



T.C

YEDİTEPE UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

**MASTER'S PROGRAM IN EDUCATIONAL ECONOMICS and
PLANNING**

**PARENTAL EXPECTATIONS and CONCEPTIONS ABOUT FOREIGN
LANGUAGE LEARNING for YOUNG LEARNERS**

by

Eda GÖKÇELİ MENGEN

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İSTANBUL, 2016

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LIST OF ABBREVIATIONS

Vol.	: Volume
p.	: Page
n.d.	: No Date
L1	: Mother Tongue
L2	: Foreign Language
MI	: Multiple Intelligence
CLT	: Communicative Language Teaching



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ÖZET

Ebeveynlerin çocukların yabancı dil öğrenme konusundaki fikirlerinin araştırılması eğitim süreçlerini takip etme açısından önemlidir. Yetişkinlerin ve çocukların birbirlerinden farklı bilişsel özelliklere sahip oldukları dikkate alınarak çocukların öğrenme tarzları ve kapasitelerinin dil eğitiminde de farklı olduğunun bilinmesi gerekmektedir. Bu çalışmanın amacı, ebeveynlerin çocukların yabancı dil öğrenmesi konusundaki beklentilerinin ve fikirlerinin incelenmesidir. Bu amaçla erken yaşta yabancı dil eğitimi konusunda alan yazın taraması yapılmıştır. Araştırma İstanbul ili sınırları içerisinde yer alan 5 uluslararası özel okul öncesi ve ilköğretim okulunda gerçekleştirilmiştir. Bu çalışmada, 153 ebeveynin çocuklarına verilen yabancı dil eğitimi hakkında görüş ve beklentileri anket yoluyla incelenmiştir. Elde edilen veriler, SPSS paket programı ve tanımlayıcı istatistik kullanılarak analiz edilmiştir. Elde edilen bilgilere göre anne ve babaların, çocukların İngilizce öğrenimi üzerine hazırlanmış sorulara verdikleri yanıtları analiz etmek amacıyla; ANOVA Testi kullanılmıştır. Elde edilen sonuçlara göre; anne ve babaların demografik özellikleri ile önermelere verdikleri yanıtlar arasında istatistiksel olarak anlamlı farklılıklar tespit edilememiştir.

Anahtar Kelimeler : Yabancı Dil Öğrenimi, Çocukların Yabancı Dil Öğrenmeleri Hakkında Ebeveynlerin Düşünceleri

ABSTRACT

Main aim of this study is to examine the expectations and thoughts of parents about foreign language learning for young learners. It is important to take into consideration the expectations and thoughts of parents in terms of language education process as well as young learners' learning styles. It must be noted that adult learners and young learners have different cognitive developmental traits. Literature review in the area of foreign language learning of young children is conducted. The research was carried out across 5 international private pre-schools and primary schools in İstanbul. This study analyzes conceptions and expectations of 153 parents about foreign language learning for their children via survey research. The data of the questionnaires was analyzed by the SPSS computer programme and descriptive statistics. Then, ANOVA is applied to reveal differences between parents' opinion about foreign language learning for young learners. According to results of statistical analysis; there are not significant statistical differences between parents' demographic features and their opinion about learning foreign language for young learners.

Key Words : Foreign Language Learning, Young Learner, Education, Thoughts of Parents about Foreign Language Learning

1. INTRODUCTION

1.1. Problem Statement

It has been almost compulsory to learn foreign language as a result of globalization. Consequently, people are aware of the importance of learning a foreign language at an early age. Reviewing the literature, there are numerous studies related to education of foreign language.

It is known that different learners have different cognitive and personality traits. It is inappropriate to use approaches and techniques suitable for adult learners in courses for children. There is a need for using different techniques for different age groups. Teachers must be able to understand the developmental needs and learning styles of young learners in order to teach effectively. Moreover, it is also important to understand the conceptions and expectations of parents. This study is planned to investigate what parents think and what they wish for their children to achieve in the process of learning a foreign language having decided to enroll their children at an early age at international schools.

1.2. Aim and Significance of the Study

As mentioned above, basically this study aims to examine whether there is a relationship between demographic features of parents and their opinions regarding learning a foreign language during childhood for their children.

The significance of the present study is analyzing the relationship between parents' education, level of income, foreign language knowledge and their perceptions and conceptions about foreign language education in the early years.

1.3. Methodology

This research was done depending on a survey model which is an approach that aims to describe a situation the way it is. Survey method also means to gather information from participants. Written questionnaires are applied to mothers or fathers to collect data. Survey questionnaires are composed of 35 questions prepared for this research. The first 10 questions aim to obtain information about demographic features and foreign language

knowledge of participants. The next part consists of 25 open-ended and yes/no questions to get parental expectations and thoughts about foreign language learning in early childhood.

The data was collected by a questionnaire prepared by the researcher. The data was registered into the Statistical Packages for Social Sciences (SPSS) program, and the data was analyzed in two scales to utilize them in SPSS program.

1.4. Research Question

➤ **Main question:** Is there a difference between parents' demographic features and their wish for their children's foreign language learning?

○ **Sub questions:**

- I.** Is there a difference between parents' education and their wish for their children's foreign language learning?
- II.** Is there a difference between parents' level of income and their wish for their children's foreign language learning?
- III.** Is there a difference between parents' foreign language knowledge and their wish for their children's foreign language learning?

1.5. Hypothesis of the Study

H₀: There is no difference between parents' education and their wish for their children's foreign language learning.

H₁: There is a difference between parents' education and their wish for their children's foreign language learning.

H₀: There is no difference between parents' level of income and their wish for their children's foreign language learning.

H₁: There is a difference between parents' level of income and their wish for their children's foreign language learning.

H₀: There is no difference between parents' foreign language knowledge and their wish for their children's foreign language learning.

H₁: There is a difference between parents' foreign language knowledge and their wish for their children's foreign language learning.

2. FOREIGN LANGUAGE LEARNING for CHILDREN

Children and adults have different developmental capabilities. Consequently, their learning styles are also different. It is unwise to expect from a child to learn in the same way as an adult. This also applies to foreign language learning because of the fact that children are at a perceptive and concrete operational level therefore foreign language teaching must take into consideration children's social and cognitive stage depending on their age. Different age groups have different abilities about language acquisition. "Critical Period Hypothesis" emphasizes the effect of age in language acquisition. This hypothesis claims that learning a language is easier at some ages and it is difficult to learn a foreign language later in life. Critical period hypothesis supports learning a second language in early childhood in the range of 6 to 13 years of age. According to this hypothesis children can acquire native-like fluency and accent unlike adult learners. Children are also observed progressing faster in the initial stages of language acquisition (Loewen & Reinders, 2011)

Simultaneous bilinguals acquire two languages from birth (Kohnert, 2008). In these cases, both languages are spoken by family, caregivers etc. If the child learns his/her mother tongue first and then learns the second language at some point during childhood, this is referred as sequential bilinguals. It is generally assumed that first language of sequential bilinguals is stronger than their second language (Kohnert, 2008). However, this is not always the case. It depends on child's experience and opportunities. Child's second language can become his/her dominant language when the child's first language is spoken little at home and the second language is used much more at school or in the community before age of 5. Proficiency of a language depends on the parent's attitude and social environment when the child engages in meaningful conversations in a variety of contexts (Kohnert, 2008).

This hypothesis states that different ages provide some opportunities and some difficulties for foreign language learning. Wagner (2001) states that this hypothesis only

included first language acquisition, but later the researchers have extended it to foreign language learning as well. Many aspects of first language acquisition were brought into the domain of foreign language acquisition, but the assumption that the two types of acquisition are similar is fundamentally flawed (Wagner, 2001: 1).

Hymes (1972) described the goal of language teaching as “communicative competence”. Hymes described (1975: 11-17) seven basic functions that language performs for children learning their first language:

- 1) The instrumental function: using language to get things;
- 2) The regulatory function: using language to control the behavior of others;
- 3) The interactional function: using language to create interaction with others;
- 4) The personal function: using language to express personal feelings and meanings;
- 5) The heuristic function: using language to learn and to discover;
- 6) The imaginative function: using language to create a world of the imagination;
- 7) The representational function: using language to communicate information.

Foreign language learning requires knowing linguistic means in order to perform different kinds of functions. In that sense learning a foreign language is supported by communicative language teaching. Some of the characteristics of communicative language teaching are as follows:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is for interaction and communication.
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

2.1.1 Theory of Learning

Contrary to Communicative Language Teaching there has been little literature about learning theory. Aspects of learning theory can be figured out in some CLT methods, indeed. First of them might be defined as the communication principle: Activities that involve real communication promote learning. Secondly, task principle is an element of learning theory: Activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982). Another aspect is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. These principles can be inferred from CLT practices (e.g., Little-wood 1981; Johnson 1982).

Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it can not lead to acquisition. It can serve only as a monitor of the output of the acquired system.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory which is compatible with CLT model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development which involves both a cognitive and behavioral aspect:

The cognitive aspect contains vocabulary selection, grammatical rules, and speech which are derived from the language system. **The behavioral aspect** involves the use of these linguistic knowledge in real life. These occur via practice and converting them into performance. (Littlewood 1984: 74)

This theory implies that practice is an important skill in order to develop our communicative skills. CLT highlights the process of communication, rather than mastery of language.

Teacher's Role in the Learning process:

The role of the teacher as a counselor is to investigate the learners' intention and their interpretation, through the use of paraphrase, confirmation and feedback.

Breen and Candlin (1980) describe teacher roles in the following terms:

The first role is to promote the interaction among all participants in the learning environment via activities, texts or their friends in the classroom. The second role is to act like a guide within the learning-teaching group.

In order to determine a learner's motivation for studying the language, students might respond to statements like the following.

I want to study English because.....

- 1) I think it will someday be useful in getting a good job.
- 2) It will help me better understand English-speaking people and their way of life.
- 3) One needs a good knowledge of English to gain other people's respect.
- 4) It will allow me to meet and converse with interesting people.
- 5) I will need it for my job.
- 6) It will enable me to think and behave like English-speaking people.

According to Halliday 1975, we use language

- To get things,
- To control behavior,
- To create interaction with others,
- To express personal feelings,
- To learn,
- To create a world imagination,
- To communicate information.

For Chomsky (1957) the focus of linguistics was linguistic competence which helps learners produce grammatically correct sentences. Dell Hymes (1972) advocated the need of communication competence which helps learners to communicate competently in a speech community.

In order to learn a language, these variables must be used in a learning environment:

- **Communication:** Activities that involve real communication promote learning.

- **Tasks:** An activity in which language is used to carry out meaningful tasks supports the learning process.
- **Meaning:** Language that is meaningful and authentic to the learner boosts learning.

According to Krashen (2002), **acquisition** is an unconscious process that involves the naturalistic development of language proficiency while **learning** is the conscious internalization of the rules of language. A major principle underlying this approach is its emphasis on learners' needs and interests.

2.1.2 Nature of Foreign Language Learning for Children

Early years of a person can be considered as foundation stages of development of a person. First language acquisition and the cultural demands of the society, especially the first six years have crucial significance in learning a foreign language. At the first six years, the child understands the world perceptively and interacts with the culture, explores their environment by touching, hearing, watching (Waxman and Gelman, 2009). During these years, language used by parents becomes a major way of interaction with the world. Children learn the language easier because it is a direct way of communication. Communication process within the environment is translated into language thus all meanings are constructed (Siraj-Blatchford and Clarke 2009).

