



**AN INTENSIVE ENGLISH PROGRAM FOR EARLY CHILDHOOD  
EDUCATION: A CASE STUDY**

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## TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren altı (6) ay sonra tezden fotokopi çekilebilir.

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İngilizce Adı: An Intensive English Program for Early Childhood Education: A Case Study

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*Dedicated to Leo...*

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**ERKEN ÇOCUKLUK DÖNEMİ İÇİN YOĞUNLAŞTIRILMIŞ  
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**ÖZ**

Bu araştırma, İngilizce ve anasınıfı öğretmenlerinin erken çocukluk dönemindeki öğrencilerin İngilizce öğrenme ihtiyaçlarına yönelik algılarının incelenmesi ve elde edilen veriler yardımıyla yoğunlaştırılmış bir İngilizce eğitim programı tasarlamayı amaçlamıştır. Bu bağlamda Türkiye'deki bir özel okulda bir vaka çalışması gerçekleştirilmiştir. Veriler okul bünyesinde çalışan ve 2020-2021 eğitim öğretim yılı içerisinde anasınıflarında görev alan İngilizce ve anasınıfı sınıf öğretmenleri ile gerçekleştirilen görüşmelerden elde edilmiştir. Araştırma verileri NVIVO programı üzerinde içerik analizi kullanılarak analiz edilmiştir. Bulgular İngilizce öğrenme ihtiyaçları, pedagojik ihtiyaçlar, materyal ihtiyaçları ve değerlendirme ihtiyaçları olmak üzere dört ayrı başlık altında toplanmıştır. Bulgular, anasınıfı öğrencilerinin doğal ve değiştirilmiş girdiye eşit miktarda ihtiyaç duyduğunu göstermiştir. Ayrıca psikolojik dayanıklılık öğelerinin öğrencilere ders içi ve dışında öğretilmesi gerektiği tüm katılımcılar tarafından savunulmuştur. Dijital yerliler olan 21. yüzyıl öğrencilerinin ihtiyaçları ve yaşları doğrultusunda çevrimiçi materyallerin derslerde kullanılmasının önemi katılımcılar tarafından vurgulanmıştır. Bununla birlikte katılımcılar değerlendirmenin her yaş grubunda olduğu gibi erken çocukluk döneminde de önemli bir yeri olduğunu ve değerlendirmenin bu yaş grubunda da olması gerektiğini savunmuştur. Bu sonuçlar ışığında ve Avrupa Dilleri Ortak Çerçeve Programı (CEFR) analiz edilerek on temadan oluşan yoğunlaştırılmış bir İngilizce eğitim programı hazırlanmıştır.





Anahtar Kelimeler : Müfredat, Erken çocukluk eğitimi, CEFR, İzence tasarımı,  
Müfredat tasarımı, Eğitim programı  
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**ABSTRACT**

This research aimed to examine the perceptions of English and kindergarten teachers about the English language learning needs of very young learners and to design an intensive English education program with the help of the data obtained. In this vein, a case study was conducted in a private school in Turkey. The data were obtained via interviews from the English and kindergarten class teachers working with kindergarten students in the 2020-2021 academic year. Research data were analyzed using content analysis on NVIVO program. The findings were grouped under four subtitles: English learning needs, pedagogical needs, material needs, and assessment needs. The findings showed that kindergarten students need equal amounts of natural and modified input. In addition, it was advocated by all participants that the elements of psychological resilience should be taught to students both inside and outside the classroom. The importance of using online materials inside classrooms in line with the needs and ages of the 21<sup>st</sup> century students, who are digital natives, was emphasized by the participants. Moreover, the participants argued that assessment has an important place in early childhood as in every age group and that assessment should be applied in this age group as well. By analyzing these results and the Common European Framework of Reference for Languages (CEFR), an intensive English education program, consisting of ten themes, was prepared.



Keywords : Curriculum, Early childhood education, CEFR, Syllabus design,  
Curriculum design, Curriculum  
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## LIST OF ABBREVIATIONS

CEFR	Common European Framework of References for Languages
EFL	English as a Foreign Language
MoNE	Ministry of National Education
RQ	Research Question
RQs	Research Questions
TEYL	Teaching English to Young Learners
TPR	Total Physical response
YL	Young Learner
YLS	Young Learners

# CHAPTER I

## INTRODUCTION

### 1.1. Background of The Study

Language has a great deal of power on people's lives, and it makes people special. According to Ellis (1996), a language is a tool in which people use the way one speaks to draw conclusions about who he is, and they act on their conclusions. Speaking at least one foreign language is a magnificent benefit for people in business life. Especially, speaking English has a great importance over other languages.

Learning English in Turkey has become one of the major problems for over years. Most of the time, the reason for this is that people do not have an adequate language background. People spend their money and time at different language schools to solve this problem. The Ministry of National Education (MoNE) has changed its perspective towards language learning for some time, and Turkey has started to give more attention to language learning more than before. Today, in public schools, students start learning English from the second grade.

Roughly, English has been taught as a foreign language in Turkey since the World War II. For this reason, there are a plethora of studies related to English Language teaching. In the relevant literature, it is easy to find curriculum design studies for English. The curriculum design research studies mostly start from secondary schools. There is a need for a curriculum specifically for young learners who are 60 months old and above; therefore, a study should be conducted to satisfy this need.

This study is written based on the curriculum theory. Pinar (2012) defines curriculum theory as the interdisciplinary practice of educational research. This theory is defined as a distinct subject of study with a unique history, a complicated present, and an uncertain future (Pinar, 2012). Under the title of curriculum theory, there are some subtitles related to the orientation of the curriculum. The curriculum prepared in this thesis is a value-oriented curriculum. Value-oriented curriculum is defined by Yazdani, Akbarilakeh, Ahmady, Foroutan, and Afshar (2015):

Value-oriented curriculum is a compiled plan that its goal is social and citizenship skills education, growth of interpersonal sympathy and empathy, development of virtues and outstanding individual attributes, formation of professional roles and duties in individuals, improvement and upgrade of social capital, respect for human dignity, increase in self-sufficiency, building a moderate view towards life, development of spirituality, facilitating the formation of value-oriented system, ability to assign values to different categories and options, attention to value-based consequences in individual decision-making, development of reasoning and ethical judgment (p. 125)

## **1.2. Statement of Problem**

Learning English starting from an early age is important since teaching and learning English has great importance in today's world. Although most of the private schools in Turkey starts teaching English in kindergarten levels, there is no curriculum approved by the MoNE.

The nature of young learners can be the reason why there are no studies about curriculum for this level. The atmosphere of the classroom, the activities, and their needs are different from other learner types and other levels. This situation brings about the problem of not being easy to work with. It is extremely hard to think about the needs of those learners without actually working with them. Thus, the need of a curriculum could not be meet.

To be able to solve the language learning problems that people have when they get older, preparing an English program for the first years of education is a crucial need for our context. Designing the program may solve this problem. When the program is designed, the teachers who will work with young learners in the future can feel tenacious before starting to work

with them. In other words, the program is designed for very young learners, may help the future needs of the learners, and the teachers who may work with them in the future.

### **1.3. Significance of the Study**

The needs of the people on this era are significantly different from the people lived 100 years ago. In the past, the needs were about finding food or guns to stay alive. However, today the situation is contrasting. The cultural and social reforms changed the needs of people of this era. Today's needs are about being a part of a community. The ability to communicate with other cultures has become more and more important nowadays. As a lingua franca, English has become extremely crucial for an individual to find his or her place in today's society. In the top of the lists of all the job requirements, English can be seen. Through the medium of these changes, all the countries in which English is a foreign language including Turkey have started to give significance to education, especially language teaching.

On the basis of the given information above, most of the countries including Turkey has made some changes in their education systems. To meet the growing demand for language learning, the MoNE of Turkey has released new policies, revised the foreign language curricula, launched new course books, and hired foreign language teachers (Kırkgöz, 2009). The present study aims to prepare an English program for young learners whose ages are between 60 and 72 months to be able to solve one of the problems that we are facing in our country which is the hardship of learning English or any other foreign language after a certain age. This study, hopefully, may help to minimize this problem to some extent.

To the best of the researcher's knowledge, even if there are studies related to curriculum or an English program in primary, secondary, or higher education, there are not any studies related to very young and young learners in Turkey in terms of curriculum design. The present study is the first one dealing with designing an English curriculum in early childhood education. There is an urgent need to address early childhood language education to solve the problems that the learners and the teachers would face in the future.

In addition to this information above, the present study aims to find out the teachers' perceptions related to students who are in early childhood education, and the problems that they face while they are having their lessons. Providing a detailed description of the teachers' perspectives and thoughts, hopefully, the program that designed within this study might help the teachers who may work with target age group and might have trouble solving their problems, or the ones who want to work with them in the future.

#### **1.4. Aim of the Study**

When a researcher looks at the literature, it is easy for him to find a suggested English program for English at secondary school level or higher, yet there are no studies that suggest an English program for kindergarten level students who are above 60 months old. The present study was conducted to analyze the needs of the students, the school, the policy of the government and the recommendations of the Common European Framework of Reference (CEFR, 2001; 2019) related to very young learners of English. After the analysis of the data, a suggested English program was designed for young learners. Considering these needs, this study tries to answer the research questions below:

RQ1: What are the needs of young learners in terms of English language education?

RQ2: What are pedagogical needs of young learners in learning English?

RQ3: What are the needs of young learners while learning English language in terms of learning materials?

RQ4: What are the needs of young learners while learning English language in terms of language assessment?

RQ5: What are the opinions of the shareholders about the English language education of young learners?

RQ5A: What are the opinions of the English language teachers working in this cycle?

RQ5B: What are the opinions of the administrators serving for this cycle?



## **1.5. Limitations**

This study is limited to a private school in Ankara. However, the findings and the products of this study may be generalized for all young learners who are 60 months old and above. Since this study is a case study, the participants is limited with the number of the teachers who are currently working in the case school that is under the scope of this study.

## **1.6. Definitions of the Terms**

Education Program: Education program is a “coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period”(Unesco, 2011). Modules, courses, unites, as well as curriculum, shyllabus, course design, and assessment can be found in education program. Education prgram can be defined as an umbrella term for curriculum, syllabus, and course design.

Curriculum: Allen (1984) defines curriculum as “a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program”. Not only what to teach parts, a curriculum consists of different aspects such as assessment, classroom athmosphere, and learner psychology.

Syllabus: According to Candlin (1984), syllabi are more specific and are focused on documents and reports of what actually happens in the classroom when teachers and students adapt a given curriculum to their own situation.

Course Design: There are various definitions related to explain course design. It is the process that must be followed by a teacher at the beginning of just about any course to organize for a greater academic outcome. A course design can be seen as a reflection of the curriculum and syllabus of that specific course. Course designs can be prepared daily or weekly.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the literature will be discussed, and the related studies will be mentioned. With the help of this chapter, the argument of the study will be formed.

#### **2.1. Curriculum, Syllabus, and Program**

To be able to talk about designing a curriculum, firstly the differences between curriculum, syllabus, and education program should be understood. Curriculum, according to Richards (2001), is the method which used to evaluate the community needs of learners, to establish objectives and goals for a system to satisfy these needs, to identify the proper syllabus, design of the class, teaching equipment and strategies, and to execute out an assessment of the language program as a result of these processes. It may be relevant to state that a curriculum is a broader term that contains syllabus and other aspects of teaching such as course designs. Syllabus is an outline of a course of study. A syllabus can be seen as an outline of the information to which students will be exposed. As with other components of the term education, such as curriculum or syllabus, "teaching program" can be seen through several perspectives. Lynch (1996) states that the program, as interconnected courses, attempts to help learners gain language related endeavors, and the program educates them for a range of goals such as passing a competence exam or teaching them to function in an environment where a foreign language needs to be supplied. Briefly, a syllabus lead students and teachers in daily concerns; however, a curriculum deals with purposes that are general and intangible. Given the close relationship between program, curriculum, and syllabus,

program can be seen as the smallest unit covered by syllabus first and curriculum subsequently.

## **2.2. Features of a Curriculum**

While developing a curriculum, there are some questions that should be answered before starting the process. Answers to these questions are six key features of a curriculum. The first question that should be answered is “who teaches?”. This question leads us to the teachers all around the country. They are in the heart of teaching and learning environment; thus, they are the ones who should be asked while preparing a new curriculum. The process of writing a new curriculum contains numerous different steps but the most important part is related to the teachers who will use the curriculum in the future.

The ones who are being taught is the second aspect that should be considered. This question is the second one that a researcher needs to answer before the process of curriculum design. The learners are the centers in the education process, and they are the crucial factors in the teaching and learning environment. After thinking about the needs of the teachers, it is a must to consider the learners, their needs, and interests. Teachers will use the curriculum, but the curriculum is for the learners, so knowing the students is also important while preparing a new curriculum. What do the teachers teach is another question that we need to answer before the process, and it helps us to determine the knowledge, skills, and values that we will include in the curriculum. This question is the one which leads a researcher to conduct a needs analysis related with the curriculum. Asking teachers, learners, institutions, and learning the policy of the country must be considered as one of the key factors on the journey of designing a new curriculum.

The next question, “How do teachers teach?”, is about strategies and methods that curriculum will contain. The approaches and methods that the teacher will use, the activities, instructional materials and resources which are appropriate to the topic should be added in the curriculum. Before adding them, the policy of the country or context related to teaching, and the policy of other countries must be considered. Writing a curriculum can be seen as a

difficult job, but the difficulty is not the part that a researcher actually writes, the prior works are the ones that take time and tiresome. How much of teaching was learned? This question emphasizes the importance of evaluation in a curriculum. After the methodology, teaching techniques, and additional elements, it is important to allocate room for evaluation techniques within the curriculum. The age, the groups' dynamics, teachers, learners, and policies must be considered while preparing the evaluation part of a new curriculum. A researcher must look through the literature and find the most suitable technique for evaluating the target group for the new curriculum.

Finally, the question "with whom do we teach?" is about community partners. Using partnership in a teaching process especially in language teaching, has a great deal of importance on the students' motivation and learning processes. Researchers need to consider the people or the institutions that can help in the process of teaching. These six questions need to be answered carefully in the process of preparing a new curriculum. It should be in the researcher's mind that writing the curriculum is a long journey and the product will be used by large communities; thus, everything needs to be considered in the process.

### **2.3. Steps of Curriculum Design**

Graves (1996) divided curriculum development process into sub-processes which will be mentioned later in this paper. According to Graves, there are seven parts that should be followed while designing a curriculum. The parts need to be followed as they are seen on the list. Each part lays a foundation for the next one. A table which contains the parts of curriculum design in an order can be seen on the next page.

Table 1

*A Framework of Course Development Processes*

Framework components	Explanation
Needs Assessment	What are my students' needs? How can I assess them so that I can address them?
Determining Goals and Objectives	What are the purposes and intended outcomes of the course?
Conceptualizing Content	What will be the backbone of what I teach?
Selecting and Developing Materials and Activities	How and with what will I teach the course? What is my role? What are my students' roles?
Organization of Content and Activities	How will I organize the content and activities? What systems will I develop?
Evaluation	How will I assess what students have learned? How will I assess the effectiveness of the course?
Consideration of Resources and Constraints	What are the givens of my situation?

Graves, K. (1996). A framework of course development processes. *Teachers as course developers*, pp. 12-38.

## 2.4. Syllabus Types

In the literature, there are a lot of different dimensions of analysis, but one of them has been a subject of many discussions and comment which is the analytic and synthetic dimension. The person who mentions it was Wilkins and in 1977, he describes the synthetic approach as a language teaching strategy in which the different parts of language are taught separately and step by step so that acquisition becomes a process. When it comes to the analytic approach as Nunan (1988, p.28) mentioned, with this syllabus types, learners are presented with chunks of language which may include structures of varying degrees of difficulty.

### 2.4.1. Grammatical Syllabi

Grammatical syllabi are the ones in which input is selected and graded according to grammatical notions of simplicity and complexity. According to Nunan (1988), the most rigid grammatical syllabi supposedly introduced one item at a time and required mastery of that item before moving on to the next one. The main emphasis is on grammar, and other aspects of the language can occasionally be undervalued.

### **2.4.2. Functional - Notional Syllabi**

As Reilly (1988) mentioned, functional notional syllabi see the content of the language teaching is a collection of the functions while performing the language, or the notions which language is used for expressing. In functional-notional syllabi, language is seen as a tool which is a combination of functions that are performed, and notions that language is used to express. According to Nunan (1988), some teachers find the ‘function’ and ‘notion’ terms confusing. In general, notions are the conceptual meanings that are expressed by language, whereas functions are the communicative purposes for which speakers use the language.

### **2.4.3. Task – Based Syllabi**

The substance of the instruction in task-based syllabi is a dynamic relationship and meaningful tasks that learners may need or want to accomplish with the target language. One of the most important characteristics of task-based syllabi is the tasks themselves. The tasks in this type of syllabi need to be relevant to real-world language needs of the learners since they are seen as activities with a purpose of developing second language ability, not language learning.

### **2.4.4. Skill – Based Syllabi**

The language teaching content is a combination of specific skills which can play a part in using the language. According to Reilly (1988, p.3) “skill-based syllabi group linguistic competencies together into generalized types of behaviors”. Skill selection is done by looking at the relative usefulness of the skills and their order generally based on frequency or relative usefulness of involved skills. The prior function of skill-based syllabi is teaching different skills of a language.

### **2.4.5. Situational Syllabi**

As it can be understood from its name, the situational syllabi give importance to different situations rather than the grammar or skills of a language. When it comes to this kind of syllabi objectives, the main one is to teach different aspects of the language which occurs in different situations. “Seeing a doctor”, “buying a magazine” or “at the airport” can be some examples of different situations which can be used in a situational syllabus. As Reilly (1988, p.3) mentioned:

Task-based teaching differs from situation-based teaching in that while situational teaching has the goal of teaching the specific language content that occurs in the situation (a pre-defined product), task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process).

### **2.4.6. Topical Syllabi**

This type of syllabus is quite similar to the situational of syllabi. The main difference is that while the prior one has different situations, topical syllabi have different topics or themes. Writer’s initiative about the importance of these topics determines the selection and order of the topics. The topics determine the function or the vocabulary items that will be taught. The topics such as ‘Café’, ‘Restaurant’ or ‘Train Station’ can be examples for this type.

### **2.4.7. Content – Based Syllabi**

Content-based syllabi differ from other types of syllabi as the main concern of this type is not teaching language through different themes, situations, or skills, but teaching different disciplines through the language. This type deals with students’ communicative and cognitive development of students. Teaching a geography class in English can be a proper illustration of this kind of syllabus.

Types of syllabi can vary but the crucial thing to do is knowing the target age group. Without knowing them, it is not possible to prepare a suitable curriculum for the target age group. It can be seen in the literature that there are limited number of studies related to very young

learners in terms of curriculum, since their needs are relatively different from the ones who are older. Under the next title, the target age group, very young learners, will be discussed in a detailed way.

## **2.5. The Characteristics of Very Young Learners**

Pupils start preschool at the age of 4-5 in Turkey, in the USA, and in other countries. It is possible to see the enthusiasm that they have around those ages. They are curious about exploring the world around them. According to Uysal and Yavuz (2015), most of the children are very keen on gaining new experiences including learning different language. Under this title some of the basic characteristics of very young learners, ages between 3-5, will be discussed.

In these ages, the learners tend to use their imaginations excessively. To enhance their learning, they use their senses to experience their surroundings. Senses are important, especially for this age group. Using their senses helps them to internalize the information better and they are more likely to transfer this information to their long-term memory. These information gives us the understanding of the importance of hands-on activities in the classes of very young learners. The more they use move and touch, the more they learn. Young learners design their own learning by interacting with their surroundings, and they are actively involved in the learning process by investigating their surroundings (Piaget, 1970).

According to the Suggestive Curriculum prepared by MoNE of Turkey, “Preschool children are full of energy, and they are very active. They should do physical activities for their overall health and well-being.” (2016, p. 4). Thus, the curriculum needs to have a plethora of physical activities that learners can enjoy while learning. The target groups attention span is limited. This situation creates the needs of physical activities in the classroom. In an ideal very young learners’ class, physical activities, games, and hands-on activities are critical. According to Reilly and Ward (2003):



...It is very difficult to hold the attention of a whole group of small children and the best way to do it is to ring the changes every five to ten minutes—unless you see that they are all really absorbed in what they are doing, in which case you can let it go on a bit longer (p. 7).

Additional to the attention span of the learners, it is important for a foreign language teacher to remember that students in between those ages will have their unique silent period. Krashen (1992) claims that from input to production there is a period called ‘the silent period’ when learners are internalizing the input which they get. In this period, even if learners are not producing, they are clearly internalizing the information that they are given. Forcing the learners to produce in this period can have them develop some negative attitudes. Instead of forcing them, the teachers can give as much input as possible to have them internalize. In this period, as it claimed by Reilley and Ward (2003), teachers can use repetitive songs, rhymes, games, and classroom routines to help their learners.

Children learn effectively through scaffolding with the help or guidance of an adult or more proficient peer (Bruner, 1983). In the classes of young learners, teachers are supposed to be the caretaker of the learner, in other terms they need to be the role-model for them. They need someone to copy or imitate in the classroom. In between these ages, they are more likely to observe and internalize everything they see and hear. This is their most basic characteristics. According to this characteristic, it is important for them to have someone who is qualified enough for them to imitate.

All in all, very young learners have some different needs when they are compared to older learners. Meeting with these needs is the teachers’ responsibilities. Thus, the curriculum, which is the helper of the teacher, needs to consider the differences that the target age group has. The needs of these learners can vary but the intrinsic characteristic of them, which is their being kids, does not change. After knowing the learners, the crucial thing to do is deciding what to teach and how to teach to the level that the curriculum is for. Without deciding what to teach and how to teach, it is not possible for a teachers or designer to choose the best curriculum design or the syllabus type that can suit their objectives. Before deciding, it must be known that what young learners need. Next title of this chapter will be about the needs of kindergarten, or young learners’ students’ needs related to English language.

## **2.6. What to Teach to Very Young Learners?**

The importance of English language cannot be underestimated in our country. As it was mentioned earlier, parents want their children to learn English as early as possible. It became a race among them. Although there are no curricula in Turkey for English in early childhood level, those kids are being taught in their schools. Even if there are classes for TEYL (Teaching English to Young Learners) in the departments of foreign language teaching at universities, it is hard to decide what to teach to the learners in that level.

Halliday and Painter (1999) claim that the thing which motivates young learners to use and improve their language levels is that the language's functionality of use. They categorized six essential functions in the learner's language and according to them these functions must be considered while teaching English to young learners. These are heuristic, informative, personal, regulatory, instrumental, and interactional functions.

The heuristic function is the use of language to inquire knowledge about unknown concepts. According to the researchers, young learners are motivated to use the language when they need to know about something. To give an example, the learner needs to ask questions to figure out the stuffed animal that the teacher hides behind herself. The other function is informative function. It is about the use of the target language to set information about external concepts. As an activity, a pupil must give facts related to the way different objects arranged in the picture and the other with the help of his/her information must accomplish to draw the picture his or her friend is describing. The third one is personal function. As the name indicates, it is about the use of the language to give information about themselves. For example, a teacher may ask students to bring something that is important for them to class and give a speech about it. The teacher asks some questions, and learners feel a lot more motivated while talking about something personal.

Another function type for young learners is regulatory function. This function is about using the target language to demand actions. The teacher can act out like s/he does not know how to draw a flower and waits for the learners to give him/her some instructions about how to

do it. In this activity, the learners should feel motivated as they help to teacher to learn something that s/he did not know before. The other function is the instrumental function. This function is associated with the use of language to request actions for personal gain. The key word here is 'personal'. The teacher can show the learners some different colored cubes and the learners need to ask for a specific one if they want to play with it. The last type of function is interactional function which is all about using the target language for social interactions with others. All greetings or farewells can be an example for interactional function since the objective is to communicate.

These functions are suggested by researcher, and it was claimed that teaching English to adults and young learners have a lot of different objectives that need to be considered. Young learners are different from other types of learners, and they do something if they are motivated, or else it is nearly impossible for them to act out. Young learners do not have the pressure to learn something on their shoulders, so the functions should be considered while teaching English to these learners, or in the context teaching the language to very young and young learners. What to teach can be divided into six functions, but it is important to know how to teach before deciding to write a curriculum or decide on a syllabus. Next part of this paper will discuss how to teach English to young learners.

## **2.7. How to Teach to Very Young Learners?**

In the previous chapter, it was discussed that young learners are different from other levels of learners as they do not have the pressure to learn something on their shoulders. What to teach is a crucial question while preparing a curriculum; however, how to teach is the second most critical question when we think about designing a new curriculum for young learners. According to Shin (2006, p. 2), EFL teachers need to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English. To do so, there are some tips for the teachers to use them in their young learners' classes.

The first thing suggested by Shin (2006) is to supplement activities with visuals, realia, and movement. As we know, very young and young learners tend to have short attention spans

and lots of physical energy. Thus, an EFL teacher who is working with young learners needs to use bright colored pictures to grab their attention, or realia to keep their eyes on himself/herself. Combining the activities with movement is vital to have them engage in the lesson and prevent them from getting bored. These are crucial when it comes to teaching English to young learners.

Kelin (1993) suggested that since it is not possible for a teacher to grab the attention of 25 young learners, s/he must be inventive in selecting interesting activities and must provide a variety of those activities. As Çakır (2004) suggested, another key principle is to have fun and games in the classroom. Moreover, Phillips (2001) claimed that games in foreign language teaching help students to see learning English enjoyable and rewarding. With the help of these ideas, it can be said that teachers need to have games and races in their classes to have motivated students.

Millington (2011) conducted a research study which was about using song to teach English to young learners. In this article, researcher suggested that almost all children love singing songs, and songs can be a welcome change from the routine of foreign language learning. Songs are seen as pedagogical tools in most disciplines and in EFL context it is a compelling element that teachers should use when they are teaching the language to young learners. Songs can be used as listening activities, or for speaking, vocabulary teaching, and even for teaching the culture of the language.

Another imported activity type for young learners is to establish classroom routines in English. As Shin (2006) suggested, young learners' function well within a structured environment and enjoy repetition of certain routines and activities. One does not need to be an English teacher to know this. It is known by a plethora of the people that children love repetitions. Using classroom routines such as singing a good morning song every day can be a marvelous activity for those learners. These are the ideas from the literature and from different perspectives. These perspectives and methods can help teachers to be better at their jobs and professions.

In the matter of material types that can be used with young learners while teaching them English language, literature suggests that visual materials have at most priority with them. Visual materials, according to Konomi (2014), help pupils recall what they've learned in the future, build credibility, and make education more visible. When they're included, they also inspire young learners to acquire new words. Visual texts, according to Weinger and Kiss (2017), are a component of our everyday communication and have the ability to hold multiple layers of meaning. Because of their intricacy, they are an excellent resource for improving learners' international conversational skills, cultural awareness, and language learning.

Various studies have assessed the efficacy of recorded materials with young learners of English language. However, in the literature, it was stated that using audios without any visuals or physical activities, does not help learners as much as visual materials. According to Ullao Salazar and Diaz Larenas (2018), one of the approaches for teaching English to young learners is audio-visual. They also emphasized that audio visual aids should be used in the classroom to excite and enrich the teaching learning process. Children enjoy moving while chanting or singing poems and songs, according to Shin (2017). It's simple to create up activities to go with a variety of verses. Simple movements of the hand or fingers can be used. For example, by adding basic movements to the following verse, it can be made into a fun action rhyme.

Printed materials can also be used with preschoolers while teaching them the target language. It was stated in the literature that worksheets or books can be used with preschoolers. According to Soltanpour, Ganji, and Mohammadian (2021), teachers can utilize worksheets to provide important notes about the lesson's aims. This encourages students to engage in active learning, which is achieved through learning-by-doing both in and out of class. Also, Nordlund (2016) claims in the literature that teachers who utilize textbooks in young learner classrooms believe that books that come with a teacher's guide and a workbook are a time saver. However, as Cameron (2001) pointed out, textbook conversations and texts are

artificial, and using textbooks with preschoolers can have negative consequences for language learning.

Regarding the young learners' needs in terms of classroom materials, online materials can be seen as the most crucial materials for this age group. Since these learners are considered as digital natives, their lives should be engaged in the classroom. For instance, Arikan (2014) claims that the Internet's enormous number of freely accessible resources is the most important aspect in making it a popular tool in ESL courses. Gonzalez-Acevedo (2016) also noted that technology engages learners, particularly very young learners who enjoy interacting with computers, and that it proves to be an autonomous resource, allowing for a range of grouping configurations in a classroom. Also, according to Shahriarpour (2014), adopting digital games encourages students to become active participants in the twenty-first century technology society.

Deciding what to teach and how to teach those is extremely crucial when it comes to curriculum design. However, learners' pedagogical needs should be also considered. Under the next title pedagogical needs of the learners will be discussed.

## **2.8. Assessment and Young Learners**

In a matter of curriculum design, assessment and evaluation are the key concepts that should be included in the curriculum. A learning process must be followed by some type of assessment since the output of the learners, teachers, and the program must be followed. According to Popp (2018), educational evaluation is used to discern between strong and weak performance in a target population in a particular learning domain, such as English language competency. As it can be understood, assessment helps teachers to observe their learners' progress through the learning process.

A curriculum needs to have a part in which assessment type and tools are given to help the users of it. Assessing learners have a crucial role in any teaching process. Shaaban (2001) suggested that assessment is required to assist teachers and administrators for making

decisions about learners' linguistic abilities, levels, and achievement. It was also suggested in the literature that assessment is important for any age groups to evaluate the teaching process and the materials that are used in the classroom.

