others, who partly agree and who do not agree compose 22.3% of the group. In this respect, it can be concluded that according to the teachers' opinions, the content moves from simple to complex, which is an important feature of a curriculum.

Table 7: The Content Moves from the Familiar to the Unfamiliar

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 3 | 2,3 |
| 1 | 14 | 10,8 |
| 2 | 22 | 16,9 |
| 3 | 55 | 42,3 |
| 4 | 36 | 27,7 |
| Total | 130 | 100,0 |

Table 7 indicates that 70% of the group agrees that the content moves from familiar to the unfamiliar. On the other hand, teachers who do not and completely do not agree compose 13,1% of the group. Those who partly agree are 16.9%. Therefore, it can be

stated that according to the teachers' opinions, the content of the curriculum mostly moves from subjects that are familiar to children to unfamiliar subjects, which makes easier to teach and learn a foreign language.

Table 8: There is an Order in the Sequence of Social Context of the Content

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 5 | 3,8 |
| 1 | 18 | 13,8 |
| 2 | 44 | 33,8 |
| 3 | 35 | 26,9 |
| 4 | 28 | 21,5 |
| Total | 130 | 100,0 |

In Table 8, we tried to reveal whether the content of the curriculum is sequenced considering the social context such as from the near environment to the far (i.e. classroom-school-city...etc.) It is seen that there is not one specific opinion about the sequence of social context in the content. Teachers who completely agree and agree the statement compose 48.4% of the group. Those who partly agree compose 33.8% of the teachers. Others who do not and completely do not agree are 17.6%. In this respect, we can say that most of the teachers believe that there is an order in the sequence of social context in the content.

Table 9: It is Possible to See the Previous Topics in the Next Steps

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 6 | 4,6 |
| 1 | 23 | 17,7 |
| 2 | 23 | 17,7 |
| 3 | 52 | 40,0 |
| 4 | 26 | 20,0 |
| Total | 130 | 100,0 |

When we analyze Table 9, we see that 60% of the group agrees that earlier learning is developed or refined in later sections of the content. Others who do not and completely do not agree are 22.3%. Thus, most of the teachers think that the content recycles from time to time in order to facilitate learning.

Table 10: Newly Introduced Items are Related to and Contrasted with Items Already Familiar to the Learners

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 7 | 5,4 |
| 1 | 32 | 24,6 |
| 2 | 23 | 17,7 |
| 3 | 47 | 36,2 |
| 4 | 21 | 16,2 |
| Total | 130 | 100,0 |

Table 10 indicates that the number of the teachers who agrees and completely agrees that newly introduced items are related to and contrasted with previous items composes 52.4% of the group. Teachers who disagree and completely disagree compose 30%, and those who partly agree are 17.7%.

Table 11: Different Parts of the Content Relates to the Whole

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 9 | 6,9 |
| 1 | 24 | 18,5 |
| 2 | 32 | 24,6 |
| 3 | 48 | 36,9 |
| 4 | 17 | 13,1 |
| Total | 130 | 100,0 |

Table 11 shows us opinions related to the body of the content. Despite the fact that the percentage of the teachers who agree that the content is sufficient from this view is the highest (36.9%), it is understood from the table that the numbers of teachers who do

not and completely do not agree compose 25.4% of the group. Those who partly agree are 24.6%.

Table12: The Content is Sequenced Considering the Functions and Meanings rather than Structures

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 15 | 11,5 |
| 1 | 14 | 10,8 |
| 2 | 22 | 16,9 |
| 3 | 45 | 34,6 |
| 4 | 34 | 26,2 |
| Total | 130 | 100,0 |

Table12 indicates that 60.8% of the teachers agree that the content is arranged according to the functions and meanings rather than structures. Teachers who think the opposite are 22.3%. Accordingly, most of the teachers find the content functional.

Table13: The Syllabus Allows Students to Differentiate Between Formal and Informal Use of Language

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 24 | 18,5 |
| 1 | 36 | 27,7 |
| 2 | 25 | 19,2 |
| 3 | 33 | 25,4 |
| 4 | 12 | 9,2 |
| Total | 130 | 100,0 |

Table 13 indicates that most of the teachers think that the syllabus does not provide the students with the difference between the formal and informal use of language. 46.2% of teachers disagree and completely disagree that the content allows students to differentiate between formal and informal use of language. Teachers who partly agree

compose 19.2% of the group. On the other hand, 25.4% and 9.2% of the group states positive opinion.

Table 14: Language is Presented in Chunks

| Degree of Agreement | F | % |
|----------------------------|----------|----------|
| 0 | 16 | 12,3 |
| 1 | 17 | 13,1 |
| 2 | 22 | 16,9 |
| 3 | 42 | 32,3 |
| 4 | 33 | 25,4 |
| Total | 130 | 100,0 |

According to Table 14 most of the teachers (57.7%) agree that the language is presented in chunks rather than pieces. While 25.4% of them do not agree, 16.9% of the teachers partly agree with it.

Actually, the curriculum suggests that language is presented in chunks. However, as the structures, functions and content of the language are confused in the program, it is possible for teachers to be confused, as well. For example, when we look at the second unit of the 5th grade (see Appendix 1), we see “there is-there are” under the heading of “function”, and example sentences that reflect the content under the heading of “structure”. This may lead to a misperception for the teachers in the implementation of the program.

Table 15: The Content is Appropriate for Students to Use the Language in a Short Course of Time in Their Life

| Degree of Agreement | F | % |
|----------------------------|----------|----------|
| 0 | 9 | 6,9 |
| 1 | 37 | 28,5 |
| 2 | 38 | 29,2 |
| 3 | 37 | 28,5 |
| 4 | 9 | 6,9 |
| Total | 130 | 100,0 |

It is seen in Table 15 that teachers do not share a common opinion about the statement that the content is appropriate for students to use the language in a short course of time. Only 6.9% of them completely agree, and 28.5% of them agree the statement. On the other hand, teachers who disagree (29.2%) and who partly agree (28.5%) are almost the same numbers. What is interesting is the number of teachers who completely disagree is the same with those who completely agree (6.9%). This contradiction among the teachers' opinions may be due to the fact that although they find the content of the program suitable for enabling the students to make use of the language in a short course of time, they think that the time table provided for the program is not sufficient for achieving this goal (see Table 49).

Table 16: The Syllabus Allows Students to Work with Visual Aids

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 24 | 18,5 |
| 1 | 28 | 21,5 |
| 2 | 26 | 20,0 |
| 3 | 37 | 28,5 |
| 4 | 15 | 11,5 |
| Total | 130 | 100,0 |

In Table 16, we see that there is not a unity in the opinions of the teachers. While 40% of the group think that the syllabus is appropriate for using visual aids, other 40% thinks in the opposite way. Those who partly agree compose 20% of the group. When we look at the syllabus and its content, we see that the items to be taught are suitable for using visual aids (i.e. parts of a house, the classroom, etc). In this respect, it is thought-provoking that the teachers do not state a positive opinion. It is possible that the teachers are looking for ready-made materials as a part of the program.

Table 17: Language Skills (Listening, Speaking, Reading and Writing) are Integrated in Each Unit throughout the Curriculum

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 40 | 30,8 |
| 1 | 17 | 13,1 |
| 2 | 33 | 25,4 |
| 3 | 29 | 22,3 |
| 4 | 11 | 8,5 |
| Total | 130 | 100,0 |

Table 17 shows us the findings related to the opinions of the teachers on whether the language skills are integrated in each unit. While 25.4% of the teachers partly agree, 43.9% of them think that the content does not integrate language skills. The number of the teachers who state positive opinion composes 30.8% of the group. Thus, we can say that most of the teachers do not appreciate the program from this point of view.

Table 18: In the Content, Vocabulary is Presented in a Thematic, Purposeful Way in Meaningful Contexts

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 18 | 13,8 |
| 1 | 21 | 16,2 |
| 2 | 25 | 19,2 |
| 3 | 42 | 32,3 |
| 4 | 24 | 18,5 |
| Total | 130 | 100,0 |

When we look at Table 18, we see that though most of the teachers state that vocabulary is introduced in a thematic, purposeful way, 30% of the group does not agree the statement. When we look at the distribution of the topics in the units, we see that vocabulary teaching takes place under some topics such as “parts of a house, objects in the classroom, etc”. The different opinions of the teachers about this point can be due to the differences in their perceptions of the statement.

III. 1. 2. Findings and Discussions Related to the Research Question “1 b”

“What are the teachers’ views about the consistency of the objectives with the content?”

Tables from 19 to 34 concern the questions that investigate the opinions of the teachers about the consistency of the content with the objectives of the available curriculum. As it was stated before, teachers mostly consider the course books as the content in the program. For this reason, discussion of this section was made taking this assumption into account.

Table 19: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching the Themes Concerning the Numbers such as Telling the Time, Telling the Phone Number, Talking about the Age, etc

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 3 | 2,3 |
| 1 | 12 | 9,2 |
| 2 | 41 | 31,5 |
| 3 | 56 | 43,1 |
| 4 | 18 | 13,8 |
| Total | 130 | 100,0 |

Table 19 shows that most of the teachers (56.9%) indicate positive opinions regarding efficiency of the content in teaching the numbers and related subject matters. While 31.5% of them point out that they partly agree, only 11.5% of the teachers do not believe that the content is sufficient for serving this objective. Accordingly, most of the teachers find the content and the objectives consistent in this respect.

Table 20: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching the Imperatives

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 1 | ,8 |
| 1 | 18 | 13,8 |
| 2 | 43 | 33,1 |
| 3 | 53 | 40,8 |
| 4 | 15 | 11,5 |
| Total | 130 | 100,0 |

Table 20 reveals that 52.3% of the teachers find the content sufficient for teaching and using the imperatives. While 33.1% of the teachers partly agree with the idea, 14.6% of them do not agree that the content serves efficiently in this matter.