Kuhl pointed out that an object which is being labeled get attention for young learners and strengthen capacity for word memory. (Kuhl et al., 2003). Similarly, results from Hirotani et al. (2009) emphasize that the relation between a word and its referent can make learning easier. It is important to note that the relevance between social interaction and foreign language learning cannot be underestimated when new words are encoded in social context, but not when they are learnt directly. They stick in the mind like learner's L1 words (Jeong et al., 2010).

When a student learns a language in the way as mentioned above, that language becomes a way of communication with the world. Learning a foreign language in an early age also affects a child psychologically. For example, Vygotsky says that language has an important effect on identity formation of a child. Language is a tool for children to

understand the culture. For that reason, it can be claimed that learning a foreign language in an early age is also a good way of learning the foreign culture and understanding accordingly. That child will understand and internalize the new identity better. Acquisition of a language is instrumental for both cognitive and social development of a child (Vygotsky 1986).

Foreign language learning provides children many other benefits. According to a report of NEA research, followings are the benefits of learning a foreign language:

- Higher scores in tests,
- Helps understanding,
- Provides career opportunities,
- Better competency,
- Better achievement in school,
- Increasing cultural awareness,
- Improves sense of achievement,
- Developing cognitive development,
- Better creative and analytical thinking (NEA, 2007: 1-6).

Marcos (2001) expresses that foreign language learning has benefits in four groups. They can be grouped as societal benefits, academic benefits, cognitive benefits and personal benefits. In terms of personal benefits, it is seen that learning a foreign language makes it easy to be a member of other groups. That person can have access to more sources and people in an easy way. Those people can travel, meet with people living in other countries, read more literature and also have many other benefits thanks to foreign language. As well as better career opportunities, they can have various personal gains (Marcos, 2001: 9). Considering that foreign language learning has many benefits for children pedagogically foreign language teaching techniques must be chosen in accordance with the developmental stages of children.

2.1.3 Developmental Characteristics of Young Learners

Foreign language teachers must be knowledgeable of developmental characteristics of children. Not only the teachers but also program developers must also be educated in child development when preparing the activities to ease language acquisition. Firstly, it must be understood that some children may be exposed to a second language at home (for example in family) and some others may come across with the language for first time in school. Those two groups will have different dispositions. It may be assumed that students faced with the target language previously will learn in an easier way compared to others. Most of the children learn their native language at home while they are learning a foreign language at school (Clarke, 2009: 7).

There are some factors that facilitate teaching foreign language to children. They can be grouped as social factors, aptitude factors, psychological factors and environmental factors. Social factors include the characteristics of children in social terms. For example, children are more outgoing compared to adults. Moreover, they are risk takers. Considering aptitude factors, it can be said that children have an ability to acquire a foreign language better than adults. Psychological factors include the motivation of students. For example, some young children can be really motivated to learn the foreign language to be able to communicate with new friends. It is easy to motivate children with appropriate environmental materials and aspects (Tabors, 1997).

Important factors that need to be taken into consideration in foreign language acquisition can be listed as follows:

- There is a relationship with the time of exposure and the degree of foreign language acquisition,
- When the environment displays low anxiety, children will perform better and learn better,
- There is a relationship with language and culture especially during instruction of the target language,
- There is a need of meaningful content for effective language acquisition,
- Children may be supported by native language especially for expressing meaning,

- Children can learn foreign language better via meaning rather than grammatical rules,
- There is a need to use all five senses during teaching foreign language to children,
- It will be beneficial to use visual cues especially for conveying meaning for children,
- Negotiation of meaning is important for children,
- Listening experiences is beneficial for language acquisition of children,
- There is a need of relevant content for effective language acquisition,
- Focus on comprehensive input,

A variety of techniques must be used for motivating children (www.pearsonhighered.com).

There are some teaching techniques that can be applied for children. The following are suitable when characteristics of young children are considered:

- Children will want to hear mother tongue from teachers and others while learning,
- Children must have opportunities for using language,
- Children want to see places where the language is spoken,
- They may want to see books,
- Pictures will be beneficial,
- Songs will be beneficial,
- Games will be beneficial,
- Videos will be beneficial,
- They want interaction and they must be encouraged to interact,
- Repetition will be beneficial,

- Language and new materials must be introduced slowly,
- Process must be flexible,
- There must be breaks (Alberta, 2009: 14).

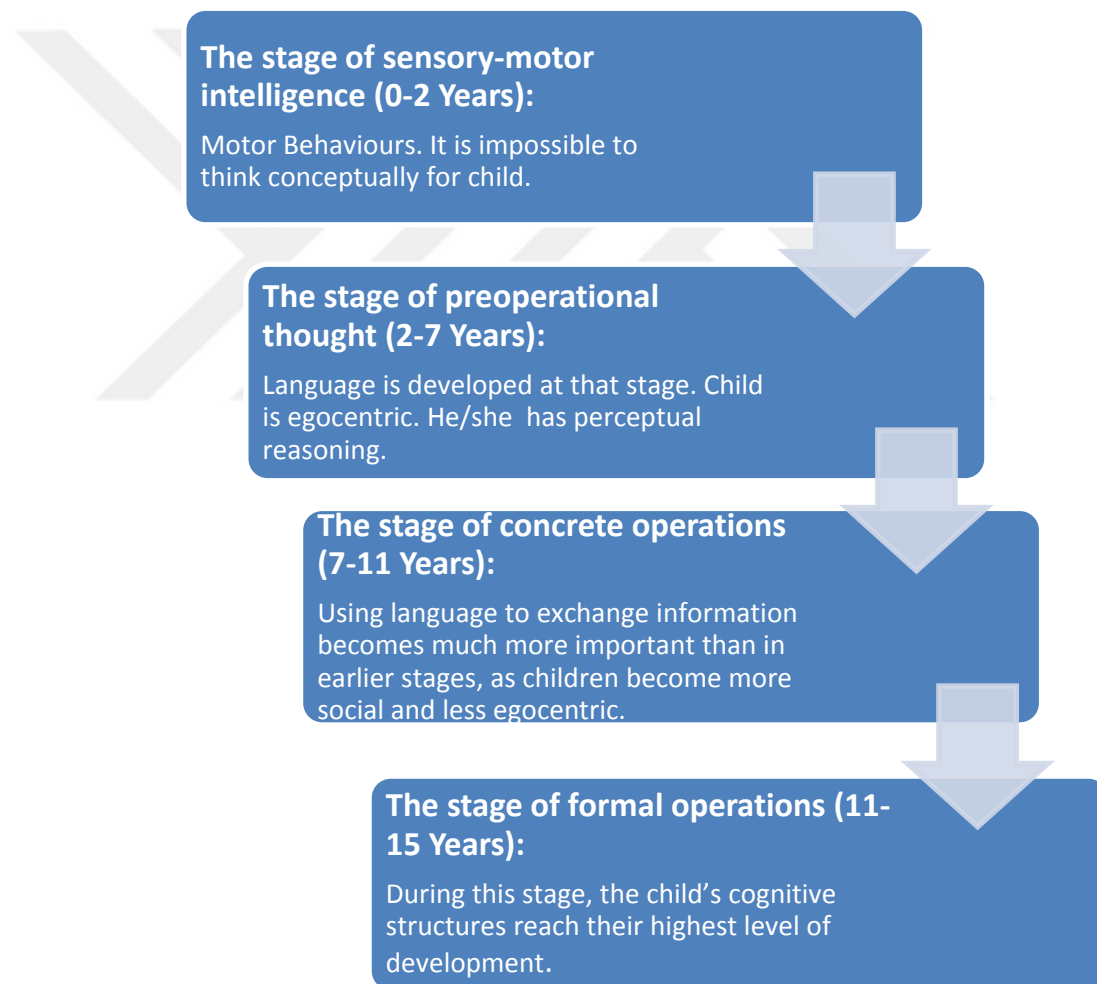
It must be taken into account that the child may have difficulty in using his/her mother tongue while learning the foreign language. In order not to face with that kind of a problem, teacher must take care of the followings:

- Teacher must respect mother tongue of the student,
- Teacher must support mother tongue usage of the student,
- There must be incorporation with cultural background of the child and the program,
- Current knowledge of language development must be taken into consideration,
- Natural language learning must be supported by the environment,
- There must be interaction among students,
- Teacher must be aware of the needs and expectations of students about usage of mother tongue,
- Teacher must observe the students,
- Teacher must provide an environment in which the student have right to use his/her mother tongue,
- Home literacy must be supported by the teacher,
- Home literacy must be appreciated by the teacher,
- Parents must be assisted (Clarke, 2009: 10).

Cognitive Development of Children

Piaget has concluded that children use their mind in a different way in each period of cognitive development which refers to changes in cognitive structure and functioning that may take place over time. Piaget (1963) has identified four periods of cognitive development. The stage of sensory-motor intelligence, the stage of preoperational thought, the stage of concrete operations and the stage of formal operations.

Figure 1: Cognitive Development of Children According To Piaget



Source: Prepared with the data collected from Piaget, J., The psychology of intelligence. New York: Routledge, 1963

Egan (1992), studied of children are under three groups: The Mythic Layers (Ages 4-5 through 9-10), The Romantic Layer (Ages 8-9 through 14-15) and Philosophic Layer (Ages 14-15 through 19-20).

At **The Mythic Layers**, emotions are very important. There is a need for information about how is being felt about what is being learnt. Moreover, there is a “versus” fact in that period. For example, good versus bad, happy versus sad, very tiny versus very huge, hot versus cold, wicked with versus princess etc. That “versus” idea must be used by the teacher. When used, the child will complete the gap between those poles. Another important aspect of that period is the power of imagination. At those ages, children may think of imaginations as “real” things. So, talking with horses or many other techniques may be used by the teacher accordingly. Those activities will be a magical trip to other worlds and language may be learnt in a better way. Those children believe that the world feels as they feel. Moreover, “absolute” is another important term while talking about characteristics of those children. If something is “good” for a child, everything is good about it. If something is called as “bad”, everything about it is bad consequently. One of the best techniques to use for those students is stories (Egan, 1992).

At **The Romantic Layer**, those children start to understand that there is a difference between the world in real and the world they think. They become aware of the fact that the whole world does not feel and think as they feel and think. Identity of the child starts to be developed at that period. For those children, the world outside both frightening and fascinating. They are interested in extremes. They think that what they do not experience is better. Within that period, students are good at memorizing and they are also interested in searching interesting topics. Story is still important (Egan, 1992).

At **Philosophic Layer**, there is integration with outer world and inner world. Facts and details are collected and made understandable in that group. They are also sure that they know what is “best” (Egan, 1992).

2.1.4 Foreign Language Learning During Childhood

According to Munoz (2010), it has been claimed that instructed language learners do not have access to the amount and type of input that immersion in the L2 community entails and, as a consequence, the lack of immersed (massive) exposure hinders children from benefiting from their alleged superiority at implicit language learning. At the same time, the explicit instruction provided by the classroom favors explicit language learning, at which older learners are superior because of their greater cognitive maturity (Munoz, 2010: 46).

Krashen (2002) states that the topic of "first language interference" has had an unusual history in foreign language acquisition research and practice. For many years, it had been presumed that the only major source of syntactic errors in adult foreign language performance was the performer's first language, and a great deal of materials preparation was done with this assumption in mind (Krashen, 2002: 64).

According to Clarke (1992), there are many things to be learnt from family while teaching foreign language to children. Environment of the home and the district, spoken languages at home, other people living in the family, cultural aspects, religious aspects, all aspects of the family and all aspects of the society must be taken into account by program developers and teachers (Clarke, 1992).

