

## DOES THE WEEKLY LESSON PRORAM AFFECT THE LANGUAGE LEARNING?

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### **ABSTRACT**

*The subject we researche is, "Does the weekly lesson program affect the language learning?". Our aim is to indicate the importance of the weekly lesson program in learning. And the research we made is for understanding the importance of the curriculum on students' successes.*

*We have choosen questionnaire method and prepared a questionnaire having ten questions that each of them includes five alternatives to be evaluated according to the percentage ratse. We have applied these questions to 57 students who are having the 9<sup>th</sup> grades (foreign language department) in Atatürk High School in Erzurum.*

**Key Words: Weekly Lesson Programme, Curriculum, Language Learning.**

### **ÖZET**

*Araştırma konusu, "Haftalık Ders Programı Dil Öğrenimini Etkiler mi?" sorusu kapsamındadır. Amacımız haftalık ders programının öğrenme üzerindeki etkisini ve önemini belirlemektir. Ve yaptığımız araştırma eğitim ve öğretim programının öğrenci başarısı üzerindeki etkisini ortaya çıkarabilmek ve öğrenci başarısına katkısını anlamak için gerçekleştirilmiştir.*

*Araştırmamızı gerçekleştirmek için anket uygulama ve uygulanan anketin tercih edilen seçeneklerinin yüzdelik oranlar şeklinde değerlendirilmesi şeklinde bir çalışma yöntemi benimsenmiştir. Daha önce benzer çalışmalarda kullanılan ve ilgili alan uzmanlarının görüşleri alınarak hazırlanan anketimiz beş seçenekten oluşmaktadır. Anketimiz Erzurum Atatürk Lisesi 9. sınıfında Yabancı Dil bölümünde eğitim gören 57 öğrenciye uygulanmıştır.*

**Anahtar Kelimeler: Haftalık Ders Programı, Program, Dil Öğrenimi**

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## ***INTRODUCTION***

This project consists of an evaluation of the factors named “Weekly Lesson Programmes” and “Curriculum and Curriculum Development” that affect the success in English teaching processes as a second language.

This project consists of the effect of the weekly lesson programmes and curriculum and curriculum development on students’ success.

The aim of our research is to provide more effective instruments such as teaching and learning programmes and curriculums to teach English better. In other words another aim of this project is to make English teaching processes more effective and economic in primary, secondary and high schools.

### **How should the curriculum organization be set up?**

What are the steps in organising a curriculum construction programme?

There are thirteen steps

- 1) The education of the superintendents of schools to the needs for such a programme
- 2) The education of The Board of Education in order to acquire legal and financial support.
- 3) The selection of a curriculum director.
- 4) The selection of a curriculum specialist
- 5) The formulation of policies governing the organisation.
- 6) The establishment of the actual organisation.
- 7) The education of the members of the educational corps
- 8) The selection of the personnel.
- 9) The development of general and departmental aims.
- 10) The production of courses of study.
- 11) The tryout of tentative materials and courses.
- 12) The installation of the new courses of study.
- 13) The establishment of a continuous programme revision, curriculum principles and practices.

### **Why Do We Need Curriculum Development?**

Curriculum development is a process that makes training. Regardless of how small or large, it must be more systematic. Often, subject matter specialists are given the responsibility to

prepare a training course or session. Being expert in subject matter, however, doesn't ensure expertise in the design of training. Curriculum development, guided by the process outlined in this guide, can provide a systematic approach to the design of a training course or session.

Experts in training and curriculum development have invested a great deal in learning about how people learn. Additionally, they have studied the best ways of organising effectiveness and efficiency. For example, did you know that adults learn differently from children? Did you know that individuals have different learning styles? Did you know that using a variety of teaching methods is much more effective than a single method? Or did you know that teaching in a participatory, applied way is much more effective than lecturing? These and other points about training can help us in developing curriculum. This guide has been built upon the work of these training and curriculum development experts. Curriculum development is a means for systematically designing so that it can be effectively delivered.

The human resources of our nation, continents, and the world are our greatest assets. Training is a key mechanism for developing the skills of individuals, thus enhancing our human resources. When people's skills are improved, they produce more, are happier, and contribute more to the well being of their families, communities, and countries. Curriculum development, when done systematically, can make the training process better and help us build our human resources.

Curriculum development that results in written plans for systematic training can help to be sure that quality is being maintained. For the trainers, a course description and set of lesson plans can provide a road map for implementing training. This road map will help in keeping the training on course and preventing problems. Additionally, the curriculum can help to assure consistency of training when more than one trainer is teaching the same course or when the same trainer is teaching a course more than once. The previous chapter described the overall training process, and it attempted to show the role that curriculum development plays in training. It is obvious that curriculum development is major aspect of training.

Curriculum development provides us the framework and foundation for training. The curriculum specifies what will be taught and how it will be taught. Since the curriculum is so important to training, it is critical that this framework and foundation be systematically based and developed. A major aspect of curriculum development is determining what to include. The "what" aspect of the curriculum is referred to by various terms. It is the content, the subject matter, the knowledge, the substance of training, the focus of training, and many other such terms. Essentially, we are talking about content.

Since content is so important to the curriculum, the process of deciding on what content to

include is also very important. The content must relate to some major needs or problems that have been identified. It must also take into consideration what potential trainees already know. Finally, it must be directly related to established targets or goals for the training activity.

The entire process of deciding on "what" to include in training is called determining training needs. This process is divided into three major steps:

1. Needs identification,
2. Needs analysis, and
3. Trainee skill assessment and gap analysis.

New trainers, or even experienced trainers who have never used the procedure outlined in this Guide, may find the process of determining training needs tedious or perhaps complex. Nevertheless, as trainers who want to see that the training activities actually solve some real problems faced by the trainees, we have to go through the process.

### ***LITERATURE REVIEW***

Knowadays, there are many education scientists who are trying to find out the better ways to help the students and advanced learners to learn more successfully with paying less Money and not spending more time. Because everybody knows that it is not possible to succeed the social, cultural and economical development without finding out the solutions of educational problems. L. D. Hainaut (1996), is one of the famous education scientists having very important point of views in his book; **“Guiding principles for curriculum development”** about the concept of curriculum.