Assessment section of a curriculum needs to consist of the type of assessment that can be employed in line with the objectives of the same curriculum. Diagnostic assessment is the first type that can be used while assessing the target age group. This type of assessment can be defined as pre- or post-assessment that helps educators to determine pupils' individual strengths, weaknesses, skills, and information prior or post to teaching process. Sun and Suzuki (2013) stated that diagnostic assessment has a potential to help teachers have some insights to improve their teaching practices.

Another type of assessment that can be used with young learners is formative assessment. Formative assessment is a structured, continuing process that all teachers and students utilize during teaching and learning to elicit and use evidence of learning to improve student understanding of desired curricular learning outcomes and to support students in becoming self-directed learners. According to Boston (2002), The purpose of formative assessment is to get an understanding of what students know (and don't know) so that relevant modifications in teaching and learning can be made.

While designing a new curriculum, suggestive assessment tools which can be used with target age group should also be given. As it was mentioned in the last paragraph, summative and diagnostic assessment can be employed with the target age group. In the literature, assessment tools that can be used in young learners' classrooms have a crucial place. Children's learning, the relevance of their activities, mark-making, and speaking, according to Dunphy (2010), have all been recognized for a long time to be discovered through observation. It can be said that using observations to assess preschoolers is an efficient way. Moreover, using portfolios and portfolio presentations have an important role for young learners. As Shaaban (2001) claimed a portfolio, which is a systematic collection of a student's work that may be exhibited to parents, peers, other teachers, and outside observers, requires close collaboration between the teacher and the student in identifying the examples

of that student's work that should be included. Lastly, using homework and projects can be used as a tool of assessment with the target age group. Giving learners some projects that they can complete in the classroom can help learners to evaluate their own teaching process and the learners' progress. Arslan and Üçok-Atasoy (2021) claimed in their research article that using projects or assignments on which learners can use more time and resource than a normal activity done in the classroom can be a better way to assess preschoolers.

## **2.9. Psychological Resilience**

When the studies related to psychology and child psychology are examined, the term 'psychological resilience' terms can be seen instead of pedagogy. The ability to overcome adversities that may cause stress is known as psychological resilience (Oktan, 2012, p. 168; Terzi, 2008, p. 297). Resilience is an important feature that should be incorporated into our educational programs and considered to enhance our students' output.

In Spring (2017), 5 key elements were given as effective strategies for reducing risk and increasing student resilience in the classroom, peer, and school-wide environments. These elements are autonomy, sense of purpose, social competence, problem solving, and achievement motivation.

These five terms were originally suggested by Morrison, Brown, D'Incau, O'Farrell, and Furlong in 2005. According to Morrison et. al., "These are individual characteristics that are possible sources of resilience that particularly impact student performance in an educational setting (2005, p.162)."

### **2.9.1. Autonomy**

The first element of psychological resilience is the learner autonomy. In the article published by Morrison and Allen in 2007, it was explained that learner autonomy contributes to the development of psychological resilience in students. Accordingly, students with autonomy



can have self-confidence, they can realize their responsibilities and they can talk about their abilities and successes.

However, external dependency, being an external locus of control and low self-efficacy can be seen. There are some protective possibilities or action that can be done in the classroom or in the houses of the learners. First of all, teachers can adopt practices which are learner centered. When learners have an active role in the decision or rule making process, this situation can help them to improve their autonomy. Families can be educated about autonomy. According to Morrison and Allen (2007), the parents can establish communication to develop skills and independent work in their houses.

David Nunan (2003) made some suggestions in terms of improving learner autonomy. These are allowing students to set their own goals, encouraging students to use their second language outside of the classroom, encouraging student selection, encouraging students to become teachers, and encouraging students to be researchers.

### **2.9.2. Sense of Purpose**

Educating learners with a great deal of sense of purpose is important for their future selves. In the study of Devora Shamab (2011), she claims that children's sense of purpose provides insight into the identity work they have or have not completed. Learners who do not have sense of purpose can be hopeless and have no vision for their future lives. On the other hand, the learners who have sense of purpose will have goals, positive attributions, and optimistic eye for their futures.

Morrison and Allen (2007) have some suggestions to boost learners' sense of purpose. They claim that, on one hand, in the classroom teachers can relate with their learners' interests while preparing their lessons. Moreover, teachers can use culturally relevant activities and allow their learners to devote their time and talent to the education process. On the other hand, the school can offer extra-curricular activities and involve pupils in the planning stage

of them. Other than these, families can be involved in planning for improving learners' sense of purpose.

### **2.9.3. Social Competence**

Social competence is, in all levels, a crucial component while designing a new curriculum. According to Garrett and Kelly (2000) a vital teacher competency for a developmentally appropriate early childhood program is the ability to enhance social competence in inclusive settings. Learners with low social competence can have poor social skills, poor relationships with their educators. On the contrary, with high social competence, learners can be liked by others, have the ability to initiate positive interactions, have leadership skills. Morrison and Allen (2007) listed some suggestions to enhance social competence in their study. According to them, teachers can:

- Enable students to help each other in the classroom,
- Use collaborative learning strategies,
- Match the learners in various ways,
- Create group unity,
- Present the availability of mentors, and
- Promote links between the school through activities.

### **2.9.4. Problem Solving**

Problem solving skills are basic needs of today's learners. Foshay and Kirkly (1998) states that in today's school, there is a significant move to make problem solving a core component of the curriculum. The key problem that can be faced by educators when a learner does not have problem solving skills is impulsive reactions. To have learners who think before acting and who have planning skills, it is crucial to teach problem solving strategies from early ages.

To teach problem solving strategies, there are some principles suggested by Foshay and Kirkly (1998). Some of these are:

- Teachers are supposed to teach the problem-solving skills with scenario-based simulations, games, and projects, and to use authentic problems in explanations, practice, and assessments.
- Teachers can encourage generalization by allowing students to practice similar problem-solving skills in a variety of settings.
- Teachers can ask questions that assist the learner to grasp the generalizable element of the skill, which may be applied to a variety of similar problems in various circumstances.

#### **2.9.5. Achievement Motivation**

Achievement motivation is the last element for psychological resilience. According to Singh (2011), being motivated is a never-ending need in people's lives. Thus, being able to motivate to achieve one's goals is crucial in every context of a lifetime. Morrison and Alley (2007) claims that learners with low achievement motivation can avoid failure, does not try, and give up easily. On the contrary, learners with high achievement motivation make effort, have positive attitudes towards school and life.

There are some suggestions, given by Morrison and Alley (2007), to enhance achievement motivation. Teachers can offer choices, provide activities in line with their cognitive levels, reduce external incentives, and talk about their expectations. Families can also talk about their expectations for their kids and talk about the importance of school.

These five key elements of psychological resilience should be attached to any curriculum since pupils' psychology must be considered while educating them. These elements must be included in newly prepared curricula for the sake of learners. Other than pedagogy, while designing a new curriculum, it is important to review the existing ones. In our context, even if there are not any formal educational program for early childhood education to teach English, MoNE published a suggested curriculum or education program for private schools

to use in 2016 for the purpose of providing English language education in early childhood education. This suggested education program must also be considered while designing a new education program for the target group.

### **2.10. MoNE Private Pre-School English Teaching Program**

The Ministry of National Education of Turkey published a suggested curriculum for preschools in 2016 to prescribe the schools and teachers some ideas who are teaching English to young and very young learners. When the document is examined, it can be seen that the characteristic of the curriculum is similar to the ones that are prepared for primary and secondary school learners. One of the main characteristics of this curriculum is to help learners to develop creativity and autonomy. Another important factor about this curriculum is that it has the learners to acquire skills that they need to stay alive and love the culture. The activities suggested in the curriculum was both indoor and outdoor ones, since the age group has lots of energy to spend that they need to spend to concentrate.

The curriculum has suggested some approaches, and the curriculum itself, its communicative aims and skills, are going along with the approaches. The first approach is cognitive skills development. With the help of this approach, the curriculum helps learners to improve their knowledge related to world by examining it. Another approach is the development of communication and language skills. Under the title of this approach, the curriculum suggests some singing chants, songs, and nursery rhymes that can help young learners to learn faster. Helping the learners to develop emotional and social skills is another type of approach that can be seen in the curriculum. Teaching those learners to share and play together is crucial according to Ministry of Education's Turkish preschool curriculum. Motor skill development and self-care skills are the last two approaches mentioned in the curriculum. Playing games with the young learners and have them draw some pictures help them to develop fine motor skills and teaching basic life skills such as holding the fork or choosing the clothes according to weather are important skills for this age group.

The curriculum has stated its goals related to the age group. When the goals are examined, it readily apparent that, in this level of classes, the main objective is not the teaching the language itself, it is to help the learners acquire some information in English. Teachers' main goals are not teaching the language with its all aspects, their goal is to use the target language as much as possible to have the learners acquire it to some extent, and to have them to be used to hearing the language. Not all the skills and sub-skills of English is in the curriculum, the peculiar reason circumstance is that they are not literate in their own language, and it is thought not to be easy to maintain. The goal 13, which is listed on the suggested education program is the best representative for this curriculum. That goal states that "young learners will be able to prepare for the primary education not only in English courses but also in other courses". This actively demonstrated that the curriculum does not set its objectives only to teach English, it is designed to have the learners see the language is a part of their life like Turkish.

After these goals and objectives, the curriculum gives information about the learners in the peculiar age group and their needs. Also, teachers' roles are mentioned in the curriculum such as the ones who help them develop positive attitudes towards the language. Giving importance for the learners' needs and their characteristic makes this curriculum an opportunity for teachers who does not have any experiences with this age group.

The importance of play is mentioned in the curriculum. As reported by the writers of this curriculum, games are the key aspect of teaching young learners. As it is known, the age group love games, and they learn better while playing. Playing games also helps them develop self-control, make sense of their surroundings, express personal thoughts and feelings, solve real problems, extend language skills, and enhance brain and motor development. The curriculum also suggests that playing games is the most crucial method while teaching the young learners.

Aside from playing games, some other methods are mentioned for the teachers to use in their lessons with the target age group. The usefulness of rhymes, chants, and songs, and singing and doing activates such as miming, gesturing, or acting out seem crucial for this age group.

Arts and crafts activities that help learners to improve their motor skills and English at the same time is highly recommended. English teaching using drama activities is a further technique mentioned in the curriculum, and the importance of vocabulary cycle, which is presenting, practicing, and recycling is emphasized in the curriculum.

However, in Turkey, CEFR is also needed to be considered when preparing a new curriculum. CEFR was considered while designing the curricula for primary and secondary levels, so it must be considered while designing a curriculum for very young and young learners.

## **2.11. Common European Framework of References for Languages**

In 1988, the Council of Europe published the Common European Framework of References for Languages (CEFR) in two draft version. The publishing was coming from the wish of Council of Europe to improve the teaching and learning of modern languages in Europe. The aim of the Council of Europe is “to achieve unity among its members by the adoption of common action in the cultural field” (Council of Europe, 2001:2). At the bottom, the CEFR is prepared to provide a common ground to elaborate language examinations, textbooks, courses, etc. all over Europe. Promoting greater mobility and more effective international communication among the people who live in Europe is one of the council’s main reasons to prepare CEFR. Before 2017, the levels of competence according to CEFR were A1, A2, B1, B2, C1, and C2. After publishing the last version of CEFR, a new term came out in 2017 which is Pre-A1.

### **2.11.1. Pre – A1**

According to Council of Europe, “Pre-A1 represents a milestone half a towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity but relies upon a repertoire of words and formulaic expressions” (2017, p. 46). Pre- A1 level is the level of the learners who started to learn the language for the first time and have no experience with the target language before.

Listening comprehension description of this level is mentioned in the CEFR in 2017 can be seen on the table below.

Table 2

*Overall Listening Comprehension*

Level	Listening Comprehension
Pre-A1	Can understand short, very simple questions and statements provided slowly and clearly. Can recognize every day, familiar words, provided they are delivered clearly and slowly. Can recognize numbers, prices, dates and days of the week, provided they are delivered slowly and clearly.

Council of Europe. (2017). Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors. *Provisional Edition*.

Concerning this level's understanding of conversation between other speakers or listening as a member of a live audience, there is no descriptors available. It is said that this level can understand short, simple instructions for actions such as "Stop, Close the door" etc. if the utterances are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.

Reading comprehension of this level seen as they can recognize familiar words accompanied by pictures, such as fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary; however, extensive reading, watching TV, films or videos have no description for this level.

This level students can produce short phrases about themselves, giving basic personal information, and can describe themselves with simple words. Giving information on their own like a monologue without any question has no description in CEFR. Briefly, the Pre-A1 level is the milestone of a foreign language according to the Council of Europe. This level can be seen as the beginning of the language learning process. Considering this level, preparing an English program for kindergarten students can be very helpful in the language teaching process for next years.

As it can be understood from last three titles of this paper, young learners have different needs while learning English. Even if they seem quite effortless, it should be noted that

teaching English to young learners is not painless as it is thought. There is plethora of needs, and what to teach and how to teach are the questions that must be answered by a researcher before designing an English program. To answers these questions, it is a must to conduct a needs analysis.

Throughout this chapter, the information given by the researcher is vital to know before working with young learners. Their characteristics, their needs, needs of the context country and other countries' perceptions related to English language teaching must be contemplated before preparing or designing an education program for the target age group.





## **CHAPTER III**

### **METHODOLOGY**

This study aims to prepare an intensive English program for early childhood education for private schools in Turkey. In this sense, under the title of this chapter, research design of the study will be discussed first. Followingly the participants and the setting will be examined. Lastly, this chapter will be brought to an end with data collection procedure and instruments.

#### **3.1. Research Design**

This recent study focuses on the content of the interviews, with the help of the answers of the participants, a suggestive English program will be designed. The perceptions of the participants were the only data for this research; thus, this research is a pure qualitative study. The qualitative approach is concerned not only with "what" people think, but also with "why" they think that way. Qualitative research design basically help the researcher to dig a hole which is 100 meters deep. In a small sampled or limited contexted study, the researcher tries to find an in-depth explanation for the research questions. There are different methods under the qualitative research design. When the present study examined, it can be seen that it is a single case study.

Since the aim of the study was to identify the perceptions of teachers related to target age group's needs in terms of language education, pedagogical, lesson materials, and assessment, a grounded theory methodology was chosen. The objective of grounded theory is to develop or find a theory or abstract analytical schema of a phenomena that is related to a specific scenario and is based on the participants' experiences and opinions (Brown, Stevens,

Troiano, & Schneider, 2002; Creswell, 2012; Strauss & Corbin, 1998). Also Creswell (2012, p.443) states: “A grounded theory design is a set of procedures used to generate systematically a theory that explains, at a broad conceptual level, a process about a substantive topic.”. When we look at the types of grounded theory designs, there are three different ones, which are the systematic design, the emerging design, and the constructivist design. In this study the constructivist design was utilized. The focus of a constructivist design is on the meanings attributed by study participants. Individuals' perspectives, values, beliefs, feelings, assumptions, and ideologies are more important in this type of design than obtaining facts and documenting acts. The current study deals with the perceptions of the participants rather than the literature information and facts. Thus, the constructivist design is accepted as the research design of the current study.

Case studies are one of the most commonly used research designs in qualitative education research to classify and explore related cases in detail (Gall, Gall & Borg, 2003). According to Yin (1994), the primary goal of a case study is to gain a thorough understanding of the processes involved in a given situation, but this can include analyzing a single or several cases and a variety of levels of research. The situations for qualitative design in the department of English Language Teaching can be linked to the understanding of strengths, experience, progress, and success of faculty and students in learning and teaching a foreign language (Duff, 2008).

In this thesis social constructivist approach framework was applied in accordance with Creswell (2013). As reported by Creswell (2013, p.20), “the goal of research, then, is to rely as much as possible on participants’ views of the situation”. In the present study, the data is gathered from the participants’ perceptions in terms of very young learners’ needs. Hereunder, the researcher decided that this thesis utilized social constructivist framework.

Content analysis will be the data analysis method for this study. Content analysis is a method that can be used in both qualitative and quantitative research methods. According to Dörnyei (2007):

... it actually originates from a quantitative analytic method of examining written texts that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories...., the qualitative categories used in content analysis are not predetermined but are derived inductively from the data analyzed (p. 425).

Interviews was taken as the one and the major data source for this research since the aim of the present study is to investigate the needs of young learners of English (between 60 to 72 months), and in light of those needs to design a curriculum. To find out the perceptions of the teachers, a needs analysis was conducted. It is known that while developing a curriculum, the basic assumption is that the new curriculum needs to be based on students' needs. According to Richard (2001), needs analysis known as the procedure that is used to collect the needs of the learners. Needs analysis emerged in 1960 by virtue of program improvers were required to demonstrate that their program was a response to a genuine need.

Needs analysis can be used for different purposes in teaching language discipline. These purposes can be:

- To figure out which language skills are needed by learners to perform a specific role, like a store manager, an English teacher, or a flight attendant.
- To figure out whether a course design can provide for the needs of a potential student.
- To help people for determining which students from a class need practice in particular skills of the language most.
- To find out a gap between what students need to be able to do and what they are able to do.
- To gather information about the specific problems that students are experiencing.
- To identify a difference of direction in which people in the group think important.

As Richards (2001) mentioned, "the first step in conducting a needs analysis is, therefore, to decide exactly what its purpose or purposes are" (p. 53) The purpose should be known by the researcher before starting to conduct a needs analysis since in different circumstances, the analysis can be complicated to conduct, and the results might not be reliable.

Hutchinson and Waters (1987) divided needs into two sub-titles which are target needs and learning needs. Target needs are essentially about what learner needs to do in the target language and learning needs are about what learner needs to do in order to learn. According to Nunan (1998), target needs can look at lacks, wants, and necessities.

Table 3

*Three Types of Needs*

Types of Needs	Explanation
Necessities	What is necessary in the learners' use of language?
Lacks	What do learners lack?
Wants	What do learners wish to learn?

Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988). *Syllabus design* (Vol. 55). Oxford: Oxford University Press.

Needs analysis can be conducted using a plethora of procedures. The information gathered is mostly dependent on the type of procedure that is selected. As one source of information will not be complete or partial, triangulation should be done by using three or more different procedures to gather information. The tools that can be used in needs analysis are questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis and case studies (Richards, 2001).

In light of the information given above, using content analysis in qualitative research, the study focused on the needs of the age group, the teachers', department representatives' and administratives' perceptions related to the needs. Moreover, the school's echology, Ministry of Education of Turkey's approach to English language teaching, and CEFR will be analyzed through a content analysis process. Lastly, the data will be handled to design an intensive English program for young learners whose ages are between 60 months to 72 monthts.

### **3.2. Setting**

The current study was held in a private school located in Ankara. The school has established in 2002 and the first year, they had only 137 students. In years, the school has grown

critically, and now has nearly 3000 students and 350 teachers. The school is known with its pioneering practices one of which is about English language teaching.

From the very first year of education to the 12<sup>th</sup> grade, the school gives great importance to English language teaching. The school considers the English language as a tool to become a citizen of the world so their approach to teaching the language is extremely vital for them. The language education starts from 4-year-old daycare and the learners get 360 hours of English education in their first year of the school.

In the kindergarten levels, the school gives great importance to games and eye catching materials for the lessons, as they know these age groups are not good at paying attention. The basic purpose of this school is to have the learners like the English language, and not have negative attitudes towards the target language. The school also attaches priority to different intelligence types, for this reason at the beginning of their education lives, the learners and their parents take a test to be diagnosed with different types of intelligences.

In the light of this information, it can be said that, the case for this study places emphasis on English language teaching and follows the daily trends and pioneering approaches around the world. They have their own pioneering approaches and application not only about English language, but all different subjects as well.

### **3.3. Participants**

There were two main groups of participants in the present study as the early childhood education teachers and English teachers. However, these two main groups can be divided into three different parts in themselves. Each group, English and early childhood education teachers, had classroom or homeroom teachers, group leaders, and head of both departments. In 2020-2021 academic year, the case school had 23 English teachers and 9 kindergarten teachers. Six of the English teachers, who were working with the target age group, participated in the current study. Four of those English teachers were classroom English

teachers, one of them was the team leader, and the last one was the head of the English departments of all the shareholder schools of the case school.

From nine of the kindergarten teachers, only four of them were volunteered to participate to the study. Two of them were homeroom teachers, one of them was the team leaders, and the last one was head of Early Childhood Education program of all the shareholder schools of the case study.

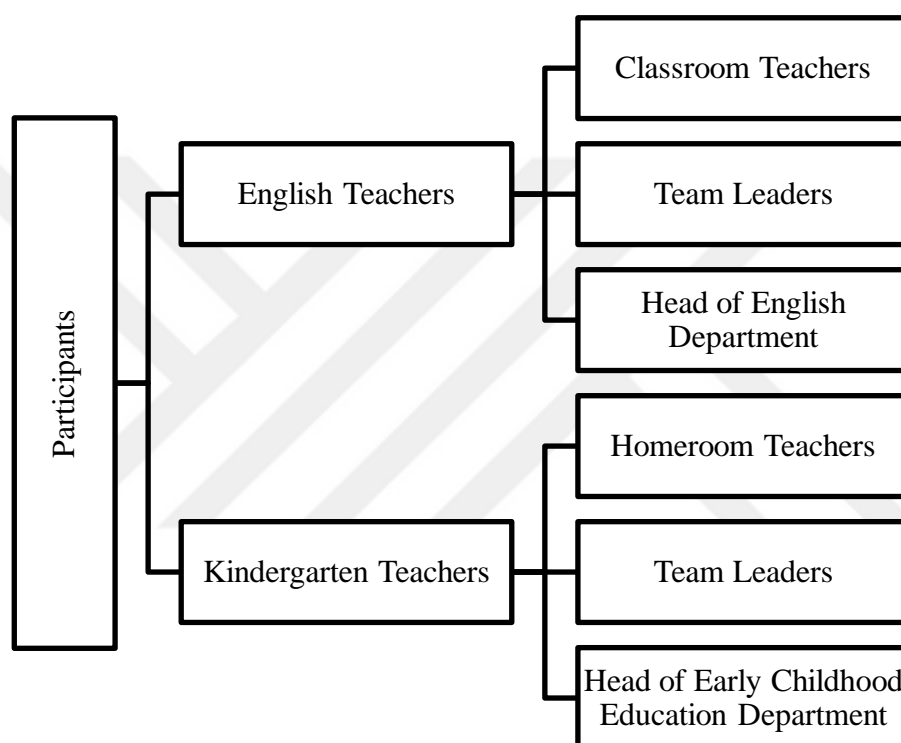


Figure 1. The participants

### 3.3.1. English Teachers

The English teacher participants who were currently working in the case school with the target age group were visited and asked whether they wanted to participate in the current study, and a total number of 6 teachers agreed to participate in the study. The demographic information of the participants can be seen in terms of their age, gender, years of experience, bachelor’s and master’s degree, experience in the case school, and additional duties in the target school in the following tables below.

Table 4

*The Gender Distribution of English Teachers*

	n	%
Female	6	100
Male	0	0
Total	6	100

Table 5

*The Age Distribution of English Teachers*

	n	%
21-25	1	16.68
26-30	2	33.3
31-35	1	16.68
36-40	1	16.68
41-51	1	16.68
Total	6	100

All the English teacher who participated to the study were female ( $n=6$ ). This situation was expected when the English teaching job considered in Turkey. most of the English teachers are females in Turkey. When we consider the case school, there were only 2 male English teachers who were working in there in 2020-2021 academic year. In respect of their ages, 16.68% of them were 21-25 years old ( $n=1$ ), 33.3% were 26-30 ( $n=2$ ), 16.68% were 31-35 ( $n=1$ ), 16.68% were 36-40 ( $n=1$ ), and 16.68% were 41-45 years old ( $n=1$ ).

Table 6

*The Experience Distribution of English Teachers*

	n	%
1-5	2	33.3
6-10	2	33.3
11-15	0	0
16-20	2	33.3
21-25	0	0
Total	6	100

Table 7

*The Bachelor's Degree Distribution of English Teachers*

	n	%
English Language Teaching	4	66.7
English Language and Literature	2	33.3
American Culture and Literature	0	0
English Linguistics	0	0
English Translation and Interpreting	0	0
Total	6	100

Table 8

*The Master's and PhD Degree Distribution of English Teachers*

		n	%		n	%
Yes	Master's	0	0	PhD Degree	0	0
No	Degree	6	100		6	100
Total		6	100		6	100

The experience years of the English teacher participants in the study can be seen in table 6. According to the table, 33.3% of the participants were teaching English for 1-5 years ( $n=2$ ), 33.3% had 6-10 ( $n=2$ ), and 33.3% had 16-20 ( $n=2$ ) years of English teaching experience. However, none of the participants had 11-15 or 21-25 years of teaching experience.

In table 7 and 8, degrees of the participants in terms of bachelor's, master's and PhD were given. 66.7% of the participants ( $n=4$ ) had a bachelor's degree in English Language Teaching, and 33.3% had a bachelor's degree in English Language and Literature. Although there are some other departments that can teach English in Turkey such as American Culture and Literature, English Linguistics, and English Translation and Interpreting, there were no participants who had degrees from those departments.

Moving on with the post-graduate degrees, in table 8, it can be seen that none of the participants had neither master's or PhD degrees in their or any other fields related to education.



Table 9

*The Experience with the Target Age Group Distribution of English Teachers*

	n	%
1-5	3	50
6-10	3	50
11-15	0	0
Total	6	100

Table 10

*The Additional Responsibilities Distribution of English Teachers*

	n	%
Team Leader	1	16.68
Head of English Department	1	16.68
No Additional Responsibilities	4	66.7
Total	6	100

Table 11

*The Experience Distribution of English Teacher in the Case School*

	n	%
1-5	3	50
6-10	3	50
11-15	0	0
Total	6	100

Appertaining to the experience with the target age group, as it can be seen in table 9, 50% of the participants ( $n=3$ ) had 1-5, 50% of the participants ( $n=3$ ) had 6-10 years of English teaching experience. None of the participants had 11 or above years of experience with the target age group. In terms of additional responsibilities of the English teachers participated in the current study, more than half of the participants (66.7%) had no additional responsibilities ( $n=4$ ); nonetheless, one of the participants was a team leader, who is responsible from the other English teachers working in the case school, and one of the participants was the head of the English departments of all the shareholder schools of the case school. Lastly, table 11 shows the experience years of the English teachers in the case school. 50% of the participants had 1-5 ( $n=3$ ), and 50% had 5-10 ( $n=3$ ) years of experience in the target case school.

### 3.3.2. Early Childhood Education Teachers

The kindergarten teacher participants who were currently working in the case school with the target age group were visited and asked whether they wanted to participate in the current study, and a total number of 4 teachers agreed to participate in the study. There were 9 teachers in the case school who had a degree on early childhood education. However, 4 of them were aid-teachers, who had an associate degree in the field. They were not found qualified enough to be participated in the study. So, they were not asked to participate. Their only duty in the school was accompanying the homeroom teacher and helping him/her in the lessons. The demographic information of the participants can be seen in terms of their age, gender, years of experience, bachelor's and master's degree, experience in the case school, and additional duties in the target school in the following tables below.

Table 12

*The Gender Distribution of Kindergarten Teachers*

	n	%
Female	4	100
Male	0	0
Total	6	100

Table 13

*The Age Distribution of Kindergarten Teachers*

	n	%
21-25	0	0
26-30	1	25
31-35	0	0
36-40	2	50
41-51	1	25
Total	4	100

All the kindergarten teacher who participated in the study ( $n=4$ ) were female (100%). In the matter of their ages, 25% of the participants ( $n=1$ ) were 26-30, 50% were 36-40 ( $n=2$ ), and 25% were 41-55 ( $n=1$ ) years old.

Table 14

*The Experience Distribution of Kindergarten Teachers*

	n	%
1-5	0	0
6-10	1	25
11-15	1	25
16-20	2	50
21-25	0	0
Total	4	100

Table 15

*The Master's and PhD Degree Distribution of Kindergarten Teachers*

		n	%		n	%
Yes	Master's	2	50	PhD Degree	0	0
No	Degree	2	50		4	100
Total		4	100		4	100

In table 14, the experience years of the kindergarten teachers participated in the current study can be seen. According to the demographic data that was acquainted by the participants, 25% of the participants ( $n=1$ ) had 6-10, 25% had 11-15 ( $n=1$ ), and 50% had 16-20 ( $n=2$ ) years of experience with the target age group.

There is no table related to the bachelor's degree of the participants, since the only way to be a kindergarten teacher in Turkey is studying Early Childhood Education in a university. Thus, it can be said that all the participants had a bachelor's degree in early childhood education. Table 15 shows the master's and PhD degrees of the kindergarten teachers. According to the table, 50% of the participants ( $n=2$ ) had a master's degree in Early Childhood Education, however, 50% of them ( $n=2$ ) didn't have master's degree. Also, none of the participants ( $n=4$ ) had a PhD degree in their or any other related fields.

Table 16

*The Experience with the Target Age Group Distribution of Kindergarten Teachers*

	n	%
1-5	0	0
6-10	1	25
11-15	1	25
16-20	2	50
21-25	0	0
Total	4	100

Table 17

*The Additional Responsibilities Distribution of Kindergarten Teachers*

	n	%
Team Leader	1	25
Head of English Department	1	25
No Additional Responsibilities	2	50
Total	4	100

Table 18

*The Experience Distribution of Kindergarten Teacher in the Case School*

	n	%
1-5	1	25
6-10	2	50
11-15	1	25
Total	4	100

In table 16, the data related to the experience years of the kindergarten teachers with the target group has given. It is clear that the years of teaching experiences of the teachers and their experience with the target age group are the same since their job is to educate the young learners. Additional responsibilities are given in table 17. According to the table half of the participants (50%) had no additional responsibilities ( $n=2$ ); however, one of the participants was a team leader, who is responsible from the other kindergarten teachers working in the case school, and one of the participants was the head of the Early Childhood departments of all the shareholder schools of the case school. Finally, in table 18, the experiences of the kindergarten teachers in the case school are given. According to the data, 25% of the participants had 1-5 ( $n=1$ ), 50% had 6-10 ( $n=2$ ), and 25% had 11-15 ( $n=1$ ) years of experience in the case school.