Table 21: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching Pronouns

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 1 | ,8 |
| 1 | 17 | 13,1 |
| 2 | 43 | 33,1 |
| 3 | 54 | 41,5 |
| 4 | 15 | 11,5 |
| Total | 130 | 100,0 |

In Table 21, it is seen that 53% of the teachers consider the content sufficient for teaching the different types of pronouns. While 33.1% of them point out that they partly agree, 13.9% of them believe that there is not adequate number of activities and topics related to the pronouns within the content.

Table 22: The Curriculum Includes Efficient Amount of Activities for Teaching the Objects in the Environment

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 6 | 4,6 |
| 1 | 14 | 10,8 |
| 2 | 33 | 25,4 |
| 3 | 53 | 40,8 |
| 4 | 24 | 18,5 |
| Total | 130 | 100,0 |

As Table 22 indicates, 18.5% of the teachers completely agree, and 40.8% of them agree that the content includes efficient amount of activities for teaching the objects in the environment (school, classroom, home...etc). While 25.4% of them partly agree, those who think in the opposite way compose 15.4% of the group. So it can be said that most of the teachers agree on the idea that the curriculum includes efficient amount of activities for teaching the objects in the environment.

Table 23: The Content is Efficient for Learners to Make Use of Basic Sentence Patterns

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 7 | 5,4 |
| 1 | 9 | 6,9 |
| 2 | 31 | 23,8 |
| 3 | 49 | 37,7 |
| 4 | 34 | 26,2 |
| Total | 130 | 100,0 |

According to Table 23, most of the teachers agree that the content is efficient for learners to make use of basic sentence patterns. It is remarkable that the number of the teachers who completely agree the statement composes 26.2% of the group and those who agree are 37.7%. While 23.8% of the teachers partly agree with it, those who think in the

negative way compose only 12.3% of the group. In this respect, the teachers think that the students can use basic sentence patterns with the help of the available program.

Table 24: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching Colors

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 1 | ,8 |
| 1 | 5 | 3,8 |
| 2 | 36 | 27,7 |
| 3 | 50 | 38,5 |
| 4 | 38 | 29,2 |
| Total | 130 | 100,0 |

As indicated in Table 24, the majority of the group believes that the content is efficient for teaching colors to children. The number of the teachers who state positive opinion composes 67.7% of the group. Those who partly agree are 27.7% and who indicate negative opinion are only 4.6% in total. We see that most of the teachers share a common idea that the content is efficient for teaching colors to children.

The discussion regarding the tables between 25- 33 will be made all together as the opinions of the teachers dispense mostly around agreement.

Table 25: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Talking and Asking about the Time

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 2 | 1,5 |
| 1 | 7 | 5,4 |
| 2 | 36 | 27,7 |
| 3 | 57 | 43,8 |
| 4 | 28 | 21,5 |
| Total | 130 | 100,0 |

Table 26: The Content is Efficient in terms of the Amount of the Vocabulary Related to “Family”

| Degree of Agreement | F | % |
|----------------------------|----------|----------|
| 0 | 4 | 3,1 |
| 1 | 14 | 10,8 |
| 2 | 38 | 29,2 |
| 3 | 50 | 38,5 |
| 4 | 24 | 18,5 |
| Total | 130 | 100,0 |

Table 27: The Content of The Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching the Days of the Week, Months, Seasons, Weather, and Other Time Expressions

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 5 | 3,8 |
| 1 | 12 | 9,2 |
| 2 | 31 | 23,8 |
| 3 | 43 | 33,1 |
| 4 | 39 | 30,0 |
| Total | 130 | 100,0 |

Table 28: The Content is Efficient to Allow Students to Ask for and Answer about the Objects around Them

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 2 | 1,5 |
| 1 | 15 | 11,5 |
| 2 | 34 | 26,2 |
| 3 | 52 | 40,0 |
| 4 | 27 | 20,8 |
| Total | 130 | 100,0 |

Table 29: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of the Adjectives Used for Describing the Things in and Around

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 7 | 5,4 |
| 1 | 17 | 13,1 |
| 2 | 39 | 30,0 |
| 3 | 51 | 39,2 |
| 4 | 16 | 12,3 |
| Total | 130 | 100,0 |

Table 30: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of the Patterns Used for Expressing Daily (Routine) Activities Using the Simple Present Structure

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 3 | 2,3 |
| 1 | 10 | 7,7 |
| 2 | 46 | 35,4 |
| 3 | 47 | 36,2 |
| 4 | 24 | 18,5 |
| Total | 130 | 100,0 |

Table 31: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of the Patterns Used for Expressing the Events on Progress

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 1 | ,8 |
| 1 | 14 | 10,8 |
| 2 | 39 | 30,0 |
| 3 | 57 | 43,8 |
| 4 | 19 | 14,6 |
| Total | 130 | 100,0 |

Table 32: The Content of the Available Curriculum Parallels with the Objectives of the Curriculum in Terms of Teaching How to Talk about People's Abilities

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 4 | 3,1 |
| 1 | 11 | 8,5 |
| 2 | 23 | 17,7 |
| 3 | 58 | 44,6 |
| 4 | 34 | 26,2 |
| Total | 130 | 100,0 |

Table 33: The Content is Efficient for Pointing the Differences between Singularity and Plurality at both Sentence and Vocabulary Levels

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 5 | 3,8 |
| 1 | 26 | 20,0 |
| 2 | 40 | 30,8 |
| 3 | 40 | 30,8 |
| 4 | 19 | 14,6 |
| Total | 130 | 100,0 |

Tables from 25 to 33 reveal that the content includes most of the topics that are necessary to fulfill the objectives of the curriculum. The majority of the teachers agrees that the content parallels with the objectives in terms of covering the subjects such as time, family, months, the names of the objects around them, adjectives, present tenses, expressions concerning weather, talking about abilities and the concept of singular-plural. It is true that the content, as well as the course books, include almost all the items mentioned in the objectives of the program.

Table 34: The Curriculum Parallels with the Objectives of the Curriculum in Terms of Encouraging the Learners to Use the Language Creatively

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 20 | 15,4 |
| 1 | 29 | 22,3 |
| 2 | 43 | 33,1 |
| 3 | 29 | 22,3 |
| 4 | 9 | 6,9 |
| Total | 130 | 100,0 |

In contrast to what is indicated in the previous tables, most of the teachers do not agree that the content encourages the learners to use the language creatively. Teachers who think in the positive way compose 29.2% of the group. On the other hand, 37.7% of them disagree while 33.1% of the teachers partly agree with the statement. When we look at the curriculum, we see that it suggests activities that require creative use of the language such as dramatization, role-playing, describing pictures, deriving words from a letter, making up sentences with the known words, etc (see Appendix 1). The differences in the reactions of the teachers may be due to their repertoire of the activities which they can make use of during the teaching-learning process.

III. 1. 3. Findings and Discussions Related to the Research Question “1 c”

“What are the teachers’ views about the implementation of the curriculum?”

Tables from 35 to 49 concern the questions that investigate the opinions of the teachers about the appropriateness of the content to teaching-learning principles.

Table 35: In the Curriculum, there are Realistic Activities to Promote the Learning of Communicative Skills and Strategies which are Transferable to Real-life Communication

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 15 | 11,5 |
| 1 | 30 | 23,1 |
| 2 | 41 | 31,5 |
| 3 | 29 | 22,3 |
| 4 | 15 | 11,5 |
| Total | 130 | 100,0 |

Table 35 indicates that while 31.5% of the teachers partly agree with the statement, 23.1% and 11.5% of them disagree and completely disagree with the statement. On the other hand, 22.3% and 11.5% of teachers declare positive views. It is interesting that the percentages of the positive and the negative opinions are very close to each other.

Table 36: The Topics in the Content are Reflected in Authentic Materials

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 22 | 16,9 |
| 1 | 19 | 14,6 |
| 2 | 45 | 34,6 |
| 3 | 31 | 23,8 |
| 4 | 13 | 10,0 |
| Total | 130 | 100,0 |

In Table 36, it is seen that 10% of teachers completely agree, and 23.8% of them agree that the topics in the content are reflected in authentic materials. Those who partly agree compose 34.6% of the group. On the other hand, teachers who do not agree and completely do not agree the statement are 31.5%. As in the previous table, the rates are not collected under the similar points of view. So the curriculum can be analyzed again for the authenticity of the materials suggested.

Table 37: The Curriculum Allows Students to Learn Useful Classroom Discourse

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 6 | 4,6 |
| 1 | 20 | 15,4 |
| 2 | 20 | 15,4 |
| 3 | 36 | 27,7 |
| 4 | 48 | 36,9 |
| Total | 130 | 100,0 |

When we analyze Table 37, we see that teachers appreciate the content in this aspect. 64.6% of teachers agree that the curriculum allows students to learn useful classroom discourse such as “listen to me carefully, keep quiet, open your books, etc” at first hand. Only 20% of them think in the opposite way and those who partly agree compose 15.4% of the group. Therefore, it is possible to state that the teachers find the curriculum functional in this respect.

Table 38: As a Part of the Content, the Course Books We Use and the Visuals in them can Function as a Facilitator for Students’ Learning

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 25 | 19,2 |
| 1 | 25 | 19,2 |
| 2 | 31 | 23,8 |
| 3 | 35 | 26,9 |
| 4 | 14 | 10,8 |
| Total | 130 | 100,0 |

Table 38 indicates that the opinions of the teachers on the visual aids of the course books are not distributed equally. 10.8% of teachers completely agree and 26.9% of them agree that the visuals in the course books can function as facilitator for students’ learning adequately. 23.8% of the group partly agrees with the point. On the other hand, the number of the teachers who think in the opposite way composes 38.4% of the group. Therefore, it

is not possible to draw a conclusion regarding the visuals in the course books according to the teachers' opinions. At this point, it may be useful to analyze the course books from the point of their visual properties in order to come to a conclusion.