W. P. Siegel (1974) has noted twenty-seven different ways of defining or characterizing the word 'curriculum' in the literature on the subject. For this reason, we feel it is relevant to indicate what we intend by this term.

The term 'curriculum' will be taken in its broadest possible meaning; the definition given here will cover most of the different ways of characterizing a curriculum and will be compatible with the main opinions held on its nature and function.

A curriculum is an educational project defining: (a) the aims, goals and objectives of an educational action; (b) the ways, means and activities employed to achieve these goals; (c) the methods and instruments required to evaluate the success of the action.

The term 'project' should be taken to mean both a design and a plan. A curriculum can be considered on two levels; on the one hand the actual project which guides an educational action

and, on the other, its material implementation. In the later case, the term 'project' refers to achieve rather than undertaking.

This broad definition of the concept of a curriculum is necessary in a comprehensive view of educational action, one that holds the teaching and even more so education, cannot be defined without reference to be in well with the practical definition of curriculum content adopted at the Unesco seminar held in Hamburg (Hawes, 1975):

'Curriculum comprises any educational activity generated by the school and directed towards a purpose, whether it takes place within the institution or outside it.'

Curriculum involves all personal experiences acquired in different socio-cultural contexts and situations, but draws attention to the terms prescribed and foreseen, as a result of which the existence of a particular subset of experiences structured by a preestablished order is made clear. The author warns against confusing personal experiences acquired in life. We agree that in this case it is preferable to speak of the experience acquired by the individual in life or of the 'curriculum of his life'.

The concept of curriculum is linked to the idea of a conscious, organized but not necessarily formal educational action. It by no means implies that the contents of education are imposed on the receiver and it is quite conceivable that the prospective learner should be offered a great variety of goals, as well as ways of achieving them and means of assessing whether they have been reached.

## ***STUDY***

### **Research Question**

Does weekly lesson program affect the language learning?

### **Settings**

We applied our questionnaire in Ataturk High School on 6 May 2002

### **Participant**

The questionnaire consists of 57 students in 2 groups.(in two classes).

### **Measure**

The questionnaire consists of 10 questions and 5 alternatives."

I don't like English lessons after mathematical lessons"

strongly agree / agree /undecided / disagree / strongly disagree

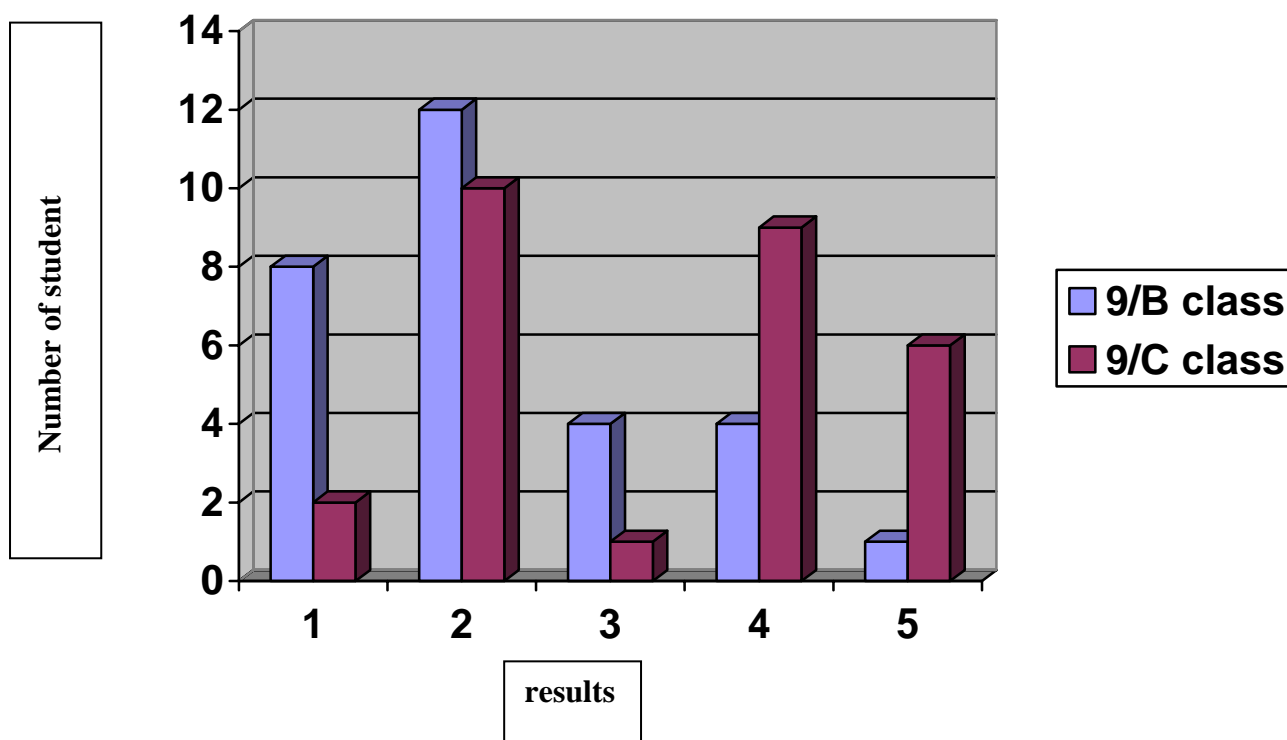
"İngilizce derslerinin matematiksel derslerden sonra yapılmasını sevmem" .

## ANALYSIS DATA

We mentioned that the results of the questionnaire which applied in Ataturk High School. In two groups (57 students) In these tables vertical column symbolizes the number of students and also horizontal column symbolises: 1 strongly agree, 2 agree 3 Undecided 4 Strongly disagree 5 disagree.