2.1.4.1 Multiple Intelligences

Intelligence is one of the most important individual factors which has an influence on the ease of second language learning (Sarem & Maftoon, 2012). Gardner regarded multiple intelligences as a pluralistic view of mind (Cahill, 1999:2). Gardner's theory of multiple intelligence (MI) proposes a learning style in eight different ways (Gardner, 1983). Parents, knowing their children's strengths, can engage various strategies to support their children's learning a foreign language accordingly (Griggs et al, 2009, p.55).

While teaching foreign language to children, intelligence types of the students must be taken into consideration. Teachers paying attention to all kinds of intelligences can try to design a curriculum taking advantage of a variety of games, stories, music, images

intended to mix all intelligences (Sarem & Maftoon, 2012). Gardner's (1983) multiple intelligence theory consisting of eight categories is shown to be significant in relation to both language teaching and learning. There are eight intelligence types as shown at the Table 1 below. (Gardner, 1983)

Table 1: Intelligence Types

Intelligence	Property	Language Application
Linguistic	Writing, reading, playing word games, storytelling etc.	Nearly every activity seen in classroom.
Logical-Mathematical	Questioning, calculating, experimenting, figuring out logical puzzles etc.	Making charts and graphs, surveys.
Spatial	Doodling, Drawing, Designing, Visualizing etc.	Illustrating.
Bodily-Kinesthetic	Running, dancing, jumping, songs, charts and activities about all those songs and charts.	Gesturing, building, touching, Total Physical Response.
Musical	Whistling, singing, melodies for rhythms, humming.	Listening, using songs etc.
Naturalist	Categorizing, understanding, world of nature.	Field trips, photo, classifying.
Interpersonal	Relating, organizing, leading, partying, mediating, manipulating, etc.	Pair works and group works.
Intrapersonal	Dreaming, mediating, being quiet, planning, setting goal.	Portfolio building.

Source:

http://www4.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205535488.pdf

Factors important in language learning :

- **Communication**

Communication is a very important factor concerning children since they always tend to communicate. There must be an emphasis on communication in the classroom environment. The followings must be taken into account involving communication:

- For children, speed of speech must not be so rapid comparing with natural circumstances. The slower you speak, the better child will understand.
- Pronunciation must be easy to understand.
- It is important to use bodily movements.
- Sounds must be clear to be understood.
- Rephrasing must be used.
- Sentences must be shorter.
- Sentences must not be complex.
- Repetition must be used.
- Checking whether the student understood or not.
- Gestures must be used.
- Concrete referents must be used (www.pearsonhighered.com).

- **Motivation**

Motivation is also an important factor in language learning as Jurišević and Pižorn (2013) has expressed.

The key factor is the student's motivation as it determines the learning process and indirectly influences the quality of foreign language proficiency..... the students generally like learning foreign languages and develop a sense of positive academic self-concept during the lessons. Most students prefer foreign language lessons when learning activities involve playing (informal learning situations), while they like foreign language lessons least when they read or write ("classic" learning situation). This shows that the goals of learning foreign languages as perceived by the students may be either intrinsic or extrinsic. It is, therefore, very important that foreign language teachers of young learners recognize their students' most prominent motivational features by observing their students' classroom behaviour. Teachers should then be able to consider these features in lesson planning and actual teaching activities while at the same time they should become aware of the students' developmental features and their language competences. In this way students will be able to satisfy their own developmental needs and simultaneously become proficient in a foreign language (Jurišević and Pižorn, 2013: 179).

- The last factor to be discussed is the **personal differences**.

Some children learn foreign language better than others. According to a research paper prepared by Government of Alberta (2009), there are four reasons why some students learn better than others. Those reasons are **language aptitude, age of acquisition, socio-economic status** and **quality and quantity of exposure**.

According to the paper, language aptitude is a kind of learning skill, a set of verbal and memory abilities that varies between individuals. Children and adults with high language aptitude tend to be faster foreign language learners. Language aptitude is thought to be an inherent characteristic. You cannot increase a child's language aptitude (Alberta, 2009: 3).

About age of acquisition, the paper explains that starting to learn English early—before the ages of six to eight years old—is better for developing pronunciation and grammar. Starting to learn English a little later—after six to eight years of age—results in faster vocabulary growth and development of skills such as storytelling. There is no age within the childhood years when it is ‘too early’ or ‘too late’ to learn another language (Alberta, 2009: 4).

A family’s socio-economic status is measured primarily through the parents’ level of education and income. Children from newcomer families where the parents have post-foreigner education tend to learn English faster because these parents often have higher language and literacy skills in their home language (Alberta, 2009: 4).

English language learning children vary in the English they experience outside the classroom, and this has a measurable impact on a child’s development. For example, the more books read in English and the more English-speaking friends they have, the more practice children have with English, and the more English vocabulary they will build (Alberta, 2009: 4).

2.1.5 Techniques used for Foreign Language Learning for Children

At previous pages, some of the major factors that play a role in foreign language learning are mentioned. However, some techniques which are especially good for children will be examined in detail.

2.1.5.1 Songs

Using songs as a foreign language teaching technique is effective for children, since children always want to play and have fun. When learning environment is entertaining, children will perform better. Songs are good tools for children especially at remembering words learnt in a foreign language. When a child likes and memorizes the song, it is likely to be remembered when repeated. There are three important points to be considered using songs. First of all, the song must not be difficult to teach. Children may be able to repeat it shortly. Secondly, there is no need for too many words in the song. Lastly, words in a song must be suitable to be used in a conversation (CLAIR, 2013: 8).

The courses should be enriched by using different listening activities. One of the most important listening activities for very young learners is songs and music. In language learning and teaching, songs and music have an important role (Tarakçıoğlu and Tunçarslan, 2014: 75). Ioannou (2010) lists some benefits of using songs for foreign language learning for children as following:

- Anxiety of the child is lowered via songs,
- Songs make the atmosphere “safe” for children in the classroom,
- Songs are enjoyable for children,
- Positive attitudes are developed for foreign language,
- Transfer of language aspects becomes easier,
- Songs motivate children in a good manner,
- Songs make it possible to access authentic language,
- Pronunciation is developed via songs,
- Intonation and stress is learnt better,
- Activates different parts of the brain at the same time,
- Songs are good for repetition,
- Rhythm-beat
- Songs increases awareness (Ioannou, 2010: 1).

Language learning skills of children are developed by chants and songs. Learning of children is supported in terms of cognitive, neural, phonological, motivational and emotional thanks to songs. Recalling of knowledge is also supported by songs directly. Songs are especially good for intonation and pronunciation. It must not be forgotten that young learners are active learners. New experiences are welcome by children. Interaction, playing and movement are important helpers of children during education process. One of the beneficial tools to be used for children is songs. Both poems, chants and songs are effective tools for children. Songs and rhythm are good for raising attention of children.

Songs increase the motivation levels of children. It must be stated that motivation is a crucial factor for learning a foreign language for children (Külekçi, 2014: 67).

At a study held by Lechel (2005), the author summarizes the results as follows about songs and children:

This assignment dealt with the effect of children`s songs have on young learners aged seven to nine years understanding of basic nouns. It turned out that the children`s songs appeared to be useful and the group results even suggested that using a song increased the amount of nouns that were to be learnt over a shorter period of time. The use of songs seemed to be good for revising the nouns. This may be due to different learning styles. Some pupils tend to be more auditory learners and respond very well to songs and others might be more visual learners and tend to respond well to pictures. Multiple intelligences are to be considered as well. If pupils like singing their motivation might be higher (Lechel, 2005: 66).

Children elicit certain behaviors while they listen to songs. Ioannou (2010) lists those behaviors of children as follows:

- Children can guess the next line when tape is stopped,
- Watch out for Musical chairs,
- Children can fulfill gaps of songs while listening,
- Children tick off the words they hear from a list of words.
- Girls and boys may sing different parts of the songs,
- Individuals may sing, (Ioannou, 2010: 2).

According to Ronke (2005), chants and songs that include some form of body movement are effective ways to use the language. Finger games and other children's short rhymes are also suitable to be used as chants or songs. Even more mature adult learners enjoy children`s texts (Ronke, 2005: 230).

2.1.5.2 Films and Cartoons

As well as songs, children are also interested in films and especially cartoons which may be used as an effective educational tool. Interest level of children will increase dramatically using cartoons. When presented in television channels, cartoon characters are watched by children. Moreover, children tend to like one or more cartoon characters and they behave as characters behave. That shows how cartoons may be used as an effective education tool. Moreover, cartoon characters used in course books will also attract great attention of students (Deneme, et.al., 2011: 159).

They may watch the cartoon and listen to the characters. Cartoon characters are beloved ones for children. A character using language in order to express opinions and emotions will be a good model for children. Observing students will not find it difficult to learn from cartoons. Children may repeat the words and expressions used by the main character (Ronke, 2005: 173).

Cartoons and film are great motivation providers. According to a study done by Jurisevic and Pizorn (2013) with the participation of 591 primary school students in a Slovenian school, it is seen that 67 percent of the students express that they want to learn English for some aims such as reading books, speaking foreign language, watching films and cartoons (Jurisevic and Pizorn, 2013: 187). This shows that it is important for children to be able to watch films and cartoon in a foreign language.

Apart from all those, there are many other cartoons solely used for teaching foreign language to children. Considering teaching English, many examples are seen searching the net. After a short search on the net, one can see that there are various channels on Youtube.com such as Real English, BBC Learn English, British Council: Learn English Kids, Business English Pod, VOA Learning English, Jennifer ESL, Learn American English etc.¹, there are many websites providing cartoons for English for kids such as [agendaweb.org](http://www.agendaweb.org)², [eduteach.es](http://www.eduteach.es),³ [englishvideolesson.com](http://www.englishvideolesson.com) etc. Moreover, there are also well

¹<http://www.fluentu.com/english/blog/learn-english-esl-youtube/>

²http://www.agendaweb.org/videos/cartoons_videos.html

known cartoons for learning English such as Gummi Bears, Duck Tales, Tinny Toons, Animaniacs, Tale Spin, Darkwing Duck, Chip n Dale Rescue Ranger, Where on Earth is Carmen Sandiego, Jackie Cahn Adventures, Captain Planet, X-Men⁴ etc. (Gathered with a search on the net-links are shown at footnotes).

Films and cartoons are also useful for teaching culture. Both film and cartoons are produced considering cultural properties of a society. They are the images representing social life of a society. Both historical messages and educational messages can be transmitted thanks to films and cartoons. Films and cartoons are also good for showing gestures to children. When children watch films and cartoons, they will pay attention to the gestures of the characters. (Deneme, et.al., 2011: 154).

Another benefit of using films and cartoons is teaching accents of different societies. For example, in a cartoon, two characters from different regions may meet. They may use an accent in accordance with their regions. Watching those conversations, children will understand that people from different regions use different accents. Moreover, children will also learn properties of those accents. At least, they will be able to recognize words in different accents as they become familiar with those accents (Wenke, 1998).

2.1.5.3 Games

Another important technique to be used for children is games. All children like playing games. Consequently, when used for foreign language teaching, games can be used as a good tool. Especially for children between 2,5 to 5, cognitive, social and language development of children can be developed by games effectively. Playing games must be a leading activity for education. There is a positive relationship among playing and language development. First of all, roles are adopted by language. Rules and goals of the play are negotiated by language. Development of language is stimulated by dramatic play.