Table 39: The Curriculum Allows Students to Learn the Language by Doing

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 12 | 9,2 |
| 1 | 34 | 26,2 |
| 2 | 42 | 32,3 |
| 3 | 30 | 23,1 |
| 4 | 12 | 9,2 |
| Total | 130 | 100,0 |

Table 39 shows us the opinions of the teachers about whether the curriculum allows students to learn the language by doing. Accordingly, the percentages of the teachers who completely agree (9.2%) and who completely disagree (9.2%) are the same. Those who disagree compose 26.2% of the total group while those who agree are 23.1%. On the other hand, those who partly agree compose 32.3% of the teachers. This situation can be explained in terms of the teachers' choices of techniques in covering the topics in the content because the program is suitable for teaching/learning the language by doing. As it was stated before, the program suggests activities that require the students' active participation such as role-plays and dramatizations. However, since there is not a teacher's guide related to the available program, the teachers may find it difficult to bring activities into the classroom that enhance learning the language by doing.

Table 40: The Curriculum Allows Students to Work in Pairs or Groups

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 10 | 7,7 |
| 1 | 19 | 14,6 |
| 2 | 40 | 30,8 |
| 3 | 40 | 30,8 |
| 4 | 21 | 16,2 |
| Total | 130 | 100,0 |

When we look at Table 40, we see that 47% of the teachers agree and completely agree that the curriculum allows students to work in pairs or groups. Those who partly agree are 30.8%. On the other hand, 22.3% of the teachers state negative opinion.

Table 41: In the Curriculum, Games are Estimated as a Tool for Teaching Rather than Time-filler at the End of the Lesson

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 31 | 23,8 |
| 1 | 28 | 21,5 |
| 2 | 23 | 17,7 |
| 3 | 33 | 25,4 |
| 4 | 15 | 11,5 |
| Total | 130 | 100,0 |

When we look at Table 41, we see that teachers have different opinions on the statement. 45.4% of the teachers think that games are estimated as time-filler at the end of the lesson or unit within the content. 36.9% of them think in the opposite way and believe that games are tools for teaching. 17.7% of the teachers partly agree that games are the parts of teaching-learning process rather than time-fillers. This situation may be due to the deficiency in the program. When we look at the curriculum, we see that games are only suggested at the end of the units with the expression “a game” (see the units in Appendix 1). The teachers are not guided for the type and aim of the game.

Table 42: In the Curriculum, Spoken English is Well Designed to Equip Learners for Real-Life Interactions

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 31 | 23,8 |
| 1 | 37 | 28,5 |
| 2 | 26 | 20,0 |
| 3 | 32 | 24,6 |
| 4 | 4 | 3,1 |
| Total | 130 | 100,0 |

The values of Table 42 are similar to the previous table. The percentages are almost equal to each other between the opinions numbered 0-3. In this respect, it is not possible to say that teachers share a common idea on the statement that spoken English (dialogues, role-plays, etc) is well designed to equip learners for real-life interactions such as while watching cartoons, playing computer games, etc. However, 52.3% of the teachers have negative opinions on the statement. The number of the teachers who partly agree composes 20%, and those who think that the curriculum is efficient in this respect compose 27.7% of the group. Most of the teachers think that the curriculum is not efficient for providing students for real-life interactions in their own world.

Table 43: Pronunciation Work is Built on to Other Types of Work, such as Listening, Dialogue Practice, etc Rather than Standing Separately

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 16 | 12,3 |
| 1 | 30 | 23,1 |
| 2 | 31 | 23,8 |
| 3 | 42 | 32,3 |
| 4 | 11 | 8,5 |
| Total | 130 | 100,0 |

Findings in Table 43 indicate that the number of the teachers who think pronunciation work is built onto other types of work such as listening, speaking, and dialogue practice composes 40.8% of the group. Those who believe that pronunciation studies stand separately are 35.4%. On the other hand, those who partly agree compose 23.8% of the group. We see that the opinions of the teachers are not homogenous. This situation can be due to the fact that they are following different course books. When we look at the course books, we see that while some of them provide the teachers with supplementary materials such as cassette, CD and VCD, some of them do not have such materials. For example, one of the course books (*Spring 4*) that we analyzed within this study has a listening cassette while others (*Enjoy English* and *English Today*) do not provide the teachers with such an aid. In this respect, it is natural that the teachers do not share the same opinions in this case.

Table 44: As a Language Teacher, I do not Need any Extra Materials to Cope with a Subject in the Curriculum

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 50 | 38,5 |
| 1 | 31 | 23,8 |
| 2 | 19 | 14,6 |
| 3 | 19 | 14,6 |
| 4 | 11 | 8,5 |
| Total | 130 | 100,0 |

Table 44 points out teachers' opinions about whether they need any extra materials to cope with a subject in the curriculum or not. Findings show that 62.3% of them need extra materials in the implementation of the program. Only 13.1% of the teachers believe that they do not feel necessity for extra materials and 14.6% of the teachers are not sure that the course books are sufficient for teaching.

Table 45: As a Language Teacher, I Do Not Need to Simplify the Structure of Sentences

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 24 | 18,5 |
| 1 | 35 | 26,9 |
| 2 | 29 | 22,3 |
| 3 | 29 | 22,3 |
| 4 | 13 | 10,0 |
| Total | 130 | 100,0 |

In Table 45, we see that 32.3% of the teachers do not need to simplify the structure of the sentences. However, 45.4% of them believe that the difficulty level of the sentences is not suitable for their learners. Those who partly agree with it compose 22.3% of the group.

Table 46: As a Language Teacher, I See That the Topics are Attractive and Interesting to My Learners

| Degree of Agreement | F | % |
|----------------------------|----------|----------|
| 0 | 22 | 16,9 |
| 1 | 40 | 30,8 |
| 2 | 42 | 32,3 |
| 3 | 22 | 16,9 |
| 4 | 4 | 3,1 |
| Total | 130 | 100,0 |

As it has been pointed out in the previous chapters, it is very important to present language in attractive and interesting contexts for learners. What is meant by “topic” here is the items that the children read and talk about. Table 46 reveals that 47.7% of teachers think that the topics are not interesting for their learners. Although 20% of them indicate positive opinions, the number of those who consider that all the passages are quite attractive and interesting for children composes only 3.1% of the group. On the other hand,

32.3% of the teachers partly agree with the statement. In this case, we can infer that most of the teachers do not find the topics attractive and interesting for their learners.

Table 47: The Curriculum is Flexible

| Degree of Agreement | F | % |
|---------------------|-----|-------|
| 0 | 15 | 11,5 |
| 1 | 33 | 25,4 |
| 2 | 44 | 33,8 |
| 3 | 31 | 23,8 |
| 4 | 7 | 5,4 |
| Total | 130 | 100,0 |

Table 47 indicates that 29.2% of the teachers find the curriculum flexible. Whereas, 36.9% of them state negative opinion while 33.8% of the group partly agrees that the curriculum is flexible. When we look at the findings, we realize that most of the teachers indicate negative opinions about the flexibility of the curriculum.

Table 48: There is Sufficient Material of Genuine Interest to Learners

| Degree of Agreement | f | % |
|---------------------|-----|-------|
| 0 | 33 | 25,4 |
| 1 | 32 | 24,6 |
| 2 | 43 | 33,1 |
| 3 | 17 | 13,1 |
| 4 | 5 | 3,8 |
| Total | 130 | 100,0 |

According to the findings seen in Table 48, 50% of the teachers point out that there is not sufficient material of genuine interest to learners. While 33.1% of them partly agree, the number of those who think the available material that is helpful and interesting to learners is sufficient composes 16.9% of the group. As far as we observe, most of the teachers tend to use only course books as equipment for teaching. Hence, it can be suggested that different kinds of materials and equipments need to be developed for different needs and interests of the students.

Table 49: As a Language Teacher, I Think the Time is Sufficient for Covering the Curriculum

| Degree of Agreement | f | % |
|----------------------------|----------|----------|
| 0 | 59 | 45,4 |
| 1 | 23 | 17,7 |
| 2 | 25 | 19,2 |
| 3 | 17 | 13,1 |
| 4 | 6 | 4,6 |
| Total | 130 | 100,0 |

The available time for language teaching to children is a very important issue that has been discussed at different platforms. As what the findings in Table 49 indicate, 63.1% of the teachers think that the time is not sufficient for covering the curriculum. While 19.2% of them partly agree with it, only 17.7% of the group point that the time is sufficient for language teaching to children. We know that there are two class-hours a week for English courses at 4th and 5th grades of primary education. When we consider the curriculum and its practice in the school environment, and learning styles of the children of these ages, it is inevitable to claim that two hours per-week is not sufficient. If we turn back to Table 15, we see that time is a real problem for the implementation of the program.

As a result of all these findings, it can be concluded that the teachers think that although the content is consistent with the objectives, the topics within the content are not sequenced efficiently in terms of teaching-learning principles, and they are not effectively practicable for teaching English to children in the classroom setting with the already existing curriculum.

III. 1. 4 Findings and Discussions Related to the Open-ended Questions of the Research Instrument

In the second part of the questionnaire, teachers were asked to state their opinions either circling one of the items provided or writing it down if they think of any other item.

In the first question, teachers were supposed to declare what kind of change they would make in the curriculum if they had a chance to do. They were free to indicate more than one item. The fields that the teachers want to change and their percentages are as follows:

| | |
|--|---------|
| The amount of the course hour per-week | : 57.6% |
| The language skills sections | : 44.8% |
| The type of the syllabus | : 40% |
| The structure section | : 35.2% |
| The types of the activities | : 32% |
| The sequence of the subjects | : 31.2% |
| The vocabulary section | : 20.8% |
| The phonological items | : 7.2% |

It is understood from these data that the teachers are not satisfied with the time table of the English courses within the whole primary school curriculum. Besides, they need to change the syllabus, structure and activities, which are interrelated.

The teachers were asked to state the type of the syllabus that they would prefer in the second section. 29.4% of them pointed out that they would appreciate functional-notional syllabus for young learners. While 20.8% of the group prefers situational one, 17.6% of them chooses task-based syllabus, and 16% prefers topic-based syllabus. On the

other hand, 10.4% still appreciates the structural syllabus type for young learners, which is striking. To make a generalization, it is clear that most of the teachers prefer communicative syllabus types.