**TABLE 1**

### Mean morning hours

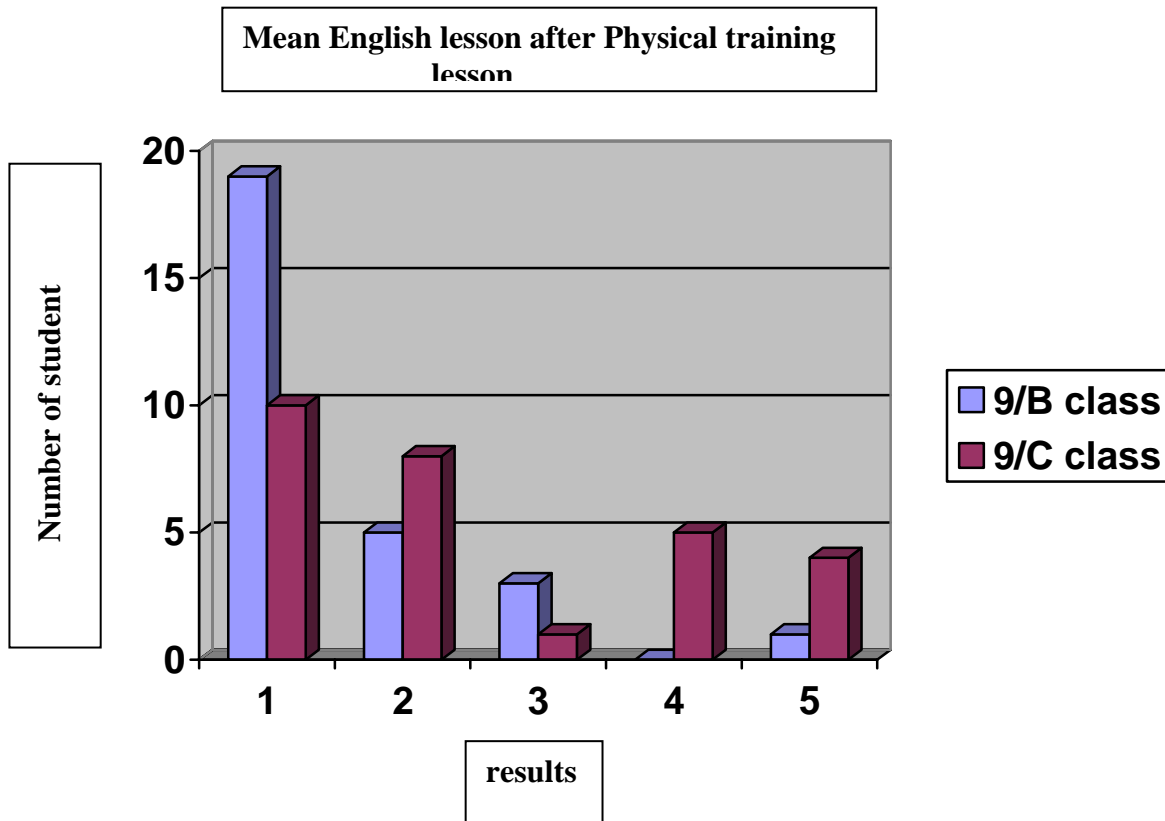


This table shows if the English lessons, which are taught in the morning hours, motivate students to the lesson much or not.

Students either in 9/B or 9/C agree with the English lesson taught in mornings. But some of them don't agree with it. It is because in our opinion students can motivate lessons in morning hours more easily with relaxed brain. In fact, language learning is a very complex activity that it is necessary for all language learners not to be tired because when a language learner is busy with learning a foreign language, he or she has all of the learning strategies and activities. These learning areas are; cognitive, psycho – motor and with the help of feelings. It is a vrey important necessity for a language learner to make all these learning areas active. For that reason, students are waited to be motivated to learn the foreign language and to have a comfortable situation, not to have any

problems making them busy and failing the language acquisition. Students may be unsuccessful when learning a foreign language after tiring lessons such as mathematics.

**TABLE 2**



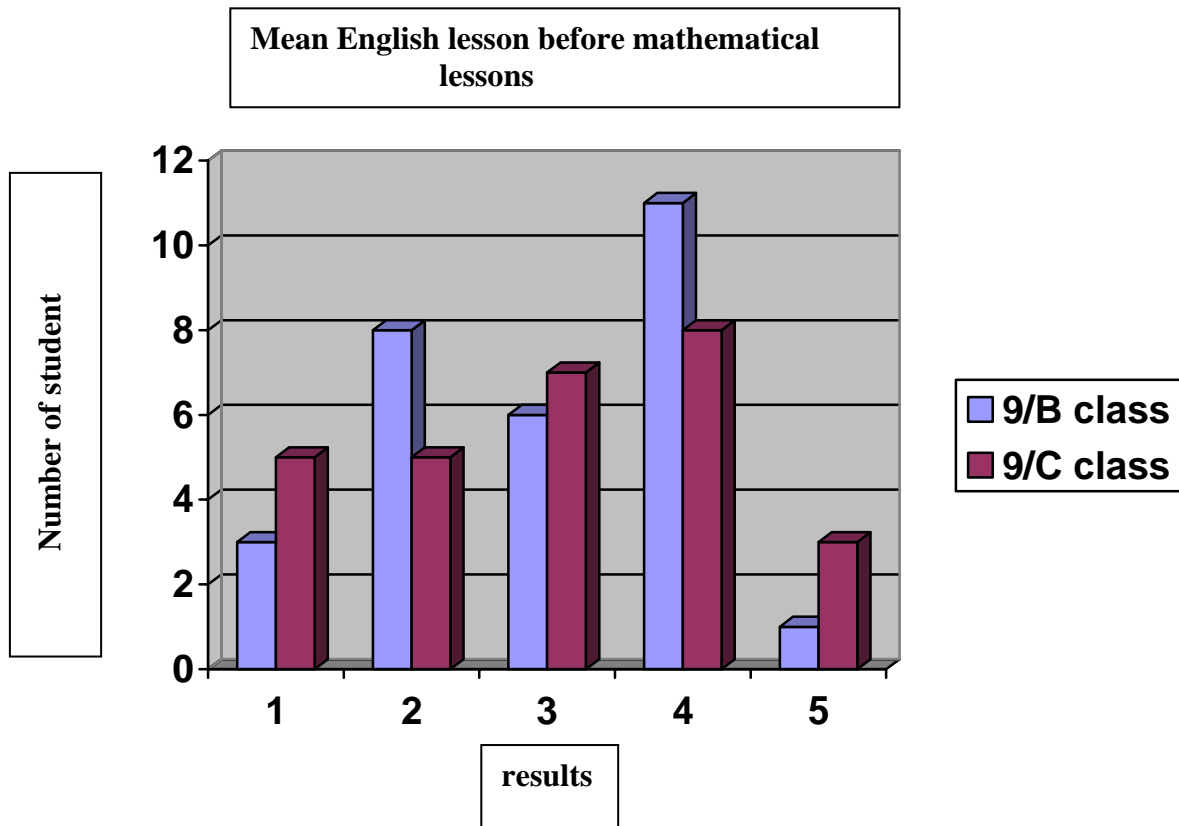
This table shows whether students like English lessons after physical training lessons or not.