³<http://eduteach.es/videos/cartoons-kids/casper/ice-scream-bedtime.html>

⁴<http://englishfuncast.com/best-childrens-cartoons-to-improve-your-english-20-10/>

Symbolic functions are fueled by games. It can also be stated that symbolic functions play a crucial role at understanding people, words, actions and objects (Alberta, 2009: 10).

Role plays and games are essential tools for teaching foreign language to children. According to a study held by Külekçi (2004), great majority of participants expressed that songs and games are the most important factors motivating them to learn the foreign language. Participants express that playing is entertaining and an enjoyable way of communication (Külekçi, 2014: 76).

Playing can also be used for emotional development of children. For example, playing a game provides child to have another role. Thanks to that role, students can both understand other people and express themselves. As cartoons, games provide a world to the child that is not real and the child likes that world. Teaching foreign language via games also makes students more social. During games, children interact with each other. That kind of an interaction supports emotional development (Edgar, 2008: 5).

Playing games can be beneficial for teaching culture. For example, when designed carefully, games can include cultural properties of target culture. Playing the game or role play, student understands those properties of target culture. Moreover, it becomes entertaining as well. Cultural behaviors played by children are internalized. Using games for teaching target culture support learning of children in a real-like environment. Mimics, gestures and facial expressions are also included in games (Zielke, 2009).

Daily activities of children are games. Everything in the world is a “game” for children. For that reason, the best thing done by a child is not studying. It is playing a game. Playing a game is a crucial solution for cognitive development of children. “Knowledge” is obtained is understood by students via games. Majority of learning is obtained by games. As a result, language must be understood and used by children via games. Best way of learning a language may be by way of games children play especially when there is a social interaction with other children or people in games (Tarakçıoğlu and Tunçarlan, 2014: 64).

During game playing, there is no need for an immense grammar usage. Children must be able to use language during games. Emphasis must not focus on grammar and

other phrases. Main emphasis is on the communication. Children must use language in an effective way during playing games. They must not hesitate while playing. In other words, they must not be afraid of making mistakes. Instead, they must be free to communicate for conveying meanings. Conveying meaning and expressing ideas are core goals of games. Games provide students with practice on what they learn. Acquired language is used during games. Competence, confidence, fluency and greater speaking skills are outcomes of games played during foreign language learning processes of children (Ronke, 2005: 204).

Lastly, it must also be stated that objects used during play are also important to be discussed. Bregizar (2005) states that in the child`s fantasy each object has its own life and soul. Objects and toys take over the function of the imaginative world in which the child dictates the rules and searches for possible solutions to... (her) unsolved problems. According to Vygotsky, these kinds of games improve all steps in a child`s development. Surprisingly, puppetry integrates nearly all disciplines important for these developments: perception, comprehension, movement, co-ordination, and interaction with the environment, speech, and narration (Bregizar, 2005: 5).

2.1.5.4 Drama

Drama is another beneficial technique to be used for teaching foreign language to young learners. Drama can be used for teaching many topics to children. For example, when a teacher wants to teach “How Much”, he/she can prepare an environment for children. In that environment, drama can be used as a game-like activity (CLAIR, 2013: 8).

There are several benefits of drama/role play and improvisations for teaching foreign language to children. Some of the benefits of drama/role play and improvisations can be listed as follows:

- Cultural values are studied,
- Empathy is developed,
- Change of social interaction,
- Developing skill of speaking in front of other people,
- Emotionally involvement to target language activity,

- Establishes playful environment,
- Conveying meaning skills are developed,
- Spontaneity of target language is developed (Ronke, 2005: 210-211).

Drama is a good technique when communicative learning is aimed. As a result of holistic approach, drama plays a crucial role for communication. Moreover, a variety of senses are used during drama activity. According to Eigenbauer and Egon (2007), the more the senses are involved the more effectively and actively you learn, and the improvements you make will be lasting. Whereas teachers have long been familiar with games and isolated drama activities for engaging students' participation and promoting active learning in the classroom, the methods and conventions of drama have largely been ignored in foreign language settings (Eigenbauer and Egon, 2007: 9).

Drama provides better results in foreign language teaching to children comparing with adults. Students in high school may not feel themselves as free as children. Young learners will find it easier to play roles in drama (CLAIR, 2013: 8).

2.2 Role of the Family at Foreign Language Learning for Young Children

Considering the role of the family at foreign language learning for children, it must be asked whether families are aware of their importance for foreign language learning of their children. Some families may not have any knowledge about the process of foreign language education. It may be beneficial to inform the families how young children's foreign language learning takes course.

Parents' language behavior towards their children is a powerful contributive factor in children's use of language (Houwer, 1998)

Parents are role-models for their children in the way of using a language. Parents may hold positive attitude towards the use of two languages by their children. During this period parents have significant effect on their children's learning process.

If parents encourage their children and cooperate with them, they can control their children's linguistic functioning. This is called an "impact belief". It can be strong or weak. A strong impact belief is telling the child to use particular linguistic form by

punishing, praising. A weak impact belief does not hold conviction, so the child picks up the language from the environment where parents do not intervene.

Some parents also think that whatever they do, it makes no difference for child's language learning. When the child learns to talk with his/her toys, puppets, they do not have anything to do with parents. As Heath (1989:337) notes: "In not every society, adults see their infants as a conversational. Also they do not believe that they represent a role-model with their speech for their children.

Second language learning is especially important for second generation immigrants. When children can speak the foreign language, they will be able to adopt the culture better. In general, families must be aware of the fact that learning a foreign language at an early age will help the child to develop better cognitive skills. For instance, students learning a foreign language at an early age are also better at problem solving comparing to others. They are able to ignore irrelevant information and focus on relevant information better comparing to children who do not learn a foreign language at an early age (Genesee, 2007: 4).

When families become aware of the course and benefits of learning a foreign language in an early age, they will be eager to support that process and contribute to their children's learning.

The roles of the family will be examined under subtitles as "values", "family involvement" and "family and first language".

2.2.1. Values

As described in previous pages, learning a foreign language is a social and cultural process. Both social and cultural values are transmitted during foreign language learning process. All cultures have different values and cultural norms. While learning a foreign language, those cultural differences may be a source of conflict. Cultural norms of target culture may be completely different from the cultural norms of the family of the child. Under these circumstances, the child and the family (especially the family) may have conflicting attitudes.

In order to solve problems arising from differences between values, schools may focus on family and community involvement. When schools meet with parents and community about education process and nature of differences among values, families become more aware of the problem and different cultures may be tolerable. There must be a struggle for getting rid of cross-cultural barriers. When meetings are organized with family members in the community, people would understand that those cultural differences may not be a problem for the children (http://education.vermont.gov/documents/guide_94_02.pdf). Family involvement in foreign language learning of children may ease the way to learning the language and the target culture.

2.2.2 Family Involvement

Families must be willing to support the learning process. One of the most important roles of the family at foreign language learning of a child is “involvement”. Without involvement of the family in the process, success will be difficult to be achieved. Not only involvement of the family, but also involvement of the community is critical. Parental involvement is also important during curriculum development in education. When learning environment is designed getting ideas from the families and community members into account, many problems will be solved before arising and family involvement will be easier. “Young children’s learning will be integrated and interconnected, therefore experiences that reflect and support the home and community life of the children will have the greatest impact on their learning” (Alberta, 2009: 7).

It is not a problem for young children to learn two languages at home when possible. On the contrary, it is something beneficial for those children. When children are able to speak and hear foreign language at home, they will have no problem to communicate. Consequently, they will learn the foreign language easier. From this point of view, it can be claimed that family involvement gives better results. When parents speak in a foreign language, that situation will make learning as a “normal-daily activity” for the child.

2.2.3 Family and First Language

Parents have an important role in the first language learning and the development of children. Behaviors, attitudes and the goals are generally shaped by parents. Initial language development is mainly influenced by family members. Maintenance, perceptions, language socialization and language skills are supported by the parents (Ball, 2011: 19).

Apart from first language, some families are multilingual. In multilingual families, it is easier for children to learn a foreign language. Those children coming from multilingual families face no difficulty in learning the foreign language. They become a part of the target society. It is not difficult for those children to take part in social activities as well (Robbins, 2007: 3).

2.2.4 Retaining the First Language (Mother Tongue)

Families must be educated about the importance of retaining the first language. It will be harmful when families do not take measures about using the mother tongue. The family members can plan on joint activities such as singing songs and playing games with children. These songs and games must be in the mother tongue. In other words, mother tongue must be used for entertaining within the family. Family members must provide opportunity to children about meeting with relatives and other children speaking only the mother tongue. That will provide a chance to a child to entertain in their first language. Traditional songs must be used with children and traditional phrases must be used with the child to relate to the target culture. Repetition of those songs will be both beneficial and entertaining for children. Finally, parents must teach children to use the libraries and other opportunities where first language is solely used (Brisson, 2014: 7).

Forgetting the first language while learning the second language is an issue related with immigrant families. Those families are aware of the fact that learning the second language is crucial for academic success of their children. It is a fact that their children will not be successful in school and business life without proficiency in the target language of the country they live in. Both education and employment requires a proficiency level in the second language. That situation is the main reason why those families focus on second

language learning heavily and children face with the danger of forgetting their first language (Mirici, et.al., 2013: 139).

2.3 Related Research Findings

Küçük (2006) has investigated educators' and families' opinions in respect of pre school foreign language education. 8 private schools and 8 state schools which train English education in pre-school and 20 English teachers, 13 school directors, 34 pre-school teachers, 274 families whose children are taking education in these schools in Adana have participated in the research. In this research the data was collected with semi-constructed interview forms and family questionnaires. Data has been analyzed with the qualitative research techniques. It was revealed that educators and families have believed that English education in pre-school period is beneficiary and necessary and they have the opinion that the language education must continue from pre-school to the end of the secondary education.

İlter and Er (2007) have conducted a study on the viewpoints of parents and teachers on foreign language teaching at early childhood period. The aim of this study was to examine language teaching at early childhood period. The participants consisted of some private and state pre-school teachers and children's parents. The data was collected with the questionnaires. The results have revealed that both parents and pre-school teachers have positive attitudes towards learning a foreign language at an early age.

Aytar and Ögretir (2008) examined the opinions of the parents and teachers on Foreign language education at the pre-school education institutions. 350 parents and 140 teachers have been involved in the research. The data was collected by survey method. In the analysis of the data SPSS computer program and descriptive statistics were used. It was revealed that the parents and the teachers strongly supported foreign language education at the pre-school education.

Yolasıǧmazoǧlu (2008) has conducted a study on factors affecting pre-school

children's learning a foreign language. In this research the data was collected with the English picture-word test, mother's and teacher's survey. The findings have revealed that foreign language performances of children vary by their ages, their families, the pre-school academic institution they are enrolled in and the characteristic of their teachers.

Atadere (2012) has investigated parents' and teachers' perceptions and attitudes towards foreign language education at an early age. In this research the data was collected with the questionnaire for parents and teachers. The data of the questionnaires was analyzed by the SPSS 16.0 (Statistical Package for the Social Sciences) program by using frequency analysis. It has been concluded that parents wanted their children to learn a foreign language, and foreign language teachers have acted consciously while language training the children of this age in terms of method and content. It was concluded that there are institutional problems about foreign language education at an early age and teachers should be given training in this field.

3. METHODOLOGY

3.1. Objective of the Research

The objective of this research is "to analyze the knowledge and incentive of parents in regard to providing foreign language education to their children in early childhood." For this purpose, the responses to the survey, and the statistical analyses applied to these responses constitute the main body of the study.