Third, the teachers were supposed to indicate which techniques they mostly need to use with the available curriculum. It is remarkable that most of the teachers (64.8%) use the techniques of the grammar translation method in the children's language classroom. Others state that they use the techniques of the communicative language teaching (24%), direct method (20.8%), audio-lingual method (12%), and total physical response (7.2%). Few of the teachers state that they use all of them where they are helpful. However, when we look at the findings in Table 12, we see that 60.8% of the teachers think that the content of the program is functional. It should be questioned why 64.8% of the teachers use the techniques of the grammar translation method with the available curriculum in their language classes although they consider the content functional and state that they prefer communicative syllabuses such as functional-notional, situational, topic-based, etc.

Finally, the teachers were inquired to declare whether they approve to start teaching/ learning English at 4th grade with the already existing curriculum, or not. Findings point out that 47.28% of them endorses starting a foreign language at early ages at primary school with the existing program with the idea of "the earlier the better". On the other hand, 52.8% of the teachers think that the existing program is unsatisfactory for teaching English to children. Furthermore, the majority of this group suggests that foreign language teaching is inefficient unless the students master their mother language.

III. 2. Findings and Discussions Related to the Second Research Question

"What are the primary school students' views about the English curriculum?"

For the aim of this study, 40 grade-5 students from different primary schools selected in a non-random way were interviewed. Within this semi-structured interview, students were asked to state their opinions about the English classes in their program with the guidance of 22 questions (see Appendix 3).

According to the students' answers, all of them (100%) state that they take pleasure learning English and they are willing to communicate in the foreign language. However, while 55% of them find the English classes interesting, 32.5% of them do not find it interesting at all. When they were asked for the reason, they said "Today, everybody is learning English. It is not something interesting, but it is our task to learn it." On the other hand, 12.5% of the students think that it is sometimes interesting depending on the teachers' approach and the style of teaching in the classroom.

When the students were asked about their abilities in reading and understanding the texts appropriate to their level, understanding the dialogues, writing in the target language, and forming sentences on their own, their answers were classified under the frequencies of "yes, sometimes, no". Their answers to related questions are presented in the following table:

Table 50: Students' Responses Related to Their Use of Language Skills

| Ability to | YES | | SOMETIMES | | NO | |
|--|-----|------|-----------|-----|----|------|
| | f | % | f | % | f | % |
| Read and understand the sentences | 17 | 42.5 | 18 | 45 | 5 | 12.5 |
| Understand the dialogues | 26 | 65 | 12 | 30 | 2 | 5 |
| Write the words and sentences in the target language | 33 | 82.5 | 6 | 15 | 1 | 2.5 |
| Form sentences in the target language | 36 | 90 | 3 | 7.5 | 1 | 2.5 |

As can be inferred from the table, most of the students state that they can make use of the language. However, some of them think that their reading and speaking/listening skills should be improved. In Table 50, most of the students state that they can make use of the language at different levels. However, when we go back to the teachers' views in Table 46, we see that 45.4% of them do not approve the difficulty level of the sentences and they need to simplify the structure.

As it was emphasized in the previous parts, learning becomes meaningful for children as long as they make use of it in their daily life (Brown, 1994:4). When the students were asked whether they make use of English out of the school, 70% of them said "yes", 20% "no" and 10% "sometimes". The students state that they mostly get benefit from the language while watching TV (35%), playing computer games or surfing on the internet (30%) and studying or communicating with friends (27.5%). Additionally, 30% of the students are eager to learn English in case they meet a foreigner in holidays.

It is a fact that course books are estimated as a part of the program in our country. Thus, some of the questions were concerned with the course books that are used in English classes. 35% of the students think that the course books make it easier to learn the language especially because of the visuals in it. However, when we look at Table 38, we see that 38.4% of the teachers state negative opinion about the visual properties of the course books, which contradicts with the students' views.

Among the activities in the course books, the students like matching, ordering and picture-based fill-in-the blanks exercises (52.5%), dialogue studies (45%), puzzles (35%), songs (20%) and games (20%).

When they were asked the frequency of the use of the course books in the class, 32.5% of them said that they use it all the time, 22.5 % most of the time, 20% sometimes,

22.5% rarely and 2.5% said never. That is, course books are used in the classes to a large extent.

While teaching a foreign language to young learners, it is essential to enrich the courses with different kinds of materials apart from the course books. 87.5% of the students state that their teachers bring the class materials such as worksheets (62.5%), pictures (60%), real objects (10%) and extra workbooks (10%). However, 12.5% of the students state that they learn English only through course books.

The students were asked to state the activities that they mostly do in the English classes. These activities include doing exercises related to the structures taught (45%), playing games (22.5%), writing (20%), reading (15%), studying vocabulary with dictionaries (17.5%), doing role-play activities (10%), speaking (7.5%) and listening (2.5%). We see that the amounts of the activities that improve speaking and listening skills are not satisfactory. The opinions of the teachers and the students are parallel in that most of the teachers agree that the language skills are not integrated.

Another point regarding the students' views is that they are not satisfied with the activities that require group works. It is known that as for the children, language develops as the learners try out the language through working together with their peers. When they were asked whether they work in groups, 37.5% of them replied "rarely", 32.5% "never" and 30% replied "yes". Those who rarely or never work in groups suggested that they would take more pleasure if they worked with their peers. The views of the students on this point contradict with the views of the teachers. Most of the teachers (77.8%) state that the program enables students to work as groups (Table 40). However, as we can infer from the answers of the students, they are not satisfied with the amount of the activities that require group work.

When the students were asked with which techniques or activities they would like to learn English, the majority (40%) stated that they would like to learn through listening and speaking. Other views are as follows:

| | |
|-----------------|---------|
| Games and songs | : 27.5% |
| Dramatization | : 25% |
| Exercises | : 17.5% |
| Reading-writing | : 15% |
| Pictures | : 15% |

50% of the students state that they are taught the language as they expect. However, 37.5% of them are partly satisfied with the teaching-learning process in the class and 12.5% of them state that they are not taught the language as they wish.

Finally, the students were asked to indicate their opinions on the topics that they would like to read and talk about in the target language. As for the reading activities, 42.5% of them suggested that they would like to read about daily life and 52% of them preferred adventurous stories, fairy tales and comics. When they were asked if they study on the topics they like, 37.5 % of the students replied “yes” while 32.5% replied “no” and 30% said “sometimes”. In this respect, the views of the teachers and the students are parallel (see Table 46). The topics that the children would like to talk about in English are as follows:

| | |
|--|---------|
| Greeting/ introducing yourself/ daily life | : 47.5% |
| Any topics | : 27.5% |
| Telling the time | : 17.5% |
| Children/ hobbies | : 7.5% |

Most of the children (65%) state that they are satisfied with the topics in the speaking activities. 30% of them said they sometimes talk about the topics they like and 5% of them

stated they do not speak on the topics they like. At this point, the views of the teachers and the students contradict with each other. If we go back to Table 42, we see that 52.3% of the teachers do not appreciate the spoken English in the curriculum. However, as it is stated above, most of the students like the topics that they talk about.

Opinions of the teachers and the students related to other items are mostly parallel. For example, most of the teachers think that basic language skills are not integrated in each unit. When the students were asked about the same point, they state that they are mostly busy doing reading and writing activities and they want to do more and more listening and speaking exercises. In this respect, it can be said that the curriculum may need a revision in terms of the teaching of integrated language skills.

CONCLUSION

This study was devoted to evaluate the 4th and 5th grade primary state schools' English curriculum under the light of the teachers' and the students' views about it.

Curriculum is a wide phenomenon including various components such as needs analysis, goals and objectives, content, material development, teaching-learning process and language testing and evaluation. However, the scope of this study is limited to the research questions. The first research question was concerned with the teachers' views on the curriculum in terms of the content and its sequence, the consistency of the content with the objectives, and the implementation of the curriculum in the classroom environment. For this reason, a research instrument developed for this study was distributed to 130 primary school English teachers.

The other research question was concerned with the primary school students' views on the English curriculum. In order to find out the answer of this question, 40 students from different primary state schools in Mersin were interviewed individually.

Findings related to the research question 1a "What are the teachers' views about the content and its sequence?" reveal that the teachers appreciate the content and its sequence in the curriculum to a large extent. One of the points that the teachers state negative opinions is that the syllabus does not allow the students to differentiate between formal and informal use of the language (see Table 13). Another point that they do not find efficient is concerned with the basic language skills. Most of the teachers state that basic language skills are not integrated in each unit in the curriculum (see Table 17).

It is seen in the findings that the opinions of the teachers are not collected under a homogenous ratio. They do not think in the same way on the same program as in the examples of Tables 15 and 16. The percentages of the teachers who state positive and negative opinions on the statement that the content is appropriate for students to use the

language in a short course of time in their life (Table 15) are the same (35.4%). This case can be due to the fact that although the teachers find the program suitable for enabling the students to make use of the language in a short course of time, they do not find the time provided in the program sufficient (Table 49).

Another point that the teachers do not share a common idea is concerned with the use of visual aids with the available program (Table 16). While 40% of the group think that the syllabus is appropriate for using visual aids, other 40% thinks in the opposite way. This contradiction may be explained as the difference in the teachers' perception of the statement. When we analyze the program (see Appendix 1), we see that the items to be taught are suitable for using visual aids. However, the teachers those who state negative opinion might be expecting ready-made visual materials that will be available with the program.

Findings related to the research question 1b "What are the teachers' views about the consistency of the objectives with the content?" imply that the content includes most of the items that are necessary to fulfill the objectives of the curriculum. However, most of the teachers do not agree that the content encourages the learners to use the language creatively (see Table 34). However, it is seen that the program suggests activities that lead the students to use the language creatively such as dramatization, role-playing, etc. This situation can be due to the differences in the teachers' individual professional qualifications.