### 3.4. Data Collection Instruments

The data for the present study were gathered employing qualitative data collection tools which are one-on-one interviews and document analysis based on content analysis technique. The major data were collected with semi-structured interviews.

Content analysis is a data analysis technique that can be used in both quantitative and qualitative research studies. The primary objectives of content analysis are to collect descriptive information of some sort, to analyze experimental and interview results, to test theories, to cross-reference other research outcomes, and/or to gather information beneficial while coping with educational problems (Fraenkel et. al., 2012). Today, even if content analysis is related to qualitative research design, it actually emerged from quantitative research. According to Dörnyei, “quantitative content analysis has been transferred to qualitative research with one fundamental change (2007, p. 245)”. This fundamental change is that the categories that are used in the quantitative research are pre-determined; however, in qualitative research, they are not purposeful. In this sense, employing content analysis in qualitative research in the present study, the data collected from interviews which will be prepared by the researcher will be analyzed using this technique.

In qualitative method research, the interview tool is used frequently. In the literature, there are different types of interviews. Firstly, unstructured interview can be used to gather data. This kind of interview, as the name suggests, have no limited structures, the flow of the interview determines the length and the minor topics that will be discussed in the interview. The other type of interview is semi-structured interviews. Semi-structured interviews are more structured than free interviews but less versatile than structured interviews. Basically, the questions that were prepared before asked to the interviewee; however, the interviewee can answer the question however they like. The last type of interview is structured interviews. This form of interview is conducted in a much tougher manner than the previous two. The structured interview is distinguished by the fact that it can be performed by multiple interviewers while ensuring that all responses are organized and specified in the same format. These interviews are led by a predetermined and extremely stringent collection of questions to which the interviewers must adhere. In lights of these definition above, the interview type that will be conducted in this research will be semi-structured interviews.

In the present study, as it was mentioned before, the major data was gathered using semi-structured interviews, whose questions was prepared by the researcher himself. The

questions of the interview were divided into four different categories. When different types of curriculums were examined, it was seen that they all have four different major parts. These are educational needs, psychological needs, material-based needs, and assessment needs. Considering these, the researcher prepared the semi-structured interview with under four different categories.

The first category was related to the needs of young learners in terms of English language teaching. Under this category, there were six questions which were related to the needs of the learners in the classroom while learning the target language. The sub-categories were type of input, type of activities, role of the teacher, role of the learner, classroom atmosphere, and extra-curricular activities. Some follow-up questions were asked to the participants under these sub-categories, as the interview was a semi-structured interview.

The second category was about psychological resilience of the learners in language classes. Wang, Haertel, and Walberg (1994, p. 46) explained educational resilience as "The increased possibility of success in school and other life successes despite environmental challenges brought about by early traits, conditions, and experiences". Since the term resilience is important in child education, the second part of the interview was related to the needs of the learners in terms of this. Under this part sub-categories which are autonomy, sense of purpose, social competence, problem solving, and achievement motivation were covered.

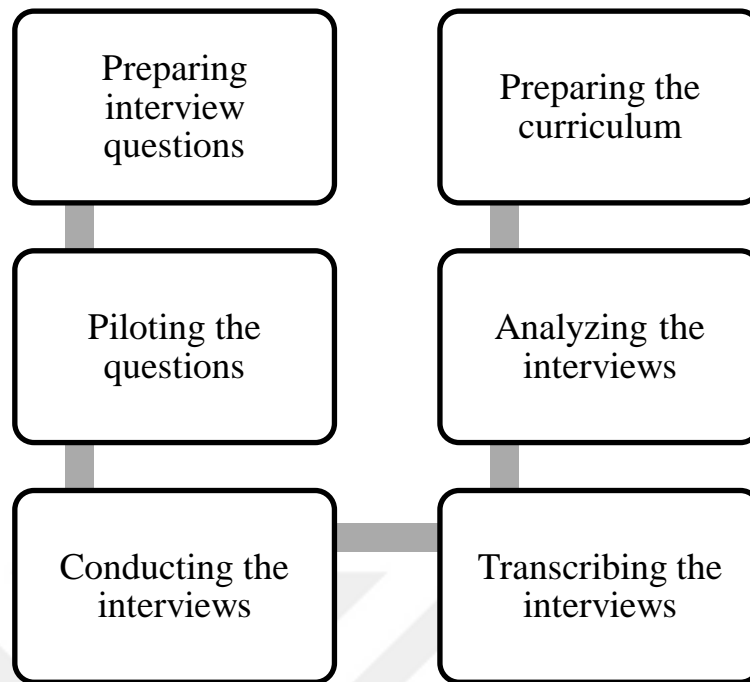
The third category of the interview was about the materials that can be used in young learners' classes. According to Ghosn (2016), young learners are miseducated when they were assumed that their abilities to learn are compared with older learners and they were presumed what they might be taught with the same materials which are appropriate to older learners. Thus, the third part of the interview contains questions related to the materials that can be used in young learners' classes. Four different sub-categories were constituted for this part of the interview which are questions related to visual materials, recorded/media materials, printed materials, and online/technological materials.

The last category of the interview was linked with assessment. Assessment is a tricky part of a curriculum, especially in a curriculum for very young learners. Administrators, teachers, and parents would like to have some evidence of the learners' proficiency in English at the possible and earliest stage. Thus, while preparing the curriculum for this age group, it was crucial to add a section to the interviews related to the assessment of the target age group. For this reason, the fourth section of the interview contains questions related to assessment such as whether there should be assessment or not, assessment models, the possible benefits of assessment, and types of assessment tools.

All the parts of the interview questions were written in Turkish lest the teachers might feel uncomfortable during the interviews. Another reason for applying the interviews in Turkish is to prevent possible misunderstandings. The last reason is that some of the participants, kindergarten teachers, did not know English, so this might cause some problems. All the interview questions were piloted before the actual data collection procedure began, and a consent form was given to the participants prior to the interviews (see Appendix 4).

### **3.5. Data Collection Procedure**

After the piloting phase was completed, the actual data collection process began. Necessary permissions and ethics committee permissions was obtained from Gazi University and the case schools' approval for the data collection was taken both written and orally.



*Figure 2.* The overall data collection procedure

In figure 2 above, the overall process of data collection was summarized. To start with, the interview questions was prepared based on the literature review mostly related with the curriculum studies. The questions were prepared by the researcher, however expert perceptions received in this process. When the questions are finalized, the researcher piloted the questions with two English teachers, who were also working with the target age group. After the piloting, the perceptions of those who attended the piloting process related to the clarity of the questions and the length of the interview taken into consideration. After the adaptations resulted from the piloting had finished, the actual data collection procedure started.

Because of the current situations in the case school related with pandemic outbreak, the data collection, the interviews, were conducted by using an online meeting program called Zoom. Before starting to the interviews, the participants were informed that the interview would be recorded.



Table 19

*The Interview Durations*

Participant	Duration of the Interview (Minutes)	Sum of All Interviews (Minutes)	Mean of All Interviews (Minutes)
Blaire	33		
Emily	33		
Enzo	36		
George	46		
Nicole	47	402	40.2
Pearl	42		
Poppy	31		
Rachel	53		
Sheila	42		
Zoey	39		

The teachers' names were assigned pseudonyms by using an online name generator to be able to protect the participants' privacy and anonymity. They were first informed about the study and the categories of the interview question. The researcher started to the interviews by asking about the learners needs in terms of education. The interview followed by the questions related to psychological resilience, classroom materials, and assessment. At the end of the interviews, the participants were given the contact information of the researcher so that they can ask further questions related to the study or they can contact the researcher if they want to learn about the results of the study.

### 3.6. Data Analysis

Data analysis is characterized as the process of organizing, converting, and analyzing data in order to uncover useful knowledge for the study. The aim of data analysis is to derive valuable knowledge from data and make decisions based on that information. In the current research, content analysis whose goal is "to provide knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992, p.314), was used to extract meaning from the data gathered through interviews.

The interviews conducted by the researcher were analyzed by Yin's (2014) content analysis method. According to Yin, content analysis has five stages. First one is 'compelling' in which the data are converted into texts and arranged logically. Interviews were recorded by

the researcher and transcribed by the researchers himself. In the transcription period, the answers of the participants had been put in an order. The next step is called 'disassembling'. This stage is about gathering data and subdividing them into small parts to evaluate properly. The texts were divided into smaller parts according to the research questions to be able to analyze them easily. In this part of the analysis, NVIVO 10 was started to be used to conduct the content analysis.

The following stage is 'reassembling' which is about combining similar codes in order to create categories which can lead the researcher to develop conceptual themes. While this stage is being conducted, the researcher analyzed the transcribed texts to designate the codes. To do so, the texts were analyzed, and the quotes were selected to decide the codes. First, with the help of open coding, the researcher read through the data and break the text up analytically into small pieces. The researcher interprets and labels each item of data based on its features. The data was then labeled with the same codes to ensure that any two pieces of data that belong to the same subject were labeled with the same codes. To illustrate, the quotes that can be seen below were being selected and coded as "i+1".

"In this age group, inputs that are slightly above their level (i+1) can also be used. It can be especially used when the teacher is using language because children are like sponges."

(Enzo, head of English Language department)

"We can use the i+1 application in kindergarten, but we can do it when the children are ready. Because children come to kindergarten without knowing anything."

(Rachel, an English teacher)

Thenceforth, the researcher moved on with the axial coding process. The researcher attempted to uncover connections and relationships between codes during this process. To do so, the researcher found linkages between them and searched for causal conditions and phenomena's effects. Following that, the researcher developed broader categories that make connections between codes in order to aggregate and condense codes into bigger categories. To encapsulate, three different phrases is given below. The codes given them were 'authentic', 'modified', and 'i+1', respectively. In the axial coding stage, these three codes were grouped to create the category 'input'.

“In the country we live in, it is a negative event for us that, children do not hear the target language outside the classroom. For this reason, they should be exposed to natural language as much as possible in the classroom.”

(Nicola, an English teacher)

“...Definitely modified. Authentic material and input are of course our preference, but considering the age group, it is not possible to use every original material for this age group.”

(Rachel, an English teacher)

“In this age group, inputs that are slightly above their level (i+1) can also be used. It can be especially used when the teacher is using language because children are like sponges.”

(Enzo, head of English Language department)

Ultimately, the researcher moved on with the selective coding process. In this process, the researcher integrated the categories that found in the axial coding process. to pursue this aim, the researcher brought all the categories together under one umbrella category. To give an instance, the second theme of the needs analysis can be examined. Second theme of the study is called ‘psychological resilience’. The participants were asked about the pedagogical needs of the learners. The codes were selected and combined under five different categories which are ‘problem solving’, ‘autonomy’, ‘achievement motivation’, ‘sense of purpose’, and ‘social competence’. Then, these categories combined under the title of ‘psychological resilience’ since they are sub-titles of a learner’s resilience.

In reassembling stage of this study, the researcher, with the help of an expert, carried out inter-coder reliability review to improve the to improve the credibility and quality of the study. And the next step of Yin’s content analysis method is ‘interpreting’. In this step involves reassembling the data and creating new interpretations or narratives, which serve as the foundation for a strong empirical finding. The final step is ‘concluding’. In this stage, the researcher builds on the previous parts in a repetitive manner to get the findings. To support the data presented in the findings section, exact quotes from the interviews were provided. To ensure that the data results were accurate, the quotes were translated into English by the researcher himself, and then back into Turkish by an expert.

This chapter of the present study gives information about the research design, context, and the participant who will take party in the data collection procedure. Also, the data collection tools, procedure, data analysis, estimated time limitation, and expenses of the present study

are defined in this chapter. The next chapter will be about the results of the data gathered with interviews which will be conducted by the researcher and with the participants who are currently working in the case school.



## **CHAPTER IV**

### **RESULTS**

Under the title of this section, results obtained from semi-structured interviews were analyzed and interpreted. The results have been covered underneath each research questions.

The interviews were carried out online, using Zoom. The opinions of the shareholders in the case school about the needs of young learners were explored via the semi-structured interviews. These interviews were conducted with 10 teachers who were currently working in the focus school. All interviews were audio-recorded and transcribed by the researcher verbatim. The reliability of the analysis was provided with inter-rater reliability with the help of two experts who are qualified in the field and experienced in qualitative research design.

The semi-structured interviews were conducted under four different main parts all of which should be considered while designing a new curriculum. Perceptions of the teachers about language learning needs, pedagogical needs, material needs, and assessment needs were gathered, and these data will be analyzed and interpreted underneath each research questions.

#### **4.1. What are the needs of young learners in terms of English Language education?**

The first research question is asked to the participants to figure out their perceptions in terms of English language learning needs of the target age group. With the help of the content analysis, six different categories were found under this research question which are input types, activity types, teachers' roles, students' roles, classroom atmosphere, and extra-curricular activities.

### 4.1.1. Input Types

To begin with, the participants were asked about their perceptions in terms of the input types that can be used with the target age group. When the question was asked to the participants, less than one third of the participants claimed that only authentic input should be used when it comes to teaching to young learners.

In the country we live, it is a negative event for us that, children do not hear the target language outside the classroom. For this reason, they should be exposed to natural language as much as possible in the classroom. We can do this with authentic input. Mostly natural materials should be used in our lessons.

(Nicola, an English teacher)

On the contrary, some of the participants claimed that using modified input with the target age group would be appropriate when their cognitive and language levels are considered. To demonstrate this, Rachel (an English teacher) stated that "...Definitely modified. Authentic material and input are of course our preference, but considering the age group, it is not possible to use every original material for this age group."

However, nearly all the participants, at the end of the question, stated that using only authentic input or only modified input is not enough for the needs of this age group. According to the participants using both authentic and modified input in lessons is better than using only one of them.

I think the type of input we should use in our lessons should be authentic materials. But at the same time, modified materials and input according to the level of the children should be used. The inputs we use shape the lessons and achievements, and we must provide a structured environment to bring this achievement to the child, right? When preparing for this environment, the materials, and inputs we will present to the child must also be clear. And to achieve this, we must create the environment to gain and direct this skill. Although we say that authentic materials and input are important, sometimes it is also very important to use modified materials are suitable for the acquisition.

(Poppy, a kindergarten teacher)

For this reason, the type of input used may vary according to the purpose of the course. But the more authentic input and language children are exposed to, the better. As you already know, this is what we call ‘language shower’ in our school. It is very important that they are exposed to it. But when we come to the point of teaching, of course we need to support their acquisition, and for this reason, there are still some words that are taught underlined, and we must use them modified.

(Enzo, head of English Language department)

Lastly, under the part of input types, the researcher asked about the use of  $i+1$  with the target age group. All the participant agreed that using input which is a little higher than the target age group’s cognitive and language level can help improve the language learning process of the students in this level. After considering the students’ readiness, using challenging information and input in the classes can help the learners grow in terms of language learning.

In this age group, inputs that are slightly above their level ( $i+1$ ) can also be used. It can be especially used when the teacher is using language because children are like sponges. In fact, they can take what we give. We need to develop faith in children. In fact, they are capable of acquiring the language in this age group. Therefore, using a language slightly above their level will definitely contribute.

(Enzo, head of English Language department)

We can use the  $i+1$  application in kindergarten, but we can do it when the children are ready. Because children come to kindergarten without knowing anything. Of course, some of them have some previously learned knowledge or competences, maybe this can be applied specifically to those children. But there should be a time to use it, as the direct  $i+1$  application will force the children before the children are ready. But after starting education, for example, the second semester can be the best time to use this method more efficiently.

(Rachel, an English teacher)

In our classes, we ask some questions about measuring their own past life experiences. We ask these questions to measure their knowledge. After presenting the subject in the lesson, I think it is very necessary and important to ask questions at the end of the lesson that are slightly above the level of the student. These applications should be in our classes. We must force the children. But first we need to see whether they are ready or not.

(Emily, a kindergarten teacher)

#### **4.1.2. Activity Types**

Under the first research question, the participants were asked about their perceptions related to the activity types that can be used with the target age group. The first category arises from the participants’ answers is using games in the young learners’ classes. All the participants

claimed that using games with the target age group is an essential factor to teach them not only the language, but also all the subjects.

Besides, I would like to talk about games. Any structured or unstructured game is important. The structure of the lessons should be based on it. Students feel freer and more comfortable when they play. This is an important step for their learning. Playing games is a part of their lives, and it will be beneficial for them to focus more on the lesson if we include their lives in our lessons.

(Blair, Head of early childhood education department)

Games are an essential part of our lessons. When we play games where there is no winner or loser, children's participation in class increases incredibly. They are still babies and babies need to play. I am sure that children can transfer what they have learned through games into long-term memory in a shorter time.

(Nicola, an English teacher)

I play a lot of games in my lessons. I add games to each of my lessons. In every lesson, we can teach everything to children of this age through games. Mathematics, English, Turkish... The child can learn more easily and quickly this way. And it can also learn permanently. That's why we use games the most and we should.

(Zoey, leader of kindergarten teachers)

After talking about games, the participants mostly agreed that using activities that help learners to move around the class are crucial for this age group. When it comes to movement, nearly all the participants mentioned Total Physical Response (TPR) activities. They believed that TPR activities help learners to learn better and faster. They also suggested that having movement in the classroom is helpful for learners to learn better and is helpful for teachers both teaching something and managing the classroom.

Children love and get excited about TPR activities the most. The courses that most adapt students to the courses are the courses in which TPR activities are used. Everything that motivates students is quite important and necessary for this age group.

(George, an English teacher)

The use of TPR should be at the beginning of every lesson, not just English. You cannot sit a kindergarten student in place for 35-40 minutes. In other words, depending on the needs of the children at the beginning of the lesson, maybe at the beginning, maybe in the middle, it depends on the creativity of the teacher. You see that the child is bored while doing an activity at the desk, we should make them move and pay attention to the lesson.

(Zoey, leader of kindergarten teachers)

The third mostly talked about activity types were drama and role-play activities. More than half of the teachers suggested that using drama activities in the classrooms with the target



age group helps them to improve their skills. They also suggested that usage of drama activities can change according to students' and teachers' preferences.

Drama or role-play activities are perhaps one of the methods we use most in this age group. But sometimes the performances and interests of children are also very important in these activities. Because not every kid likes drama. Sometimes they feel incomplete in terms of taking action and participating in the event.

(Emily, a kindergarten teacher)

Students also love role-play and drama activities. After their knowledge about English increased, they are more motivated for participating in drama activities better. Children of this age begin to add somethings from themselves in the second semester of the school year. For this reason, the second term is more effective for the use of drama and role-playing activities.

(Sheila, an English teacher)

The English teachers and kindergarten teachers agreed that using songs and chants in their classes help them. They suggested that using songs and chants can be used to as input, management tool, or background for all types of activities. For instance, Rachel, an English teacher, stated that she uses songs in her every lesson. Also, Enzo, the head of English language department, claimed that; "I think the songs are also very valuable. Because language is harmony. And language has a harmony. I think it is very valuable to give this with songs and rhythms, since language also has a rhythm."

Another category related to the activities that can be used with target level students was using movies or videos in the lessons. Sheila, an English teacher, clearly stated: "We need to use original contents in our lessons". To illustrate, she thinks that teachers need to use cartoons or videos related to the topic. Also, leader of kindergarten teachers, Zoey claimed that:

Of course, videos are also important to visually impress children in the lessons. I have been observing this in class for years. Every child is different. However, it should be used for a maximum of 3-4 minutes depending on the age group characteristics. Children's cognitive intelligences should be laid out and considered, and movies and videos should be used to interact with children and facilitate teaching.

Next, nearly half of the teachers suggested that using arts and craft activities with the kindergarten students is crucial for their improvement. George, an English teacher, stated; "The activity that I use the most in my lessons are arts and craft activities". Another English

teacher, Sheila claimed that her students love arts and craft activities and using the products that they created in another activity makes them happier.

The activity types above were the ones suggested by the participants to be used in the lessons of the target age group. However, there were some activity types which were suggested by the teachers not to be used in the classes. First, according to the participants, using printed activities such as coloring and book activities are not helpful for the kids, and they make them feel bored.

Children feel bored with books and coloring activities most. After a certain time, it is not attractive for children because they do it over and over again. These activities are boring for children. Although children love routines, they get bored after a while.

(Rachel, an English teacher)

When we look at the activity that children love the least, it is when communication is the least. The less interaction they have, the more bored they get. In the lessons with a lot of book work, it is too much for the students. They feel bored. There should be a game etc. between those activities. We need to add games. We teach reading and writing. You cannot have children to read and write for 20 minutes. The times that are spend for printed or book activities are boring for them.

(Zoey, leader of kindergarten teachers)

Another activity type which is not suggested by the participants was storytelling activities. According to the participants, since the learners are not actively participated to the storytelling activities most of the time, this type of activity becomes less attractive for them. It was claimed by most of the participants that students should be involved in the storytelling activities but having them participate with the activity is not easy to do, one of the least favorite activities among the target age group is story-telling activities.

The least interesting activity in the lessons is storytelling. Since children are not active, they are least interested in this activity type. Storytelling can of course be used, but it should not be the way students sit passively and just listening. I believe that students should also actively participate in this storytelling activity.

(George, an English teacher)

The activities that my students are least motivated by are the storytelling activities where the teacher talks a lot. There were times when I didn't add any fiction or include them while telling stories, and in non-interactive storytelling, I lost their interests after a while, and there were sometimes that I couldn't even finish my story. We want to teach something, and we choose a story. For example, I am reading a story about colors. When I say you will jump or clap every

time you hear the colors, they are more curious and more motivated when I include them. When I read to them and show them images, after a while I see that I am losing them, and they start to roll on the ground! I lose students when the teacher talking time is more than student talking time, that is, when students are not involved.

(Pearl, leader of English language teachers)

The last activity type which was strongly suggested by the teachers not to be used in kindergarten classes is competitions. All the participants suggested that using competitions with winners or losers have the learners feel incompetent and upset. They think that having these kinds of competitions creates a competitive atmosphere in the classroom, and learners only care about winning, not learning. Some of the teachers suggested not to use competitions at all, whereas some of them suggested not to announce any winners or losers. One of the participants claimed that if using competitions can help your learner to feel motivated, it is better for them to compete against the teacher.

When we talk about games, we should also talk about competitions. I think there should be no competitions in preschool. There must be tracks or simultaneous games. These games should be in a way that there is no winner or loser, not in the way of competition. Yes, we use real-life examples within the school. However, competitions will reduce student motivation because, due to their age, they cannot be expected to get used to winning and losing.

(Blair, Head of early childhood education)

There are many children in this age group who are in the spirit of competition and it is a fact that they motivate children. However, there should be no prize at the end of the competition. The child should not do what they do for the prize, because if they do it only for the prize, that knowledge usually does not become permanent. Purpose is achieved when they win the prize and the information stays there. It is very important that all of them should be encouraged collectively or individually. But children and adults also love the spirit of competition. But the result should not be completed with a prize.

(Enzo, Head of English language education)

I think the competitions are a bit challenging. They are not ready to lose because of their characteristics. Instead of motivating them, competitions creates negative emotions. Here, too, children are quite different from each other, and personal characteristics come into play. Especially when ambitious children realize that they are left behind, they begin to cry. Then, unfortunately, the negative emotion arises. Our biggest goal is to have them feel positive emotions towards language. What I mostly do in my classes is that students compete against me in competitions and I always lose. They still experience the feeling of competition and at the same time they get the pleasure of winning. But I do not let them compete with each other.

(Pearl, leader of English teachers)

### 4.1.3. Teachers' Roles

While talking about preschool learners' needs in terms of English language education, another category that arises from the participants' answers was the role of the teacher in the classroom. To begin with, the participants suggested that the teacher should be the authority figure in the classes. Sheila, an English teacher, claimed that the learners need to know that the teacher is the authority in the class. Also, Enzo suggested that the teacher should draw the line between being a friend and being the authority in the classroom. Teachers mentioned that being an authority did not mean being angry all the time.

Another role that derived from the interviews was that teachers should be the helpers in the classroom. According to most of the participants, the teacher is the one that helps the learners while they are doing an activity. George, an English teacher, states that:

While doing an activity, the teacher must go step by step. Instead of telling the learners what to do once and asking them to do it, the activity should be divided into stages. We should not give them all the material and ask them to do it. The teacher should have the role of assistant. He or she should be the person who first presents what the learners needs to do and then walks around and helps in the classroom.

Another role suggested by the participants for the teacher is being a role model. It was claimed that since learners cannot be exposed to the target language outside the classroom, the teacher needs to be the model for the language and the source of authentic language. Enzo, the head of English language education, thinks that the teacher should be the person who helps the learners to have positive attitudes towards the target language. Rachel, an English teacher, claims that a teacher needs to be model and lead the way for the learners. She also mentions talks about being a role model with these words below.

During the activity, the teacher tells the children what to do as a model. Afterwards, the teacher should be guiding the children. We can call it modeling in a way by using the target language, by giving feedback or asking questions without getting too involved.

In the meanwhile, some of the participants suggested that a teacher needs to be the observer in the classroom. He or she needs to watch every behaviour of the learners and when they realize something that can prevent them from learning, they need to lead the way for the learners.

In this age group, the teacher should be a very good observer. She should actually write down everything. In fact, this is being done in abroad, they have aprons and notebooks in their aprons' pockets. But we have developed a system here ourselves. Teachers take notes objectively as a result of their observations in each lessons. They use these observations for student development.

(Blaire, leader of kindergarten teachers)

During an activity, the teacher should be both the guide and the observer. So if there is no direction, there will be a lot of disintegration. Because if there is no active participation of the teacher in the target age group who are 3-6 years old, motivation and adaptation problems can be observed in the classroom.

(Emily, kindergarten teacher)

Moreover, shareholders in the case school suggested that a teacher should be the motivators of the learners in the classroom. Especially while giving feedbacks, teachers should motivate the learners to help them to create positive attitudes towards the language. Nicola, an English teacher, suggests that a teacher should be an encouraging and motivating person while giving feedbacks to the students.

While giving feedbacks to the student, the teacher should motivate them. But instead of saying everyone that they were very nice or perfect, more personal feedbacks should be given. Individual and constructive feedbacks should be given to each student individually.

(George, an English teacher)

On one other hand, participants believed that a teacher needs to be flexible in the preschool classes. For example Blaire, the head of early childhood education, claims that the teacher should be flexible in all kinds of processes, not just in the teaching process. She suggests that if the child needs to play at that time, the teacher should put aside what she will teach and play a game. On the other hand, the participants suggests that a teacher needs to talk less in the classroom and give more opportunities to talk to the learners. According to them, talking less motivates the learners to talk more, and when they talk more, there will be more opportunities for them to learn.

#### **4.1.4. Students' Roles**

Preschoolers are absolutely different from other types of English learners. Participants who are experienced with the target group mentioned another category while talking about their

needs in terms of English language learning which is the role of the students. The first category which was arose from the answers of the participants was that students need to be active participants in the lessons. Nearly all the participants claimed that it is important for all the teachers to have active students in the classroom.

During an activity, the student must be active. To ensure that students are always active, we activate them with TPR. They always must move. In a classic sitting activity, I would like the children to walk in front of everyone and stick them on the board, rather than putting the worksheet in front of them individually. We can make them more adaptable to the lessons by making them move in every activity.

(George, an English teacher)

Except from being an active participant, Blaire who is the head of early childhood education department stated that the students are the stars in the classroom and according to her the learners put forward the things they see or hear, and the teacher is the one who builds upon them. Blaire also claimed that students should be the ones who decides what to learn in the classroom.

Yes, for example, the teacher has in mind to teach 1+1 to the students, but he or she takes it from the child how to teach it. On that day, if the child came to learn about the winter season and asked questions about the seasons, the teacher should teach them some information about the seasons.

Moreover, Enzo who is the head of english language education department claimed that students needs to be the producer in the classroom. According to her, even if the teacher is the source of the information that should be given to the learners, at the same time, learners should be the producers in the classroom. In other words, they need to be the factory in the classroom.

Also, more than half of the participants claimed that it is important for the learners to know the authority figure in the classroom. Even if they need to love and trust the teacher, they also need to know that teacher is the leader of the classroom and they need to listen to his or her instructions carefully.

They should be a little afraid of the teacher. Yes, they can share everything with the teacher, but at the same time, they should know that the teacher is the authority in the classroom.

(Nicola, an English teacher)

Students should feel that the teacher is the one who has control in the classroom. They should also know that the teacher is an authority. It is also very important for them to know that this authority is an understanding and loving person.

(Rachel, an English teacher)

#### **4.1.5. Classroom Atmosphere**

Considering the needs of preschool learners in terms of English language education, the participants' answers were analyzed, and classroom atmosphere was the next category that was suggested by the teachers. According to them, classroom atmosphere is a crucial factor for the target age group, and it should have some critical characteristics. First, participants recommended that the classroom needs to have a friendly atmosphere.

It should be friendly. So, when the child enters, the atmosphere of the classroom should feel so friendly that he or she does not feel bad about the target language, has good self-confidence, feels happy and produces the language without hesitation.