Both two classes strongly agree not to do English lessons after physical training lessons. In our opinion, the students don't want to do English lessons after physical training lessons because they feel tired. It is possible to say that language learning is a very tiring and hard learning activity. This situation requires a relaxed and careful body and mental position to be more successful.

That graph is supporting the data of the first graph's data that students don't want mentally and physically tiring activities before learning a foreign language.

For that reason the prep classes are very meaningful and eligible for foreign language learners to be more successful in the second language acquisition. Because language acquisition is a dynamic and vivid activity. It is necessary for all learners to learn it continuously non continually.

**TABLE 3**

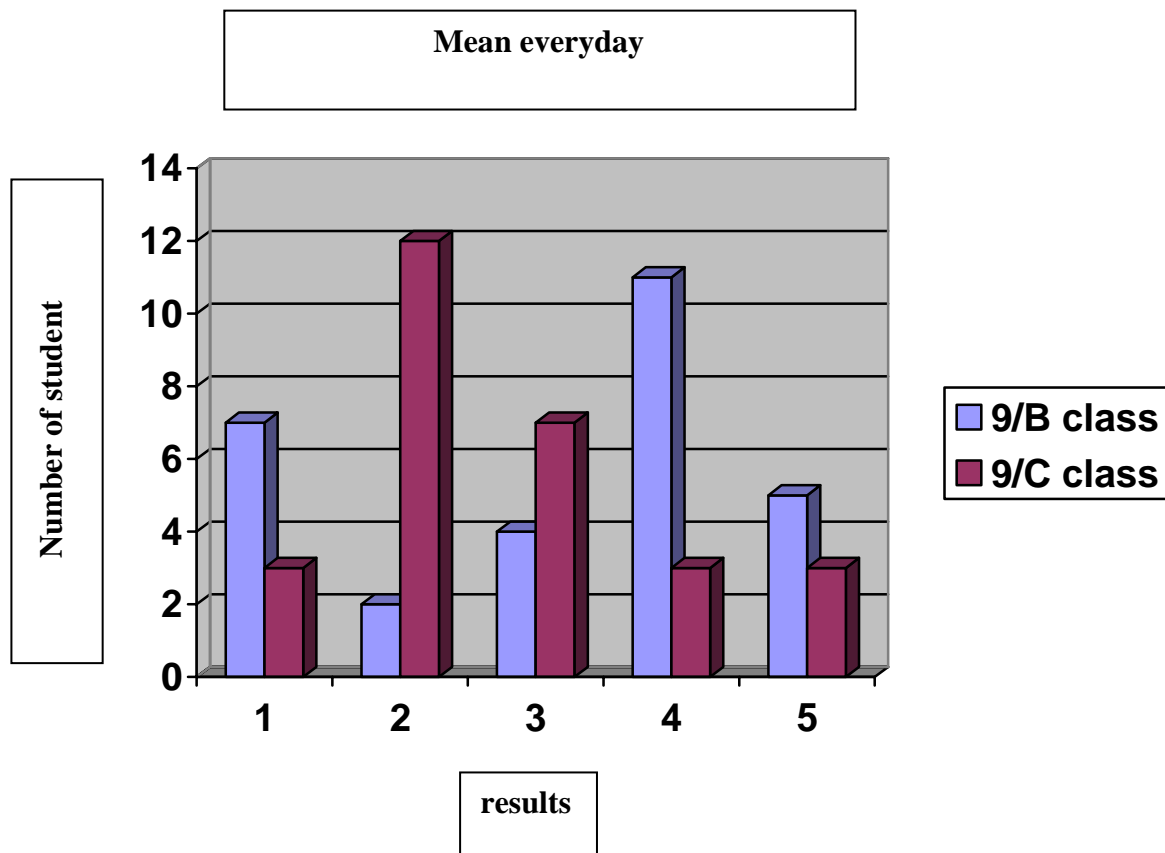


This table shows " how does mathematical lessons after the English lessons affect the learning?" Most of the students in 9/B class like the English lessons before mathematical lessons. But almost other part of the class do not like it. In 9/C class only a few students strongly disagree with it and also a few students strongly agree with it.

In our opinion English lessons before the mathematical lessons is not effective for them. It has been known by everybody that mathematics and foreign language are very tiring and hard subjects for students to learn. So it is not a good idea to get and try to learn these subjects one after the other one or one before the other one. Because it is possible for the students to be very tired after each of these subjects. So the tired students may have an important difficulty to learn the other subject.