Responses of the teachers to the research question 1c "What are the teachers' views about the implementation of the curriculum?" are rather diverse. The reasons of these differences can be searched but the findings related to this research question indicate that the teachers have trouble in implementing the curriculum in the classroom environment.

When the teachers are asked the role of the games in the program, most of them state that games are estimated as time-filler activities at the end of the lessons rather than tools for teaching-learning process (see Table 41). This case may result from the place of the games in the program and in the course books. When we look at Appendix 1, we see expressions such as “a game” at the end of some units but there are not any clear instructions about the game to be played and its function in the teaching-learning process. Accordingly, the course books that are prepared for this program follow the same path and the teachers see the games only at the end of the units.

Other points that the teachers state negative opinions are as follows: the teachers do not find the activities satisfactory for equipping the learners for real life interactions in terms of the spoken English in the curriculum (Table 42). However, the students do not agree with the teachers and they state that they are learning what they would like to learn in terms of speaking activities.

Most of the teachers point out that as there are not sufficient materials of genuine interest to learners, they need extra materials in the teaching process (Tables 44, 48). Besides, most of them point out that they need to simplify some of the structures to be covered as they are not appropriate to the students' level (Table 46). However, when the students were asked about their ability to use the language at reading, writing and speaking levels, they say that they do not have a serious problem in using the language and they can build up sentences on their own (Table 50).

According to the majority (63.1%) of the teachers, the biggest problem with the implementation process of the curriculum is the time provided (Table 49). They think that two hours per week is insufficient for fulfilling the requirements of the program and achieving its objectives.

On the other hand, there are some points that the teachers contradict among themselves regarding the implementation process. When we look at table 35, we see that the numbers of the teachers who state positive and negative opinions on the fact that the curriculum is convenient for learning communicative skills that are transferable to real life communication are almost the same. Another point that contradicts is concerned with the visuals and their functions in the course books (Table 38). While 38.4% of the teachers think that the visuals in the books do not facilitate students' learning, 37.7% of them state positive opinion on the same point. When we look at the students' views about this subject, we see that most of them like the course books because of the pictures and other visual activities in it and they state that this feature of the books make it easier to learn the language for them.

The teachers were inquired to declare whether they approve to start teaching/ learning English at 4th grade with the already existing curriculum, or not. 47.2.8% of them believes that an earlier start to a foreign language is advantageous. However, 52.8% of the teachers think that the existing program is unsatisfactory for teaching English to children. Furthermore, the majority of this group believes that foreign language teaching is inefficient unless the students master their mother language.

The findings related to the second research question "What are the primary school students' views about the English curriculum?" show that the children are desirous to learn a foreign language at an early age as they think that it will be useful in the future. They declare that it becomes more interesting and enjoyable to learn English when they play with the vocabulary, interact and work with each other (45%), and work with picture-based exercises (52.5%). They enjoy game-like activities but mostly prefer listening and speaking activities that are closer to their real life to reading activities (40%).

47.5% of the students want to learn the spoken English in a way that they can easily use it in their daily lives. As for the readings or written exercises, children (42.5%) want to see the subjects that they will make use of. Additionally, 57.5 % of them state that they would like to deal with adventurous stories, funny events and films in the English classes. However, 32.5% of them say that there are not such topics in their lessons and 30% of them say they rarely study on these themes.

As a result of the interviews with the students, it can be concluded that children are eager to learn English as long as the lessons are more communication-based. As it was stated before, they are focused on the whole messages rather than their parts. That's why, they want to learn the language in a way that they make use of it in their real lives.

What is concluded from the responses of the teachers and the students is that teaching English to young learners can be beneficial as long as language is presented in meaningful contexts with authentic materials and in real-like situations with a sufficient amount of time. Children are willing to learn the spoken English practicing it with their peers in and out of the classroom in different situations closer to their own worlds. In this respect, it is interpreted from the research that the existing English curriculum for the 4th and 5th grades is not functional and practical for the teachers to make use of it easily and properly. Although it includes the necessary components, they are not ordered appropriately and there is confusion of terms in the program, which results in misuse and misperception in the implementation process. It is also seen that the program is not detailed enough to be a full guide for the teachers. Thus, the course books are considered the concrete version of the program as there is not any other guide for the teachers.

It was found out at the end of the study that the teachers do not have a common idea on the available curriculum except for some points. These differences may be due to various reasons. First, the differences in the teachers' professional competencies may result

in different reactions to the implementation process of the program. We know that the programs may not be suitable for all types of learners because of the individual differences. In this respect, it is the teacher's duty to develop materials that will serve their learners. However, what we infer from the findings is that the teachers may be looking for ready-made materials and other teaching aids. Second, the teachers' perception of the program may be different from each other, which may cause contradictions. We see that most of them consider the course books as the program and evaluated the curriculum accordingly. If we assume that there are various kinds of course books, it is possible that the teachers' opinions will not be collected under the same ratio values. Third, the program is unable to differentiate between the terms "structure, function and process". This confusion of terms misguides the teachers in the implementation process.

As a result of all these findings, it can be inferred that teaching English at the primary level in our country may result in success if the teachers' and the students' views are taken into account. From this respect, it can be recommended that a careful and detailed needs analysis may be useful before deciding on the objectives and selecting the learning items that will take place in the content of the curriculum. Moreover, the teaching-learning process can be revised according to the needs and interests of the learners. More communicative and realistic activities and contexts that are closer to the children's world can be included. Children are more inclined to learn whole messages in chunks rather than learn its structural patterns as they are looking forward to using it in their daily lives. Thus, the content might give rise to improving the speaking skills in real like situations. In short, it can be beneficial to revise or reconstruct the curriculum in terms of its all components so that it can be a full guide for the teachers. It may be also recommended that the curriculum is introduced to the teachers with an in-service training program, in which the teachers can make practices and discuss with each other on the items that they want to know about.

What is more, a sufficient amount of time in the school programs for language classes seems to be essential in order to make the teaching-learning process productive. Lastly, it is possible to state that an earlier start is necessary and useful if only it continues in the long run. That is why, the students should be given the message that they will need to make use of the language in the long-term period and necessary arrangements should be planned and made accordingly.

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APPENDIX 1

İLKÖĞRETİM OKULU 4. VE 5. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI

AÇIKLAMALAR

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

- 1) İletişim teknolojilerinin baş döndürücü hızla geliştiği dünyamızda yabancı dilin vazgeçilmez bir iletişim aracı olduğu kabul edilmektedir. Ülkemizin bütün dünya ülkeleri ve özellikle Avrupa ülkeleri ile ilişkileri yanında, bilim dünyasında da hak ettiği yeri alması ve çağdaş uygarlığa ulaşması için bir yabancı dil bilmek gerekmektedir. Kısa vadede ikinci, hatta üçüncü yabancı dil ihtiyacı da kaçınılmaz olacaktır.
- 2) İlköğretim okullarına 4. Sınıftan itibaren konulan zorunlu yabancı dil öğretimi ile öğrencilerin 8 yıllık temel eğitim sonunda İngilizce’de orta seviyeye getirilmeleri, ortaöğretim kurumlarını bitirdiklerinde ise ileri düzeyde yabancı dil bilgisine sahip kılınmaları hedeflenmiştir.
- 3) Dil bilimciler öğrencilerden birden bire zor bir dil öğretimi sürecine girmelerinin kendileri üzerinde dil öğrenim yönünden olumsuz etkiler bırakacağına inanmaktadırlar.

Bu dersin öğretiminde:

- a) Yabancı dile ilgi ve merak uyandırıcı etkinliklere yer verilmelidir.
 - b) Sınıf ortamında hazırlanacak durumlar oyun ağırlıklı olmalı, eğlenirken öğrenme boyutu verilmelidir.
 - c) Öğrencilerin uğraşacağı dil etkinlikleri 3. madde b. şıkında belirtilen durumlar yaratılarak, karşılıklı konuşmalar biçiminde yoğunluk kazanacak şekilde ele alınmalıdır.
 - d) Öğrencilerin kullanacağı dil yapıları özellikle 4. sınıflar için düz anlatıma dayalı bir şekilde ele alınmalıdır.
 - e) Öğrencilerin uğraşacağı genel kavramlar ve konular soyut yaklaşımlardan çok çevre ile bağlantılı olarak ele alınmalıdır.
 - f) Okulun mevcut imkanları çerçevesinde görsel-işitsel otantik dokümanlar kullanılmasına özen gösterilmelidir.
- 4) Daha önce belirtildiği gibi ünitelerin oyun ağırlıklı işlenmesi esastır. İlköğretim okulları 4. sınıfta çocuğun Sosyal Bilgileri, Fen Bilgisi gibi bilgi aktarımına dayalı derslerle karşılaşması göz önünde bulundurulmalı ve yabancı dil dersinin de “Düz anlatım” a dayalı bir yaklaşımı olmasına özen gösterilmelidir. Bu metot çocukların kendilerini iyi hissedebilecekleri, öğrenme isteğini sürekli geliştirebilecek bir ortam yaratabilmelidir. Yabancı dil dersi öğrenci merkezli olmalıdır. Bu derslerde öğretmenin yardımcı, yol gösterici rolünü üstlenerek bilgi aktarır ve çocuklar da dersin merkez noktasını oluşturur. Öğretmen yeni alıştıurma tekniklerini uygulayarak öğrencinin aktif olmasını sağlar.
- 5) Bu yaş grubu için öğretmenin şu ilkeleri prensip edinmelidir.
- a) Başlangıç seviyesinde başarıyı değerlendirme yazılı ve sözlü olarak öğrenme isteğini azaltacak şekilde olmamalı ve mümkün olduğunca göze çarpmadan yapılmalıdır.
 - b) Yalnızca derste öğretilen ve uygulanan çalışmalar kontrol edilmelidir.
 - c) Testler ve yazılı soruları İngilizce dersinin tüm öğrenme amaçlarını kapsayacak şekilde hazırlanmalıdır. Bir başka deyişle üç beceri kelime hazinesi (dinleme-okuma-yazma), dilbilgisi ve kültürler arası anlama birlikte değerlendirilmelidir.
 - d) Öğretmen, ödev ve alıştıurma tipleriyle ilgili geniş bir değerlendirme tablosu geliştirmeli ve değerlendirme sonuçlarını bu tabloya yerleştirmelidir. Böyle bir değerlendirmede şu konulara yer verilmelidir.
 - Dinlediğini, duyduğunu anlama testleri
 - Diyalog rollerini üstlenme
 - Sözlü olarak resim anlatma
 - Eşleştirme ödevleri
 - Sözcük yerleştirme ödevleri
 - Sözcük baş harflerini alarak sözcük üretme ödevleri
 - Dikteler
 - Okuduğunu anlama ödevleri
 - Karışık verilen kelimelerden düzgün cümle yapma ödevleri
 - Öğrendiği kelimelerle cümle kurma ödevleri

- 6) Bu programa uygun olarak yazılacak ders kitaplarının forma sayıları A4 ebadında 5-7, B5 ebadında 8-10 forma olacaktır.