3.2. Scope of the Research

Survey was implemented at the international schools which welcome children of all nationalities to their preschool and primary school education. These schools support bilingualism and biculturalism and they create a supportive and joyful English-immersion educational environment. They also encourage meaningful family participation and awareness. Because the survey questions are related to parents, participation in the survey applies to children's mothers and fathers. Out of 153 surveys that were accepted for inclusion in the analysis, one of them was blank and therefore not included in the

assessment. The remaining 152 questionnaire forms, however, were included into analysis with respect to the responses received.

3.3. Limitations of the Research

Survey was implemented in the international schools. Survey participants are composed of parents. A self-report method used to measure level of foreign language knowledge of parents. It is assumed that the parents gave correct answers to the questions. Some parents did not answer some of the questions, claiming that they were related to the private lives of the students. Turkish participants answered the questionnaire in Turkish and foreign participants answered the questionnaire in English.

3.4. Methodology of the Research

A survey made up of 35 questions was prepared for the study. The first 10 questions scrutinized the demographic features and foreign language knowledge of survey participants. The next part contained 25 open-ended and yes/no questions related to children's taking foreign language education in early childhood.

3.5. Data Collection

Upon receiving an approval from İstanbul Provincial Directorate for National Education a receipt of permission was granted hence in May 2013-2014 academic year data collection procedure was initiated.

Research data were collected during academic term. The survey was implemented by the researcher. Data collection stages were as follows:

- 1) The administrators of schools in this sampling were briefed about research topic, the contents of survey and implementation process.
- 2) The schools were visited in the specific dates and hours. The researcher met with classroom teachers and briefed them about the objective and importance of research. Next the teachers distributed the survey to their students. The students took them home to their parents. Some teachers conducted a survey in parents' meeting.
- 3) To ensure that parents express their knowledge freely and truly they were not asked to write their names on the forms.

- 4) At the end of implementation process, the researcher shared parents' expectations and conceptions about foreign language learning with the administrators and the teachers.

3.6. Data Analysis

The analysis section of the study is comprised of two steps. In the first step, the 25 open-ended questions that aim to learn parents' opinions regarding their children's learning a foreign language at an early age have been analyzed with content analysis. From the content analysis, different answers that the participants gave have been reduced to demographic groups by making necessary coding with key words. "Hand coding", in qualitative research, was used by the researcher to evaluate and categorize items about parents' opinions regarding their children's learning a foreign language at an early age. This way, answers that 152 participants gave for one question have been reduced to four or five groups by hand without using a computer. These demographic groups of answers were entered into the SPSS program afterwards, and quantitative statistical results have been obtained.

All the questions of the survey study which were applied within the scope of this research were given the necessary codes and loaded to SPSS 20.0 for the Windows package program, and they have been made subject to various statistical analyses in line with research objectives. Survey questions that are demographics-related have been analyzed by frequency analysis, whereas questions about foreign language education at early ages have been analyzed by using ANOVA tests. Analysis results of the questions, and comments pertaining to them, have been explained with tables.

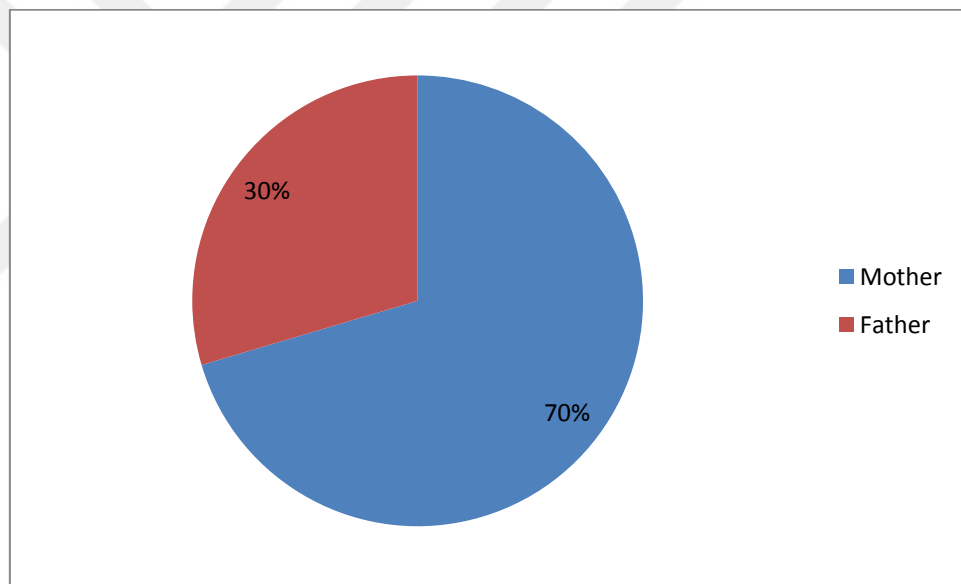
3.7. Assessment and Interpretation of the Research Results

After descriptive statistics and demographic features were analyzed, Anova was employed for the differences among the answers the parents gave regarding children's receiving foreign language education in early childhood.

3.7.1. Demographic and Descriptive Statistics Information

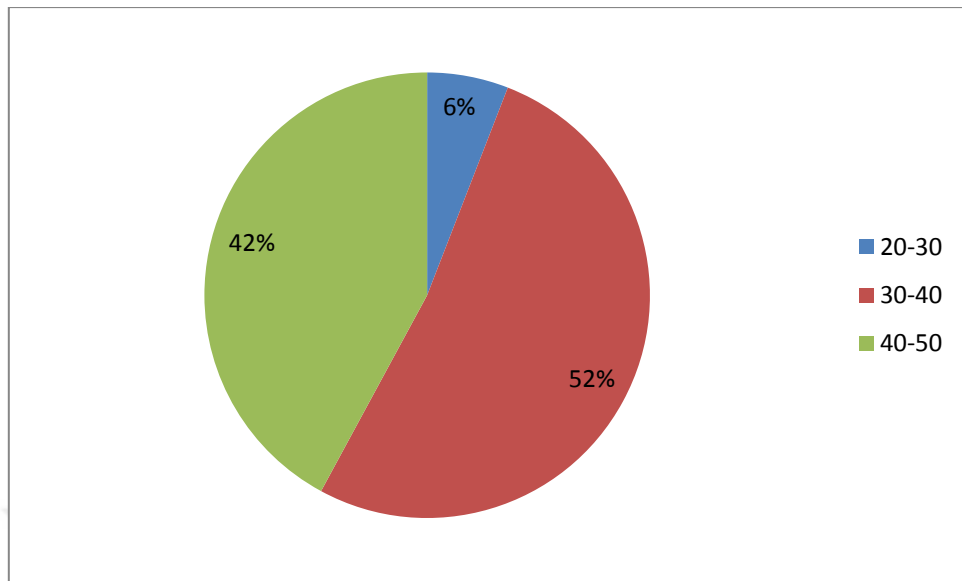
In this part, answers to the questions asking whether the survey participant parents are mother or father, their age, education level of mother, education level of father, occupation of father, his income level, how many children the parents have, ages of the children and where they were born have been analyzed. Likewise, under the descriptive questions group, the survey participants were asked for their mother tongue of father and mother, mother's foreign language knowledge, father's foreign language knowledge, whether they have relatives abroad, and if so in which country, whether they travel to foreign countries, and if they do, for what purpose, and finally, in which language mother and father talk to their children at home.

Figure 2. The person answering the questions



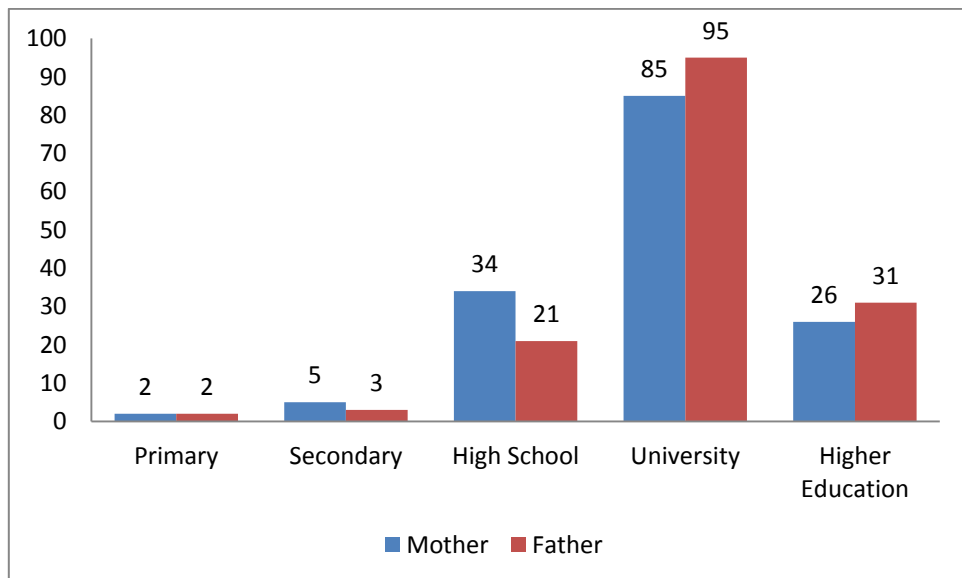
As the figure 2 illustrates, a significant part of the survey participants are mothers. Of the 152 participants, 107 (70.4%) are mothers, and 45 (29.6%) are fathers.

Figure 3. Age



When the question pertaining to survey participant parents' ages is analysed, it can be said that more than half of the participants are in the middle age group. Nine (5.9%) of the parents are in the 20–30 age interval, 79 (52%) of the parents are in the 20–40 age interval and 64 (42.1%) are in the 40–50 age interval.

Figure 4. Educational status of mother and father

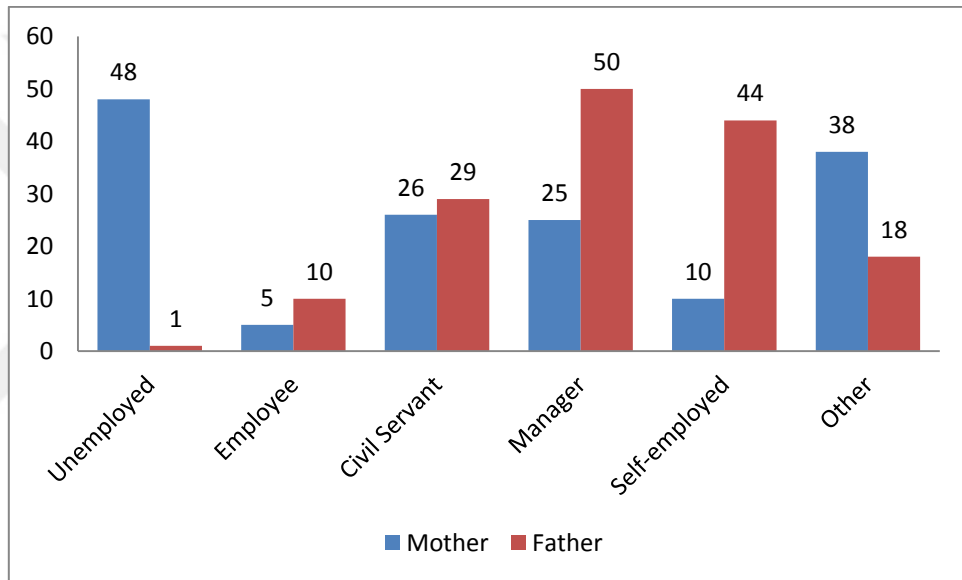


Another question about demographics is the educational status of the mother. While more than half of the mothers are university graduates with an undergraduate degree, very

few of them are primary school graduates: 85 mothers (55.9%) are university graduates; 34 mothers (22.4%) are high school graduates; 26 mothers (17.1%) have master degrees; 5 mothers (3.3%) are secondary school graduates; and finally, 2 mothers (1.3%) are primary school graduates.