**TABLE 4**

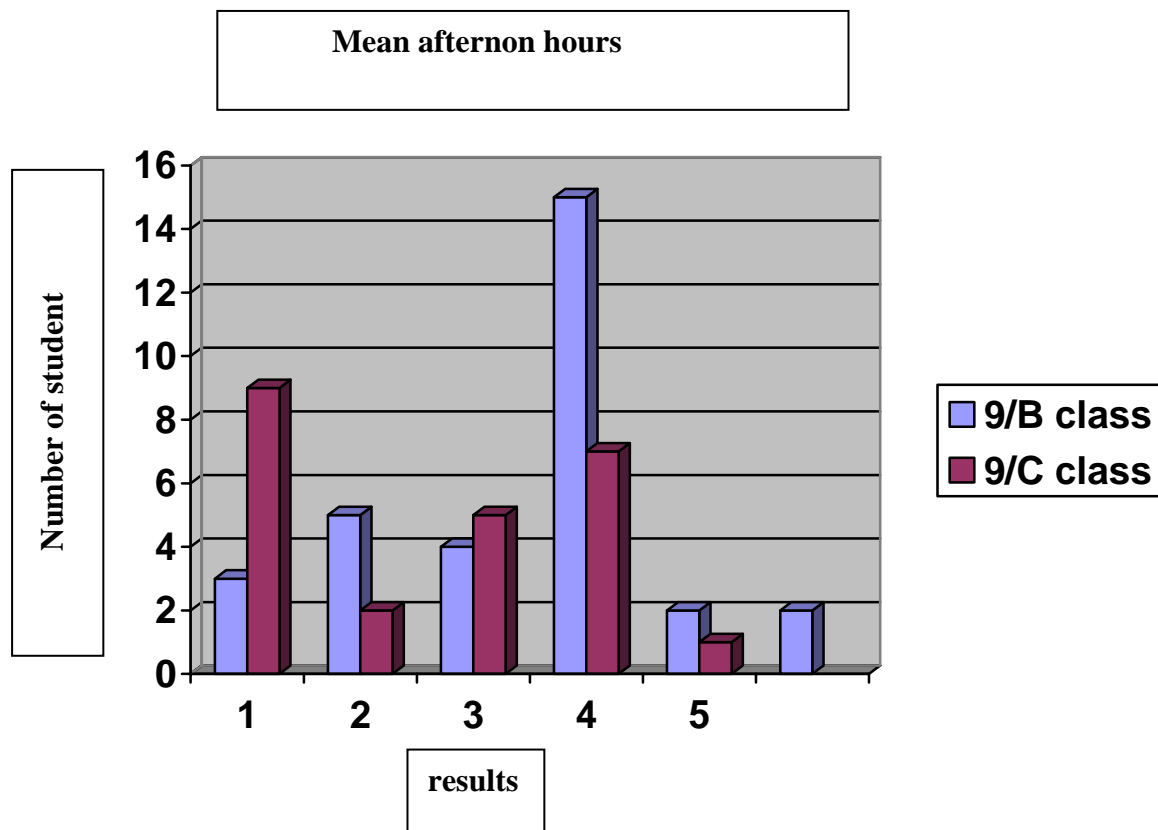


This table shows whether studying English every day bores students or not.

According to this table and the students in class 9/C, it is observed that studying English every day makes them bored. Of course it depends on being tired when studying English everyday and all day long. But the majority of the students in class 9/B disagree with the idea that whether studying English every day bores them.

According to this graph we can say that some of the students don't have enough motivation and information about why and how to learn a foreign language. It is known clearly that language acquisition requires being busy with speaking, listening and writing continuously. Of course if a person doesn' believe the necessity of learning one or more foreign languages and if he or she doesn't want to learn it, it is not possible to teach a foreign language.