Genel Amaçlar

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

Özel Amaçlar

4. Sınıflar

1. Düzeyine uygun cümlelerde geçen kavramların anlam bilgisi.
2. İngilizce'de belli seslerin bilgisi.
3. İngilizce'de tonlama ve telaffuz bilgisi.
4. Günlük hayatta kullanılan basit cümleler bilgisi.
5. Sayıları İngilizce olarak söyleme bilgisi.
6. Emir kalıpları bilgisi.
7. Şahıs zamirleri bilgisi.
8. Sınıf içindeki eşyaların bilgisi.
9. Öğrendiği bilgileri kullanmayı gerektiren cümleler kurabilme.
10. Düzeyine uygun soru cümlelerine cevap verebilme.
11. Renk bilgisi.
12. Saat bilgisi.
13. "Kaç tane" soru kalıbı bilgisi.
14. Atatürk'ün ailesini tanıtabilme.
15. Emir kalıplarını kavrayabilme.
16. Giysi bilgisi.
17. Düzeyine uygun tekil ve çoğul kelimeler bilgisi.
18. Haftanın günleri bilgisi.
19. Düzeyine uygun iletişim bilgisi.
20. "Kimin" soru kalıbı bilgisi.
21. "Nedir" soru kalıbı bilgisi.
22. Çoğul kelimelerle soru sorabilme.
23. Emir kalıplarını uygulayabilme.
24. Evin bölümleri bilgisi.
25. Okulun bölümleri bilgisi.
26. Emir cümlelerine uyabilme.
27. "Nerede" soru kalıbı bilgisi.
28. Nerede sorusuna cevap verebilme.
29. Düzeyine uygun cümleler kurabilme.
30. Belli başlı sıfatlar bilgisi.
31. "Sahip olma" kalıbı bilgisi.
32. "Sahip olma" kalıbının kavrayabilme.
33. Düzeyine uygun cümleleri yazabilme.
34. Düzeyine uygun cümleleri kavrayabilme.
35. Düzeyine uygun cümlelerin yapıları bilgisi.
36. Dildeki yapı, işlev, ve kavramları kavrayabilme.
37. İngilizce öğrenmekten zevk alma.
38. Düzeyine uygun diyalog çalışmaları yapabilme.

4. Sınıf İngilizce Dersi Üniteleri ve Dağılımları

| Ünite Adı | Ünitelerin(%) Dağılımı | Öngörülen Ders Saati | Özel Amaç Sayısı |
|--|------------------------|----------------------|------------------|
| Ünite 1 Selamlaşma ve sayı sayma (1-10) | 17 | 12 | 7 |
| Ünite 2 Sınıf eşyalarının tanıtımı a/an öğretimi | 11 | 8 | 3 |
| Ünite 3 Renkler "Kaç tane" sorusu "Saat kaç" sorusu | 11 | 8 | 3 |
| Ünite 4 Aile Elbise isimleri | 8 | 6 | 3 |
| Ünite 5 Kimin sorusu Haftanın günleri | 17 | 12 | 7 |
| Ünite 6 Evin bölümleri Nerede | 11 | 8 | 5 |

| | | | |
|--|-----|----|----|
| Ünite 7 Sıfatlar Sahip olma | 11 | 8 | 5 |
| Ünite 8 Yapabilmek (can) ile cümleler | 14 | 10 | 5 |
| Toplam | 100 | 72 | 38 |

Konular

4. Sınıf

Ünite 1

- Selamlaşma
- Şahıs zamirleri
- Şarkı veya oyun
- İyelik sıfatları
- Yaş sorma
- Emir cümleleri

Ünite 2

- Sınıf eşyalarının tanıtımı
- Tekil – Çoğul
- A / an
- Bir şarkı
- Emir cümleleri

Ünite 3

- Renkler
- Sayılar (1-10)
- Kaç tane
- Saat kaç

Ünite 4

- Ailenin tanıtımı
- Atatürk'ün ailesi

- Bir oyun
- Elbise isimlerinin öğretimi
- Emir cümleleri

Ünite 5

- Kimin
- Haftanın günleri
- Bir şarkı
- Emir cümleleri

Ünite 6

- Evin bölümleri
- Okulun bölümleri
- Vücudumuzdaki bölümler
- Sıfatlar
- Bir şarkı veya oyun

Ünite 7

- sıfatlar
- nerede sorusunu sıfatlarla sorma
- Sahip olma
- Bir şarkı veya oyun

Ünite 8

- Yapabilme
- Diyalog

UNIT ONE

| FUNCTION | STRUCTURE | VOCABULARY |
|---|---|---|
| Greetings Teaching personal pronouns Present form of verb "to be" | Hello! Good Morning – Good Afternoon I'm Mr. / Mrs. ... How are you? Fine thanks and you? I'm fine, thank you. A Song and a Game | Hello, Hi Morning, afternoon Mr. / Mrs. I, you, he, she, it, we, you, they |
| Introducing oneself / someone | What is your name? My name is ... Her name is ... His name is ... | My, your, his, her, its. |
| Counting Asking and saying the age. | Numbers (1-10) A Song and a Game (Happy birthday) How old are you? I'm years old. | Numbers (1-10) Years old Birthday |
| Giving classroom instructions | Sit down / stand up Open the door / shut the door Draw a ball / clean the board Draw a cat Bring your pencil Take it back | Sit down / stand up Open / shut Draw / clean Bring / take back |

UNIT TWO

| FUNCTION | STRUCTURE | VOCABULARY |
|--|--|---|
| Describing classroom objects | This is ... desk/table/window/book/chair/pencil/pen/ bag/etc. | Desk, window, book, chair, pencil, pen, bag, notebook, teacher, student, classroom, table, duster, etc. |
| Asking the classroom objects Teaching singulars / plurals | What's this? It's a ... What are these? These are ... Is this a ...? Are these ...? | Book – books Bag – bags |

| | | |
|---|---|---|
| Teaching a / an | It is a desk It is an apple | A / an |
| Teaching question form using OR Teaching here / there Imperatives | Is this a ball or an apple? Where is it? It's here It's there Listen to me Repeat after me Stop / start | Or Listen Repeat Here There |

UNIT THREE

| FUNCTION | STRUCTURE | VOCABULARY |
|--|--|---|
| Asking and saying the colors | Colors What color is it? It's ... What color are they? They are ... These / Those are ... | Blue, white, black, red, yellow, brown, green, gray, pink, orange |
| Teaching the numbers (10-20) Asking telephone numbers | Numbers (10-20) What is your telephone number? A Game – A Song | Numbers (10-20) Telephone |
| Teaching question form (How many?) | How many cars? Six cars (with picture or charts) | Car, flower, glass, bottle, cup, tree, ball, children |
| Telling the time | What's the time? It's two, four, six o'clock | O'clock |

UNIT FOUR

| FUNCTION | STRUCTURE | VOCABULARY |
|--|---|--|
| Identifying family | Names of family members (own family) | Member own |
| Teaching Atatürk's family Apostrophe ('s) | Atatürk's family (with picture) Atatürk's mother's name is Zübeyde Hanım What is your mother's name? What is your sister's name? What is your brother's name? What is your uncle's name? | Mother, father, sister, brother, uncle, aunt, grandmother, grandfather. |
| Teaching yes / no questions | Is this your brother? Yes, he is my brother A Game | |
| Teaching clothes Teaching imperatives | Clothes This is a ... Is this a ...? Yes, it is / No, it isn't Game Imperatives Go to the door Show me your shoes Hold up your book | Socks, dress, hat, T-shirt, skirt, trousers, shoes, pullower, jacket. Go, show, hold up |

UNIT FIVE

| FUNCTION | STRUCTURE | VOCABULARY |
|---|---|--|
| Teaching "Whose" Studying on singulars and plurals | Whose is this? It's ...'s Singulars – Plurals Bag – bags | Whose Box – boxes Coat – coats Pencil box – pencil boxes Baby – babies |
| Talking about personal belongings using whose | Whose pencil is it? It's Mehmet's pencil Whose books are those / they? They are İtir's books | |
| Asking questions with "What" | What are these? | Point, say |

| | | |
|--|--|---|
| | These are ... Imperatives Point and say | |
| Teaching the days of the week Asking questions about days | The days of the week What's today? Today is Friday A Song | Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday |

UNIT SIX

| FUNCTION | STRUCTURE | VOCABULARY |
|--|--|---|
| Describing a house (using the preposition "in") | I'm in the kitchen It's in the living room She/he is in the bedroom | Living room, bedroom, kitchen, bathroom, stairs, toilet |
| Describing the school Parts of the body | The students are at the cafeteria | Director's room, teachers' room, library, lab, classroom, cafeteria, face, eyes, arm, leg |
| Asking questions using "Where" Teaching some objects about a house More prepositions | Where is the Television? It's in the living room Where is the fridge? It's next to the cooker Where is the table? It's in the living room | Fridge, bed, clock, cooker, picture, television, bath, telephone, carpet, lamp, radio, chair, table Under, near, next to, on |
| Teaching a game or a song | A Song – A Game | |