The statistical distribution of the fathers' educational status is as follows: 95 fathers (62.5%) are university graduates; 31 fathers (20.4%) have master degrees; 21 fathers (13.8%) are high school graduates; 3 fathers (2%) are secondary school graduates, and finally, 2 fathers (1.3%) are primary school graduates.

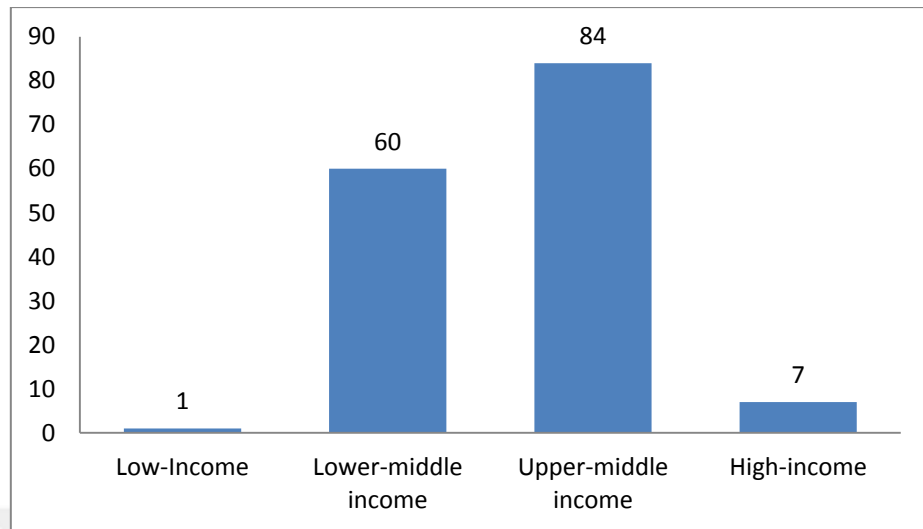
Figure 5. Occupation of mother and father



As illustrated in the figure 5, when the survey question about the mother's occupation is analysed it is seen that many of the mothers are unemployed: 48 mothers (31.6%) are unemployed; 26 mothers (17.1%) are civil servants; 25 mothers (16.4%) are managers; 10 mothers (6.6%) are self-employed; and 38 mothers (25%) mentioned an occupation other than these.

When we look at the fathers' occupations, we see that 1 (0.7%) declared he was unemployed, 10 of them (6.6%) are workers; 29 of them (19.1%) are civil servants ; 50 of them (32.9%) are managers; 44 of them (28.9%) are self-employed, and 18 (11.8%) are from other occupation groups.

Figure 6. Level of income



When the income levels of survey participants are analysed, 1 of them (0.7%) is in a low-income group; 60 of them (39.5%) are in a lower-middle income group; 84 of them (55.3%) are in an upper-middle income group, and finally, 7 of them (4.6%) are in a high income group.

Table 2. How many children do you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	70	46,1	46,1	46,1
	2	65	42,8	42,8	88,8
	3	9	5,9	5,9	94,7
	4	7	4,6	4,6	99,3
	7,00	1	,7	,7	100,0
	Total	152	100,0	100,0	

Another question asked of survey participants was how many children they had.. A significant portion of the respondents have one or two children. While 70 survey participants (46.1%) have 1 child, 65 participants (42.8%) have 2 children. On the other hand, 9 participants (5.9%) have 3 children; 7 participants (4.6%) have 4 children and 1 participant (0.7%) has 7 children.

Table 3. How old are they?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	,7	,7	,7
	2	1	,7	,7	1,4
	3	7	4,6	4,6	6
	4	12	7,9	7,9	13,9
	5	13	8,6	8,6	22,5
	6	24	15,8	15,8	38,3
	7	10	6,6	6,6	44,9
	8	13	8,6	8,6	53,5
	9	12	7,9	7,9	61,4
	10	8	5,3	5,3	66,7
	11	9	5,9	5,9	72,6
	12	7	4,6	4,6	77,2
	13	4	2,6	2,6	79,8
	14	14	9,2	9,2	89
	15	5	3,3	3,3	92,3
	16	4	2,6	2,6	94,9
	17	6	3,9	3,9	98,7
	18	2	1,3	1,3	100,0
	Total	152	100,0	100,0	

When we look at the table 4 showing the statistical distribution of children's ages, it is seen that 24 of them (15.8%) are at the age of 6; 13 of them (8.6%) are 8 years old and 13 (8.6%) are 5; 12 of them (7.9%) are 4.

Table 4. Their birth place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ANKARA	5	3,3	3,3	3,3
	ANTALYA	2	1,3	1,3	4,6
	AUSTRALIA	1	,7	,7	5,3
	AYDIN	2	1,3	1,3	6,6
	AZERBEYJAN	1	,7	,7	7,2
	BELGIUM	1	,7	,7	7,9
	CANADA	1	,7	,7	8,6
	CHINA	2	1,3	1,3	9,9

DENMARK	1	,7	,7	10,5
ENGLAND	1	,7	,7	11,2
ERZURUM	1	,7	,7	11,8
ESKİŞEHİR	1	,7	,7	12,5
FINLAND	2	1,3	1,3	13,8
FRANCE	1	,7	,7	14,5
GREECE	1	,7	,7	15,1
INDIA	1	,7	,7	15,8
IRAN	1	,7	,7	16,4
ISRAEL	1	,7	,7	17,1
ISTANBUL	68	44,7	44,7	61,8
İZMİR	2	1,3	1,3	63,2
İZMİT	1	,7	,7	63,8
KARABÜK	2	1,3	1,3	65,1
KARAMAN	1	,7	,7	65,8
KAZAKHSTAN	1	,7	,7	66,4
KOREA	1	,7	,7	67,1
KOREAN	1	,7	,7	67,8
LIBYA	1	,7	,7	68,4
MALATYA	1	,7	,7	69,1
MALAYSIA	1	,7	,7	69,7
MERSİN	1	,7	,7	70,4
MUĞLA	27	17,8	17,8	88,2
NETHERLAND	1	,7	,7	88,8
SAMSUN	1	,7	,7	89,5
SİNOP	1	,7	,7	90,1
SPAIN	3	2,0	2,0	92,1
SWEDEN	1	,7	,7	92,8
TRABZON	1	,7	,7	93,4
USA	9	5,9	5,9	99,3
UZBEKISTAN	1	,7	,7	100,0
Total	152	100,0	100,0	

Another question in the survey asks about where the children were born. As can be seen from the table 5 above, although very diverse answers were received, four centers have been prominent. These centers are Istanbul, Muğla, United States of America and Ankara. While the birthplace of 68 (44.7%) of the survey participants' children is Istanbul, the birthplace of 27 of them (17.8%) is Muğla; the birthplace of 9 (5.9%) is the USA and 5 (3.3%) is Ankara.

Table 5. Mother's native language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARABIC	7	4,6	4,6	4,6
	CHINESE	2	1,3	1,3	5,9
	ENGLISH	3	2,0	2,0	7,9
	FARSI	1	,7	,7	8,6
	FINNISH	1	,7	,7	9,2
	HEBREW	1	,7	,7	9,9
	ITALIAN	1	,7	,7	10,5
	KOREA	1	,7	,7	11,2
	KOREAN	1	,7	,7	11,8
	KURDISH	1	,7	,7	12,5
	POLISH	1	,7	,7	13,2
	PUNJABI	1	,7	,7	13,8
	RUSSIAN	2	1,3	1,3	15,1
	SPANISH	4	2,6	2,6	17,8
	SWEDISH	1	,7	,7	18,4
	TURKISH	124	81,6	81,6	100,0
	Total	152	100,0	100,0	

Another question asked of survey participants was which mother tongue the mother and father speak. As illustrated in the above table, quite a significant portion of the replies were that the mothers' mother tongue is Turkish. The mother tongue of 124 mothers (81.6%) is Turkish, the mother tongue of 7 mothers (4.6%) is Arabic, the mother tongue of 4 mothers (2.6%) is Spanish and the rest have different mother tongues.

Table 6. Father's native language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARABIC	7	4,6	4,6	4,6
	CHINESE	2	1,3	1,3	5,9
	ENGLISH	3	2,0	2,0	7,9
	FARSI	1	,7	,7	8,6
	FINNISH	2	1,3	1,3	9,9
	GREEK	2	1,3	1,3	11,2
	ITALIAN	1	,7	,7	11,8
	KOREA	1	,7	,7	12,5

KOREAN	1	,7	,7	13,2
KURDISH	1	,7	,7	13,8
PUNJABI	1	,7	,7	14,5
RUSSIAN	1	,7	,7	15,1
SPANISH	5	3,3	3,3	18,4
TURKISH	124	81,6	81,6	100,0
Total	152	100,0	100,0	

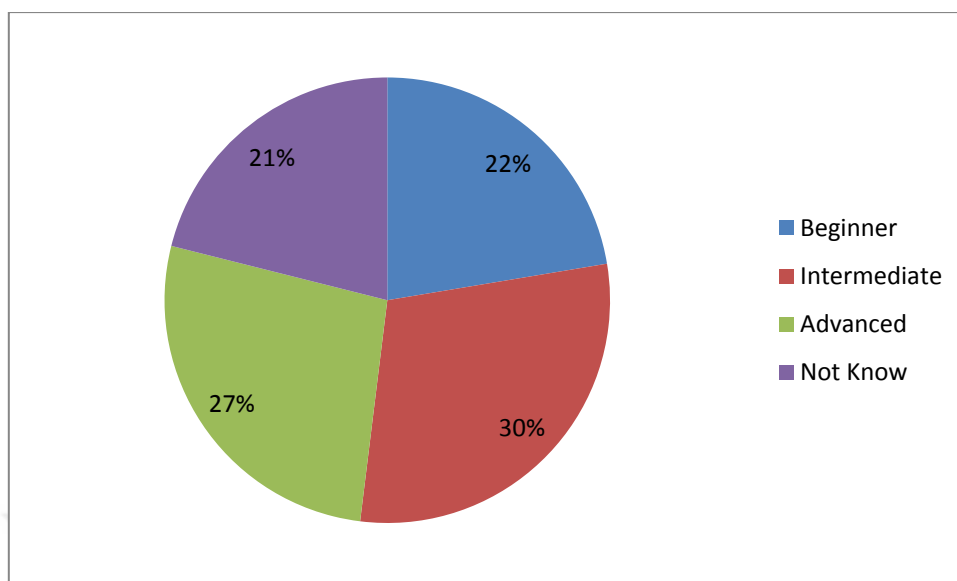
When we look at the fathers' mother tongue distribution, we see that the majority speak Turkish as their mother tongue. Accordingly, the mother tongue of 124 fathers (81.6%) is Turkish, the mother tongue of 7 fathers (4.6%) is Arabic and the mother tongue of 5 fathers (3.3%) is Spanish.

Table 7. Does the mother know any other language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BULGARIAN	3	2,0	2,0	2,0
	DANISH	1	,7	,7	2,6
	ENGLISH	92	60,5	60,5	63,2
	FRENCH	8	5,3	5,3	68,4
	GERMAN	7	4,6	4,6	73,0
	ITALIAN	2	1,3	1,3	74,3
	NO	32	21,1	21,1	95,4
	RUSSIAN	2	1,3	1,3	96,7
	SPANISH	4	2,6	2,6	99,3
	TURKISH	1	,7	,7	100,0
	Total	152	100,0	100,0	

Another descriptive statistics question asked whether the mother and father speak any foreign language, and if they do which language they speak. As can be seen from the table 8, 92 mothers (60.5%) report that they speak English, while 32 mothers (21.1%) state that they don't speak any foreign language. Other common languages that the mothers speak are French and German.