(Pearl, leader of English teachers)

It is suggested that the atmosphere also needs to be loving. Nearly all the teachers claimed that a loving environment helps learners to feel happy and have strong self-confidence. The teachers said that what they mean by a loving environment is a place where learners feel happy and excited. Zoey, the leader of kindergarten teachers, stated that:

Yes, children of this age come to school for education, but first of all, I think the child comes to school to be happy. This is what we provide in the classroom setting. If the child comes and goes happy, it means he is happy in the classroom. If he is already happy, he will learn. You cannot prevent this. No matter what you do to the child who comes unwillingly, you cannot activate that child for something. First, the teacher should ensure happiness in the classroom. It will provide this with games and activities.

Another category related to the classroom atmosphere was that the classroom needs to be a mistake-free environment. Almost all the participants suggested that a mistake-free atmosphere in the classroom can help the learners to feel confident and help them to learn better. It can be understood from the answers of the participants that if a learner feels anxious about making mistakes, that child cannot learn properly.

In addition, the most basic feature of the classroom environment is to ensure that children are not afraid of making mistakes. Will my friends make fun of me? What if I make a mistake? They shouldn't feel like this. They have such fears subconsciously and I think that these fears should be destroyed in an environment which is mistake free.

(Enzo, head of English language education)

There is no such thing as mistakes in kindergarten. This age group is encountering English for the first time. The less mistakes we make children feel, the better rewards they get. Students who believe that they are doing something wrong and are constantly corrected by their teachers have a fear of making a mistake. In the name of English, such a thing should not be in our classes.

(Rachel, an English teacher)

In addition to these, it was also suggested by the teachers that classroom atmosphere should be a respectful one. According to the participants, the preschool classes need to be the places where learners learn how to respect their teachers and peers. George, an English teacher, claimed that “We want classrooms to be a respectful and rules-following environment. Students should be very respectful of the rules and the teacher”. Also Zoey, the leader of kindergarten teachers, stated that the classroom needs to be the place where learners learn to be respectful.

Rules are the another category that arose from the answers of the participants. They claimed that even if they are young learners, they need to know that they are in a school or a classroom, and every classroom has rules. Rules are also important for having a respectful environment. Nicola, an English teacher, stated that “classroom atmosphere needs to have rules”.

The last important factor related to classroom atmosphere was routines. More than half of the participants suggested that the classroom which is full of preschoolers needs to have routines. These can be done with some videos or games, but it is crucial to have routines with kindergarten level students. Enzo, head of English language education department, stated that:

First of all, it is very important for children to have a routine in the classroom. It's not just about telling the days or talking about the weather. It is very important that a flow is in a routine for children and having a routine in the classroom environment.



#### 4.1.6. Extra-Curricular Activities

Extra-curricular activities, in other words activities outside the school were suggested by the participants. It was claimed that hearing or using the target language outside the school or the classroom can help them have some positive attitudes towards the target language. Using the language outside the classroom help the learners to understand that the language is not just a school subject, but a part of their lives.

There may be extra-curricular activities. But since the language is foreign in our country, this is not something that happens often as they will not be exposed to the targeted language when we take them to the destination. It is the ideal use, but this is something we cannot do due to the position of the language in the country. But if it does, it's great. The closer to reality, the better. In fact, it is necessary to go beyond the boundaries of classes. This is the most ideal, but it is not easy to do this due to the situation of the language in the country.

(Enzo, head of English language education)

I think it is quite efficient to take a child there while teaching the post office, unfortunately we cannot do it. I believe that we need to have more extra-curricular activities. Although it can be very productive for children to learn by doing and living, the opportunities are insufficient.

(George, an English teacher)

There should be activities outside the classroom. It would be great. We support them only with simple stories and videos but the more input outside the classroom, the better. But showing them different places in different atmospheres and visiting a fire station with them would be a great way to learn for them. It will be much more effective when they go and touch the picture instead of showing it. I think if the kindergarten teachers can really do this, English teachers can take students to places outside the classroom within the scope of a theme at least once a month.

(Pearl, leader of English teachers)

I think there should be more extracurricular activities. Because the child should be offered opportunities to learn by doing. When children breathe that environment, they learn more quickly. Maybe it's more important to go there and see something that you can tell directly orally. For example, you can go to a museum. Before going to the museum, we make a virtual museum tour. In this virtual trip, we determine the material that the children most want to see. For example, we went to the Great Turkish Assembly Building. Before going there, we had a virtual tour and the thing that attracted the most attention of the children was the bell that starts the assembly meetings. As soon as they went to the assembly building, they were so happy when they saw the opening bell, and this was a different life experience and for them. And in this way, they started to be more sensitive to the place and the subject. They absorbed all the information described there like a sponge. I think these extra-curricular activities should be done once a week.

(Poppy, a kindergarten teacher)

We talk a lot about learning by doing. But I think that this is limited only because it is under the control of the teacher. For example, if the subject is the post office, you pick up the kids and take them to the post office. This should be done in English classes. For this reason, the topic remains quite abstract in the lessons. I think that this situation should be improved by schools. For English lessons, these extra-curricular activities need to be increased even more.

(Rachel, an English teacher)

Out-of-class activities are very important for our lessons and should become permanent. For example, when we talk about last year's activities with the students who were in the younger age group last year, they remember that activity. How can I say? About the subject, they can talk about different aspects about the topic. This can be not only as a trip, but also trekking, doing experiments in other places. Activities carried out in different places are very productive for the sake of the lessons. These activities should not only be in our lessons, but also in English and in all fields. If we think of children in the pre-school period as a sponge, just as children learn more permanently when different activities and environments are offered in our lessons, children should also be in offered extra-curricular activities in other subjects. Because they learn English very quickly in this age group, and they are at a much higher level than us. Therefore, different environments should be included in the English lesson.

(Emily, a kindergarten teacher)

## **4.2. What are the needs of Young Learners in terms of Learner Pedagogy?**

The second research question was asked to the participants to figure out their opinions related to pedagogical needs of the target age group. According to the content analysis 5 different categories were arose. These categories are learner autonomy, achievement motivation, problem solving, sense of purpose, and social competence. Under this title, the results of content analysis related to these categories.

### **4.2.1. Autonomy**

The teacher who participated in the current study claimed that autonomy is a crucial part of the learners academic and social lives. To foster autonomy, they suggested to give options to the learners in the classroom. One of the participants said that she would like to have a class that students take active roles in decision making process.

We need to ensure that students take an active role in decision making. We are already experiencing difficulties in children of this age because the family does not support them to make too many decisions. For example, if we are going to do an activity, for example, we will do origami. Instead of saying let's make an origami car, the teacher can ask the students what they want to do. Activities like this can have the learners feel like they are active participants in decision making process.

(Zoey, leader of kindergarten teachers)

To boost autonomy both for the group's or the individual student's sake, another suggestion given by the participants was to give responsibilities to the learners. One of the participants stated that teachers should give individual or group responsibilities to the preschoolers to help them be autonomous. Enzo, head of English language department claimed that:

From the most basic point of view, some responsibilities should be allocated to children. This should be an in-class activity. But there should be variable roles so that they can learn about life. In fact, we are creating very safe environments here. I don't find this right. They are in very restricted areas and we control their every move. This prevents them from being autonomous individuals.

Even in this age group, autonomy should be sought. If you start at an early age, it will be easier in the future. Some children can learn being responsible from their families. For example, the bell rang and a child did not leave the class without putting her pencils into her pencil case back. Some did not even wait for the bell. Family comes first, but they should know the responsibilities of their age.

(George, an English teacher)

Another suggestion made by the participant was that the lessons in preschool classes should be student-centered. Participants claimed that when a teacher puts the learners in the center of the education process, they can feel that they have a voice, and this help them feel better in the learning process. Nearly all the participants claimed that having a student-centered class help the learners become autonomous learners.

Learner autonomy is very important. We should definitely prefer student-centered practices. All of the activities we just mentioned should be student-centered. Because they help students to become more autonomous.

(Emily, a kindergarten teacher)

Of course, what should be done is to have student-centered classrooms, but what is done is teacher-centered. Due to the family structure, the number of those who can do it alone is very few. They definitely need a teacher and a need for approval. Children need support.

(George, an English teacher)

Except from what we can do in the classroom, the participants suggested that a teacher can and must have communication with parents. They claimed that autonomy cannot be achieved only with some applications in the classroom or school, it should be motivated by the parent at home as well. More than half of the participants suggested that schools should give some seminars to the parent related to autonomy and learner pedagogy.

We must also communicate with family to develop skills and independent work outside of school. In particular, it is necessary to know the behavior of the student that we cannot observe at school or the behaviors that cannot be observed at home but are performed with us in school. We need to communicate with the family and distinguish these behaviours well. These 3 things I mentioned are very important.

(Emily, a kindergarten teacher)

Parents can also be contacted to increase students' independent work. We should be in contact with parents to allow students to have more autonomy in their homework or in their assignments inside or outside the classroom.

(Nicola, an English teacher)

Skills outside of school and communication with family are also very important in terms of learner autonomy. Think of a trivet, one foot is the student, one foot is the teacher, and the last foot is the parent. I believe that more efficient communication can emerge from this triangle. Not only we, but also families should support students' other skills.

(Poppy, a kindergarten teacher)

#### **4.2.2. Achievement Motivation**

Achievement motivation is the second category that came forward while talking with the participants related to target age group's needs in terms of learner pedagogy. Nearly all of the participants claimed that achievement motivation should be taken into consideration to raise successful students and people. The first code that we need to talk about is giving options to learners. More than two thirds of the participants claimed that giving options to the learners inside the classes can help them enhance their achievement motivation.

Although I can't do it in my classes, we can offer choices to the students in the lessons in a utopic environment. For example, the curriculum is ready and clear, but the children can choose the order, and in this case, we can increase their achievement motivation by including them in the planning.

(Nicola, an English teacher)

It is very important for us that students are motivated to succeed. First of all, we have to give students choices. I said we should offer a democratic environment. In the meantime, among these options, we should also ensure that children make evaluations. It is important to evaluate this option and find the appropriate position.

(Poppy, a kindergarten teacher)

Achievement motivation is important for children of this age. Because, as I said, if the child has difficulty in an activity when he/she does that activity in the classroom, the child does not want to come to school the next day. In this sense, the teacher steps in to provide this motivation for success. What will she/he do? He will go from what his children can do to what they cannot do. For this reason, the student's success motivation will increase. That's why we will offer students options, of course.

(Zoey, leader of kindergarten teachers)

Moreover, the participants claimed that using activities which are appropriate for the learners' cognitive levels can help them to boost their achievement motivation. The teachers suggested that unless we use activities which are appropriate for their level, their achievement motivation decreases. To increase this motivation, we need to use activities which are appropriate for their cognitive levels.

By using activities of appropriate difficulty, we can ensure that students can succeed, and their motivation can increase when they succeed. Besides, it is necessary to increase the self-confidence of the child by bringing activities that the child can do with the child.

(Emily, a kindergarten teacher)

In order to increase the achievement motivation, we need to keep the motivation of the children high. The thing I use most in my classes is to tell students that they have to try. We need to help a child who believes he cannot do it step by step and increase his motivation for success. For this, we should not give an activity that is above the level of children. Even the most successful kids can struggle. Activities should be at student level and should motivate students.

(Sheila, an English teacher)

Talking about the purpose of the activity or the lesson can also help the learners to increase their achievement motivation, claimed some of the participants. Blaire, head of early childhood education department, stated that to improve achievement motivation, we can talk about the purpose of an activity. Giving the purpose to the learners can activate their brains to achieve the purpose. When they achieve, this feeling can help them to increase their achievement motivation.

Except from talking about the purpose of an activity, some teachers suggested that talking about the expectations can also help learners to improve their achievement motivation.

According to them, giving the reasons why we want learners to do an activity and talking about the expectation that we have for them can help the learners to increase their achievement motivation.

Yes, you have a wrap-up session at the end of the lesson. We do it as well. The child is doing activities for a while until the end of the day and sometimes they cannot remember all of them. We need to set short goals for them. It also has to do with expectation. It is absolutely necessary to inform the child about the expectations.

(Blaire, head of early childhood education department)

We should also talk about our expectations in our classrooms, or when we are doing an activity, we should also talk about why we are doing it. We should support student inquiry and enrich learning experiences.

(Poppy, a kindergarten teacher)

To increase achievement motivations of the students, another suggestion made by the participants is to give constructive feedbacks to the learners. They claimed that, by saying feedback, they do not mean unrealistic ones. Giving correct and constructive feedbacks to the learners help them to improve their achievement motivation. Enzo, the head of English language education department stated that:

Let me first talk about achievement motivation in the context of language. Motivation for success is invaluable. Because in the old days, people were motivated by failure. Currently, children are not motivated by failure. On the contrary, they pull themselves back even more. What I mean by motivation is not something unreal. Of course, it should be diverse. It is very important to take the time to give accurate and constructive feedback here. It is the realistic feedback that increases success. The child is not improving by just telling them that they are great or wonderful. Even in the younger age classes, we need to take the time to give them feedback so that they learn.

The best thing we can do to increase achievement motivation is to make students say that they can succeed. When the child can say this, the motivation for success will increase. If you don't try to increase the motivation of the child when he says he can't do an activity in class, that child will quickly give up and be afraid of trying.

(Zoey, leader of kindergarten teachers)

The last suggestion given by the participants to increase achievement motivation was about extrinsic motivation. More than half of the teachers suggested that decreasing extrinsic motivation can help learners increase their achievement motivation. According to the participants, using extrinsic motivation in the classroom decreases the motivation of achievement and this is something they do not want to have in their classes. However,

minimum number of participants claimed that using extrinsic motivations, without positive reinforcement, can be used in the classrooms to have the learners become motivated to do an activity. The common ground that both of the groups was that there should be no prizes at the end of a motivation booster practice.

I think that reward and punishment practices should not be in classrooms. They can go on like this for a lifetime. But sometimes we can. It is not an individual incentive, but a reward or punishment for the group can be used as needed. But the only thing he wants to do as a glutton should not be to get the prize. Individually it can be quite challenging. But sometimes a group motivational incentive can be used.

(George, an English teacher)

External motivation practices should definitely be reduced. We should definitely do this. Here are some stickers, candy, etc. No, we should say that you have to do this for yourself, for your success. It is very important to increase the sense of achievement.

(Pearl, leader of English teachers)

External motivators... So, we can use reward and punishment practices as positive reinforcement. So that's what education is. What we call positive reinforcement is rewarding a positive behavior to increase it in a positive way. But negative reinforcement is not a punishment either. Withdraws, giving positive stimuli in exchange for something the child hasn't done. Actually, there is no punishment here. We should increase the motivation of children with positive and negative reinforcements. By talking about our expectations from our students what he should achieve at the end of the lesson, the child should know why he is learning for. The purpose and subject of the lesson should be aimed while planning and the children should look at this at the end of the lesson. Children know this and should.

(Emily, a kindergarten teacher)

I think we should have reward and punishment in our classes as well. After it's well set up, of course. Students need to do the activity to achieve a learning goal rather than doing it because there is a reward after it. Reward and punishment can be used personally for times when we want to give feedback after doing an activity,

(Rachel, an English teacher)

### **4.2.3. Problem Solving**

Teaching the learners how to solve problems on their owns and helping them to have problem solving skills can help the learners in their personal and educational lives, as well as teacher. According to nearly all the participants, teaching learners the skills required to solve problems is crucial and needs to be done in a classroom or school context. The first thing we can do to help learners have problem solving skill is teacher modelling. Participants

claimed that teachers should be a model in case of a problem. Teaching modelling is important to have learners become competent with problem solving skills.

The whole of life is actually full of problems. School should be a place that teaches real life. But the children may not have learned this at home. We really need to focus on problem solving. We need to give problem-solving training to children in the pre-school period, this should be attached school curriculum or extracurricular activities. Because the model at home may not be correct and therefore the child may be impulsive. What we need to do here is to be the right model and to exemplify these models. We need to teach them how to deal with the problem, sometimes individually, sometimes in groups, with small tasks. There is no need to wait until they reach the age of 20 or leave their families and go to university to teach this. It is very important to give problem solving trainings throughout school life.

(Enzo, head of English language education department)

These are usually the private schoolboy problem. Because an environment is not provided for children to solve problems. For example, when a dispute arises, we should talk about what is right and wrong and then offer different solutions to solve the problem. Not by shouting or getting angry at these. We just have to serve them in a smooth way. We need to consider the emotional intelligence of the age group and go for a solution accordingly.

(George, an English teacher)

The participants also suggested that role-playing problem-solving strategies by giving similar situations can also help the learners to become competent in problem-solving. Emily, a kindergarten teacher, claimed that if the learner does not have the needed input to solve a problem, a teacher needs to guide the student to have them solve the problem by giving similar situation and role playing those situations. Also, another solution given by the participants to have the learners become more competent about problem-solving is to give opportunities to solve the problems.

When students have problems, we attach great importance to this at school and we need to allocate time for problems in our lessons. Developing children's problem-solving skills is really important. We should not choose to be too intermediary. Of course, since there is a language barrier, it can be difficult for us to use the strategies applied by the classroom teachers. So, it's not good to intervene and solve this problem for someone. We have to have them to figure it out.

(Pearl, leader of English teachers)

Skills related to problem solving can be taught to students in a superficial way. But the students need help. For example, when there is an argument, the teacher should ensure that the students find a solution to the injustice as the referee.

(Sheila, an English teacher)



The last suggestion about problem-solving skills to educating and informing the parents, too. As the participants said, sometimes, even if the learners are being taught in the classroom in terms of problem-solving, not seeing these kinds of practices in their houses can prevent them become competent while solving problems. According to Blaire, the head of early childhood education department, parents must be informed related to problem-solving strategies. When a problem occurs in the classroom, parents must be informed about this, and they are recommended to talk about this problem in the houses, as well. She also stated that, if the teachers are the role-models in the classroom or school, parents must be the role-model in the house.

#### **4.2.4. Sense of Purpose**

The fourth category arose from the participants answers to the interview related to learners' pedagogical needs was the need of sense of purpose. Five suggestions are made by the participants to improve the sense of purpose of the learners. To begin with, teachers need to benefit from students' interests while designing their lessons. According to the participants, giving them when a teacher uses learners' interests in the lessons, it boosts their sense of purpose, and they can feel motivated to participate to the lesson.

First of all, the interests of the students should be benefited because the school should not be independent from life. Children's goals should be related not only to their academic lives, but also to their personal lives, and the school should support this.

(Blaire, head of early childhood education department)

For this, we should take advantage of the interests of the students. We can pay attention to their interests and ensure that they participate in the lesson. It is also important for our lesson. We should use it not only for a sense of purpose, but also for our lesson.

(Pearl, leader of English teachers)

In order to increase the sense of purpose, it is really important to take advantage of the interests of the students first. This should be evaluated in terms of opportunity education. We need to discover the student. As soon as the child arrives, our discovery performance begins. We will observe what kind of treasure will come out of here.

(Poppy, a kindergarten teacher)

While talking about the sense of purpose, the participants also claimed that involving students into planning can be also done. By giving them the right to plan the lesson can help

them to have the sense of purpose and can help them to become more motivated to participate in the lesson. Also, while giving them the power to become active planner of the lesson, we need to mention our purposes, or the purpose of the activity to the learners. Mentioning purpose can help them to have the sense of purpose that we seek.

First of all, let me say something about purpose. Whatever we do, there must be a purpose in our activities and course structuring. There should be the answer to the question 'why'. For example, a common mistake is just saying listen to this song. But the question why is not answered. What will the child do, mark or paint? It is very important to give children a purpose, to draw a route in line with a goal and to deliver the right children to that goal. For example, at the beginning of the lesson, we should tell the children what we are going to do. Children need to know that goal and see the flow. Let them see what they can complete after seeing it.

(Enzo, head of English language education department)

Another practice that can be done in the classes to improve learners' sense of purpose is to use culturally appropriate activities in the classroom. Participants suggested that using culturally appropriate activities help learners feel secure and they can understand the purpose of this activity better. Next, taking advantage of students' time and talents can help them understand the purpose of the lesson and can improve their senses of purpose.

It is also very important that we ensure that students use their time and talents. There is a certain curriculum in the school, but just following it causes us to ignore some children who have different interests. We also need to add extra work inside and outside the classroom.

(Enzo, head of English language education department)

Apart from this, we must ensure that the students use their time and talents. We always say that we should add talent and creativity while developing a sense of purpose in children during this period. I definitely listed some pretty important things for a sense of purpose.

(Zoey, head of kindergarten teachers)

#### **4.2.5. Social Competence**

Under the analysis of the interviews, another category that found from the answers of the participants was that to meet the needs of young learners in terms of child pedagogy, it is crucial to be taught social competence to the learners. To achieve this goal, the first thing can be done is using collaborative learning strategies. One third of the participants claimed that using collaborative learning strategies in the lessons, it can help the learners become more socially competent.

First of all, we should have children use cooperative learning strategies. In other words, using cooperation in foreign language teaching affects students positively. Sometimes positive sometimes negative. Our main role is actually to be a model. Maybe it is very important for children to model the cooperation of 2-3 teachers.

(Enzo, head of English language education department)

In addition, I believe that we should use collaborative learning strategies. For example, we are teaching collaboration in our theme named 'ant'. Tidying the classroom together can be an example the strategy we teach under this theme.

(Poppy, a kindergarten teacher)

I think it is very important to establish a bond in our classrooms through cooperation. With this bond, our students' social competencies increase, and we want them to be such individuals with social competence. I think we can do this by pairing our students with different strategies.

(Emily, a kindergarten teacher)

Another thing that can be done to help our learners become socially competent is to have them help each other in the classroom. According to participants, learners who help each other have more social competence than the ones who do not. Having learners help their friends can be beneficial to have a collaborative atmosphere in the classroom.

We must ensure that our students help each other in our classes, even if there is, for example, older students should help younger ones, so peer learning can occur. Students learn from each other easily and faster, and their sense of social competence develops.

(Blair, head of early childhood education department)

Social competence is very important to us. For this, first of all, enabling students to help each other in the classroom is something that is always among our aims, and it is very important for social competence.

(Poppy, a kindergarten teacher)

Nearly all the participants suggested that matching learners in different ways can help them become more socially competent. That is to say if a teacher matches same students each time for different activities, this can restrain the improvement of social competence. However, using different techniques to match the learners can help them become socially improved.

In addition, it is very important to match students in different ways. Sometimes we match children with similar interests and skills, but this does not add anything to them. That's why we need to cross match. Of course, no student should feel bad during this pairing. But this needs to be adhered to by changing partners frequently so that children can learn from each other. Sometimes children learn from their friends what they don't learn from the teacher.

(Enzo, head of English language education department)

When I match students in activities, I match them completely randomly. I offer a random selection to fuse the whole class. I select students using sticks. But it does have an effect. Two weak students can get together. But I always tell my students that there are no winners and losers. Kids can realize that sometimes their friends aren't as good as they are. But in order not to tag them, I have to choose the children randomly. Schools need to do activities that will bring students and parents together. This should actually be an activity done together with teachers and parents.

(George, an English teacher)

We should match students in group work in various ways. Sometimes they should be paired individually, sometimes in groups of 2,3,4. Because we can see them socializing at least in different groups, with different numbers of people. Sometimes, the student cannot show the leadership skills in the group of 2 but can show more in the group of three.

(Zoey, leader of kindergarten teachers)

### **4.3. What are the Needs of Young Learners in terms of Classroom Materials?**

The participants were asked about the materials that can be used in preschool classrooms. After the analysis of the data obtained from teachers, the importance of the material types, materials that should and should not be used in kindergarten level were suggested by the participants. Under the title of this research questions, four main types of materials is discussed which are visual, recorded, printed, and online.

#### **4.3.1. Visual Materials**

Under the third research question, the interview went on with visual materials. Most of the participants stated that visual materials are very important for this age group. According to their claims, a lesson without any visual materials cannot be fulfilled. When it comes to the importance of the visual materials, the teachers highlighted that visual materials help learners motivate, and make lesson more enjoyable. One of the main reasons why visual materials are important for this age group was that visual materials stimulating the learners better than any other materials.

Visual materials increase students' motivation considerably. Because they are not exposed to only one single stimulus. For example, when it comes to verbal, we only provide one stimulus to children. This must be because the drawing contains several stimuli, both visual and auditory. Without visual materials, children become desensitized since they are exposed to the same

stimulus after a certain time. For example, we started to experience this during the pandemic period. We started using same visuals too much, and children have become desensitized. Visuals are very important for children.

(Emily, a kindergarten teacher)

Visual materials have always been important to me when I worked in the classroom. Regardless of the learning intelligence of the child, the importance of visual materials in this age group cannot be discussed. Any 2- or 3-dimensional object brought into the classroom will attract the attention of children.

(Enzo, head of English language education department)

When students see visual materials, their motivation often increases. For example, last week, I hung animals living in the forest in the classroom during break time. We went for a walk in the forest with a drama event. I used the visual material there, not to make students memorize it, but to see the animals while we were walking in the forest. I used pictures to talk about them. Visual materials can be used anywhere and in any way. Children feel curious and excited when they see them. Visual materials are essential.

(Pearl, leader of English language teachers)

After talking about the importance of the visual materials, the teachers were asked about the materials which can be used in the classroom as visual materials. Most of the teachers suggested that using realia in the classroom is the most effective one. However, due to some technical or issues related to school administrates, they cannot bring realia to the classroom. After realia, the most used materials were pictures, board drawings, facial expressions, picture books, posters, and bulletin boards.

First of all, you can use all kinds of visual materials in our lessons, but I think the most important thing is to bring real objects to the classroom. In addition to this, pictures, gestures, and facial expressions of the teacher will also be very important for us.

(Enzo, head of English language education department)

The most important one is using real objects, and it affects them very much. For example, when we were talking about flowers, I brought flowers to the class and had them touch and see up close. The result was incredible. Even the child who attends the class the least was eager to attend the class and touch the flower.

(George, an English teacher)

I strongly believe that it is necessary to use images that are parallel to real life. It is very helpful to have real object pictures and real objects rather than line painting. If I cannot use visual materials in my classroom, many students can be affected in a bad way.

(Poppy, a kindergarten teacher)

After talking about the materials which can help the learners to learn better, the teachers mentioned the ones that they used limited. According to their expertise, they claimed that

flashcard use should be limited in the lesson. They also stated that, a teacher can use flashcards in her lesson, however this should not be for teaching what is on the card. The use of flashcard should be in a game, or game like activities. To demonstrate, Blaire, the head of early childhood education claimed; “but I think flashcards should be used at least in class”. Also, Poppy, a kindergarten teacher, thinks that flashcards can be used only while playing games.

When we think about flashcards, they can be used for games or storytelling activities, but I am against the use of flashcards for teaching vocabulary. I believe it goes into memorization, not learning.

(Enzo, head of English language education department)

#### **4.3.2. Recorded Materials**

Recorded materials, materials which do not have any visuals and contain only audio, were the second types of the materials that asked to the participants. Unlike visual materials, most of the participants claimed that using materials which only has audio does not have a huge importance in their lessons. According to some participants, it is only important to use recorded materials when there are students who learns better with audios. However, nearly all the participants stated that audios without any visuals does not help them at all, and learners stop paying attention to the material after 2 or 3 minutes. Poppy, a kindergarten teacher, stated: “Of course, I use audio materials in my lessons, but it is very difficult to use these audio materials alone.”.

When we look at the audio materials, usage here can be determined by individual differences. Because some children have different auditory intelligence, for example, all 20 children have different learning and motivations. Some learn visually, while others learn by hearing. So, some of the learners can complain about audios.

(Emily, a kindergarten teacher)

In my opinion, audio materials are also very valuable, but I cannot say that they are as indispensable as visual materials. But I don't think it is necessary to use these materials if there is no visual or movement.

(Enzo, head of English language teaching department)

In addition, my students are not motivated only by listening activities. Of course, this happens when there are no visuals in the listening text. I also use recorded materials in my lessons. But they are not very healthy.

(Nicola, an English teacher)

Participant highlighted that, even if they think that using only audio materials does not help the children grow, they still use them in their lessons since there are some students who can easily learn with audios. The common ground that nearly all the teachers agreed was that the audio materials should not be longer than 2 or 3 minutes, and these materials should be used with another material such as visuals or kinesthetic activities.

Even if there is nothing we can do, we are teachers and we can include TPR in these listening texts. In addition, these listening texts should not be longer than 2-3 minutes. I think we can get the maximum efficiency in listening activities that last for 2 minutes at most. However, if we look at the most used ones, these will be songs. At least we can add movement to the songs.

(Enzo, head of English language teaching department)

But listening to a song without its visual does not contribute anything to students and I do not use them. Songs don't have to have visuals, but they must have movement.

(Pearl, leader of English teachers)

Recorded materials must also contain images or some kind of movement. Even if it is to be used, students may be interested in these materials with a choreography. Only audio cannot be useful for these learners.

(Sheila, an English teacher)

It was claimed by more than two thirds of the participants that using recorded materials without movements or visuals does not have any positive effects on children. Teachers highlighted that target age group has a limited attention span, and without any additional stimuli, it is not possible to have the learners participate in activities with recorded material.

But I don't think the learning is permanent when the audio materials are not supported by visuals. Children of this age can be very distracted. For me, listening without visuals is no different than listening to the teacher. It will be very difficult for students to just sit and listen.

(Enzo, head of English language teaching department)

Materials that do not contain visuals, but are intended for listening only, are very difficult to use for this age group and do not attract their attention. Listen-only materials cannot be used in this age group. For example, playing a song on my phone and playing it with a video is quite different. Only listening activities do not increase the motivation of students.

(Nicola, an English teacher)

If only a listening text is used, the motivation of the students decreases. Just listening activities are no different from teacher's speaking for a long time. Telling students to sit and listen should not be done in this age group.