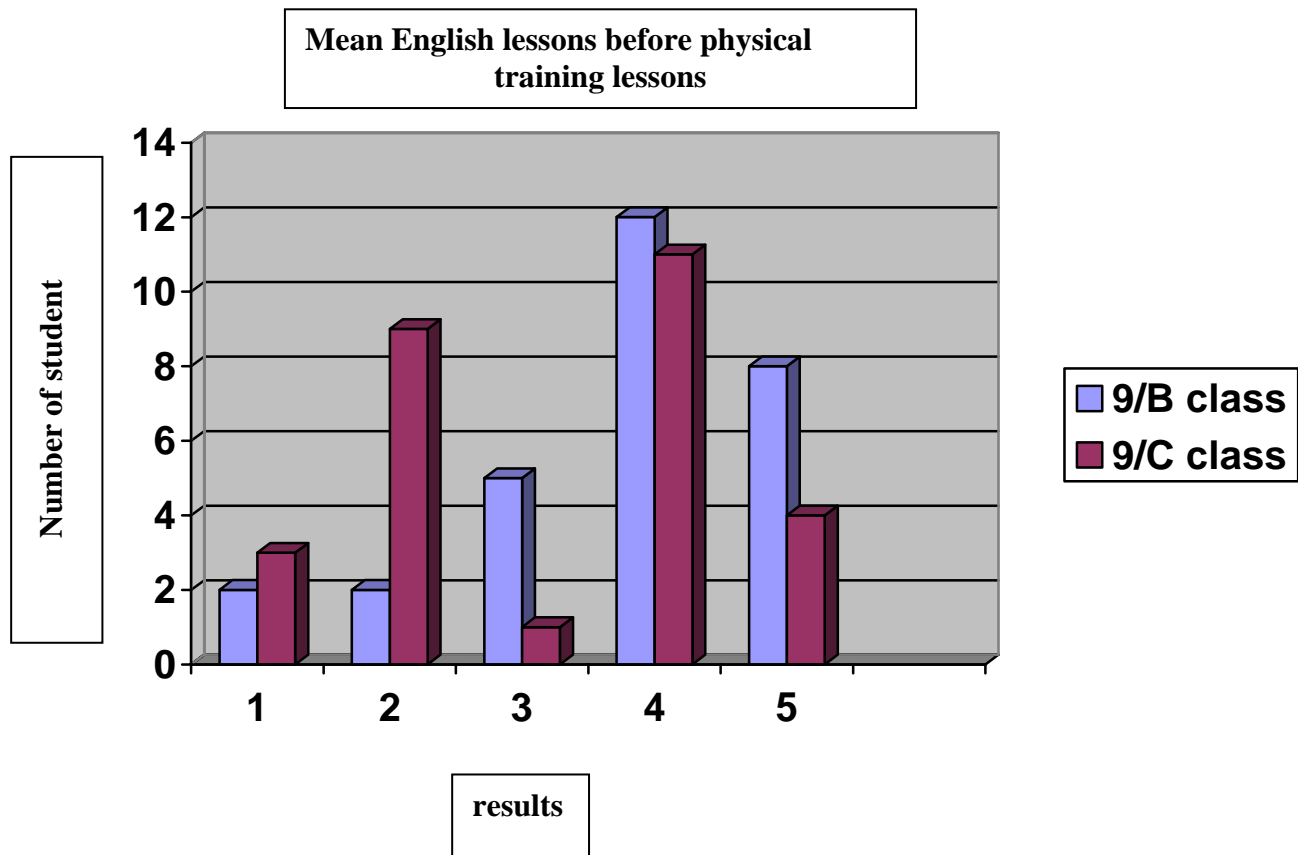
**TABLE 5**



This table shows whether teaching English after midday affects students well or not.

According to our research most students cannot motivate them to learn English well in the afternoon hours. Thus, we think that English lessons should be done in the morning hours. We know that language learning is a very tiring and hard learning activity. Students must't be tired and have some problems while learning English. They must be very careful and pay more attention to learn the foreign language successfully. In the morning hours students may be tired, not to pay more attention and not to be careful because of being tired in the morning hours. On the other hand some of the students are undecided.

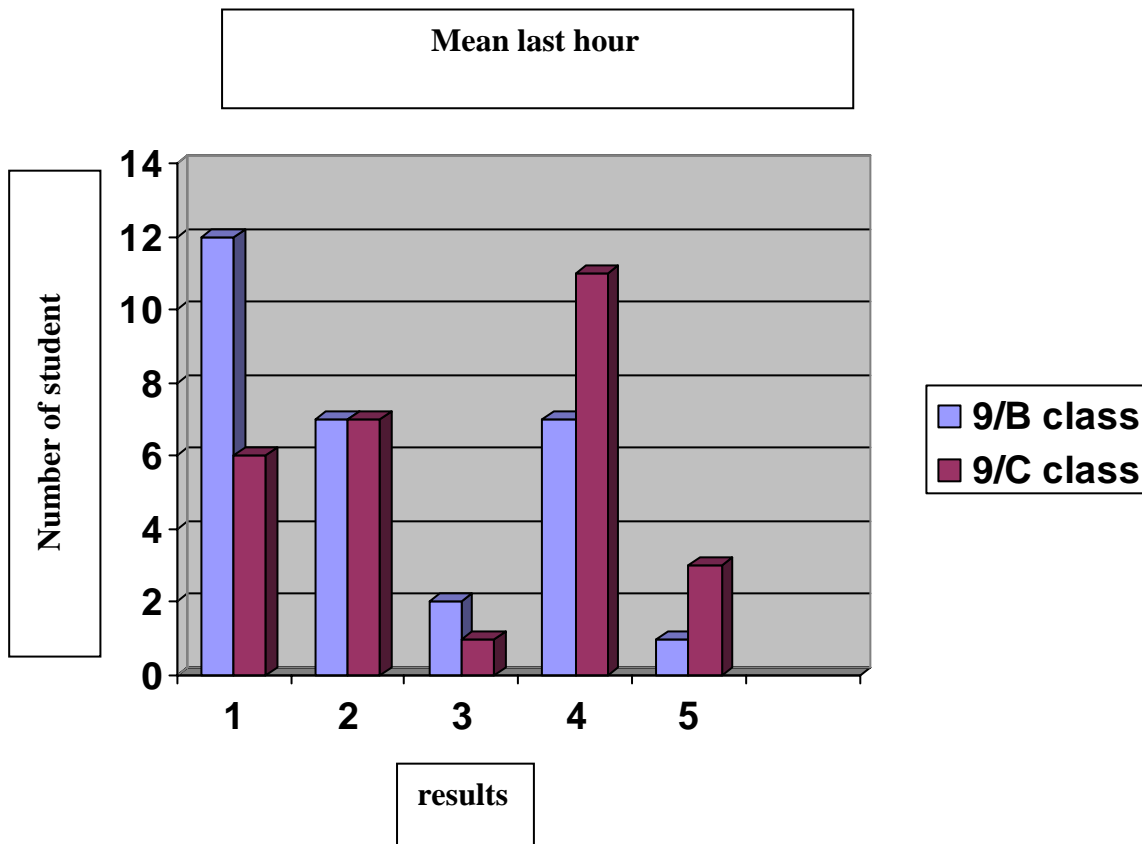
**TABLE 6**



This table shows whether the students like English lessons before physical training lessons.

Both two classes don't agree not to do English lessons before physical training lessons. In our opinion the more students have a position of being dynamic the more they learn a very affective foreign language. In fact physical training lesson and its subjects are very tiring activities. When the students are busy with some body formative exercises, they may get tired for some time. And then They may not want to be busy with a foreign language learning.