Figure 7. Level of foreign language knowledge (mother)



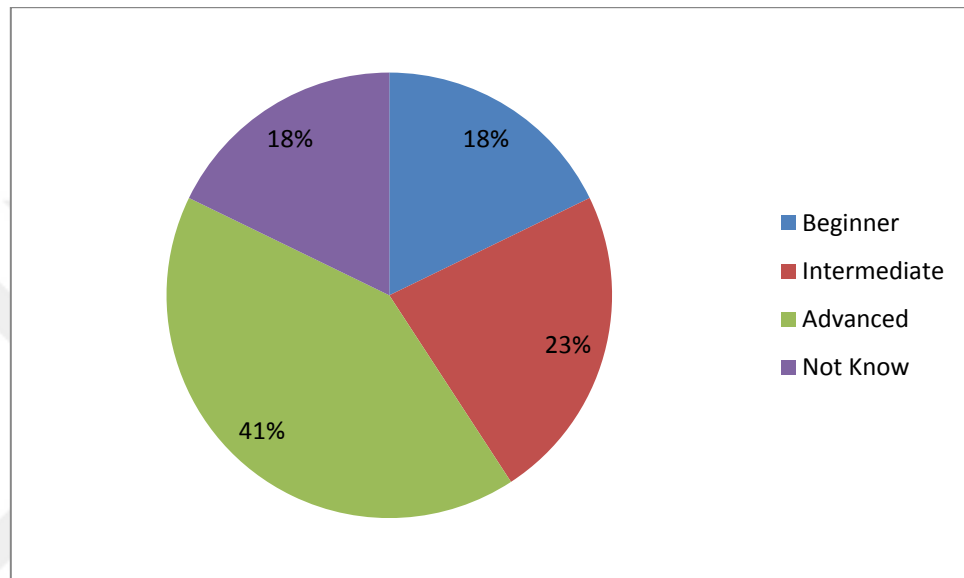
The distribution of answers to the question asked of mothers to determine their knowledge level of a foreign language is as follows: 45 (29.6%) of the mothers stated that their foreign language level is intermediate, 41 mothers (27%) are advanced, 34 mothers (22.4%) are beginners, while 32 mothers (21.1%) mentioned that they did not speak any foreign language.

Table 8. Does the father know any other language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BULGARIAN	1	,7	,7	,7
	ENGLISH	89	58,6	58,6	59,2
	FRENCH	8	5,3	5,3	64,5
	GERMAN	8	5,3	5,3	69,7
	GERMANY	2	1,3	1,3	71,1
	HEBREW	1	,7	,7	71,7
	ITALIAN	3	2,0	2,0	73,7
	NO	27	17,8	17,8	91,4
	RUSSIAN	5	3,3	3,3	94,7
	SPANISH	3	2,0	2,0	96,7
	SWEDISH	1	,7	,7	97,4
	TURKISH	4	2,6	2,6	100,0
	Total	152	100,0	100,0	

As for the analysis of the question pertaining to fathers' knowledge of a foreign language, 89 participants (58.6%) stated that the father speaks English, and 27 participants (17.8%) stated that the father does not speak any foreign language. Other common foreign languages that the fathers speak are French, German and Russian.

Figure 8. Level of foreign language knowledge (father)



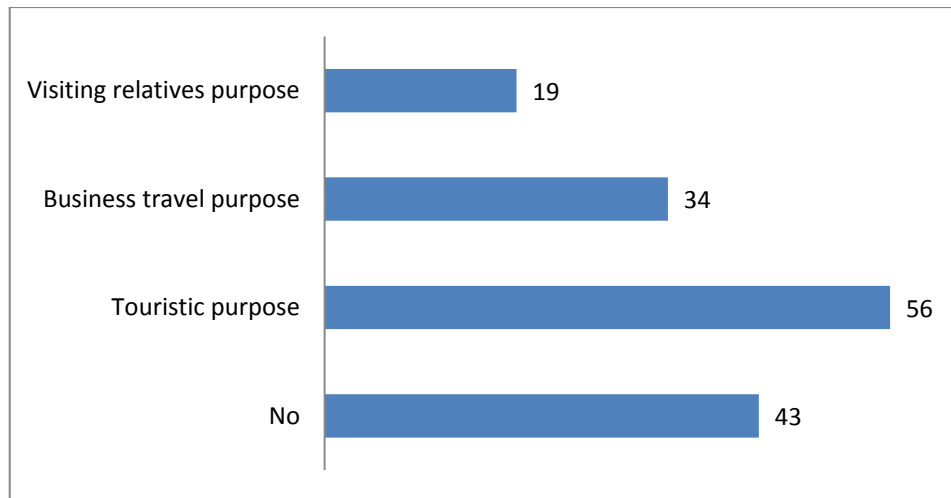
According to answers given to the question that seeks the knowledge level of the fathers' foreign language, 63 fathers (41.4%) have an advanced command of their foreign language, 35 fathers (23%) are intermediate, while 27 fathers (17.8%) have beginner level foreign language knowledge. Twenty-seven fathers (17.8%) do not speak any foreign language.

Table 9. Do you have any relatives who live abroad?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARGENTINA	1	,7	,7	,7
	AUSTRALIA	2	1,3	1,3	2,0
	AUSTRALIA	1	,7	,7	2,6
	BELGIUM	1	,7	,7	3,3
	BULGARIA	2	1,3	1,3	4,6
	BULGARIA	1	,7	,7	5,3
	CANADA	7	4,6	4,6	9,9
	DENMARK	1	,7	,7	10,5
	ENGLAND	6	3,9	3,9	14,5
	FRANCE	2	1,3	1,3	15,8
	GERMAN	1	,7	,7	16,4
	GERMANY	28	18,4	18,4	34,9
	ITALY	5	3,3	3,3	38,2
	KAZAKHSTAN	1	,7	,7	38,8
	LIBYA	1	,7	,7	39,5
	NETHERLAND	3	2,0	2,0	42,1
	NO	62	40,8	40,8	82,9
	RUSSIA	3	2,0	2,0	84,2
	SPAIN	1	,7	,7	84,9
	SWEDEN	3	2,0	2,0	86,8
	USA	19	12,5	12,5	99,3
	VENEZVELA	1	,7	,7	100,0
	Total	152	100,0	100,0	

Another question in the survey asks the participants if they have a relative who lives in another country. As can be seen from the above table, 61 participants (40.1%) do not have relatives living abroad, 28 participants (18.4%) have relatives in Germany, 19 (12.5%) have relatives in the USA, and 7 (4.6%) have relatives living in Canada.

Figure 9. Do you often travel abroad?



Participants were asked if they ever travel to foreign countries, and for what purpose they go there when they travel. The answers to this question have been analysed and illustrated with the above figure. Accordingly, 43 participants (28.3%) state that they do not make trips to foreign countries, 56 participants (36.8%) go for touristic purposes, 34 (22.4%) go for business trips, and 19 (12.5%) go to visit their relatives living in other countries.

Another descriptive question asked of the parents is which language they use to speak with their children at home. A very high proportion of the mothers and fathers speak Turkish while talking to their children at home. As can be seen from the figure below, 119 of the fathers (78.3%) speak in Turkish with their children, 11 of them (7.2%) use English and 7 of them (4.6 %) speak in Arabic.

Table 10. What language or languages do you use to speak with your child at home?
(father)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARABIC	7	4,6	4,6	4,6
	CHINESE	2	1,3	1,3	5,9
	ENGLISH	11	7,2	7,2	13,2
	FARSI	1	,7	,7	13,8
	FINNISH	2	1,3	1,3	15,1
	GREEK	2	1,3	1,3	16,4

HEBREW	1	,7	,7	17,1
KOREA	1	,7	,7	17,8
PUNJABI	1	,7	,7	18,4
RUSSIAN	1	,7	,7	19,1
SPANISH	4	2,6	2,6	21,7
TURKISH	119	78,3	78,3	100,0
Total	152	100,0	100,0	

A similar picture holds true for mothers. While 116 mothers (76.3%) speak with their children at home in Turkish, 14 mothers (9.2%) speak in English, 6 mothers (3.9%) speak in Arabic and 4 mothers (2.6%) speak in Spanish.

Table 11. What language or languages do you use to speak with your child at home?
(mother)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARABIC	6	3,9	3,9	3,9
	CHINESE	2	1,3	1,3	5,3
	ENGLISH	14	9,2	9,2	14,5
	FARSI	1	,7	,7	15,1
	FINNISH	1	,7	,7	15,8
	HEBREW	1	,7	,7	16,4
	ITALIAN	2	1,3	1,3	17,8
	KOREA	1	,7	,7	18,4
	PUNJABI	1	,7	,7	19,1
	RUSSIAN	2	1,3	1,3	20,4
	SPANISH	4	2,6	2,6	23,0
	SWEDISH	1	,7	,7	23,7
	TURKISH	116	76,3	76,3	100,0
	Total	152	100,0	100,0	

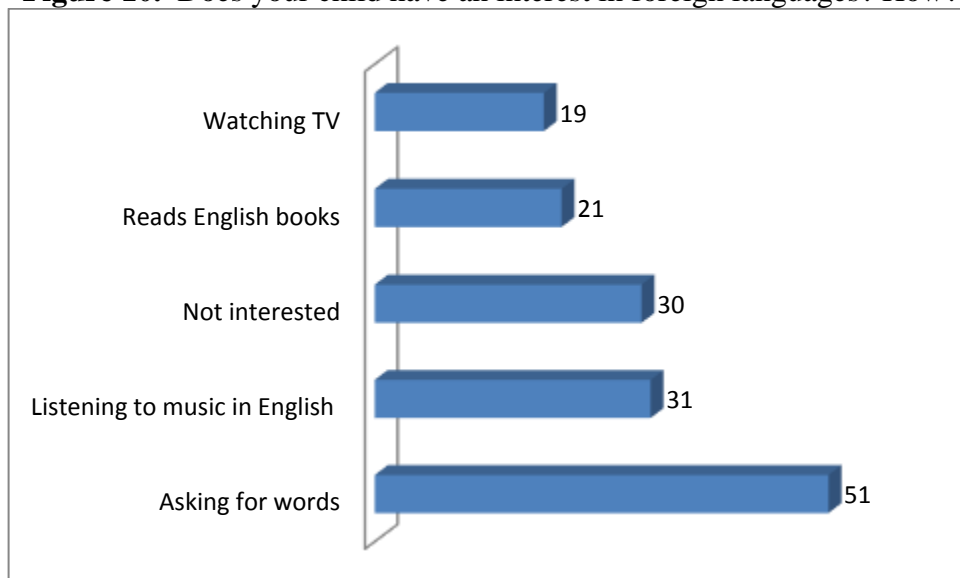
In the following section, the frequency analysis, ANOVA tests results will be elaborated for the answers given by mothers and fathers about supporting the foreign language education of their children at early ages.

Table 12. When has your child, who is attending the school, started learning a foreign language?