UNIT SEVEN

| FUNCTION | STRUCTURE | VOCABULARY |
|--|--|--|
| Teaching adjectives Asking questions with adjectives | Is he happy / sad? He is happy Is it clean / dirty? It's dirty Is it full / empty? It's full Is she fat / thin? She is thin (Showing pictures) | Happy / sad Clean / dirty Full / empty Fat / thin Short / tall / long Cold / hot Thick / thin Big / small Heavy / light New / old |
| Revision Using where and adjectives | Where is the fat girl? She is in bed Where is the new vase? It's on the table | Vase, table, bed, girl, boy |
| Teaching have / has Asking questions using have / has | Have / has I have a small cat She has a fat mother Have you a new bag? Yes, I have No, I haven't | Have, has, cat |
| Reviewing numbers and adjectives | Revision numbers A Song – A Game I have three big balls She has four long pencils | |

UNIT EIGHT

| FUNCTION | STRUCTURE | VOCABULARY |
|--------------------------------------|--|--|
| Asking and answering about ability | A bird can fly A rabbit can run I can play football My sister can't play football I fish can swim A baby can't swim | Bird, fly, rabbit, run, play, football, basketball, tennis, fish, swim, baby, cook, make, speak, drink, eat, read, write, climb, teach, touch |
| Asking Yes – No questions with "can" | Can babies read? No, they can't Can you speak English? No, I can't | |

| | | |
|----------------------------------|---|-----------------------------|
| | Yes, I can | |
| Improving questions with “can” | Can an elephant fly? Can a bird fly? Can Onur play football? Can Onur play tennis? | Elephant, dog, cat, kitten |
| Improving practice with dialogue | Look, my bag is heavy. I’m ill. I can’t carry it. Can you help me please? No, I can’t I’m sorry I can’t carry it | Ill, carry, help, I’m sorry |

ARAÇ VE GEREÇLER

1. Resimler
2. Flash-Card
3. Sınıf tahtası
4. Duvar kartları
5. Diyalar
6. Cep kartlar
7. Duvar tahtası

YÖNTEM VE TEKNİKLER

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

Özel Amaçlar

5. Sınıflar

1. Düzeyine uygun cümlelerde geçen kavramların anlam bilgisi.
2. Çevresindeki insanlarla İngilizce olarak selamlaşabilme.
3. Ad – soyadı ve yaş soran soru cümleleri kurup cevap verebilme.
4. Emir cümlelerini uygulayabilme.
5. Düzeyine uygun soru cümlelerine cevap verebilme.
6. “Vardır” kalıbını kavrayabilme.
7. Tekil ve çoğul kelimelerle cümle kurabilme.
8. Ayların isimleri bilgisi.
9. “Nerede” soru kalıbı bilgisi.
10. Belli başlı sıfatlar bilgisi.
11. Hava durumunu basit cümlelerle anlatabilme.
12. Öğrendiği sıfatları kullanarak cümle kurabilme.
13. “Kim” soru kalıbı bilgisi.
14. “Yapabilme” kalıbını kavrayabilme.
15. Belli başlı meslekler bilgisi.
16. Düzeyine uygun cümleleri kuralına uygun yazabilme.
17. “Geniş zaman” gramer yapısının temel özelliklerini kavrayabilme.
18. “Geniş zaman” gramer yapısı ile cümle kurabilme.
19. Saat bilgisi.
20. Düzeyine uygun cümleleri kurabilme.
21. “Şimdiki zaman” gramer yapısının temel özelliklerini kavrayabilme.
22. “Şimdiki zaman” gramer yapısı ile cümle kurabilme.
23. “Nerelisin” sorusunu sorup cevap verebilme.
24. Öğrendiği zaman ve kalıpları diyaloglarda kullanabilme.
25. İngilizce öğrenmeye istekli oluş.
26. Onar onar sayabilme (yüze kadar)

5. Sınıf İngilizce Dersi Üniteleri ve Dağılımları

| Ünite Adı | Ünitelerin(%) Dağılımı | Öngörülen Ders Saati | Özel Amaç Sayısı |
|--|------------------------|----------------------|------------------|
| Ünite 1 Selamlaşma Kişisel bilgi verme | 14 | 10 | 4 |
| Ünite 2 “Vardır” kalıbı Aylar Nerede? | 17 | 12 | 5 |
| Ünite 3 Sıfatlar | 11 | 8 | 4 |
| Ünite 4 “Can” yapabilme kalıbının öğretilmesi Mesleklerin adları | 11 | 8 | 3 |
| Ünite 5 Geniş Zaman | 11 | 8 | 2 |
| Ünite 6 Saat sorma, söyleme Hava durumu bilgileri | 11 | 8 | 2 |
| Ünite 7 Şimdiki Zaman | 11 | 8 | 2 |
| Ünite 8 Birinin nereli olduğunu sorma | 14 | 10 | 4 |

Konular

5. Sınıf

Ünite 1

- Selamlaşma
- Kişisel bilgi verme
- Emir cümleleri

Ünite 2

- “Vardır” kalıbı
- Aylar
- Nerede
- Bazı edatlar
- “Or” ile soru sorma

Ünite 3

- Sıfatlar
- Bir oyun

Ünite 4

- “Yapabilmek”

- Meslekler

- “What” ile meslek sorma

Ünite 5

- Geniş Zaman
- Olumsuz ve soru şekli
- Diyalog

Ünite 6

- Saat sorma
- Hava durumunu sorma
- Bir şarkı
- Emirler

Ünite 7

- Şimdiki Zaman
- “WH-“ soruları
- Bir şarkı

Ünite 8

- Birinin nereli olduğunu sorma, söyleme
- Yüze kadar onar onar sayma

UNIT ONE

| FUNCTION | STRUCTURE | VOCABULARY |
|---|---|---|
| Greetings and introducing oneself / someone Present form of verb “to be” | Good morning, my name is ... Hi! My name is... Hello! My name is ... Good afternoon, Good evening, Good night, Goodbye | Mr., Mrs., Hi, Hello, Good morning, Good afternoon, Good evening, Goodbye, Good night |
| Asking someone’s name and answering | What is your name? My name is ... Nice to meet you. Her / his name is ... | Nice to meet you |
| Giving personal information Asking age | How are you? I’m fine, thank you. How old are you? I’m ... years old | |
| Imperatives | Sit down, stand up, show, point, go, come, draw, repeat, hold up, look at, listen to, write, clean, stop, come in, go out | Board, page, window, home, work, pencil box, pencil sharpener, number |

UNIT TWO

| FUNCTION | STRUCTURE | VOCABULARY |
|--|--|---|
| There is – There are | There is a book on my desk. There are giraffes at the zoo. Is there ... ? Yes, there is. No, there isn’t Are there ... ? Yes, there are. No, there aren’t | Giraffe |
| Months | Months of the year | January, February, March, April, June, July, August, September, October, November, December |
| Asking and saying “Where something is” | Where is/are ... ? ... is /are in, next, on, under, near ... Where is it? Show me. It is here. | Here / there, show, picture |
| Asking questions with “or” | Are there ... in the picture. Are these ... or ... ? | Telephone, television, dolphin, gate, bus, flower, girl, boy. |

UNIT THREE

| FUNCTION | STRUCTURE | VOCABULARY |
|---|---|--|
| Giving the adjectives Using "or" in question | Adjectives She is fat. He is happy. Is he tall or short? He is tall. Is she fat or thin? She is thin. | Big, small, long, short, handsome, beautiful, ugly, thin, fat, old, new, old, young, heavy, light, tail. |
| Reviewing adjectives in a game | A Game (Who is it?) Is it a boy or a girl? -A boy. Is he tall or short? -He is tall. Is he fat or thin? -He is thin. What color is his hair? -Black. Is it David? -Yes, is is. | |
| Practicing TO BE in a game | What is that? Is it a bird? It isn't a bird. It is a kite. What is that? Is it a plane? It isn't a plane. It is a spaceship. | Kite, spaceship, bird, plane. |

UNIT FOUR

| FUNCTION | STRUCTURE | VOCABULARY |
|---|--|---|
| Teaching "Why Can't...?" Answering "Because... too..." | Can..., can't... Too Verbs Why can't you...? Because, it is too... | Touch, lift, play, run, buy, drink, eat, too, because. |
| Teaching some of the occupations Improving practice | Occupations Can a barber pull out teeth? No, he can't. What can he do? He can cut hair. | Cut, drive, sell, cook, teach, examine, pull out, teeth, grow, say, answer. |
| Asking someone's job and answering | What is your mother's job? She is a ... What is your father's job? He is a ... A dialogue: Are you a doctor? No, I am not. What are you? I am a student. | Teacher, farmer, dentist, doctor, shopkeeper, engineer, secretary, mechanic, nurse, pilot, policeman. |

UNIT FIVE

| FUNCTION | STRUCTURE | VOCABULARY |
|--|---|--|
| Teaching the Simple Present Tense (Positive and negative forms) | Simple Present Tense Likes and dislikes I like... (he/she likes...) I don't like... (he/she doesn't like...) | Like, dislike, like X don't like/doesn't like |
| Teaching question form | Do they like football? Does she speak German? | |
| Teaching yes-no questions | Do you like milk? No, I don't Does Mary get up early? Yes, she does. | Pop music, enjoy, speak, drink, milk, coke, soup, meat, orange, banana, apple, grape, whitecheese, ice-cream. |
| Using present tense in daily activities | What do you do every day? What do you have at breakfast? What time do you get up? | Get up, wash, have breakfast, leave home, get on, get off, buy, study, arrive, sleep, have lunch, have dinner, watch TV go to bed. |