**TABLE 7**

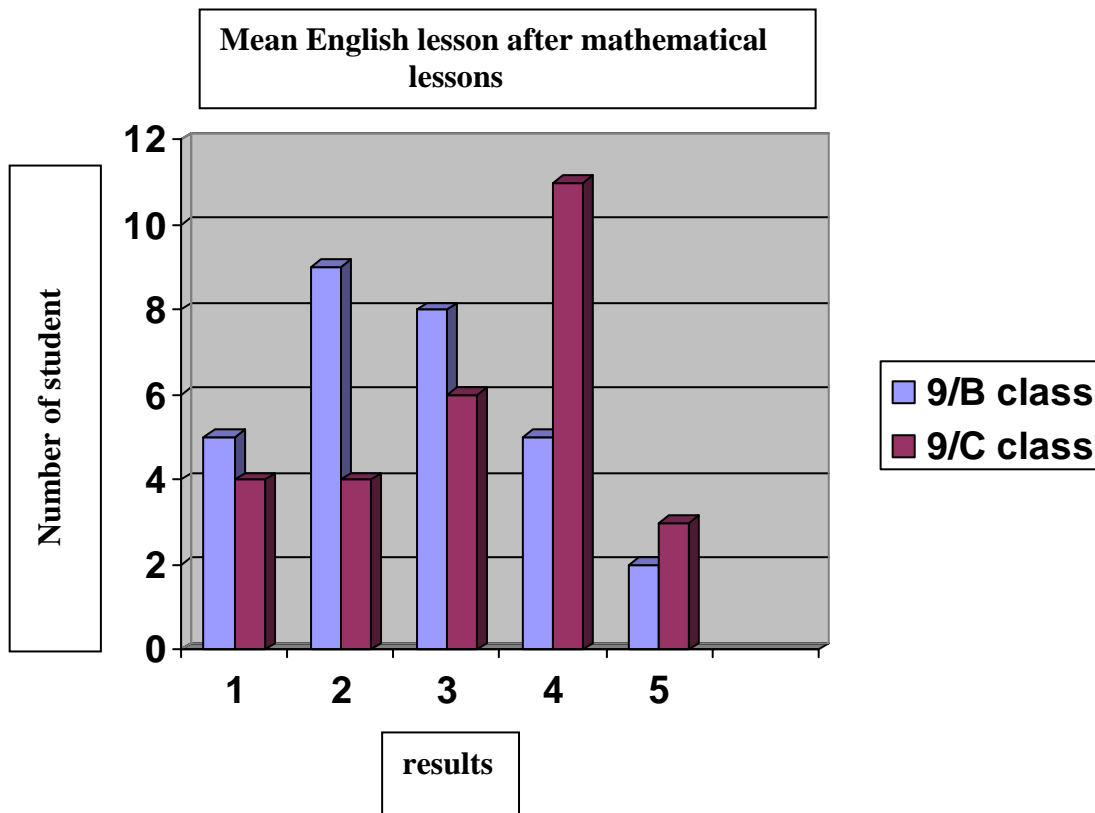


This table is about the view of the students on English lessons during the last hours.

It shows us students don't like studying English in last hours. So they may not be successful in English lessons. We know that last hours are not very useful for the foreign language learners. Because the students are very tired during the last hours. If the foreign language learning is a very tiring learning and teaching activity, the students must be relaxed and they mustn't be tired during foreign language learning.

It may be better to use the last hours for easier learning subjects or these hours may be used to make some revisions about learned subjects.

**TABLE 8**

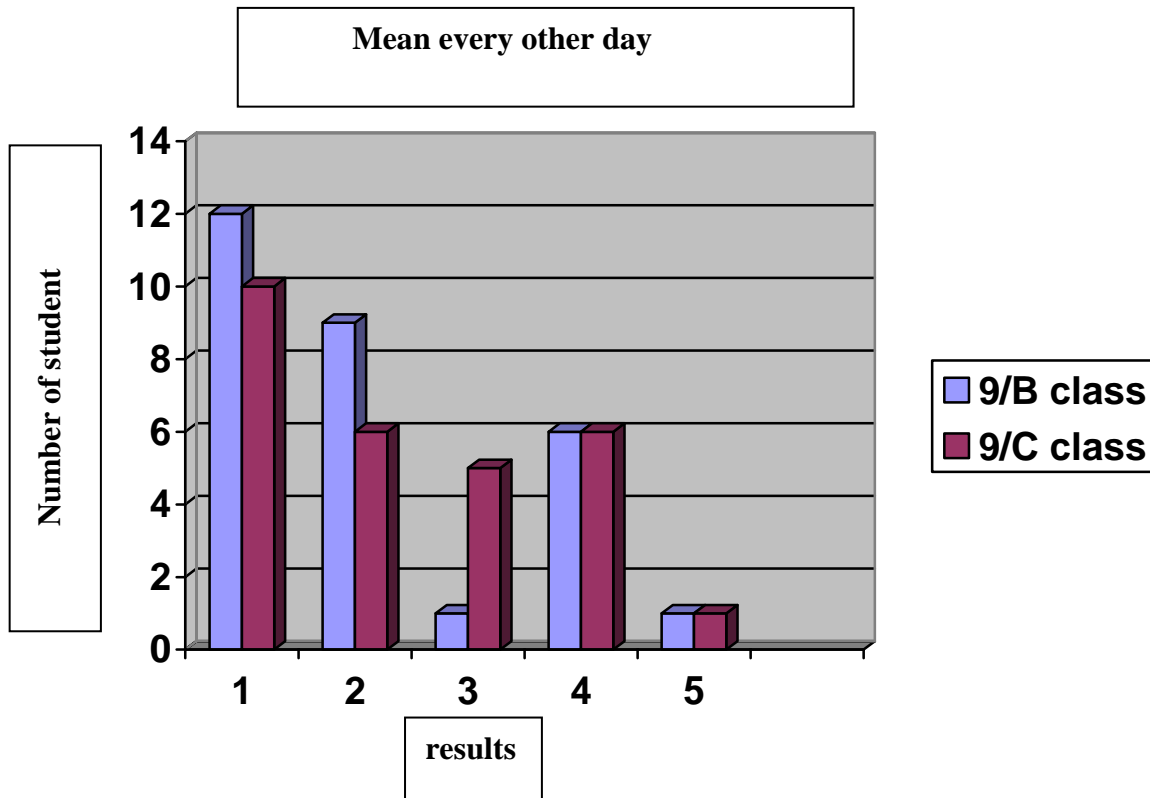


This table is about the English lessons after mathematical lessons. Majority of the students disagree with such a program like studying English after mathematical lessons.

In our opinion after tiring lessons students' brain cannot be ready for learning new and difficult subjects. In our country we have been teaching our children foreign languages for a long time. But unfortunately we couldn't succeed to teach the foreign language well. Because of not using eligible and necessary teaching strategies and programmes. So it is clear that we waste the valuable learning time of our children.