(Pearl, leader of English teachers)

When I use only one song, for example, I always add some movements to that song. I get involved physically or with my gestures and facial expressions. I make decisive actions about what is described or the content in that song. Because kids need it. Just hearing is not enough. We need to show this with actions. This group has difficulty in adapting to audio-only materials without visuals.

(Poppy, a kindergarten teacher)

### 4.3.3. Printed Materials

Under the title of classroom materials that can be used in the target age group's classes, printed materials were the next one asked to the participants. Different types of printed materials were mentioned by the teachers such as books, worksheets, in-class materials, flyers, and signs. Even if there were no common grounds related to the materials that should be used in the preschool classes, most of the teachers agreed that printed materials are important for the sake of the target age group.

Printed materials are necessary for this age group if they are used under the guidance of teachers. The teachers are the key component when it comes to using those materials. But I have to repeat. As means, not as goals.

(Enzo, head of English language teaching department)

We cannot give up from worksheets or printed materials either. After giving students input, they are important to be able to see the outputs of the learners. They are like feedbacks for the teacher.

(Pearl, leader of English teachers)

With regard to the printed materials that can be used in these classes, some teachers claimed that books are the most important ones that must be used in preschool classes, whereas the others suggested that books should not be used with target age group. The common ground that both parts agreed was that even if the teacher must use some books with them, the book must be the mean of the education, not the goal.

The book can be used, but it is the last stage of the lesson. I mean, eighty percent, the teacher should do the activities, and then she can refer to the book at that point to see the final output of the learners. There are also skills that develop with the book such as the ability to organize and



fine motor skills. Students need books. But I should not teach the whole lesson just by using the book, nor should I give the first input from the book. My last step should be my book.

(Blaire, head of early childhood education department)

When you say printed materials, the first thing that comes to my mind is books. But are they necessary for this age group? I don't know. I know that teachers do not like the use of books in this age group when teaching languages, as they limit the teacher, but they will also be necessary in terms of following the children and the order. We can use any printed material in the classroom by changing its purposes. Here, the teacher needs to be a little freer. Of course, the book should be a tool, not a goal. Students need to learn how to follow books and learn how to turn pages. We are the first ones to prepare students of this age. If there's going to be a book, these books should be full of pictures. I think students should not write but should be able to follow.

(Enzo, head of English language teaching department)

We mostly use our books as printed material in the lessons. It is important for children to have a sense of following something. We also use worksheets a lot. I think textbooks and workbooks are necessary at some point. It is necessary to use books to follow the subject flow or as extra activities.

(Sheila, an English teacher)

The book is more important because it is more organized. As the book progresses subject to subject, student follow-up is also easier. Maybe you can collect the worksheets in a file, but you can see 1-2 months ago more easily with the help of the book. I can see the development of the child more easily thanks to the books.

(Zoey, leader of kindergarten teachers)

In my opinion, worksheets should be used, not books. But turning worksheets into books can be productive for teachers who don't want to prepare worksheets, it's still restrictive. They shouldn't have to complete what's in the book.

(George, an English teacher)

We didn't use books before. I was preparing the materials. And thanks to the internet, everything was very easy. Both visual and audio materials could be prepared. The book should be just a tool. When we are given a book, we are told that we have to finish it, and this situation is a restriction for the teachers. It becomes a must to complete the book rather than develop activities more freely. Those book pages are very similar to each other, for this reason children feel bored.

(Pearl, leader of English teachers)

#### **4.3.4. Online Materials**

Under the third research question, the participants were asked to talk about their perceptions in terms of classroom materials that can or cannot be used in the preschool classes. The last type of materials was online or technological materials. Concerning the importance of online

materials, all the participants highlighted that using technological materials is a must with the target age group, since these children are considered as digital natives.

There are too many visual and auditory stimuli in online materials. When visuals, audios, and technology come together, the motivation of the students increases considerably. For example, a student who does not want to do a worksheet in a math class is eager to do the same activity online.

(Blaire, head of early childhood education department)

As English teachers, we were using technological and online materials a lot before the pandemic. Since English language is a foreign language in Turkey and children do not have opportunities to be exposed to language outside of school, we used technology to expose them to natural language as much as possible. In addition, children are always with their tablets at home. By bringing this technology into the classroom, we were taking advantage of their daily lives and drawing their attention to the lessons more. Everyone is using online materials now. This period forced us to do this. However, any online materials and websites are important and should be in the classroom.

(Enzo, head of English language teaching department)

Technology is very important for our lessons. We have been adding technology into our lessons for years. We cannot give up on technology. It is almost impossible to attract this generation without technology.

(Pearl, leader of English teachers)

Without online materials, things would be incredibly difficult. As a teacher, we can handle those problems somehow, but we would have difficulties. If suddenly there is a power cut when I go to the classroom, there are moments when I pull myself back and say, 'Oh my God'. Of course, the teacher comes to class with a plan, but if there was no technology, the teacher would have a lot of work to do.

(Sheila, an English teacher)

With regards to the online and technological materials that can be used in the classroom, nearly all the participants were in a common ground that any materials can be used if they are suitable for their age. The technological and online materials that were mentioned by the teachers were website, phone applications, smartboards, tablets, and computers.

Smart board should be in our lessons. Much more effective and different techniques can be used, and children love these materials. Apart from that, we already use videos and websites in our daily lives.

(Emily, a kindergarten teacher)

The students' reaction to technological materials is quite positive. Since children live in the age of technology, it is important to bring their lives into the classroom. Because technology is something students are used to, they need to be in the classroom.

(George, an English teacher)

I use websites or online games. It is very important to watch videos and songs on websites and show a picture of the word being taught. It is very important and useful for us to involve students in the lesson with smart boards.

(Sheila, an English teacher)

#### **4.4. What are the Assessment Needs of Young Learners?**

The last research question asked to the participants were related to assessment needs of the preschoolers. When the participants were asked assessment, their answers were under four different titles which are the importance of assessment, the assessment type, assessment tools, and whether the results of the assessment should be shared with the learner, parents, and among teachers or not. Under the fourth research questions, these four titles will be reported.

##### **4.4.1. The Importance of Assessment**

The majority of the participants agreed that there should be assessment with the target age group. Even if their reasons change, they were all agreed that some type of assessment should be done.

I think there should definitely be an evaluation in this age group. We divide this assessment into groups. We don't want to see the output of the given input all of a sudden. We ask reminder questions. Or we find out if they have learned the values or not.

(Emily, a kindergarten teacher)

Evaluation contributes to the student a lot. Teachers can assess themselves with the help of assessment. Moreover, assessment of the learners is quite necessary to determine what the students need. As we know, assessment is not only done to compare students.

(Nicola, an English teacher)

I think at this age the students should definitely be evaluated. If we do not evaluate them, we cannot record and see the development of the child. We must do this for every lesson. If we do not evaluate the student, we cannot be useful.

(Zoey, leader of kindergarten teachers)

##### **4.4.2. Assessment Type**

Regarding assessment type, two discrete reasons emerged from this. The first one was diagnostic assessment. Participants highlighted that student should not be assessed with

summative assessment. However, diagnostic assessment can be established to find out some problematic areas in terms of language materials and curriculum, if there is any. Also, formative assessment, which is done to find out whether students have difficulties in understanding some parts of the target structures at the end of a unit, theme, or a term. All the participants claimed that with the target age group, diagnostic and formative assessment can be used, however summative assessment should not be used.

The teacher should evaluate to monitor student progress. This assessment should not be for student benchmarking. The teacher can use assessment to evaluate herself and her material. And of course, it can be used for program evaluation. In this case, summative assessment should definitely not be used, but we can use summative and diagnostic assessments.

(George, an English teacher)

In our school, assessment is used for teachers' self-evaluation and program evaluation. We should not use assessment at the end of which learners get marks. Assessment should be done to evaluate the learners progress, teachers' self-evaluations and program evaluation. When I look at the descriptions you gave, I can say that we cannot use summative assessment; however, formative and diagnostic assessment types can be used.

(Poppy, a kindergarten teacher)

The more diagnostics, the better. With diagnostic assessment, we can make some assumptions. Of course, but again, the tool is important. We certainly do not compare students at the end of an evaluation. The teacher must evaluate himself as a result of the evaluation. It is what I always do. I evaluate myself.

(Enzo, head of English language teaching department)

#### **4.4.3. Assessment Tool**

The next section of the interview was concerned with the assessment tools that can be used with the target age group. Most of the participants stated that if there will be a kind of an assessment with preschooler, the first tool that they need to use is observation forms. Enzo, head of English language education department, stated, "Observation forms are the most precious. Because although children cannot express themselves, this does not mean that they do not know. We must observe and do this. I think the most important tool is observation forms". Also, Pearl, leader of English teachers, highlighted that:

There should be an assessment, but students should be evaluated by the teacher's observations. It is important to observe what students do individually and in groups. I have an anecdote book every year. When a student says or does something that I do not expect, I take notes. An assessment emerges based on my observations.

After observation forms, more than half of the participants suggested that teachers can use checklist to evaluate students. However, some of them claimed that checklists cannot contain every single objective that are being thought in the lesson.

If we are going have assessment, it should be for the teacher and the process. Assessing the learners with checklist is not true. What will happen to the things that are not included in the checklist? Maybe the child cannot do any of the things given in the checklist, but maybe he can do different things. These lists are not helpful for these students, as we cannot include every skill or knowledge of children. If the child can learn the things that I did not add or have not been added to the checklist, this child will be treated unfairly. Or the checklists can be too general. There may be difficulties while assessing them.

(George, an English teacher)

We were using a very realistic checklist in previous years. There were target words for each unit and we were checking whether the students were using these words. It is not impossible; it can be done. But we cannot do it as comprehensively as homeroom teacher does in the mother tongue.

(Pearl, leader of English teachers)

Another tool that was suggested by a majority of the teachers was portfolios and portfolio presentations. Participants claimed that if it can be done properly, portfolios are very good assessment tools. However, some claimed that since keeping the portfolio in an order can be challenging for the teachers, and the presentations of those portfolios cannot be done properly, it can be better not to use portfolios or portfolio presentations.

We were using portfolios in the past. We said let's do it again as it supposed to be, but the pandemic period has started. After the pandemic period, we will go back to the past. Portfolios should be included in the assessment process. Portfolio presentation will be very nice if it is done as in the literature.

(Blaire, head of early childhood education department)

In my opinion, if there is to be an evaluation in this age group, one of them is the use of portfolio. Children cannot read and write. This immediately came to my mind. We can evaluate them by giving them some smiley faces. In fact, the portfolio should start from pre-school.

(Enzo, head of English language teaching department)

While assessing, portfolio can be used a lot with this age group. I have never done it, but there are schools that do. I think that everything done in the mother tongue can also be done in the target language.

(Pearl, leader of English teachers)

The last assessment tool that was mentioned by the teachers was projects. Some teachers suggested that we can use projects, not as homework, but as a class activity. However, some of them claimed that projects cannot be used as an assessment tool with the target age group. The common ground that both groups were met was that even if there will be a use of projects as an evaluation tool, it should be done in the school, since if it is given as homework, the parent will help the children to do it.

There may be use of projects as an assessment tool, but this shouldn't be at home. It should be simple and easy for the learners to do in the classroom. Materials will be presented to the children and the child will be asked to do it. For example, after the talking about the parts of the house are, the children can be given a project related to it in the classroom. For example, all the materials will be in front of them. They can place the household items in the parts of the house, and as a result, they can be evaluated according to the assessment made about the part of the house project. There must be a production.

(Enzo, head of English language teaching department)

There should not be the use of project as an evaluation tool. These kids are not capable of doing projects on their own. When we assign them projects, their parents are the ones who do the project. But still, if we want to use projects as an assessment tool, this assessment should be done in the classroom, not at home.

(Sheila, an English teacher)

#### **4.4.4. Sharing Assessment Results**

At the end of the interview, the participants asked about their opinions whether the assessment results should be shared with the learners, teachers, and the parent. All the participants stated that the results of the evaluation should not be shared with the learners. They highlighted that the assessment is not for assessing the learners, it is for assessing the teacher or the program most of the time. So, sharing the results with the learners is not necessary. However, nearly two third of the participants suggested that the assessment results should be shared amongst teachers.

Related to result of these evaluations, the homeroom teacher and the English teacher must be in communication, definitely. Once in breaks, they have to sit together and drink tea and coffee and talk about the children in their classes. We used to hold meetings before, yes, although it seems like a waste of time, it is effective.

(Blaire, head of early childhood education department)

The results of these evaluations should definitely be shared and communicated with the homeroom teachers. There may be different attitudes stemming from the teacher. One teacher can talk to the other and face the problems related to students together.

(Enzo, head of English language teaching department)

Assessment results of the class can be shared with the homeroom teacher. Because they also follow the process of children constantly. For this reason, sharing information provides a more productive structure in the process.

(George, an English teacher)

The participants were asked about their perceptions whether the results of the assessment should be shared with the parents, and the majority of the participants stated that the parents must be informed with the results.

I think these evaluation results should be shared with parents. Some parts. Instead of making positive or negative notifications to the parents directly, we should give information based on how well the parent knows their child. There should be communication between the parents and the teacher. But when we look at it, the parents should be aware of the evaluation results.

(Emily, a kindergarten teacher)

These assessment and observation results should be shared with the parents. We held parent-teacher conferences every semester. In these meetings, we should talk about our expectations and the results of the assessments. They need to know their children's levels.

(Enzo, head of English language teaching department)

Evaluation results should be shared with parents and should be transparent. It can be shared with parents when we need parental support. But results should not be shared with children.

(Nicola, an English teacher)

I think parents should be informed about the results of the assessment. If they do not know anything about the assessment results, it will be hard to ask help from them. When a learner needs extra help in the house, informing the parent about the results can be helpful.

(Poppy, a kindergarten teacher)

## **CHAPTER V**

### **DISCUSSION**

This study is aimed to investigate the opinions of teachers, who were working at a private school in Ankara, towards the young learners needs in terms of language learning, learner pedagogy, classroom material, and language assessment. Under the title of this section, the findings are fully discussed in line with the research questions.

#### **5.1. Language Learning Needs**

According to the results of the semi-structured interviews conducted in order to answer the research questions, six themes were found related to learners needs in terms of language learning which are input type, classroom activities, teacher's role, student's role, classroom atmosphere, and extra-curricular activities. In section 5.1, these findings are being discussed.

##### **5.1.1. Input Type**

Concerning with the first theme, which is the type of input that young learners need, the common perceptions of all the participants was using authentic and adapted input together. They claimed that the learners' need can change according to the topic of the lesson, and the teacher supposed to use both types of input by considering the learners' and topics' needs. Likewise, Liu (2016) states that although authentic materials are beneficial for the language learners, sometimes adapting them can help both teachers and learners since authenticity of the material can cause some problems, especially for preschool level students.



The use of  $i+1$ , which was a hypothesis suggested by Krashen (1987), was another issue that was asked to the participants of the current study. All the participants highlighted that giving information which is slightly higher than learners' levels can help them grow while learning the language. This finding is in accordance with the findings of the study by Wu (2010) reporting that if materials are too easy for the students, they cannot learn anything, on the other hand if these materials are way too difficult, the learners learn nothing either. However, Zafar (2010, p.143) states, "In the absence of extra-linguistic information, L2 learners would have to depend on guesswork to understand certain grammatical rules beyond their present level ( $i+1$ ), but that does not mean that such guesswork would gradually be transformed into acquisition.", and findings of this study contradicted with his findings.

### **5.1.2. Activity Types**

Under the scope of first research question, the second theme arose from the answers of the participants were the activity types that can be used in the classes of young learners. The most suggestions were given about the use of games in the preschool level. All the teachers stated that using games in the classes of young learners is inevitable, thus lessons without games cannot contribute to the learners. This finding is in line with what Yolageldili and Arıkan (2011) suggested in their study that learning a language is a complicated task that requires constant battle especially for preschoolers; thus, a teacher should not consider games as a waste of time but integrate them into their lessons. In addition to this, Bakhsik (2016, p.123) highlighted, "Through games, young learners could interact, discover, and experiment with their surroundings. Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language.". Bakhsik's results are also corresponding with the findings of the current study.

According to the teachers, the second most important activity type that can be used in young learners' classes is activities that contains movement, especially TPR activities. Participants highlighted that movement cannot be considered as a negative behavior; on the contrary it should be seen as a crucial factor to teach anything to very young learners. In accordance

with the results of the study, Uysal and Yavuz (2015) highlighted that using TPR activities keeps learners active in the process of learning and since the preschoolers have very short attention span, keeping them busy and having them move is important for engaging them in learning process. Moreover, Al Harrasi (2014) conducted a study about using TPR activities in Oman, and according to the findings of this study, it was claimed that TPR is a method that combines amusement and fun, and thanks to this feature an environment which is stress-free is created to help learners feel more comfortable while learning a new language.

Using songs and chants in the young learners' classes was another suggestion done by the teachers, and according to them using song and chants can help learners feel comfortable. Moreover, some claimed that using songs is imminent since both songs and language has rhythm. Participants stated that the use of songs and chants can be done to teach new vocabulary, to revise a topic, or to have learners feel relaxed. This finding is consistent with Şevik (2011) findings suggesting that EFL teachers believe that songs are presenting a plethora of opportunities for preschoolers to show their abilities in many areas of language. Likewise, in the article written by Shin (2017), it was highlighted that using songs in YL classes has crucial effects in three different areas of a child's life which are psychomotor effects, emotional and social effects, and cognitive effects.

Arts and craft activities re the next type of activities that are strongly suggested by nearly all the participants in the current study. According to their answers, learners feel more motivated when they produce or build something on their own in their classes. This suggestion was in accordance with the study conducted by Lestari (n.d.) in which it was stated that using arts and craft activities in English language classes creates fun atmosphere for the learners.

Nearly all of the participants of the current study claimed that using storytelling activities in their classes does not motivate their learners. Even if they know that story-telling activities are beneficial, since the teacher talking time is more that students', they stated that in their classes use of storytelling is limited. However, this finding contradicts with the results of Mart (2012) study as it mentioned that storytelling activities motivate young learners, and storytelling builds happier and more enjoyable teaching and learning environment.

### **5.1.3. Role of Teacher**

The third theme related to language learning needs found by the analysis of interviews was the role of teacher in early childhood education. First role suggested by the participants for an English teacher was being the authority figure in the classroom. Participants clearly stated that authority figure does not mean a person who is angry all the time or yells all the time, on the contrary it is the person who helps learners to obey the rules of a classroom setting with a positive attitude. In other words, the teacher must be the manager of the classroom. This finding is in line with the suggestions given by Sebastian and Allensworth (2016) which highlights that teacher who is the manager of the classroom environment provides opportunities for the learners to learn in a better way.

Participants of the current study claimed that an English teacher should be the helper in the classroom. S/he needs to guide learners while doing an activity and help the ones who are in need of a more qualified person's help. This finding can be supported by with the study of Archana and Rani (2017), which claimed that a teacher should be the facilitator who directs and supports students while learning.

Another role designated for English teachers by the participants is that they need to be the one who arouses interest in the classroom in terms of English language learning. The participants stated that one of the most important job of a teacher in the classroom is being the person motivates the learners while learning the language. In line with this study, Wan et. al. (2011) indicates that an educator needs to be the one who entertains the learners and motivates them in the classroom.

Another important role for a teacher in young learners' classes suggested by the participants was being flexible. In accordance with the answers of the participants, it can be said that an educator needs to be flexible while teaching English to young learners since they need different stimuli while learning anything. They stated that a flexible teacher can help young learners feel more comfortable. This suggestion is in line with the findings of Cooper and McIntyre's (1996) study which states that students and teachers agreed that in flexible

environments learners felt more comfortable and this situation created an effective learning context.

#### **5.1.4. Role of Learner**

Another topic which was covered while talking about preschoolers' needs in terms of English language learning, the participants highlighted the importance of students' roles. According to the participants, for being better while learning the language, the students need to be active participants in the classroom. Teachers claimed that students who participate lessons actively can be better at learning the language. This finding is in accordance with Petress's (2006) study which stated that educators are convinced that learners learn best when they have an active part in language learning process.

Another role designated for language learners was being the deciders in the classroom. Participants of the current study suggested that students need to be stars in the classroom, and they need to take an active role in decision making process. Teachers stated that learners who have active roles in decision making process in the classroom, they become more motivated. In line with this finding of the current study, Doyle (2008) claimed that students are being encouraged for taking the control of their own education and they started to decide what and how to learn, and these roles improve the quality of learning process.

Another important role of students was being the producers in the classroom, as the participants claimed. The role of the learner as a produce was highlighted by the teachers as when they produce, the teacher can understand what is missing in their learning, or the learners can realize what they need to improve or what they can produce. This situation can help learners to take active roles in their learning process. Likewise, Swain (1997) highlighted that when learners review their language use, the output acts as a metalinguistic function which facilitates them to internalize and control their language knowledge.

### **5.1.5. Classroom Atmosphere**

The fifth theme related to language learning needs found by the analysis of participants' answers was the classroom atmosphere in early childhood education. All the teachers claimed that having a friendly atmosphere in a kindergarten class is a must. When learners know that they are loved and there is a friendly environment in their classroom setting, they will be more likely to feel the love for school. Participants suggested that as teachers our first job is help the learners create positive attitudes towards school and in this case language. This finding is in line with the suggestions made by Pelatti et. al (2016) which claims that classroom setting which are nurturing and supportive promotes a positive atmosphere by bringing encouragement and enthusiasm into the classroom and help learners in a positive way.

Teachers participated in the current research study also claimed that in kindergarten level, classrooms must be mistake-free environments in which learners feel free and are not afraid of making mistakes. According to most of the participants mistakes are the crucial part of learning process and learners who hold themselves not to make mistakes feel anxious in the classroom setting. This suggestion was in accordance with the study conducted by Depperu (n.d.) in which it was stated that mistakes are good chances to understand the insight of the learners learning process and assist them in being more aware of their learning process.

Another category that emerged from the responses of the participants is rules. They asserted that even young learners need to understand that they are in a school or a classroom, and that each classroom has its own set of norms. The importance of rules in maintaining a respectful environment cannot be overstated. Similarly, Alter and Haydon (2017) stated that since they are very straightforward to apply and focus on eliminating troublesome behaviors before they occur, classroom rules have been identified as an important aspect of good classroom management.

In addition, the participants urged that the classroom environment needs to be respectful. Preschool environment, according to the teachers, should be places where students learn to

respect their teachers and peers. They stated that preschool is the place where learners start learning about life and teaching them to be respectful is a must. Likewise, Miller and Pedro (2006) highlighted that respecting and appreciating individuals with whom you go to school, learn, and play provides a far deeper living and learning experience, expands horizons, and breaks down traditional barriers in today's world.

#### **5.1.6. Extra-Curricular Activities**

Under the scope of first research question, the last theme arose from the answers of the participants were the extra-curricular activities that can be used with young learners. Teachers claimed that since the context of the country, English language cannot be heard outside the classroom, and thus learners exposed to the target language only in classrooms. This situation makes them feel that the language is just a subject in school, not something that can be used outside the classroom. However, all the teachers claimed that having extra-curricular activities that enables learners to hear the target language outside classrooms and schools contributes them in a positive way. Many studies have focused on the impact of extracurricular activities on students' academic performance and other important life skills (Tchibozo, 2007; Campbell, 1973), and these activities have become an inseparable part of the context of second language teaching and learning in secondary school environments around the world. Also, the findings of the study conducted by Al-Omri and Ahmed (2019) highlighted that students can expand their vocabulary by participating in extracurricular activities, and they can improve their speaking abilities by participating in extracurricular activities.

#### **5.2. Learner Pedagogy Needs**

The second research question was trying to understand the perceptions of the participants related to the needs of young learners in terms of child pedagogy. Under the title of the second research question, the participants were asked their perceptions related to the ways how psychological resilience can be boosted in school. In line with this research question,

they were asked about the ways to increase learners' autonomy, achievement motivation, problem solving, sense of purpose, and social competence. Under this title, each category will be discussed.

### **5.2.1. Autonomy**

Under the scope of the second research question, firstly the participants were asked how autonomy can be increased in classrooms. Participants clearly stated that autonomy is crucial and to boost autonomy in the class, students must be given options in the classroom. Instead of telling them what they will do, they can be asked to choose between two types of activities. To demonstrate, one of the participants claimed that instead of telling them they need to draw a car, the teacher can ask them what they want to draw. This finding is in line with the suggestions given by Little (2004). He claimed that learners must be actively involved in their own learning as they begin their journey to native-like language competency, and they must be given complete control over their learning and the ability to shape and direct it.

Another suggestion made by the participants was that to increase the level of autonomy in the classroom, learners must be given responsibilities. Teachers claimed that responsibilities are the core of the classrooms and students must be given some responsibilities to boost autonomy in the classroom. Likewise, Elizondo and Garita (2013) claimed that in an autonomous classroom learners are responsible for their practices, learning process, and learning strategies, and all these responsibilities that is assigned by teachers and accepted by students have created more autonomous classes.

Moreover, the participants claimed that learners' autonomy can be increased by the student-centered practices in the classes. They suggested that instead of classical teacher-centered classes, students become more autonomous when they are in the center of the learning and teaching process. This finding is in accordance with the suggestion of the study by Little (2004) reporting that student centeredness is highlighted by English learner autonomy, in which students systematize their own learning.

### **5.2.2. Achievement Motivation**

Achievement motivation is the second category emerged from the answers of the participants to the interviews. According to teachers, to increase students' achievement motivation helps them in their academic and social lives. Participants claimed that giving options to the learners can help them increase their achievement motivation. This finding is in line with what Schunk and Pajares (2002) suggested in their study that there are several aspects that influence the development of success motivation, and children who have mastery experiences in which they have some power over their surroundings acquire the earliest feeling of personal agency.

Moreover, the teachers suggested that using appropriate activities for learners' cognitive levels can help boosting achievement motivation. Instead of using activities significantly over their levels, with appropriate activities learners can feel they can do, and this feeling makes them feel motivated since they can achieve their goals. In their study, Morrison and Allen (2007) stated a similar suggestion that students need to be provided activities with optimal challenge, since those activities can increase achievement motivations of learners.

Another suggestion made by the participants was that teachers must mention the purpose of an activity if they want to have motivated students in terms of achievement. According to them giving the purpose to the learners can activate their brains to achieve the purpose. This finding is in line with Singht's (2011) suggestion which claims that learners develop personalities in the sense that they create goals for themselves, which are shaped by their self-concept and worldview.

Extrinsic motivation was the last suggestion made by the participants to improve achievement motivation. More than half of the teachers said that lowering extrinsic motivation can help students become more motivated to attain their goals. However, a small percentage of interviewees said that extrinsic motivations can be employed in classrooms without positive reinforcement to drive students to complete a task. Both groups agreed that at the completion of a motivation booster practice, there should be no awards. Likewise,



Singht (2011) stated that students who expected awarded for doing an activity spent less time doing the same activity in subsequent observations than children allocated to an unexpected reward condition and children who received no extrinsic reward.

### **5.2.3. Problem Solving**

The second research question was aimed to investigate the needs of learners in terms of pedagogy, and the third category arose from the answers of the participants was that learners with better problem-solving skills have a tendency of becoming more successful than others. To increase learners problem-solving skills, the teachers made some suggestions. According to them, teacher modeling is the first thing they can do to help students develop problem-solving skills. In the event of an issue, participants claimed that teachers should serve as role models. It is critical to teach modeling for students to develop problem-solving skills. Similarly, a suggestion given by Foshay and Kirkley (1998) stated that educators should teach problem-solving abilities in context, using actual problems in explanations, practice, and evaluations, as well as scenario-based simulations, games, and projects.

Another suggestion made by the participants to help learners improve their problem-solving skills is to provide opportunities for them to tackle the challenges. They claimed that learners must be given opportunities to solve their problems with their peers, so that they can become competent about problem-solving. This finding is in accordance with Singh's (2016) recommendation in which he claims that teachers should provide opportunities for students to reconstruct, extend, and organize their knowledge about problem-solving, and these opportunities will arise because of ensuring that students are actively engaged in the learning process, utilizing their own knowledge resources, and benefiting from interactions with their peers.

### **5.2.4. Sense of Purpose**

Another category that arose after the analysis of the second research question was the importance of sense of purpose. The first suggestion according to the participants was that

in the class, teachers need to benefit from students' interests while designing their lessons. Teachers stated that when an educator incorporates students' hobbies into lessons, it increases their sense of purpose and motivates them to participate. Likewise, Morrison and Allen (2007) stated, a curriculum which is interesting for the learners can help increasing the sense of purpose of the learners.

Moreover, participants claimed that integrating kids in planning can be done while talking about a feeling of purpose. Giving students the authority to plan the lesson might give them a feeling of purpose and encourage them to participate more actively in the class. Similarly, in the study conducted by Cole and Glass (1977), it was suggested that if participants are effective in combining goals and experiences that they find helpful into their learning activities, they are more likely to be motivated to achieve their objectives.

Using culturally appropriate activities in the classroom is another strategy that may be used in the classroom to boost students' sense of purpose. Participants reported that implementing culturally appropriate activities makes learners feel more secure and allows them to better understand the activity's goal. This finding can be supported by Morrison and Allen's (2007) suggestion which claimed that using culturally appropriate activities helps learners improve their sense of purpose in classroom and their personal lives.

#### **5.2.5. Social Competence**

Another category that emerged from the participants' responses during the analysis of the interviews was that in order to address the demands of young learners in terms of child pedagogy, it is critical to teach social competency to the learners. The first step in achieving this goal is to employ collaborative learning methodologies. They stated that using collaborative learning strategies can have learners become more socially competent. This finding is in accordance with McCay and Keyes' (2002) suggestion which claims that teachers need to provide some contexts for the learners to practice their social competence skills, and to provide activities that help children discover some shared interests to become friends.