UNIT SIX

| FUNCTION | STRUCTURE | VOCABULARY |
|---|---|--|
| Telling the time Asking and saying the time (using “quarter to”, “quarter past”, “half past” in sentences) | What time is it? It’s two o’clock. It is half past eleven. It is a quarter past nine. It is a quarter to seven. It is ten to six. It is five past three. I’m in bed at six. I get out of bed at half past six. I wash my face at twenty to seven. I eat my breakfast at ten past seven. (A song) | Quarter, half, get out of, eat, bed, breakfast, lunch, dinner. |
| Talking about the weather using the adjectives. | What is the weather like? It is sunny, cloudy, windy, raining, snowing, warm, hot, cool, cold. | Sunny, cloudy, windy, raining, snowing, warm, hot, cool, cold. |
| Imperatives | Put on your coat, it is cold. Take off your coat, it is hot. | Put on, take off. |

UNIT SEVEN

| FUNCTION | STRUCTURE | VOCABULARY |
|--|--|--|
| Teaching the Present Continuous Tense (Present Progressive) Talking about the present activities. | What are you doing? I am working, eating, studying, watching, running, riding a bicycle. | Eat, study, watch, run, ride, write, work, read, sleep, play, sing, make, drive, car, bicycle (bike) |
| Asking yes-no questions in Present Continuous Tense. | Are you writing a letter? Yes, I am./Yes, we are. Are you running? No, I am not/No, we aren’t. | |
| Asking WH- questions in Present Continuous Tense (What, where, which, who, whose, when, why) | What is she/he doing? Look at Ayşe. What is she doing? She is crying. Look at the students what are they doing? They are playing football. | |
| Practicing the new words in Present Continuous Tense by singing a song | A song (giving new words in a song) | Cry, get on, get off, wheels, bus, go round, town, horn. |

UNIT EIGHT

| FUNCTION | STRUCTURE | VOCABULARY |
|---|--|---|
| Asking and saying “where someone is from” | Where are you from? I am from Türkiye. Where is she from? She is from... | Türkiye, Germany, France, Spain, Italy, England, USA (United States of America) |
| Asking and giving personal information. | What is her name? He name is Semra. Where is she from? She is from Türkiye. Where is she going to? She is going to France. | |
| Counting ten by ten (10-100) | There are 50 students in the classroom. | Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred |
| Improving conversation | A dialogue Good morning, what is your name, please? Mr. Johnson. How old are you? I am forty years old. Where are you from? I am from England. Where do you work? I work in a school. What is your job? I am a teacher. Thank you, Mr. Johnson. | Please, job, from, dialogue. |

ARAÇ VE GEREÇLER

8. Resimler
9. Flash-Card
10. Sınıf tahtası
11. Duvar kartları
12. Diyalar
13. Cep kartlar
14. Duvar tahtası

YÖNTEM VE TEKNİKLER

8. Soru – cevap
9. Dramatizasyon
10. Anlatım
11. Dinleme konuşma
12. Ezberleme
13. Canlandırma
14. Tekrarlama

| | | | | | | |
|------|--|--|--|--|--|--|
| 13 | Language skills (listening, speaking, reading, writing) are integrated in each unit (the content covers the four skills bearing in mind the course aims) | | | | | |
| 14 | In the program, vocabulary is presented in a thematic, purposeful way in meaningful contexts (i.e. house: kitchen, bathroom, living room, dining room, etc.) | | | | | |
| 15 | The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching the themes concerning the numbers such as telling the time, telling the phone number, talking about the age, etc. | | | | | |
| 16 | The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching the imperatives (making, obeying, understanding) | | | | | |
| 17 | The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching pronouns (personal, possessive, etc) | | | | | |
| 18 | The curriculum includes efficient amount of vocabulary related to the objects in the environment (classroom, school, house, etc.) | | | | | |
| 19 | The content is efficient in terms of using of basic sentence patterns (positive, negative, question forms) | | | | | |
| 2120 | The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching colors. | | | | | |
| 21 | The content of the available curriculum parallels with the objectives of the curriculum in terms of talking and asking about the time | | | | | |
| 22 | The content is efficient in terms of the amount of the vocabulary related to “family” | | | | | |
| 23 | The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching the days of the week, months and other time expressions | | | | | |
| 24 | The content is efficient to allow students to ask for and answer about the objects around them | | | | | |
| 25 | The content of the available curriculum parallels with the objectives of the curriculum in terms of the adjectives used for describing the things in and around | | | | | |
| 26 | The content of the available curriculum parallels with the objectives of the curriculum in terms of the patterns used for expressing daily (routine) activities using the simple present structure | | | | | |
| 27 | The content of the available curriculum parallels with the objectives of the curriculum in terms of the structures/patterns used for expressing the events on progress (present progressive) | | | | | |
| 28 | The content of the available curriculum parallels with the objectives of the curriculum in terms of teaching how to talk about people’s abilities (can, can’t, etc) | | | | | |
| 29 | The content is efficient for pointing the differences between singularity and plurality at both sentence and vocabulary levels | | | | | |
| 30 | The content of the available curriculum parallels with the objectives of the curriculum in terms of encouraging the learners to use the language creatively | | | | | |
| 31 | The curriculum allows to develop realistic activities to promote the learning of communicative skills and strategies which are transferable to real-life communication | | | | | |
| 32 | The topics in the curriculum are reflected in authentic materials. | | | | | |
| 33 | The curriculum allows students to learn useful classroom discourse (i.e. “open your books”, keep quiet!”, “listen to me carefully”, etc.) at first hand | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 34 | As a part of the content, the course books we use and the visuals in them (photographs, line drawings, cartoons, etc) can function as a facilitator for students' learning adequately | | | | | |
| 35 | The curriculum allows students to 'learn the language by doing' | | | | | |
| 36 | The curriculum allows students to work in pairs or groups | | | | | |
| 37 | In the curriculum, games are estimated as a tool for teaching rather than time-filler at the end of the lesson | | | | | |
| 38 | Spoken English (dialogues, role-plays, etc) is well designed to equip learners for real-life interactions (i.e. while watching cartoons, playing computer games, etc.) in the curriculum | | | | | |
| 39 | Pronunciation work is built on to other types of work, such as listening, dialogue practice, etc rather than standing separately | | | | | |
| 40 | As a language teacher, I don't need any extra materials to cope with a subject in the curriculum | | | | | |
| 41 | As a language teacher I don't need to simplify the structure of sentences (the difficulty level is appropriate for my learners) | | | | | |
| 42 | As a language teacher, I see that topics are attractive and interesting to my learners | | | | | |
| 43 | The curriculum is flexible (it allows different teaching and learning styles) | | | | | |
| 44 | There is sufficient material of genuine interest to learners | | | | | |
| 45 | As a language teacher, I think the time is sufficient for covering the items in the curriculum | | | | | |

PART B:

1. If I had a chance to make a revision on the content, I would change / revise (you **may** circle **more than one** item)

- a. the vocabulary section
- b. the structure section
- c. the sequence of the subjects
- d. the phonological items
- e. the type of the syllabus
- f. the language skills section
- g. the types of activities
- h. the amount of course hours per week

Because: _____

2. If you think that you would change/ revise the type of the syllabus, please indicate which syllabus type you would prefer. (Please circle **only one** item)

- a. structural
- b. functional notional
- c. topic-based
- d. task-based
- e. situational

Because _____

3. The content leads me to use **mostly** the techniques of the

- a. Grammar Translation Method
- b. Direct Method
- c. Audio Lingual Method
- d. Total Physical Response
- e. Communicative Language Teaching
- f. Other? Please state: _____

4. As a language teacher of children, do you think it is useful and necessary for children to start learning English at 4th grade with the already existing curriculum? If **yes**, state why; if **no**, state why.

- a. Yes
- b. No

Because: _____

APPENDIX 3

İLKÖĞRETİM 1. KADEME ÖĞRENCİLERİNİN İNGİLİZCE DERSİNE YÖNELİK GÖRÜŞLERİNİ TESPİT ETMEYE YÖNELİK GÖRÜŞME SORULARI

1. İngilizce öğrenmekten zevk alıyor musunuz?
2. İngilizce konuşma ve iletişim kurma isteği duyuyor musunuz?
3. İngilizce dersleri size ilginç geliyor mu?
4. Düzeyinize uygun İngilizce metinleri okuyabiliyor ve anlayabiliyor musunuz?
5. Düzeyinize uygun İngilizce konuşmaları anlayabiliyor musunuz?
6. Öğrendiğiniz kelime ve cümleleri yazabiliyor musunuz?
7. Öğrendiklerinizle kendi başınıza cümleler kurabiliyor musunuz?
8. Öğrendiğiniz kelime ve cümleler günlük hayatta işinize yarıyor mu? Yarıyorsa hangi ortamlarda yarıyor?
9. Kullandığınız ders kitabı İngilizce'yi öğrenmenizi kolaylaştırıyor mu?
10. Kitaptaki hangi etkinlikler daha çok ilginizi çekiyor ve hoşunuza gidiyor?
11. Kitabın yararsız ve sıkıcı bulduğunuz yönleri var mı? Varsa bunlar neler?
12. Ders kitabını sınıfta ne sıklıkla kullanıyorsunuz?
13. Ders kitabı dışında başka öğretim araç-gereçlerinden faydalaniyor musunuz?
Bunlar neler?
14. Kitabın en çok hangi özelliği hoşunuza gidiyor?
15. Sınıfta en çok hangi etkinlikleri yapıyorsunuz? Bunlar hoşunuza gidiyor mu?
16. Sınıfta grup çalışmaları yapıyor musunuz?
17. Hangi etkinliklerle öğrenmek hoşunuza gidiyor?
18. Size hoşlandığınız biçimde öğretiliyor mu?
19. İngilizce olarak hangi konularda konuşmak hoşunuza gider?
20. Sınıf içinde bu konularda mı konuşmalar yapılıyor?
21. İngilizce olarak hangi konularda okumak hoşunuza gider?
22. Okuduğunuz metinler sizin hoşlandığınız konularla mı ilgili?