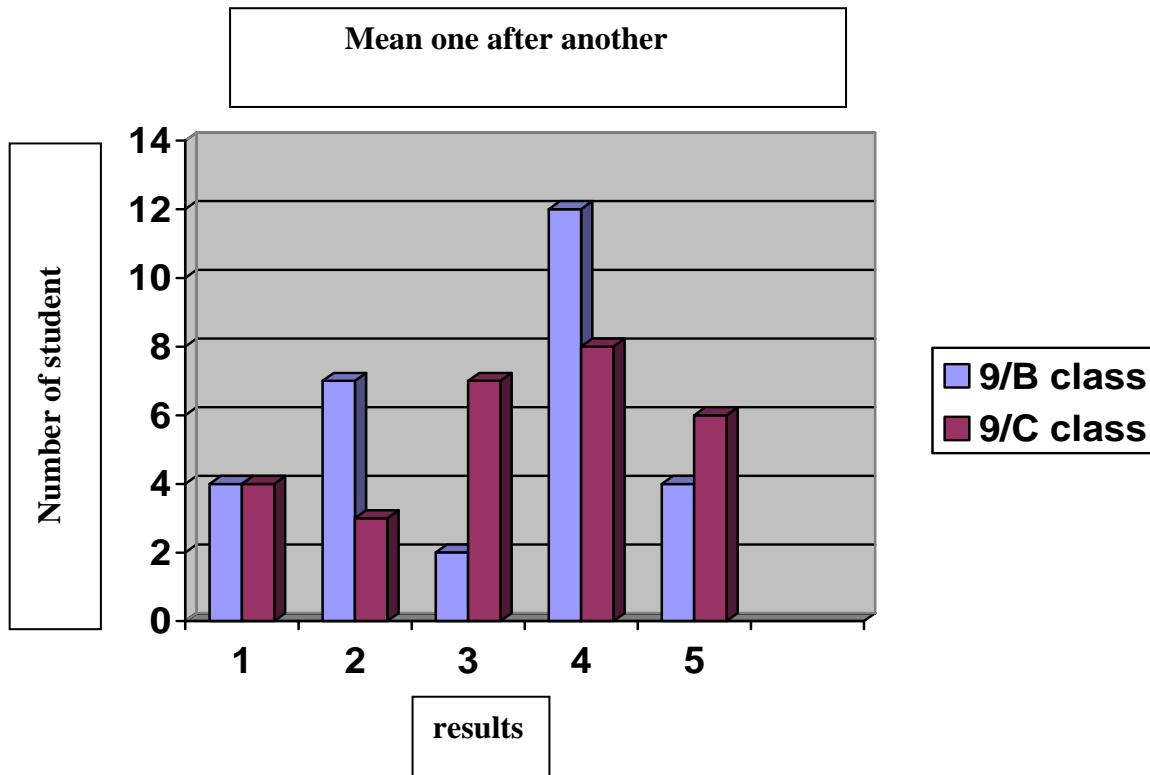
If it is necessary for societies to learn foreign languages and to teach their children one or more foreign languages, we have to use prep. Classes. Because there is only foreign language teaching programme in prep. classes.

**TABLE 9**



This table is about if the students like English lessons every other day or not. According to the result, it is more useful for them. In our opinion the students can learn more easily without having very long intervals and they can be ready for the society to use the foreign language they learned in international business, trade and the other important areas. Language learning requires continuous studies. Because language is an active and living subject must be lived by the learners all their long. So we can say that foreign language learning is a systematic continuous learning activity such as native language acquisition.

**TABLE 10**



This table is about the English lessons, which are more than one hour in the same day, don't bore students. Thus it shows that English lessons can be done more than one hour in the same day and for that reason we can say that having more than one hour's English learning courses and lessons don't affect the students' successes on English learning badly. We know that foreign language learning is a continuous learning activity. At least the students and foreign language learners must have enough time to be busy with cognitive, psycho-motor, affective and sensitive learning activities to succeed a successful foreign language acquisition by listening, writing, reading and speaking.

## **CONCLUSION**

We observed that English lessons should be done in the morning hours. Because most students feel themselves tired in the afternoon. After physical training lessons students also feel themselves tired. So English lessons should be done before physical training lessons. In general the students want to do English lessons after the mathematical lessons. And they want to do English lessons every other day continuously but not having more intervals. So they can prepare themselves better to learn the chosen foreign language well. Students can not benefit too much from English lessons during the last hours. Because of being tired it may be difficult and not possible to learn the foreign language so the foreign language learning lesson programme should be prepared according to student's wishes and the research shows us that having enough English lesson hours such as more than one hour in a same day affects the students' in a positive way.

Weekly lesson programme is important for the students' foreign language learning. Because the aim of the foreign language teachers is to teach the language to the students perfectly. And also program designers should prepare the program, according to the lessons' features. So weekly lesson program is the most significant thing for language learning.

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Adı :

Sınıfı :

Yaşı :

Cinsiyeti :

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1 Haftalık ders programında İngilizce derslerinin <u>sabah</u> saatlerine konması derse daha fazla motive olmamı sağlar					
2 İngilizce dersinin beden eğitimi gibi fiziksel etkinlik içeren bir dersten <u>sonra</u> yapılmasını sevmem					
3. İngilizce dersinin matematiksel derslerden <u>önce</u> yapılmasını sevmem					
4 Programda her gün İngilizce dersinin olması beni sıkır.					
5. Haftalık ders programında İngilizce derslerinin <u>öğleden</u> sonraki saatlerde olması derse daha fazla motive olmamı sağlar.					
6. İngilizce dersinin beden eğitimi gibi fiziksel etkinlik içeren bir dersten <u>önce</u> yapılmasını sevmem.					
7 İngilizce dersinin <u>son ders</u> saatinde yapılmasını sevmem					
8 İngilizce dersinin matematiksel derslerden <u>sonra</u> yapılmasını sevmem.					
9 Haftalık programda İngilizce dersinin bir <u>gün</u> <u>arayla</u> yapılması derse <u>daha iyi hazırlanmamı</u> sağlar					
10 Haftalık programda İngilizce dersinin <u>aynı günde</u> <u>ard arda</u> bir saatten fazla yapılması beni sıkır.					