Another way to help our students become socially competent is to have them assist one another in the classroom. Participants reported that learners who assist one another had higher social skills than those who do not. It can be useful to have students assist their classmates in order to foster a collaborative environment in the classroom. According to the results of the study conducted by Premo, Cavagnetto, and Davis (2018), it was suggested that structuring learning tasks in a cooperative manner resulted in improved student achievement.

Also, participants noted that matching learners in various ways can help them improve their social skills. That is, if a teacher assigns the same kids to different activities each time, this can stifle the development of social competence. Using alternative strategies to match the learners, on the other hand, can help them enhance their social skills. The suggestion of the participants is in accordance with Morrison and Allen (2007) claims. According to them students should be matched differently since they can learn social competence not just from the teacher, but their peers as well.

### **5.3. Classroom Material Needs**

The third research question was asked to the participants to figure out their perceptions in terms of classroom material needs of the target age group. In this sense, four different categories emerged by the analysis of the teachers' answers, which are visual materials, recorded materials, printed materials, and technological materials. Under this title, these four different subcategories will be discussed.

#### **5.3.1. Visual Materials**

Visual materials were the first category arose from the participants answers. All of the participants stated that without visual materials, it would be nearly impossible for them to have a productive lesson. According to them, visual materials are crucial since they stimulate learners more than any other type of materials. this finding is in accordance with the results that are mentioned by Konomi (2014). Konomi stated that visual resources help students

remember what they've learned in the future, increase their trustworthiness, and make teaching more obvious. They also encourage young learners to learn new words when they're included. The participants also suggested that using visual materials help learners to feel motivated to learn. Teachers stated that students' motivation is significantly increased by visual materials because visual materials have multiple layers of meaning. Likewise, Weninger and Kiss (2017) stated that visual texts are part of our everyday communication, and they have the ability to hold numerous levels of meaning. This complexity is what makes them a perfect resource for increasing learners' international communicative skills and cultural awareness, as well as language learning.

Except from the importance of visual materials, the participants were asked about the materials that they can use in the classroom. The first type of visual material that mentioned by nearly all the participants was realia. They strongly suggested that using realia in the classroom help learners become more motivated in the lesson, and also instead of a 2D picture, having the material in the classroom help learners internalize the information easily. Similarly, Benavent and Peñamaría claimed that realia can help students become more motivated by exposing them to real language and culture, as well as the various types of professional communities to which they aspire. And also, in the research article written by Cru (1929), it was claimed that a direct contact is formed between the item, action, event, or general situation and the word or collection of words that is the label of these objects, ideas, or concepts, for many senses are invoked.

The participants claimed that even if use of visual materials help learners learn better and become more motivated, there are some visual materials that should be used limited in the classroom setting. To demonstrate, use of flashcards in the classroom should be limited according to the teachers. They claimed that using flashcards for the sake of teaching vocabulary should be limited since only showing a picture and saying its name cannot help them to internalize the learning. This outcome is contrary to that of Nugroho, Nurkamto, and Sulistyowati (2012) who stated that flashcards are fairly easy visual aids for teaching vocabulary, and they can help the teacher keep the students more engaged in the learning

process by increasing their attention span and concentration when studying new words in English. Moreover, flashcards, according to Tan and Nicholson (1997), are helpful aids for strengthening understanding and improving reading speed.

### **5.3.2. Recorded Materials**

The second category arose from the answers of the participants was their perceptions related to recorded materials that can be used in the classroom. Teachers claimed that recorded materials can also be used with target age group; however, single audios without any visuals cannot be as helpful as visual materials. Some participants believe that using recorded materials is only necessary when there are pupils who learn better with audios. All of the participants strongly suggested that instead of using audio materials in the classroom, audio-visual materials must be used to engage learners to the material and the lesson itself. Similarly, Ullao Salazar and Diaz Larenas (2018) suggested that audio-visual is one of the methods for teaching English to young learners. They also stated that the teacher has employed audio visual aids in the classroom to stimulate and enhance the teaching learning process.

After the importance of materials, participants were asked about the materials that they used in their classrooms. The most mentioned recorded or audio material by the teachers was songs and rhymes. Even if they do not have any visuals, most used audio material was songs in the participants' classrooms. These results reflect those of Taghizadeh, Vaezi, and Ravan (2017) who also found that music lyrics and songs, according to Boothe and West (2015), can build and boost language comprehension, listening, speaking, and writing skills, as well as develop learning through auditory skills and rhythmic patterns that engage brain functions and foster creativity. Also, Shin (2017, p. 39) states the importance of songs and chants in young learners' classroom with these words below:

Children love to move as they chant or sing poems and songs. It is easy to make up actions to accompany many pieces of verse. The actions can be as simple as moving a hand or fingers. For example, the following poem can be transformed into a fun action rhyme by adding simple movements (as indicated).

Another suggestion given by the participants was using TPR activities with audio-recorded materials. They stated that even if there were no visuals in the audio that can be used in the classroom setting, combining it with TPR activities can help learners learn better. It is encouraging to compare this figure with that mentioned by Magnussen and Sukying (2021) who claimed that in EFL situations, songs and TPR activities offer a number of positive impacts, including increased motivation and enjoyment, enhanced listening skills, and improved pronunciation.

### **5.3.3. Printed Materials**

Printed materials are the third category emerged from the answers of the participants to the interviews. Even though there was no consensus on which printed materials should be utilized in preschool courses, the majority of teachers believed that printed materials are useful for the target age range. The teachers claimed that if they are utilized under the supervision of teachers, printed materials are required for this age range. The first type of printed material that was mentioned by the teachers was worksheet. According to them, using worksheets that were prepared for the specific needs of the target classroom is beneficial for their learning process. This finding is consistent with that of Soltanpour, Ganji, and Mohammadian (2021) who claimed that teachers can use worksheets to provide useful remarks regarding the lesson's goals, encouraging students to participate in active learning, which is accomplished by learning-by-doing both in and out of class.

Concerning printed materials that can be used in these sessions, some teachers believe that books are the most significant ones to use in preschool lessons since they save time in the classroom, while others believe that books should not be utilized with the target age range. Even though the teacher must use some books with them, the book must be the means of teaching, not the end objective, according to both parties. In the literature, according to Nordlund (2016), it was claimed that the teachers who use textbook in young learner classrooms think that books accompanied with teacher's guide and workbook is a timesaver, and this claim is in accordance with the finding of this research. Also, as Cameron (2001)

claimed, dialogues and texts in textbooks are artificial and the use of textbooks with target age group can have some negative effects on language learning process. With these two different views, the findings of this research are in accordance with the previous findings of different research articles.

#### **5.3.4. Online Materials**

Participants were asked to discuss their perceptions related to classroom materials that can or cannot be utilized in preschool classes as part of the third research question. When it came to the importance of online resources, all of the participants agreed that using technology materials with the target age group is a necessary, because these kids are considered digital natives. Some participants stated that since online materials have too many visual and auditory stimuli, they help learners feel motivated, enjoy the lesson, and have fun. Teachers also suggested that since the internet has plethora of materials which are easy to access, using the internet and online materials considered crucial in young learners' classrooms. Similarly, Arikan (2014) stated that the Internet's large amount of easily accessible resources is the most essential factor that makes it a popular tool in English as a foreign language classroom. Moreover, Gonzalez-Acevedo (2016) also claimed that technology also engages learners, particularly very young learners, who enjoy interacting with computers, and it proves to be a resource that can be configured as an autonomous resource, allowing for a variety of grouping configurations in a classroom.

Some of the participants claimed that having computers or smart boards in the classrooms to have the learners engage learners into the lessons. According to them, young learner uses technology more than teachers, so teachers should integrate technology or online materials into their lessons. This finding of the current study is in accordance with Kratcoski, Bates, and Hopkins' (2009, p. 48) results in their study. In their research article, they stated that:

In working with the SMART Board, we observed multiple benefits for both teaching and learning. SMART Boards can be used in so many different ways making it a tool that can easily be integrated into any subject area. It's also a technology that addresses all the learning styles in our classrooms. For example, many of our students tend to be very visual learners and the

SMART Board is a perfect match for their learning style. When using the board, students maneuver through exercises using their fingers, not a mouse, which is very developmentally appropriate for primary age students and also appeals to our students who are tactile learners.

One of the participants stated that she uses websites and online games in her lessons, and she thinks that using websites and online games is quite important since the learners are used to have technology in their lives. It was stated that the place of technology in young learners' lives cannot be undervalued, and thus they must be in the lessons as well. This also accords with our earlier observations conducted by Shahriarpour (2014), who stated adopting digital games allows students to become active participants in the technology society of the twenty-first century.

#### **5.4. Assessment Needs**

The last research question was asked to the participants to figure out their opinions in terms of assessment needs of the target age group. In this sense, three different categories emerged by the analysis of the teachers' answers, which are the importance of assessment, assessment types, and assessment tools. Under this title, these four different subcategories will be explained.

##### **5.4.1. Importance of Assessment**

Many of the participants agreed that the target age group should be assessed. Even if their motivations changed, they all agreed that some sort of examination should be carried out. Several participants stated that there should be a kind of evaluation with this age group. According to them assessment can help learners grow and learn better, also it helps teachers to move confidently. This result is consistent with those of Shaaban (2001) which suggested that assessment is required to assist teachers and administrators in making decisions about students' linguistic abilities, level placement, and achievement. Moreover, Papp (2018) also stated that the ultimate goal of collecting assessment data is to provide answers to critical and well-articulated concerns about young learners' English language development so that informed educational decisions can be made.



#### 5.4.2. Assessment Types

Two distinct justifications for assessment type arose as a result of assessment types. The first was a diagnostic assessment. Students should not be assessed in a summative manner, according to the participants. However, if there are any problematic areas in terms of language materials and curriculum, a diagnostic assessment can be established. Also, formative assessment, which refers to a broad variety of approaches used by teachers to evaluate students' understanding, learning requirements, and educational performance during a lesson, module, or course. All of the participants agreed that diagnostic and formative assessment can be utilized with the target age group, but that summative assessment should not be employed. It is encouraging to compare this figure with that found by Bowman, Donovan & Burns, (2001) who claimed that while it is important not to dismiss concerns that standardized assessment tools may fail to recognize that preschoolers can demonstrate learning, skills, and abilities in a variety of ways, and may be insensitive to their cultural and linguistic diversity, it is also important not to dismiss concerns that formative assessment tools may not recognize that target age group can demonstrate learning, skills, and abilities in a variety of ways.

In terms of formative assessment, participants stated that in the target school, assessment is used for identifying the needs of learners in the process of learning. They suggested that assessing preschooler helps teachers to figure out the gaps in their learnings. This collaborates the idea of Doğandere (2007) who stated that formative assessment provides the instructor with quick feedback on his or her teaching, just as learners receive feedback on their learning at the end of the teaching and learning process.

Lastly, participants of the current study stated that diagnostic assessment should be used with the target age group. Teachers suggested that with diagnostic assessment, they should assess their teaching materials, their own teachings, and the program. This finding is in line with what Jang's (2007) stated in her research article. She claimed that the goals of diagnostic language assessment are to make diagnostic inferences about learners' strengths and

weaknesses in skill areas of interest, and to use those conclusions to help them learn more effectively.

### **5.4.3. Assessment Tools**

The assessment tools that can be employed with the target age group were the subject of the next section of the interview. Most participants agreed that observation forms should be used initially when doing any kind of evaluation with preschoolers. Participants claimed that observations of the teacher are the most appropriate assessment tool for the target age group. They stated that observation forms can help teachers to assess their learners in a better way. Similarly, Dunphy (2010) stated that children's learning, the significance of their activities, mark-making, and speech has all been known for a long time to be discovered through observation.

Another tool that can be used in kindergarten is portfolios. According to the participants if it can be done properly, portfolios are suitable for this age group. Since participants claimed that portfolios help teachers to see the improvement of their learners, they can be used to evaluate young learners. This finding is in accordance with what Shaaban (2001) stated. According to him, a portfolio, which is a systematic collection of a student's work that can be shown to parents, peers, other teachers, and outside observers, necessitates close collaboration between the teacher and the student in identifying the samples of that student's work that should be included.

Moreover, the participants also suggested that using projects to evaluate the learners can be a favorable assessment tool. Instead of giving the projects as homework, teachers stated that projects done in the classroom with the guidance of the teacher can be used as an assessment tool for the preschoolers. Likewise, in the research article written by Arslan and Üçok-Atasoy (2021), some of their participants claimed that they use projects or assignments provided to pupils that require more time and resources than are available during a typical class period.

## **CHAPTER VI**

### **CONCLUSION**

This chapter is divided into three sections. First and foremost, the important points are addressed in light of the findings. Second, the present study's implications are examined in greater depth. The final section contains recommendations that may be considered for use in future research.

#### **6.1. Summary**

The aim of the current study was to figure out the teachers' perceptions in terms of the needs of very young learners while teaching English language to them. To accomplish this goal, the present study tried to find out the opinions of English and kindergarten teachers in terms of classroom materials, language needs, psychological needs, and assessment needs of the target age group.

Four research questions were asked in accordance with the objectives of the current study. The first research question aimed to find out the English language learning needs of target age group. The second research question were asked to the participants to figure out their perceptions in terms of psychological needs of kindergarten students. Third question was utilized in order to unveil the participants' point of views related to classroom materials needs of young learners while learning English language. The goal of the last research question was to investigate teachers' perceptions in terms of the assessment needs of the target age group.

In order that the research questions could be answered, a semi-structured interview was prepared and conducted by the researcher. Since the current study was a case study, the teachers who were working with the target age group were asked to participate in the study. There were 11 teachers, working and responsible with the kindergarten students, and 10 of them agreed to be a participant in the current study. The interviews conducted via an online meeting application because of the regulations resulted from the Covid-19 pandemic outbreak. At the beginning of the interviews, the participants were asked for their consent both orally and written. The interview questions were revised by two experts in English language teaching field before being conducted. The data obtained from the interviews were analyzed by utilizing content analysis on NVIVO 10.

Firstly, a combination of modified and authentic materials' use in the target age group's classes was found to be more effective than using only one type of input. Also, using input which is slightly higher than learners' levels was stated to be crucial to help learners achieve their goals. Moreover, the participants agreed that using games to teach English to young learners is a crucial activity type that must be utilized in English lessons. In addition to games, songs and chants were the other activity types that were highly recommended by the participants. Teachers also stated that the role of teachers must be determined. In young learners' classes teachers must be the helpers, role models, and observers in the classroom to help the learners achieve their goals. While talking about the teachers' roles, students' roles were the next part that was discussed by the participants. Nearly all of the participants claimed that students must be active participants in the classroom and also, they must know the authority figure in the classroom, which is the teacher. Classroom atmosphere was another issue that was mentioned by the participants under the title of the learners' needs in terms of language learning. A friendly, loving, and mistake free environment was found to be crucial for the sake of the target age group. The last important need mentioned by the teachers was the importance of extra-curricular activities. Participants claimed that using the language outside the classroom help learners to better understand that the language is not just a school subject, but a part of their lives.

Secondly, followed by the pedagogical needs of the young learners, participants claimed that autonomy, achievement motivation, problem solving, sense of purpose, and social competence were important aspects that should not be overlooked by the curriculum. It was suggested by the participants that to have autonomous learners, students need to take active roles in decision making processes in the classroom. To help the learner have achievement motivation, according to the participants, giving learners options can be used as a classroom activity. Problem solving was another pedagogical need that the learners must have to become better students and people. Teachers' modelling the problems is an activity that can be used to teach learners problem solving skills, according to the participants. Sense of purpose was mentioned by the participants as a crucial aspect of child pedagogy. The teachers stated that when an educator uses learners' interests in their lessons, it boosts their sense of purpose. Likewise, social competence was found to be crucial in the target age groups' classes. To boost social competence, participants highly recommended to use collaborative learning strategies.

Thirdly, the data obtained from the interviews indicated that classroom materials are important factor while teaching language to target age group. According to the participants, any kinds of visual materials can and must be used in the classrooms, since they are very beneficial for grabbing the attention of the young learners. However, teachers stated that using recorded materials, materials only have audios must be used in the lessons with some visuals or TPR activities. Using only audios cannot be used in the young learners' classes, since their attention span is very limited. Moreover, participants stated that even if using printed materials cannot be overlooked, it was not recommended to use textbooks or worksheets as the main source of the lesson. They claimed that these materials can be used as the aids of the teachers, not the main objectives of the lessons. In the matter of online materials, it was claimed that online materials must be used as much as possible since the target age group is considered as digital natives.

Finally, the teachers participated in the currents study stated that there must be a kind of assessment for the sake of learners. It was recommended that these assessments can be used

to evaluate the curriculum and lesson materials, as well as realizing the needs of the learners. Portfolios, portfolio presentations, checklists, and projects were the most recommended assessment tools by the participants. Furthermore, it was suggested by the participants that teachers must share the results of the assessments with each other to have a better learning environment for the learners. Also, to inform the parents of the progress of their children, results should be shared with the parents, as well.

## **6.2. Implications**

The first implication of this study can be that teachers and all the shareholders in an educational setting should consider the uniqueness of the target age group, and the curriculum should be designed according to these unique features of young learners. In addition, since the language education has gained great importance since the beginning of 21<sup>st</sup> century, the education faculties need to pay more attention to young learners' courses.

Next, in line with the findings of the first research question, it can be suggested that using input which is slightly over the learners' current levels should be utilized with the target age group to help them in the language learning process. Also, singing songs, TPR activities, games, and role-play activities must be integrated in the lessons of young learners. Moreover, in young learners' classrooms the teacher should be the observer and the helper in the process of language learning. Likewise, the learners should be active participants in the lessons. Classroom atmosphere is better to be a friendly and mistake free environments since the main objective of a teacher is to help learners have positive attitudes towards the English language. Lastly, extra-curricular activities, the activities which help learners to be exposed the target language outside the classroom, should be integrated to the curriculum to help them internalize the idea that English is not just a school subject, but a part of everyday life.

Another implication could be about the pedagogical needs of the learners. Autonomy, sense of purpose, achievement motivation, social competence, and problem-solving skills must be included to a curriculum and to the lessons of the learners to help them become better

learners and better people in the future. To help the learners become more autonomous, it is recommended to give learners more opportunities related to decision making in the classroom. It is also advocated that giving options to learners can help boost their achievement motivation. Moreover, giving similar situations related to the problems can help learners improve their problem-solving skills. Likewise, using materials in line with students' interests can help them have sense of purpose in their lives. Finally, to improve learners' social competence, it is highly recommended to have the learners help each other in the classroom setting.

The materials that can be used in young learners' classroom can differ in accordance with the unique characteristics of the target age group. In line with their differences, it is suggested to use visual materials, such as flashcards, realia, pictures, picture books, and gestures. These materials help teachers to grab the learners' attention. In the matter of audio materials, it is highly recommended using them with visuals since the attention span of these learners decreases while listening without any additional stimuli. In the context of printed materials, using worksheets prepared for the specific purposes is highly recommended, however using textbooks and workbooks should be limited. Books are expected to be the tools that help teachers, they must not be the main objectives of the lessons. In the matter of online materials, since the target age group is considered as digital natives, it is highly recommended by the researcher to use any kind of online or technological materials which are suitable for the learners in their lessons.

The next implication might be that assessment should be provided by the curriculum, and essential for the target age group as well as any other level of learners. Young learners should be evaluated both to see their deficiencies related to the topics, and for teachers to evaluate themselves and the program. Also, the results of the assessments should be shared with the other teacher, like homeroom teachers, to have better understandings related to the learners. Lastly, the results of the assessment can be shared with the parents as they are also responsible for the learning process of the learners.

The last implication in line with the findings of the current study might be about the implication of the suggested curriculum prepared with the help of the results of this study. Since the current study examined the opinions of both English and homeroom teachers related to the needs of young learners while learning a new language, it is highly recommended that the curriculum, syllabus, and lesson plans should be studied carefully by both teachers and all the shareholders in an educational institution.

### **6.3. Recommendation for Further Research**

Any completed research could be used as a prerequisite for further research. Similarly, the findings of this study may inspire new research studies. This study may also generate dozens of new research ideas, which can be classified as analyzing the study's less powerful assets, as well as some of its limitations.

To start with, the current case study was conducted at a private school in Turkey to investigate the perceptions of teachers about the needs of young learners in terms of English language education. New studies can be carried out with teachers working at multiple contexts such as two or more private schools. Comparing the perceptions of the teachers working in different can be recommended for future studies.

For further studies, another suggestion is that the mismatches between the teachers' opinions and practices regarding English language teaching to young learners can be investigated. With this intention, participants can be given some scenarios, and they can be asked what they would do in the given context. Later, they can be observed in their classes with the aim of seeing their practices in the same or similar situations.

The present study is a pure qualitative study since the data is obtained from semi-structured interviews. In further studies, in addition to the qualitative data, a questionnaire can be used to collect quantitative data with the same purpose. Also, to triangulate the data in this study, three different groups of shareholders were asked to participate to the study, who are English



teachers, homeroom teachers, and head of the departments. To have more insights, parents might be added to future studies as the fourth shareholder group.

Nonetheless, the last recommendation for further studies can be using focus group interviews as a data collection tool. The qualitative data in the present study were collected by semi-structured interviews. Further research studies could be conducted by incorporating focus group interviews into collection of data. As a result, much more in-depth understanding may be obtained regarding the needs of young learners in terms of English language learnings, learner pedagogy, classroom materials, and assessment.



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## APPENDICES



## **APPENDIX 1. Suggested Curriculum**

### **INTRODUCTION TO CURRICULUM FOR PRESCHOOL**

#### **Characteristics of This Curriculum**

This early education curriculum was created in accordance with the general objectives of Turkish National Education. It has specifically designed for the learners who are 60-72 months old. For this level of learners, the curriculum includes themes, values, communicative objectives, proposed target vocabulary, suggested structures, methods and techniques, materials, and assessment tools and procedures.

The following are the features of this curriculum:

1. The primary goal of this curriculum is to raise the quality of early childhood education standards.
2. This new education program aims to develop learners psychological resilience. In line with this aim, learner autonomy, problem-solving skills, achievement motivation, social competence, and sense of purpose are given great importance as well as language teaching.
3. This curriculum provides a learning environment in which learners feel safe and happy while learning the language.
4. This curriculum encourages learners to become active participants in their learning process.
5. This curriculum helps learners to have positive attitudes towards English language.
6. This curriculum is students-centered, which have learners to become decision makers in their learning process, has less teacher talking time, and encourages learners become independent learners.

7. This curriculum provides children with both indoor and outdoor activities that have been designed and delivered with the interests, physical, and emotional development of young learners in mind.
8. This curriculum engages learners' interests in the lessons and helps them feel motivated while learning the language.
9. This curriculum consists of language materials that can help teachers grab the learners' attention while teaching English.
10. The curriculum offers activities that can help learners to use their senses in order to enlarge their learning..

### **Preschool Children**

At this age, children are eager to learn and active thinkers. They employ their imaginations and grow into capable and self-sufficient learners. To enhance their learning, they use their senses to explore their environments.

Preschool children have a lot of energy and are quite active. They should engage in physical activities for their general health and well-being. As a result, our program incorporates a variety of physical exercises into their acquisition of the target language.

### **Role of Teachers**

Preschool teachers have a plethora of roles with this level learners. It is crucial for teachers to internalize their roles for the sake of the learners. As it was mentioned above, the preschool learners are unique, so the teacher must acquire the roles listed below:

1. The teacher should be the role-models of the learners.
2. The teacher should be the authority in the classroom; however, authority does not mean someone whom learners are afraid.
3. The teacher should help the learners in the classroom, or outside the classroom.

4. The teacher should be a good observer, and should observe learners' behaviors, activities, and everything they do inside or outside the classroom.
5. The teacher should be the motivators in the classroom and should help learners feel motivated even when learners do not believe themselves.
6. The teacher should be the leader in the classroom.
7. The teacher should be flexible in young learners' classrooms. It is crucial for a teacher not to have a strict schedule with preschool learners since their needs can change rapidly.
8. The teacher should speak less than the learners and should give them the opportunity to speak as much as possible.
9. The teacher should be the source of authentic language in the classroom, having a good pronunciation and the language knowledge is crucial for a teacher.
10. The teacher should have emotional bonds with the learners, since this age group needs emotions to have positive attitudes.

### **Role of Learners**

While teaching English to preschool learners, it is crucial for the learners to know their roles as learners in the classroom. It is the teacher's job to teach them their specific roles for the sake of learning. First of all, learners should be active participants in the lessons. When the learners are active, teaching process can be smooth and more beneficial for them. Secondly, learners should be the ones who decide what to learn in the classroom. This means that when a learner asks a question related to something they should know, even if the days topic is not the same with the question, the teacher should address the learner's question before the actual topic that will be taught. This is because the curiosity of the learner is crucial while teaching young learners. Thirdly, the learners should be producers in the lessons. Even if the teacher is the source of information in the classroom, learners should be the producers as much as possible in the classroom. Last but not the least, the learners should know the authority figure in the classroom. School is the place where they learn about real life, and in real life, these

learners will come across with authority figures nearly every day, and it is crucial for them to learn how to act and to talk with an authority figure. These roles must be taught by the teachers to the learners for the sake of learning.

### **Classroom Atmosphere**

Considering the needs of the preschoolers, it is important to have positive classroom atmosphere in young learners' classes. In the classroom setting, the followings should be satisfied:

1. The classroom needs to have a friendly atmosphere.
2. The classroom needs to be loving, since the target age group needs emotional bonds with their teachers and classmates.
3. The classroom needs to be the place where learners feel happy and excited.
4. The classroom needs to be a mistake-free environment, and students should have negative feelings for making mistakes.
5. The classroom needs to have a respectful atmosphere, and learners should learn to be respectful to themselves and others.
6. The classroom needs to have rules, and learners should know how to follow those rules.
7. The classroom needs to have routines, as this age group loves and learns better with the routines.
8. The classroom needs to be a place where games are everywhere.

### **Activity Types**

While teaching English to young learners, it is important to use activity types which are essential for the characteristics of the target age group. In this sense, the followings should be applied in the young learners' classrooms.



1. Games should be in every step of teaching with this age group. Since they are young, games are crucial parts in their lives, so lessons should involve games as much as possible.
2. Learners should move in the classroom as much as possible. Young learners are extremely energetic and with activities that have them move in the classroom can help teachers to meet this need of the learners. To do so, TPR activities have a crucial role in kindergarten classrooms.
3. Drama and role-play activities should be used with target age group. With these activities, they imitate the teacher, who is the main source of authentic language, and this helps them to get better.
4. Songs, rhymes, and chants should be integrated to lessons. These age group learn better with songs and using them in the lessons help teachers to grab their attention and teach them easily.
5. Videos that are prepared especially for this age group should be used in the lessons.
6. Arts and craft activities should be included in the lessons since they help learners both with their fine motor skills and language skills.
7. Story telling activities should also be included in the lessons, since they are the authentic language input.
8. On paper activities, such as coloring, which have no additional aims should be used limited since the learners' attention span is limited.

### **Competitions**

As it can be seen in the activities part, games have crucial roles while teaching young learners English. However, competitions should be carefully considered. It is a common knowledge that learners in any age loves games and competitions, and in their everyday lives, they will be encountered with competitions. As it was said earlier, school is the place where learners learn life. It is suggested for the teacher to use competitions without any prize at the end of it. Also, it is important not to have any winners or losers in the competition. In this age,

learners are egocentric, and they do not take losing well. Since the main goal of this curriculum is to have learners have positive attitudes towards the language, this kind of negative feeling should not be in the classrooms of young learners. Competitions can be used; however, there should not be winners, losers, or prizes at the end of it. Another suggestion can be teachers using themselves as the losers. If a teacher wants to have a competition, and in this competition, there should be winners or losers, the teacher should be the one competing against the learners. In this case, the teacher will be the loser and this situation can help teachers with two ways. Firstly, the learners will have the feeling of winning against the teacher. Thus, they will also learn that even if teachers make mistake. To summarize, competitions should be included in the lessons carefully, there should be no winners, losers, or prizes at the end.

### **Psychological Resilience**

Psychological resilience, which is known as the capacity to overcome stress-inducing adversities, is an important feature that must be incorporated into an educational program and considered to enhance learners' outcomes. This curriculum gives great importance to learners' developing psychological resilience, and the subtitles should be considered while teaching English to young learners.

### ***Autonomy***

Autonomy is the first category of psychological resilience, and it should be given importance by the teachers. Autonomy encourages learners to be self-confident, to recognize their responsibilities, and to speak openly about their abilities and triumphs. To have autonomous learners, there are some activities that can be included in the curriculum and the lesson plans. First of all, learners should have active roles in decision making process. This curriculum suggests all the teachers to have their learners actively participate in the decision-making process. Next, the learners should be given individual or group responsibilities in the classroom setting to become more autonomous. Responsibility cards can be used for the age

group to have more power in the classroom. Additionally, preschool classes should be student-centered. This kind of classrooms helps learners become more autonomous, since the learners feel that they a voice in the classroom. Lastly, parents should be informed about autonomy and responsibilities should be moved to the learners' houses as well. It should be noted that, education should continue in the houses to have a better foundation.

### ***Achievement Motivation***

Achievement motivation is another key concept that this curriculum highly recommends while educating young learners. As it is known motivation is a never-ending need in someone's life. When a learner is motivated, he/she will be willing to make an effort and have positive attitudes towards school and life. To do so, this curriculum encourages teachers to help their learner to have achievement motivation in their lives. Firstly, the learners should be given options in the classrooms. It is highly recommended that learners should choose some activities of the lessons to feel motivated when they achieve the designated goal. Next, using activities that are appropriate for the levels of the learners is crucial in order not to demotivate the learners. Sometimes it is appropriate to use activities which are slightly higher than learners' cognitive levels; however, it should be noted that using difficult activities regularly can affect the learners and they cannot feel motivated since they cannot achieve the certain goal which is ending the activity. Thirdly, learners should be given purpose before each activity. They should know why they are doing the activity, the purpose must be given to them, so that at the end, when they achieve the purpose, they can feel motivated. Also, talking about the expectation can serve as a crucial activity while considering achievement motivations of the learners. Even if they are young, they can understand what expectation is and meeting with these expectations will help them boost their achievement motivations. Feedbacks are also crucial for achievement motivation. Giving constructive feedbacks, personal feedbacks can help learners feel motivated. It is not suggested here that saying 'Perfect!' to each individual can help them feel motivated. Learners need constructive and most importantly personal feedbacks from the teacher. This

situation should be attentively examined, and learners should get realistic feedbacks as much as possible.

### ***Problem Solving***

Problem-solving abilities are essential for today's students. There is a strong movement in today's schools to make problem solving a central aspect of an education program. In this program, problem-solving skills have given great importance. It should be noted that, especially problem-solving skills will be extremely helpful for the learners in their future lives. To teach the necessary skills for problem solving, the curriculum firstly suggests teacher modelling. As it was mentioned on role of teacher part, teachers should be the role-models for learners. Modelling the problem with its solving in the classrooms should be beneficial for learners to acquire the necessary skills to solve their own problems. This situation can be done with role-playing activities. Two teachers can role-play some problems in the classroom, and solve it in front of the learners, so that they can see the proper way of solving a problem like that in the future. In addition to the things that can be done in the classroom, it is crucial to inform the parents about the problems that occur in the school. The parents should know the problem and the proper way to solve it, so that the education can continue at homes as well.

### ***Sense of Purpose***

Educating learners with a strong sense of purpose is critical for their future identities. Learners who have little or no sense of purpose may feel discouraged and lack a vision for their future. Learners who have sense of purpose, on the other hand, will have ambitions, positive attributions, and an optimistic view on their futures. In this curriculum, learners' sense of purpose has a great deal of importance. To do so, firstly, teachers should encourage learners with using their interests in their lessons. Using their interests boosts their sense of purpose, and learners feel motivated to participate to the lessons. Next, students who are involved into planning of the lessons can have sense of purpose. Teachers should include

learners into planning session of the lesson. Also, using culturally appropriate activities should be done by the teachers for the sake of boosting sense of purpose of the learners.

### ***Social Competence***

Social competency is an essential component in the construction of a new curriculum at all levels. Learners with low social competency may have weak social skills as well as bad interactions with their teachers. Learners with strong social competence, on the other hand, can be liked by others, initiate positive relationships, and have leadership abilities. In this curriculum, as well as other psychological resilience subtitles, social competence has given great importance. Firstly, using collaborative learning strategies should be included in lessons of the target age group's lessons. Next, it should be encouraged that learners help each other in the classroom. In order to establish a collaborative environment in the classroom, it can be beneficial to have students assist their classmates. Another thing that can be do is that matching learners in various ways for activities can help them improve their social competence. That is, if a teacher allocates the same students to different activities each time, the development of social competence may be stifled. On the other hand, using alternate tactics to match the learners can help them improve their social skills.

### **Cefr Pre – A1 Starters**

The establishment and publishing of the Common European Framework of Reference for Languages (CEFR) in 2001 was a watershed moment in the Council of Europe's language learning strategy and policy. The publication of the CEFR Companion Volume in 2018 (Council of Europe 2018a) restates and reinforces key messages to EU citizens about the social and cultural importance of language learning, as well as views and best practices about purpose and methodology. The Companion Volume's two significant successes are the publication of descriptors for the new CEFR pre-A1 level and the compilation of illustrative descriptors for young learners (in two volumes, for ages 7-10 and 11-15). This diverse group of learners may spend a large amount of time at the beginning stages of language acquisition.

They could be at very different levels of cognitive and L1 development, or they could have learning challenges that are impeding their progress. Many of these learners may not take part in formal learning, but rather learn through the daily lives in a place where a certain language is spoken, from closeness to users of the language, or from watching television or engaging with internet media.

The expansion of the CEFR pre-A1 descriptors provides several options for young language learners. However, the reasons for learning a second language, as well as the requirements and strategic competencies accessible to the learner, varies greatly between children and adults, and this should be acknowledged when evaluating the potential and constraints afforded by the new descriptors.

Since young learners' general cognitive ability, first language skills, and linguistic repertoire are still developing, some aspects of the second language will be unavailable to them (Field 2018a). Young learners' working memory capacity, metacognitive awareness, and world knowledge, in particular, have an impact on their interpretation of linguistic input, successful use of techniques, and ability to prepare speech or employ interactional skills. Importantly, young learners' first language skills are also developing and impact on development of second language skills. Furthermore, educational experience, such as learning a language in immersive settings, will influence the rate at which competency develops. These variables have a significant impact on teaching strategies and learning objectives. Ensuring that they are taken into consideration in assessment is also critical to the validity and suitability of a test for younger students.

### **Materials**

With their unique characteristics, young learners require materials that are engaging, fun, and age appropriate. Under the title of materials, four different categories will be discussed which are visual, recorded, printed, and online materials.

### *Visual Materials*

Visual materials which have the greatest importance in young learners' classroom should be imbedded to every lesson whenever they can be. These types of materials are extremely crucial with the age group. They learn better with visual stimuli. With this age group, engaging the learners to the lesson can be tricky, however with the help of visuals this tricky job can be done easily.

Realia is one of the most important visual material that can be used with this age group. Bringing materials that the learners can see, hear, smell, taste, or touch can help them engage the lesson better. To illustrate, while teaching the learners vocabulary items related to vegetables, instead of showing them the pictures, bringing those vegetables into the classroom, and having them touch or smell those would be better.

If you cannot bring realia to the classroom, the second-best thing to do is to bring the pictures of the topic into the classroom. As you know, it would be hard to bring animals to the classroom to teach it. So, bringing the pictures, or some masks related to the animals can be a better way to teach learners the names or the parts of those animals.

Picture drawing can also be used in YLs' classrooms. You can try to draw or get help to draw something instead of just talking about it. Picture book, posters, bulletin boards can be used to teach English and they will help you to engage learners into the lesson. There is one more thing that a teacher should use in the classroom. You should not forget to use your facial expressions or mimics. These are a teacher's most valuable visuals that can have the learners understand better.

Flashcards can be used; however, it is better to use them for their pictures, playing games or just for storytelling activities. Using them to teach vocabulary should be limited or should not be used at all. using flashcards to teach vocabulary items have the learners memorize those items instead of learning them. Teachers should be cautious while using flashcards in the classroom and should consider the consequences.

### ***Recorded Materials***

Recorded materials, materials which do not have any visuals and contain only audio recordings can also be used in YLs' classrooms. However, its appropriateness is controversial. As it can be known, very young learners have limited attention span especially in English classes. A teacher's first job is to help his/her learners to have positive attitudes towards the language. How can it be done if the learners cannot be engaged into the lesson? Having a 5-year-old sit down and listen to an audio without any visual cannot help him/her have positive attitudes.

There are ways to use them appropriately in our classrooms. A teacher can bring some visuals to the classroom to show the learners while listening. This can take the negative effect of only-audio texts. Other than this, a teacher can always add TPR activities to the audio. As an example, if you are listening to an audio related to animals, teacher can imitate the animals with the learners. This can create a positive atmosphere for the learners to feel more engaged than just listening to the track.

### ***Printed Materials***

Every teacher likes to see the outcomes of their teachings and because of our past experiences, teachers have a tendency to use books or any kind of printed materials for while teaching. Books, worksheets, in-class materials, flyers, and signs have been being used in classrooms for a very long time. Their practicability is not indisputable. These materials can be used as lead-in, assessment, and practice materials; however, using them as the main source of a lesson cannot be done especially with this age group. A book can only be a tool not the main source of a lesson. If a teacher wants or obligated to use books or any kinds of printed materials, they should use them as additional materials, not as the main or only source of the language.



### ***Online Materials***

Online materials are extremely crucial in the field of English language education. Since the target language is a foreign language in this context, it is not easy for the learners to be exposed to the language. Online materials can help teachers to show or create authentic or authentic-like materials. Also, when the characteristics of the 21<sup>st</sup> century, combining technology to the classroom context is a must. As it is known, today's learners considered as digital natives, and teachers should combine technology to their classrooms.

Any technological materials which are age-appropriate can be used in young learners' classrooms. Online games, video platforms, smartboards, tablets, computers, and phone applications can be easily adapted to use with target age group. With the help of these technological materials, teachers can benefit from learners' daily lives, and also these materials can be used as the authentic source of the target language.

### **Assessment**

Assessment, as in every level, has a great importance with very young learners. If there is an input, the output must be observed and recorded. Even if the learners' cognitive levels are not suitable to understand the importance of the assessment, the assessment must be done for the sake of the learners. As Papp (2018) suggested, the ultimate purpose of collecting assessment data is to provide solutions to significant and well-articulated issues concerning young learners' English language development in order to make informed educational decisions.

### ***Assessment Types***

Assessment procedure is not just for the learners. In the literature, there are three types of assessments which are formative, summative, and diagnostic. With this age group, a teacher must use formative assessment for the sake of the learners. Formative assessment is a structured, continuing process that all teachers and students utilize during teaching and learning to elicit and use evidence of learning to improve student understanding of desired

curricular learning outcomes and to support students in becoming self-directed learners. This type of assessment can be done to figure out the problematic areas in one's teaching. To help the learners have a solid foundation for their language knowledge, formative assessment must be established by the teachers at the end of each unit and semester. With the help of formative assessment, teachers can know the problematic areas of their teachings.

The second type of assessment which must be done in young learners' classes is diagnostic assessment. A diagnostic assessment is a type of pre-assessment in which teachers analyze students' strengths, weaknesses, knowledge, and skills before to instruction. An equivalent assessment may be given post-instruction to determine whether students have met the required learning objectives of a course. Teachers can organize relevant and efficient lessons and give students with a personalized learning experience using this type of assessment. Before starting the education year, or a new semester, diagnostic assessment must be established for the learners' and the teachers' sake. Classroom materials, teaching methods, and the projects that will be given to the learners can be decided with the help of the diagnostic assessment which is done at the beginning of a specific period of time.

### *Assessment Tools*

With the target age group, it is appropriate to use observation forms to assess the learners' language improvement. A form which can be prepared according to the curriculum can be employed by the teachers to be able to track the learners' development, the usefulness of the materials, and the curriculum.

Portfolios can be also used by the teachers to track the learners' output. Using the portfolio can be tricky, however, if it can be done properly, it is a beneficial tool both for the learners and the teachers. Portfolios can contain students' works that can be shown to parents, peers, and teachers. Even if utilizing portfolios as an assessment tool is not an easy job, with the necessary trainings, this can have positive outcomes for the sake of the language learning in very young learners' classrooms.

Sometimes, using portfolios and observation forms can be tricky or strait since filling the observation forms or collecting students' works cannot be done easily. For the very reason, using projects as an assessment tool can be a solution for the assessment of these students. These projects must be in-class activities. At the end of a unit, with giving the necessary materials, students can be asked to use the target language skills to complete their projects. Thus, with fun and engaging activities, students can be assessed by the teachers. To illustrate, at the end of the "animals" unit, students can be given a cardboard, on which they have three different columns. These columns can be different habitats. With the prior knowledge that they gained throughout the unit; learners can be expected to stick the animals into the correct habitats. These kinds of projects can help teachers to assess their learners' progress, materials that are being used in the classroom, and the curriculum that they are following through the education year.

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>1<sup>ST</sup> THEME</b> <b>Let' s Know Each Other!</b>	<ul style="list-style-type: none"> <li>- To introduce the course characters and learning materials to the learners.</li> <li>- To introduce classroom routines</li> <li>- To introduce classroom codes.</li> <li>- To present utterances for greeting people and introducing oneself,</li> <li>- To learn about the importance of greeting people</li> <li>- To sing a nursery rhyme, a chant, or a song</li> <li>- To ask and answer questions about their names.</li> </ul> <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to understand and interpret their classmates' greetings and introducing expressions.</li> <li>- Students will be able to listen for and recognize meeting, introducing, and greeting expressions in an oral text.</li> <li>- Students will be able to comprehend instructions about the rules.</li> </ul> <p><b>Speaking Skills:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to greet each other.</li> <li>- Students will be able to sing a chant, nursery rhyme, or song.</li> <li>- Students will be able to ask each other's names.</li> <li>- Students will be able to tell their names.</li> <li>- Students will be able to tell each other's names.</li> </ul>	Hi! Hello! Morning Afternoon Evening Good Great Teacher Boy Girl Name Morning Afternoon Evening You Your	-Hello! - Hi! - How are you? - I am good / great. - Good morning! - Good afternoon! - Good evening! - What is your name? - My name is .... - I am .... - She is .... - He is ....	- Realia - Picture books - Story books - Videos - Board games - Posters - Games - Songs - Chants - Nursery rhymes - Smart board - Computer - Applications - Gestures - Facial Expressions - Worksheets	- TPR - Story telling - Picture book - Game - Pair / Group Work - Drama - Role Play - Listening - Drawing - Question and Answer - Labelling - Matching - Speaking - Arts and Craft	- Designing two puppets with the help of the teacher and introducing those puppets with each other.

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>2nd THEME</b> <b>Let's Draw a Picture!</b>	<ul style="list-style-type: none"> <li>- To learn vocabulary items related to drawing</li> <li>- To learn classroom objects</li> <li>- To name colors</li> <li>- To follow instructions</li> <li>- To talk about objects' colors</li> <li>- To count from 1-10</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify vocabulary items related to drawing.</li> <li>- Students will be able to identify classroom objects.</li> <li>- Students will be able to identify the colors.</li> <li>- Students will be able to follow basic instructions.</li> <li>- Students will be able to listen and point.</li> <li>- Students will be able to identify numbers.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to talk about colors.</li> <li>- Students will be able to talk about classroom objects.</li> <li>- Students will be able to talk about drawing.</li> <li>- Students will be able to give basic instructions.</li> <li>- Students will be able to count from 1-10</li> </ul>	Blue Red Purple Pink Yellow Green Brown Black White Orange  Cut Stick  Colored Pencil Glue Stick Crayon Paint Eraser  One Two Three Four Five Six Seven Eight Nine Ten	<ul style="list-style-type: none"> <li>- What is this?</li> <li>- (This is a) pencil / crayon / glue stick.</li> <li>- What color is this?</li> <li>- (It is) green / purple / red.</li> <li>- Pass .... please.</li> <li>- Thank you!</li> <li>- Whose turn (is it)?</li> <li>- (It is) my turn.</li> <li>- How many .... can you see?</li> <li>- Three .....</li> <li>- Let's count the ....</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Painting a given picture with the teacher's instructions and talking about it.</li>   <li>- Drawing a picture with the teacher's instructions.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>3rd THEME</b> <b>Let's Go to Park!</b>	<ul style="list-style-type: none"> <li>- To learn action verbs</li> <li>- To recognize shapes</li> <li>- To count from 1-20</li> <li>- To ask for clarification</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify different actions.</li> <li>- Students will be able to recognize numbers from 1 to 20.</li> <li>- Students will be able to differentiate games.</li> <li>- Students will be able to identify certain shapes.</li> <li>- Students will be able to understand short utterances related to clarification.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to talk about their actions.</li> <li>- Students will be able to tell the names of different games.</li> <li>- Students will be able to tell the shapes</li> <li>- Students will be able to count from 1 to 20.</li> <li>- Students will be able to ask for clarification</li> </ul>	Dance Catch Climb Walk Run Fly Skip  Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty  Triangle Rectangle Square Star Diamond Circle Hearth	<ul style="list-style-type: none"> <li>- What are you doing?</li> <li>- I am .... (dancing).</li> <li>- ..... times. (Jump 13 times)</li> <li>- Excuse me?</li> <li>- I'm sorry.</li> <li>- Excuse me.</li> <li>- Say that again, please.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Designing a robot with the given shapes and talking about it.</li> <li>- On a given template, drawing certain number of shapes with the teacher's instructions.</li> <li>- Listening the instructions of the teacher and doing.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
4th THEME Let's be Happy!	<ul style="list-style-type: none"> <li>- To learn vocabulary related to feelings</li> <li>- To talk about feelings</li> <li>- To identify feelings</li> <li>- To identify the days of the week</li> <li>- To order the days of the week</li> <li>- To learn the importance of apologizing</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify feelings in an oral text.</li> <li>- Students will be able to understand someone's feelings.</li> <li>- Students will be able to understand short utterances related to the days.</li> <li>- Students will be able to differentiate the days.</li> <li>- Students will be able to recognize apologizing.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to express their feelings.</li> <li>- Students will be able to ask someone's feeling.</li> <li>- Students will be able to ask the day.</li> <li>- Students will be able to tell the day.</li> <li>- Students will be able to apologize.</li> </ul>	Happy Sad Angry Hungry Tired Sleepy Full Thirsty Surprised Scared Wonderful Great Sorry  Monday Tuesday Wednesday Thursday Friday Saturday Sunday	<ul style="list-style-type: none"> <li>- How are you (today)?</li> <li>- How do you feel (today)?</li> <li>- (I am) happy.</li> <li>- I feel .... (happy).</li>   <li>- What day is it today?</li> <li>- (It is) Monday / Tuesday.</li>   <li>- (I am) sorry.</li> <li>- Forgive me.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing a mask about a given feeling.</li>   <li>- Identifying the feelings that the teacher acts out.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
5th THEME Let's Look Up!	<ul style="list-style-type: none"> <li>- To talk about the weather</li> <li>- To ask about the weather</li> <li>- To identify different clothes</li> <li>- To match the weather and clothes</li> <li>- To identify hot and cold</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify the weather conditions in an oral text.</li> <li>- Students will be able to listen and show the clothes.</li> <li>- Students will be able to differentiate hot and cold.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to talk about the weather.</li> <li>- Students will be able to talk about their clothes.</li> <li>- Students will be talk about the clothes according to the weather.</li> </ul>	Sunny Windy Cloudy Rainy Snowy Stormy Hot Cold  T-shirt Shirt Shorts Cap Skirt Dress Coat Boots Gloves Umbrella	<ul style="list-style-type: none"> <li>- How is the weather (today)?</li> <li>- (It is) sunny / rainy / stormy.</li> <li>- What is this?</li> <li>- (This is) a shirt / skirt / dress.</li> <li>- I wear a skirt / shirt.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- According to the given weather, drawing clothes on to an undressed boy/girl.</li> <li>- Matching the clothes with the suitable weathers.</li> <li>- Creating the weather conditions with given materials.</li> </ul>



THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
6th THEME Let's Go Home!	<ul style="list-style-type: none"> <li>- To recognize the parts of the house</li> <li>- To understand questions with where and who</li> <li>- To talk about family members</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to differentiate the parts of the house.</li> <li>- Students will be able to listen and point the parts of the house.</li> <li>- Students will be able to recognize family members.</li> <li>- Students will be able to listen and point the family members.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to talk about different parts of the house.</li> <li>- Students will be able to talk about the functions of the rooms.</li> <li>- Students will be able to talk about their family members.</li> <li>- Students will be able to answer questions related to family members.</li> </ul>	Living room Kitchen Bedroom Bathroom Garden Hall  Mother / Mom Father / Dad Sister Brother Uncle Aunt Grandmother Grandfather	<ul style="list-style-type: none"> <li>- Where do you cook / sleep / take a bath?</li> <li>- (I cook / sleep) in the kitchen / bedroom.</li> <li>- Who is he / she?</li> <li>- (He / She is) my sister / brother / mother.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing a family tree with the real family pictures.</li> <li>- Putting the given furniture into the correct room of the house.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>7th THEME</b> <b>Let's See the Garden!</b>	<ul style="list-style-type: none"> <li>- To recognize fruit and vegetables</li> <li>- To talk about fruit and vegetables they like</li> <li>- To talk about fruit and vegetables they don't like</li> <li>- To differentiate basic singular and plural nouns</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to recognize the names of the fruit.</li> <li>- Students will be able to recognize the names of the vegetables.</li> <li>- Students will be able to listen and put the fruits or vegetables in groups.</li> <li>- Students will be able to identify likes and dislikes.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to name the fruits and vegetables.</li> <li>- Students will be able to talk about the looks of fruit and vegetables.</li> <li>- Students will be able to talk about likes and dislikes.</li> <li>- Students will be able to ask about someone's likes and dislikes.</li> </ul>	<p>Apple, -s Banana, -s Grape, -s Melon, -s Watermelon, -s Orange, -s Lemon, -s</p> <p>Beans Tomato, -s Potato, -s Carrot, -s</p>	<ul style="list-style-type: none"> <li>- What is this?</li> <li>- (This is) a melon / banana.</li> <li>- What are these?</li> <li>- (These are) grapes / oranges.</li> <li>- What color is this?</li> <li>- (It is) green / orange.</li> <li>- What color are these?</li> <li>- (These are) yellow / purple.</li> <li>- Do you like apples / bananas / beans?</li> <li>- I like apples / bananas.</li> <li>- I don't like apples / bananas.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Grouping the given fruit and vegetables on the board.</li> <li>- Grouping the fruit and vegetables as likes and dislikes.</li> <li>- Using facial expressions with teacher's instructions.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>8th THEME</b> <b>Let's Go to a Farm!</b>	<ul style="list-style-type: none"> <li>- To recognize different animals</li> <li>- To group different types of animals</li> <li>- To recognize and imitate animals' sounds</li> <li>- To recognize body parts</li> <li>- To count from 1 to 50.</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to listen and show the animals.</li> <li>- Students will be able to recognize different body parts.</li> <li>- Students will be able to recognize different animal sounds.</li> <li>- Students will be able to listen and show the numbers between 1 – 50.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to name the animals.</li> <li>- Students will be able to imitate the sounds of the animals.</li> <li>- Students will be able to name the body parts.</li> <li>- Students will be able to talk about animals' looks.</li> <li>- Students will be able to count from 1 to 50.</li> </ul>	Cow Sheep Chicken Rooster Duck Horse  Ear Eye Finger Head Leg Mouth Nose Tail Finger Toe	<ul style="list-style-type: none"> <li>- What is this?</li> <li>- This is a rooster / sheep / cow.</li> <li>- What sound does a cow / sheep / duck make?</li> <li>- Ducks / Chicken go quack / cluck.</li> <li>- How many legs / eyes / heads does a cow / horse have?</li> <li>- It has 4 / 2 / 1 legs / eyes / head.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Putting the body parts together to create the animal and talking about it.</li> <li>- Listening to teacher's instructions and drawing a monster using different numbers of body parts.</li> <li>- Choosing a body part from the box and naming it.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>9th THEME</b> <b>Let's Go to a Shelter!</b>	<ul style="list-style-type: none"> <li>- To identify different pet animals</li> <li>- To talk about possession</li> <li>- To talk about place of an animal</li> <li>- To count from 1 to 100</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to recognize specific pet animals.</li> <li>- Students will be able to understand and follow short, simple spoken instructions about the names and places of pet animals.</li> <li>- Students will be able to recognize the number between 1 - 100</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to talk about pet animals.</li> <li>- Students will be able to talk about their possessions.</li> <li>- Students will be say where the pet is.</li> <li>- Students will be able to count from 1 to 100.</li> </ul>	Cat, -s Dog, -s Bird, -s Rabbit, -s Hamster, -s Turtle, -s  In On Under Behind Between	<ul style="list-style-type: none"> <li>- Where is the cat / dog?</li> <li>- It is in / on / under the chair.</li> <li>- Have you got a cat / dog?</li> <li>- I have a cat / dog.</li> <li>- I have 2 cats / dogs.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing a classroom poster with learners' drawings about pets.</li> <li>- Giving instructions and having the learners draw certain number of pets.</li> <li>- Showing pictures of their pets and introducing them to their peers.</li> </ul>

THEME	OBJECTIVES & SKILLS	TARGET VOCABULARY	LANGUAGE USAGE	MATERIALS	METHODS & TECHNIQUES	PROJECT & ASSESSMENT
<b>10th THEME</b> <b>Let's Go Holiday</b>	<ul style="list-style-type: none"> <li>- To talk about different types of vehicles</li> <li>- To describe vehicles</li> <li>- To differentiate big and small objects.</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify different vehicles.</li> <li>- Students will be able to listen and find the correct vehicle.</li> <li>- Students will be able to name hot and cold weather.</li> </ul> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Students will be able to talk about vehicles.</li> <li>- Students will be able to relate vehicles with shapes.</li> <li>- Students will be able to describe vehicles.</li> <li>- Students will be able to order the vehicles by their sizes.</li> </ul>	Plane Ship Bus Taxi Car Train Boat  Big Small  Square Rectangle Triangle Oval Circle Diamond	<ul style="list-style-type: none"> <li>- What is this?</li> <li>- (This is) a taxi / car.</li> <li>- Which shapes can you see?</li> <li>- I can see oval / square.</li> <li>- What color is the bus / taxi?</li> <li>- (It is) yellow.</li> <li>- Which one is big?</li> <li>- Taxi / Bus is big.</li> </ul>	<ul style="list-style-type: none"> <li>- Realia</li> <li>- Picture books</li> <li>- Story books</li> <li>- Videos</li> <li>- Board games</li> <li>- Posters</li> <li>- Games</li> <li>- Songs</li> <li>- Chants</li> <li>- Nursery rhymes</li> <li>- Smart board</li> <li>- Computer</li> <li>- Applications</li> <li>- Gesture</li> <li>- Facial Expression</li> <li>- Poster</li> <li>- Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- TPR</li> <li>- Story telling</li> <li>- Picture book</li> <li>- Game</li> <li>- Pair / Group Work</li> <li>- Drama</li> <li>- Role Play</li> <li>- Listening</li> <li>- Drawing</li> <li>- Question and Answer</li> <li>- Labelling</li> <li>- Matching</li> <li>- Speaking</li> <li>- Arts and Craft</li> </ul>	<ul style="list-style-type: none"> <li>- Ordering toy vehicles from bigger to smaller.</li> <li>- Playing “guess what?”.</li> <li>- Designing a vehicle with the shapes.</li> </ul>

## APPENDIX 2. Sample Weekly Plan

LESSON	ACTIVITIES	MATERIALS
1&2	<p><b>Unit</b> : 4</p> <p><b>Lesson Objectives</b> : Students will be able to listen and identify feelings.</p> <p><b>Target Vocabulary</b> : happy, sad, tired, hungry, angry, sleepy</p> <p><b>Target Language</b> : How are you today? I am happy / sad... I feel happy / sad</p> <p><b>PRE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Sing the “Hello” song,</li> <li>• Listen the routine songs and have the classroom routines.</li> <li>• Listening the “Feelings” song to introduce the target vocabulary.</li> </ul> <p><b>WHILE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Use your gestures to create different emotions and tell their names.</li> <li>• Draw the feelings on the board and have the learners imitate the feeling you show.</li> <li>• Use the same drawings to revise the names. (e.g., point ‘happy’ and wait for the learners to tell its name.)</li> </ul> <p><b>POST-STAGE</b></p> <ul style="list-style-type: none"> <li>• Playing charade with feelings with the volunteers.</li> <li>• Playing the “Feelings” video one more time.</li> <li>• End the lesson with “Goodbye” song.</li> </ul>	<p>- Small charades papers with feelings on them.</p>
3&4	<p><b>Unit</b> : 4</p> <p><b>Lesson Objectives</b> : Students will be able to understand about someone’s feelings. Students will be able to express their feelings.</p> <p><b>Target Vocabulary</b> : happy, sad, tire, hungry, angry, sleepy</p> <p><b>Target Language</b> : How are you today? I am happy / sad... I feel happy / sad</p> <p><b>PRE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Sing the “Hello” song,</li> <li>• Listen the routine songs and have the classroom routines.</li> <li>• Listen to a different “Feelings” song to remind the feelings.</li> </ul>	<p>- Puppets</p> <p>- 2 sets of feelings pictures as “find the pair” game.</p>

	<p><b>WHILE-STAGE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Get two puppets and have them ask each other how they feel using the target structures.</li> <li>• Instead of puppets, teacher and one volunteer ask each other's feelings using the target vocabulary.</li> <li>• Pair the students and have them ask each other's feelings on the board one by one.</li> </ul> <p><b>POST-STAGE</b></p> <ul style="list-style-type: none"> <li>• Prepare "find the pair" game before the lesson.</li> <li>• At the end of the lesson, as a wrap up activity, place them on the board and have the learners find the pair.</li> <li>• Play the "Feelings" song.</li> <li>• End the lesson with "Goodbye" song.</li> </ul>	
5 & 6	<p><b>Unit</b> : 4</p> <p><b>Lesson Objectives</b> : Students will be able to understand someone's feelings. Students will be able to express their feelings. Students will be able to recognize apologizing.</p> <p><b>Target Vocabulary</b> : happy, sad, tire, hungry, angry, sleepy, sorry</p> <p><b>Target Language</b> : How are you today? I am happy / sad... I feel happy / sad I'm sorry.</p> <p><b>PRE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Sing the "Hello" song,</li> <li>• Listen the routine songs and have the classroom routines.</li> <li>• Stick the pictures of emotions and have the learners point and say the names.</li> </ul> <p><b>WHILE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Ask them how they are today.</li> <li>• Give the learners empty face templates.</li> <li>• Have them draw their feelings onto the faces.</li> <li>• Help them to make masks with those faces.</li> <li>• While doing the masks, make a purposeful mistake and say: "I'm sorry".</li> </ul> <p><b>POST-STAGE</b></p> <ul style="list-style-type: none"> <li>• Have the learner wear their masks.</li> <li>• Choose a volunteer to come to the board.</li> <li>• Point one student and ask the volunteer how he / she feels.</li> </ul>	<p>- Pictures of different emotions</p> <p>- Empty face templates</p>

	<ul style="list-style-type: none"> <li>• Go on with the game until the end of the lesson.</li> <li>• End the lesson with “Goodbye” song.</li> </ul>	
7&8	<p><b>Unit</b> : 4</p> <p><b>Lesson Objectives</b> : Students will be able to understand about someone’s feelings. Students will be able to express their feelings. Students will be able to apologize.</p> <p><b>Target Vocabulary</b> : happy, sad, tire, hungry, angry, sleepy, sorry</p> <p><b>Target Language</b> : How are you today? I am happy / sad... I feel happy / sad I’m sorry.</p> <p><b>PRE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Sing the “Hello” song,</li> <li>• Listen the routine songs and have the classroom routines.</li> <li>• Ask the learners to name different feelings.</li> <li>• Write those feelings on the board.</li> </ul> <p><b>WHILE-STAGE</b></p> <ul style="list-style-type: none"> <li>• Have the learners sit in a circle for the story time.</li> <li>• Read the story related to emotions.</li> <li>• Read it for the second time with asking some comprehension checking questions like “How does she feel?”, “Now, what is this feeling?”</li> <li>• Have them go back to their seats and ask some comprehension questions related to the story again.</li> <li>• Before the lesson take and print out the pictures of the story.</li> <li>• Ask the learners to order the story.</li> </ul> <p><b>POST-STAGE</b></p> <ul style="list-style-type: none"> <li>• To revise the whole week, open an online game (e.g., Bamboozle).</li> <li>• If you want to have a competition in the classroom, you should be the opposite side of the learners.</li> <li>• End the lesson with “Goodbye” song.</li> </ul>	<p>- Story book</p> <p>- Playing Bamboozle</p>



### **APPENDIX 3. Sample Lesson Plan**

**Age** : 48 – 60 months

**Proficiency Level** : Pre – A1

**Duration** : 2 consecutive hours (70 minutes)

**Materials** : Pictures of feelings (2 sets), videos, puppets, board drawings, gestures

**Objectives** :  Students will be able to listen and identify feelings.  
 Students will be able to understand someone’s feelings.  
 Students will be able to express their feelings.

#### **A) PRE – STAGE (WARM – UP) (15 MINUTES)**

##### **Objectives:**

- To activate students’ background knowledge,
- To listen to “Hello” song,
- To revise classroom routines,
- To draw students’ attention to the topic of the text,
- To create expectations and curiosity on students about the text.

**Procedure:** The teacher greets the students with the ‘Hello’ song. Then, s/he has the classroom routines. When they finish the routines, the teacher tells them that today they will talk about something really fun. S/he plays a video, but before playing, s/he tells the learners that they need to watch it carefully and try to tell him/her what the video is about. After the video, the teacher tries to elicit the answer “emotions”. If s/he can, she tells them that they will talk about emotion today. Then, s/he moves on with the while part.

##### **STEPS:**

- The teacher greets the students.
- The classroom routines are followed.
- The teacher tells: “We are going to talk about something really fun today.”

- S/he tells: “Now, we will watch a video. Please watch the video carefully and try to tell me what the video is about.”
- S/he asks: “Did you like the video?”
- S/he asks: “What is the video about?”
- After the answer, s/he tells: “We are going to talk about emotions today”

## **B) WHILE STAGE (35 MINUTES)**

### **Objectives:**

- To have the learners recognize emotions,
- To listen and identify feelings,
- To understand someone’s feeling,
- To express feelings,
- To ask about someone’s feeling,

**Procedure:** After the pre-stage, the teacher uses his/her gestures to imitate the feelings. When she imitates them, she expects the learners to name those feelings. After that, she names the feelings and expect the volunteers to imitate them. Then, the teacher draws the feelings on the board. One by one s/he tells their names to the kids and ask kids to repeat them. After repeating all together, the teacher shows the feeling and choose volunteers to name that feeling. Lastly, s/he draws empty faces on the board, choses volunteers to draw the feeling that s/he names to the empty face. After drawing it, s/he asks: “How are you?” to drawing. S/he helps the volunteer to say “I’m happy / sad...” After being sure that most of the learners understood the question and answer, s/he moves on with the post-stage.

### **STEPS:**

- The teacher imitates feelings and expects the volunteers to name those feelings.
- After teacher’s imitations, the teacher names the feelings and expects the volunteers imitate those feeling.
- Then, she draws empty faces on the board.

- S/he names the feelings and volunteers draw the feeling on the empty faces.
- She asks: “How are you?” to the face drawing.
- She replies: “I’m .....”.
- S/he moves on with this activity until s/he is sure that learners’ understandings.
- S/he goes on with the post part.

### **C) POST – STAGE (WRAP – UP) (20 MINUTES)**

#### **Objectives:**

- To wrap up the lesson,
- To revise the newly learned vocabulary items,
- To end the lesson in a fun way.

**Procedure:** After teaching part, the teacher shows the learners the cards that s/he prepared to play “charades”. She tells them that they are going to look at the pictures and try to imitate the feeling. The one who knows it correctly will come to the board and tries to imitate the feeling. Before starting, s/he demonstrates the game with one student to be sure that everybody understood the game. S/he plays the game until everybody comes to the board at least one time. Then, s/he shows a different video about feelings again to have them internalize the vocabulary items better. Lastly, s/he ends the lesson with “Goodbye!” song.

#### **STEPS:**

- The teacher shows the charades cards.
- She tells: “We will play a game right now.”
- “You will look at the paper.”
- “You will imitate the feeling”
- “The others will raise their hands.”
- “If your answer is correct, you will come to the board.”
- Then the teacher demonstrates the game with a learner.
- After s/he is sure, she goes on with the game.

- Before ending the lesson, s/he shows a different video about feelings to have the learners internalize better.
- S/he ends the lesson with “Goodbye!” song.



## APPENDIX 4. Interview Consent Form

### INTERVIEW CONSENT FORM

**Participant's Name – Surname** :

**Interview Date** :

**Title of the Thesis** : An Intensive English Program for Early Childhood Education: A Case Study

**Description of the Thesis** : The thesis tries to find out different perspectives from different teachers related to needs of kindergarten students in term of language materials, child pedagogy, classroom materials, and assessment. At the end of the research, an intensive English program for preschool level will be prepared by the researcher.

- I voluntarily agree to participate in this interview.
- I know that at any time I'm able to reject to answer a question in this interview.
- I know the interview will take about 30-40 minutes to complete.
- I am informed that my personal information will not be used in the research study using the data gathered from this interview.
- I know that my confidentiality will be maintained.
- I confirmed that I have read and understood the explanations.
- I know that I will get a copy of this form.
- I confirmed that the researcher can use my quotations in the thesis.

**I consent to the terms listed above by signing this document.**

**Participant's Signature**

\_\_\_\_\_

**Date Signed**

**Researcher's Signature**

\_\_\_\_\_

**Date Signed**

## APPENDIX 5. Sample of Semi-structured Interviews

REASERCHER: Sizce hedef yaş grubunda bulunan öğrenciler göz önüne alındığında, derslerimizde kullandığımız girdi (input) çeşidi hangisi olmalıdır?

ENZO: Bence bu yaş grubunda her ikisinin de farklı amaçları var. Değiştirilmiş olması bir yabancı dil öğretimi olarak düşündüğümüzde tabii ki daha kıymetlidir. Ama aynı zamanda çocukların doğal girdilere de ihtiyaçları var. Bu sebeple dersin işleniş amacına göre değişkenlik gösterebilir. Ama çocuklar ne kadar değiştirilmemiş dile maruz kalırlarsa doğal dile maruz kalırsa o kadar iyi. Buna da zaten sizin bildiğiniz gibi dil yağmuru diyoruz. Buna maruz kalmaları çok önemli. Ama öğrenim noktasına geldiğimizde tabii ki edinmelerini desteklememiz gerekiyor ama yine de altı çizilerek öğretilen kelimelerde de değiştirmek zorunda kalıyoruz.

Bu yaş grubunda aynı zamanda seviyelerinin bir ya da birkaç basamak üzerinde (i+1) girdi kullanılabilir. Öğretmen dili kullanırken özellikle kullanılabilir. Çünkü çocuklar sünger gibidir. Aslında ne verirsek onu alabilirler. Çocuklara inanç geliştirmemiz lazım. Aslında onlar bu yaş grubunda dili edinebilecek kapasitedeler. O yüzden seviyelerinin bir tık üstünde dil kullanılması mutlaka katkı sağlayacaktır.

REASERCHER: Sizce bu yaş grubu ile yapılan İngilizce derslerinde kullanılması gereken ve gelişimlerine yardımcı olacak aktivite çeşitleri nelerdir?

ENZO: bence bu yaş grubunda en çok kullanılması gereken aktiviteden bahsetmeden önce şundan bahsetmeliyim. Bir şeyin öğretilmesi için önce anlamlı bir metin bağlamlarında olmalı. Ve çocuklar oyun oynarken bireysel ve bazen grup şeklinde oyun oynarken ve etkinlikleri yaparlarken çok daha iyi öğreniyorlar. Bu sebeple anlamlı metin dediğimiz için söylüyorum story-telling çok çok gerekli. Ve aynı zamanda çocukların zihinlerinde canlandırdıkları, hayal ettikleri bilgiler çok daha kalıcı hale geliyor. O yüzden hepsi çok çok önemli çünkü çoklu besleme çok önemli. Her türlü çoklu zeka olarak da baktığımızda her türlü girdi çok önemli. Ama en iyisine baktığımızda story-telling ve şarkıların da çok kıymetli olduğunu düşünüyorum. Çünkü dil bir armonidir. Ve dilin bir armonisi vardır. Bunu

da şarkılar ve ritimler ile vermenin, dilin de bir ritmi olduğundan çok kıymetli olduğunu düşünüyorum.

TPR hakkında çelişkiyim. Bazen TPR aktivitelerinde öğrencilere bir şey yap diyoruz ve yapıyorlar. 'Simon says...' türü oyunlarla yapılan bir etkinlik türüdür bu. Aynı zamanda bir metot ve yaklaşım. Çocuklar çok keyif alıyorlar ama doğala çok yakın olduğu söylenemez. Doğala yakın değil ama o çoklu beslemenin içinde elbette yeri var.

Drama ve rol yapma çocuklar bir bilgiyi içselleştirirlerse çok önemli. Bu sebeple bu aktivitelerde çocuklar bu role büründükleri ve kendilerini o rolde kişi ya da bir varlık hissettikleri için kıymetli bence.

Bu yaş grubunda yarışma ruhunda olan çok çocuk var ve çocukları motive ettikleri bir gerçektir. Ancak yarışmanın sonunda ödül olmamalı. Çocuk yaptıklarını sadece ödül için yapmamalı. Çünkü sadece ödül için yaparlarsa ödülünden sonra o bilgi genellikle kalıcı hale gelmiyor. Amacına ulaşılmış ve bilgi orada kalmış oluyor. Hepsinin tebrik edilmesi toplu veya bireysel olarak yüreklendirilmeleri çok önemli. Ama çocuklar ve yetişkinler de seviyor yarışma ruhunu. Ama sonuç ödülle tamamlanmamalı.

REASERCHER: Erken çocukluk döneminde İngilizce eğitimi veren bir öğretmenin sınıf içerisindeki rolü nasıl olmalıdır?

ENZO: bu yaş grubunda öğretmenin rolü çok önemli bir çizgi. Özellikle arkadaş gibi olmak ve otorite olmak. Otoriteden kastımız hiçbir zaman sınırlı bir hal değil. Bu kavramın yanlış anlaşıldığını düşünüyorum. Öğretmenin rolü sınıfın kurallarını koymuş, çocukların öğrenmesine rehberlik eden ve güvenli, çocukların hata yapmaktan korkmadığı bir ortam yaratan kişidir öğretmen. Okul öncesinde öğretmenlerin görevi çocukların dile karşı olumlu tutumlara sahip olmasını sağlayan kişi olması. En önemli görevi budur. Özetle güvenli bir ortam kuran, öğrenmelerine rehberlik eden ve çocukları sıklıkla doğal dile maruz bırakan kişi diyebiliriz.

REASERCHER: Okul öncesi eğitimi alan bir öğrencinin sınıf içinde rolü nasıl olmalıdır

ENZO: elbette ki aktif rol alan öğrenenler olmalılar. Bahsettiğimiz etkinliklerin tamamında zaten aktif rol almalı, öğretmen rehberlik ederken bu onlara sunulan bilgileri ya da

keşfettikleri bilgileri diyelim çünkü öğretmene rehber dedik burada alıcı diyemeyiz. Aynı zamanda üretici konumunda olmalılar. Çocuklar öğrenmekten, kullanmaktan ve hata yapmaktan korkmamalı. Daha çok farkına varma, tanıma ve tepki eden kişilerdir çocuklar.

REASERCHER: Hedef yaş grubu sınıflarında ‘sınıf iklimi’ nasıl olmalıdır?

ENZO: öncelikle çocukların bir rutin oturtması çok önemli. Bu sadece günler ya da hava durumu değil sadece. Bir akışın çocukların bir rutin içerisinde olması, sınıf ortamında bir rutin olması çok önemli. Bunu nasıl sağlarız, bunu “classroom management code”lar ile sağlamalıyız. Örneğin sınıflarda kaos olabilir, gürültü olması zaten arzu ettiğimiz bir şey, ama hedef dil konuşulduğunda. Fakat kaos çocukların girdiyi de almasını engelleyen bir şey. Dolayısıyla bu kodlar ile sınıf ortamında huzurlu bir ortam yaratılmalı. Bu kodlar ile çocukların dikkatini toplamalıyız. Bunun yanı sıra sınıf ortamının en temel özelliği çocukların hata yapmaktan korkmamalarını sağlamaktır. Arkadaşlarım dalga geçer mi? Ya hata yaparsam? Bu gibi hislerde olmamalılar. Bilinç altında böyle bir korkuları var ve bu korkuların yıkılması gereken bir ortam olması gerektiğini düşünüyorum.

RESEARCHER: Hedef yaş grubu öğrencilerimiz için hangi sınıf dışı aktiviteler önerirsiniz?

ENZO: Sınıf dışı etkinlikler olabilir. Ama dil bizim ülkede yabancı olduğunda, hedeflenen yere götürdüğümüzde hedeflenen dile maruz kalmayacaklarından dolayı bu sıklıkla olan bir şey değil. Olmalı, ideali bu. Ancak dilin ülkedeki konumu dolayısıyla yapamadığımız bir şey. Ama olursa muazzam. Gerçeğe ne kadar yakın olursa o kadar iyi. Aslında sınıfların sınırlarının dışına çıkılması lazım. En ideali bu ama dilin ülkedeki durumundan dolayı bunu yapabilmek çok kolay değil.

RESEARCHER: Sınıf içerisinde özerkliği arttırmak için neler yapabiliriz?

ENZO: Öz yeterlilik oldukça önemli. Öğrenci merkezli uygulamaları kesinlikle tercih etmeliyiz. Az önce bahsettiğimiz etkinlikleri aslında yani öğrenci merkezli. Çünkü bunlar da öğrencileri daha autonomous hale getirir. Öğrencilerin etkin rol alması sağlanmalı sınıfta ve karar vermede. Tabii ki okul onlara hayatı öğreten bir yer. En temelden de baktığımızda çocuklara birtakım sorumlulukların dağıtılması lazım. Bu sınıf içi bir etkinlik olmalı. Ama değişken roller olmalı ki hayatı da öğrenebilsinler. Biz buralarda çok korunaklı hareketlerde



bulunuyoruz aslında. Bunu doğru bulmuyorum. Çok kısıtlı alandalar ve her hareketlerini kontrol ediyoruz. Bu da onların öz yeterlilik sahibi bireyler olmalarını engelliyor. Öncelikle bunları değiştirmek ve çocuklara çok fazla sorumluluk vermek, burada tabii bunu sağlayan kültürümüz tabii ki. Kültürel bariyerlerimiz var. Bunu sadece çocuklarla değiştiremeyiz. Bu sebeple velileri gerçekten çok iyi onları öncelikle eğitmek lazım. Onların birtakım alışkanlıklarını değiştirmek lazım.

RESEARCHER: Öğrencilerde amaç duygusu geliştirmek için neler yapabiliriz?

ENZO: Önce amaç ile ilgili şunu söylemeliyim. Ne yaparsak yapalım bizim de etkinliklerimizde ve ders yapılandırmalarımızda mutlaka amaç olması lazım. Neden sorusunun cevabı ve amacı olmalı. Örneğin sıklıkla yapılan hata bu şarkıyı dinleyin diyoruz sadece. Ama neden sorusunun cevabı verilmiyor. Ne yapacak çocuk, işaretleyecek mi yoksa boyayacak mı? Çocuklara bir amaç edindirmek ve bir amaç doğrultusunda bir rota çizmek ve o amaca doğru çocukları ulaştırmak çok önemli. Mesela derse başlarken biz çocuklara ne yapacağımızı söylememiz lazım. Çocuklar o hedefi bilmeleri ve akışı görsün. Gördükten sonra tamamlayabildiklerini görsün. Başarma duyguları olsun. Öğrencilerin ilgi alanlarından tabii ki yararlanmalıyız. Her yaşta çocuklarda onların bir çocuğunun çok benze bilgi alanı var. Bu doğrultuda planlanmış dersler mutlaka yararlanılmalı. Kültürel olarak uygun aktiviteler de seçilmesi lazım. 23 Nisan 29 Ekim gibi bayramlardan bahsetmek mesela. Öğrencilerin zaman ve yeteneklerini de katmalarını sağlamamız da oldukça önemlidir. Okul içerisinde belli bir müfredat var ama sadece buna bağlı kalmak farklı ilgi alanlarında çocukları es geçmemize sebep olur. Ekstra çalışmaları ders içi ve dışı eklememiz de lazım. Aileler de dahil edilmelidir ve empati yapabilirler.

RESEARCHER: Sınıf içerisinde sosyal yeterliliği arttırmak için neler yapabiliriz?

ENZO: öncelikle çocuklara işbirlikçi öğrenme strateji kullandırmalıyız. Yani bizim yabancı dilde birlikte yardım ederek öğrenmeleri birbirlerini beslerler. Bazen olumlu bazen olumsuz. Bizim temel rolümüz aslında model olmak. Belki 2-3 öğretmenin yardımlaşmasını çocukların model alması çok önemli. Bunun yanı sıra öğrencileri değişik şekillerde eşleştirmek çok önemli. Bazen ilgi alanı, becerileri yakın çocukları eşleştiriyoruz ama bu

onlara bir şey katmıyor. O sebeple çapraz eşleştirme tabii ki o becerisi zayıf olan öğrenciyi kötü hissettirmeyecek şekilde eşleştirmek lazım. Ama bunu sıklıkla partnerlerin sürekli olarak değişmesi lazım ki çocuklarda birbirlerinden akran öğrenmesi gerçekleştirsinler. Bazen öğretmenden öğrenmediğini akranından öğreniyor. Grup birliğini de oluşturmamız lazım. Ama bunu sağlayacak kişi öğretmendir. O takım ve grup birliğinin kesinlikle oluşması lazım.

RESEARCHER: Öğrencilerin problem çözme yeterliliklerini arttırmak için neler yapabiliriz?

ENZO: Hayatın tamamı aslında problemlerle dolu. Okul gerçek hayatı öğreten bir yer olmalı. Bu sebeple ama çocuklar bunu evde öğrenmemiş olabilir. Ama bizim gerçekten problem çözme üzerinde düşmemiz lazım. Bu okul müfredat ya da dışı işlerde çocuklara bunu. Okul öncesinde vermemiz lazım. Çünkü evdeki model doğru olmayabilir ve bu sebeple çocuk dürtüsel olabilir. Bizim burada yapmamız gerek doğru model oluşturmak ve bu modelleri örneklemek küçük görevlerle bazen bireysel bazen grup şeklinde problemlerle nasıl başa çıkmaları gerektiğini öğretmemiz lazım. Bunu öğretmek için 20 yaşına gelmelerini ailelerinden kopup üniversiteye gitmelerini beklemeye gerek yok. Buradan aşılılarak temeli burada atılarak okul hayatı boyunca problem çözmenin üzerine gitmeleri oldukça önemlidir.

RESEARCHER: Öğrencilerinizin başarı motivasyonunu arttırmak için neler yapabiliriz?

ENZO: Başarı motivasyonunu öncelikle dil bağlamında söyleyeyim öncelikle. Bu başarı motivasyonu çok kıymetli. Çocuklar çünkü eski yıllarda insanlar başarısızlıkla kamçılanmış. Şu anda çocuklar başarısızlıkla kamçılanmıyor. Kendini daha çok geriye çekiyor. Kastım motivasyondan gerçek olmayan bir şey değil. Tabii ki çeşitli olmalı. Burada zaman ayırıp doru ve yapıcı geribildirimde bulunmak çok önemli. Başarıyı arttıran bu doğru geribildirimdir. Ama muazzam, harika ile çocuk gelişmiyor. Küçük sınıfta bile olsa onları zaman ayırıp geribildirim vermemiz lazım ki öğrensin. Öte yandan dil öğrencileri açısından başarı duygusu çocukları daha iyi yapabilecek yani güven biriktirdikleri bir araç oluyor. O sebeple onları başarabildiklerinde bu konuda adil olmalıyız. Herkese eşit olmamalı. Ve

onları başarabildikleri yerde daha yukarıya çıkmaları için dış teşvikler olmalı. Bahsettiğim burada ödül ve ceza değil. Sözel bir sohbet halinde olması.

RESEARCHER: Görsel (Visual) materyallerin sizin derslerinizdeki yeri nedir?

ENZO: Sınıf içerisinde görev aldığım dönemlerde görsel materyaller benim için hep önemli olmuştur. Çocuğun öğrenim zekası ne olursa olsun bu yaş grubunda görsel materyallerin önemi tartışılmaz. Sınıf içerisine getirilen 2 ya da 3 boyutlu herhangi bir nesne çocukların dikkatlerini oldukça çekecektir. Öncelikle derslerimizde her türlü görsel materyal kullanabiliriz fakat bence en önemlisi sınıflara gerçek nesnelere getirmektir. Bunun yanı sıra resimler, öğretmenin jest ve mimikleri de oldukça önemli olacaktır bizim için. Flashcard'lar açısından bakacak olursak oyunlarda ya da hikaye anlatımlarında kullanılabilir fakat ben kelime öğretimi için flashcard kullanılmasına karşıyım. Bu öğrenme değil ezberlemeye girdiğine inanıyorum.

Derslerimde görsel materyal kullanmasaydım, yine bir şekilde dersimi anlatabilirim ama verimli olur muydu? Bu sorunun cevabının hayır olduğunu bence hepimiz biliyoruz.

RESEARCHER: Kayıtlı/Medya materyallerinin derslerinizdeki yeri nedir?

ENZO: İşitsel materyaller derslerde kullanılabilir. Ama görselle desteklenmedikleri zaman ben kalıcı olduklarını düşünmüyorum. Bu yaş çocukların dikkatleri çok çabuk dağılmakta. Görseli olmayan bir dinleme, öğretmeni dinlemekten farksızdır bana göre. Öğrenciler için sadece oturup dinlemek oldukça zor olacaktır. Elimizden bir şey gelmeyecekse bile bizler öğretmeniz ve TPR'ı bu dinleme metinlerine katabiliriz. Bunun yanı sıra bu dinleme metinlerinin 2-3 dakikadan fazla olmaması gerekmektedir. Maksimum verimi bence en fazla 2 dakika süren dinlemelerde alabiliriz.

Yine de en çok kullandıklarımıza bakacak olursak bunlar şarkılar olacaktır. Ne de olsa şarkıları en fazla şekilde hareketlerimle dahil edebiliriz. Bence işitsel materyaller de oldukça değerli; fakat görsel materyaller kadar olmazsa olmaz diyemem. Ama bu materyaller görsel ya da hareketler olmazsa kullanılmalarına gerek yoktur.

RESEARCHER: Basılı (Printed) materyallerin derslerinizdeki yeri nedir?

ENZO: Basılı materyaller yeri geldiğinde tabii ki önemli olabilir. Ben siz basılı deyince aklıma ilk kitaplar geliyor. Fakat bu yaş grubu için gerekli midir? Bilemeyeceğim. Öğretmeni kısıtlamaları açısından öğretmenlerin dil öğretirken bu yaş grubunda kitap kullanılmasından hoşlanmadıklarını biliyorum. Ama çocukları takip etmek ve düzen açısından da gerekli olacaklardır. Basılı her materyali sınıfta amaçlarını değiştirerek kullanabiliriz. Burada öğretmenin biraz daha özgür olması gerekmekte tabii ki. Kitap bir amaç değil, bir araç olmalı. Öğrencilerin kitap takip etmeyi öğrenmeleri, sayfa açmayı da öğrenmeleri gerekmekte. Biz bu yaşı öğrencileri ilk hazırlayanlarız. Bir kitap olacaksa bu kitaplar resimlerle dolu olmalı. Öğrenciler yazmamalı ama takip edebilmeli bence. Basılı materyaller öğretmenlerin rehberliğinde kullanılırsa bu yaş grubu için gereklidir. Ama tekrar etmem lazım. Bir araç olarak, asıl amaç olarak değil.

RESEARCHER: Online/Teknolojik materyallerin derslerinizdeki yeri nedir?

ENZO: Bizler İngilizce öğretmenleri olarak, pandemi öncesinde de teknolojik ve online materyalleri çok fazla kullanıyorduk. Dilimiz yabancı olduğundan ve çocukların okul dışında duyma fırsatları olmadığından olabildiğince doğal dile maruz kalmaları için teknolojiden yararlanıyorduk. Bunun yanı sıra çocuklar evlerde parklarda hep tabletleriyle. Sınıfın içerisine bu teknolojiyi getirerek onların günlük hayatlarından yararlanıp derslere dikkatlerini daha çok çekiyorduk. Şu an herkes kullanıyor. Bu dönem bizi buna zorladı. Ama yine de her türlü online materyal ve web sitesi önemlidir ve derslerde olmalıdır. Sayısız kaynak, sayısız site ve sayısız video ile öğrencilerimize yardımcı olabilecek her kaynağın derslerimizde olması gerekiyor.

RESEARCHER: Bu yaş grubu öğrencileri için değerlendirme olmalı mıdır? Ne tür değerlendirme şekilleri kullanılmalıdır?

ENZO: Bence bu yaşta değerlendirme kullanma aracına bağlı olarak evet olabilir. Daha çok diagnostik olması daha iyi. Oradan bizler de bir çekiş ve tespit yapabiliyoruz. Tabii ama tekrar ediyorum araç önemli. Değerlendirme yaparken kesinlikle öğrencileri kıyaslamıyoruz. Öğretmen değerlendirme sonucunda mutlaka kendini değerlendirmeli. Benim hep seçtiğim şey odur. Ben kendimi değerlendirir. Öğretmen değerlendirme

sonucunda programı da değerlendirmeli. Ders materyalleri de bu değerlendirme sonucunda değerlendirilebilir. Yani summative değil ama formative ve diagnostik değerlendirmeler bu yaş grubunda kullanılabilirler.

RESEARCHER: Ne tür değerlendirme araçları kullanılabilir?

ENZO: Bence bu yaş grubunda bir değerlendirilme yapılacaksa bunlardan biri de portfolyo kullanımudur. Çocuklarda okuma yazma yok. Hemen aklıma şu geldi. Aslında görsel okuyabiliyorlar. Öğrencilere yıldız sistemiyle boyayabilir. Yıldız değil ama gülen surattan düz bir surata giden bir derecelendirme olabilir çocuklar için. Ya da bunu sorabiliriz. Aslında portfolyo okul öncesinden itibaren başlanmalı. Proje ödevi olabilir ama bu evde olmamalı. Sınıf içerisinde basit ve onların yapabilmesi sağlanmalı. Çocukların önüne materyal gelecek ve çocuktan yapılması istenecek. Örneğin evin bölümleri işlendikten sonra çocuklara bununla alakalı sınıf içerisinde bir proje verilebilir. Mesela bütün materyaller önlerinde olur. Evin bölümlerine ev eşyalarını yerleştirebilirler ve sonuç olarak evin bölümü projesiyle alakalı yapılan değerlendirme sonucuna göre düz surattan çok gülen surata kadar değerlendirilebilirler. Mutlaka bir üretim olmalı. Kontrol listeleri bence çok uygun değiller bence. Gözlem formları en kıymetlileri. Çünkü çocuklar kendini ifade edemese de bilmedikleri anlama gelmiyor. Bizlerin bunu gözlemleyip yapmamız lazım. Bence en önemlisi bu benim için.

RESEARCHER: Yaptığımız değerlendirme sonuçları öğrencilere, öğretmenlerle, ya da veliler ile paylaşılmalı mıdır?

ENZO: Bu değerlendirme sonuçları kesinlikle sınıf öğretmenleriyle paylaşılıp iletişim halinde olunmalı. Öğretmenden kaynaklanan farklı tutumlar olabilir. Bir öğretmen diğeriyle konuşup sıkıntıların ve problemlerin karşısında durulabilir. Bunun sürekli bir ŞÖK içerisinde konuşulması lazım. Öğretmenler de kendini değerlendirilmeli. Bu değerlendirmeler ve gözlemler velilerle de paylaşılmalı. Zaten birebir de toplantılar oluyor. Her konuda gerçekçi değerlendirmeler olmalı. Onlara önce beklenti sunmak ve sonra davranış ve çıktılar üzerinden her şeyin paylaşılması gerekiyor.



*GAZİLİ OLMAK AYRICALIKTIR..*