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	8,6	8,6	8,6
	2	16	10,5	10,5	21,7
	3	38	25,0	25,0	46,7
	4	24	15,8	15,8	62,5
	5	36	23,7	23,7	86,2
	6	15	9,9	9,9	96,1
	7	3	2,0	2,0	98,0
	9	3	2,0	2,0	100,0
	10	4	2,6	2,6	11,2
	Total		152	100,0	100,0

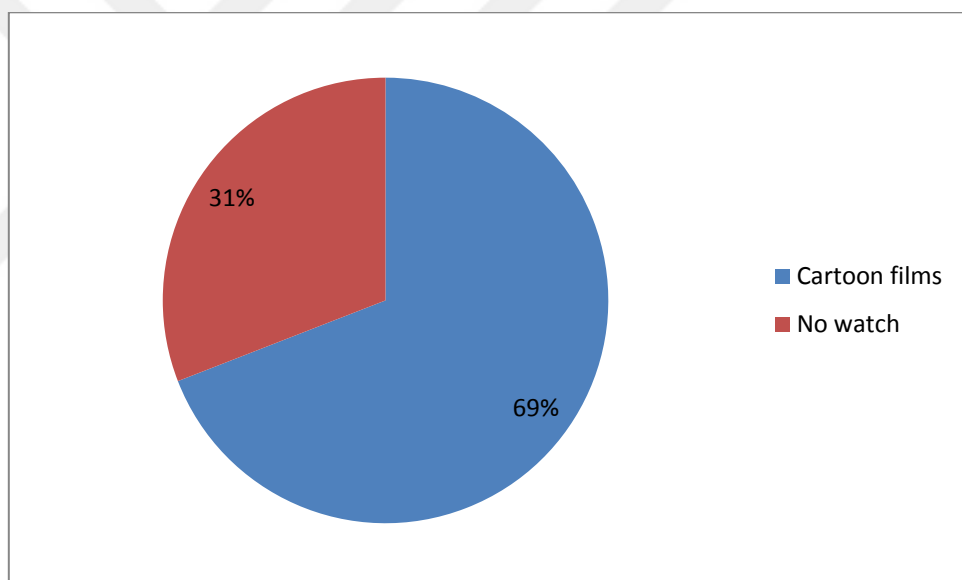
As can be seen in the table, mothers and fathers were asked at what age their school-attending child started to learn a foreign language. Obtained results have been presented in the table. Accordingly, 38 parents have started their child to learn a foreign language at the age of 3, 35 parents at the age of 5, and 24 parents started at the age of 4. In general, foreign language education of survey participants' children were exposed to a foreign language between the ages of 3 and 5.

Figure 10. Does your child have an interest in foreign languages? How?



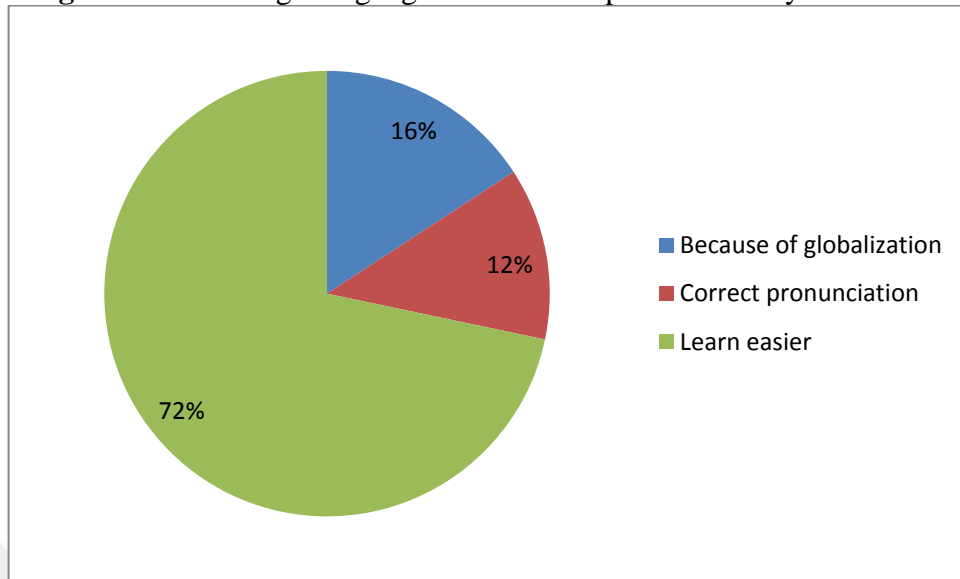
Another question in the survey asked if their children are interested in a foreign language and, if they are, what type of interest they have. As summarized in the figure 10, 30 parents stated that their children are not interested in a foreign language, while 122 parents mentioned that their children are interested in foreign languages. 51 parents mentioned that their children ask the meaning of words in foreign languages, 31 parents said that their children listen to music in English, 21 parents said their children read books in English, and 19 parents mentioned that their children watch TV in a foreign language.

Figure 11. Does your child watch TV programs in a foreign language?



When the parents were asked, “Does your child watch TV programs in a foreign language?” 105 of 152 parents stated that their children do watch them, and 47 said that their children do not watch them. All of the children who watch foreign language TV programs watch cartoon films.

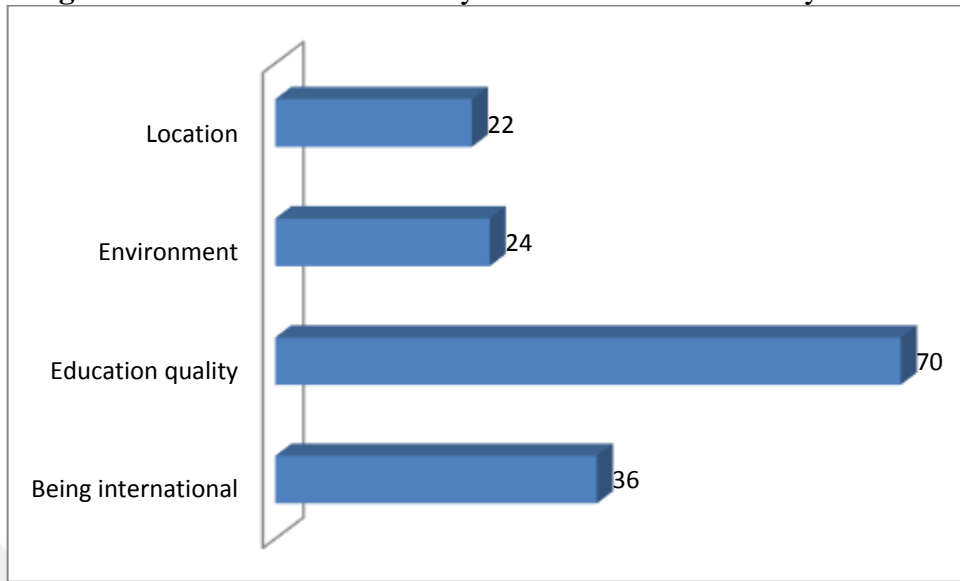
Figure 12. Is foreign language education important in early childhood?



Answers to the question, “Is foreign language education in early childhood important?” have been grouped mainly in three categories. These answer groups can be ordered as “easy learning,” “correct pronunciation,” and “globalization.” According to 109 of the survey participants, learning a foreign language in early childhood is important because children can learn it very easily. Twenty-four participants said that it was important for being part of a changing world, and 19 survey participants said that it is important because of correct pronunciation skills.

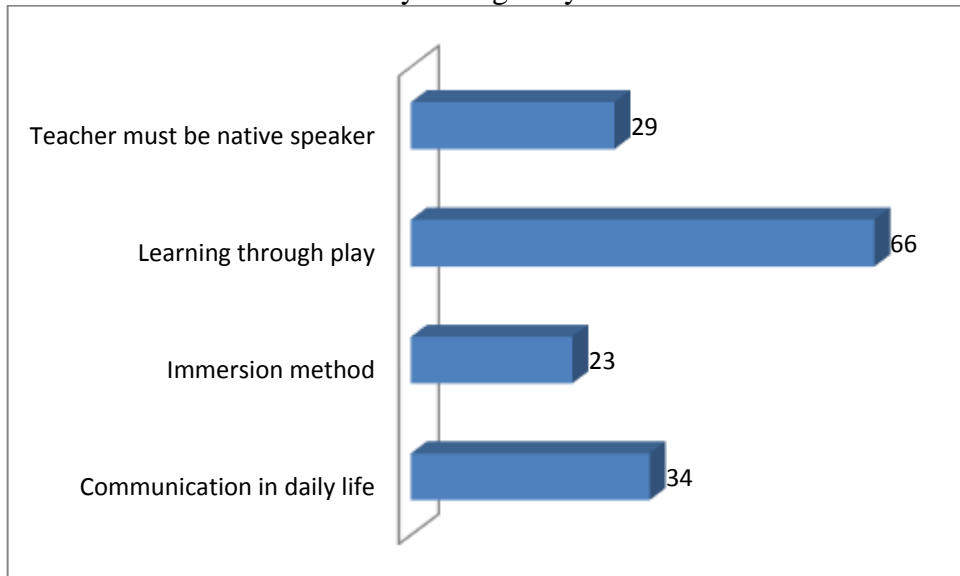
When we look at the responses to the question, “When do you think foreign language education should be started?” we see that 33 parents said at the age of five, 26 parents said at age four, 22 parents said at age one, 21 parents said at age three, and 20 parents said it should be started at the age of two. Six of the parents thought this education should be started immediately after the child is born.

Figure 13. For what reasons did you choose this school for your child?



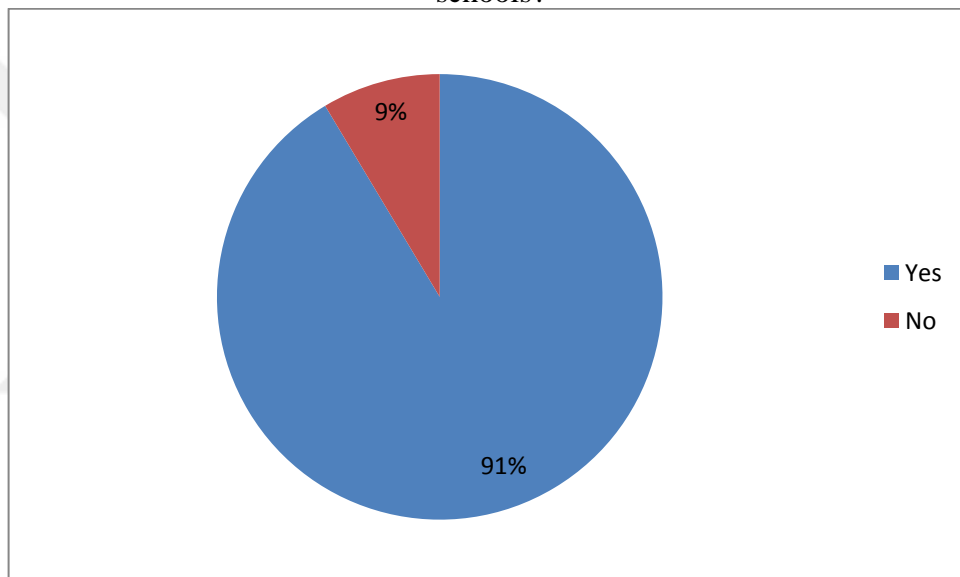
When the parents were asked about the reasons why they chose this particular educational institution, the responses were coded and reduced to four main groups; 70 of 152 parents made their preference because of education quality, 36 parents preferred an international school, 24 parents preferred their school's environment, and finally, 22 parents declared that they chose the school because of its location.

Figure 14. In your opinion, how should foreign language education is given in the most efficient way during early childhood?



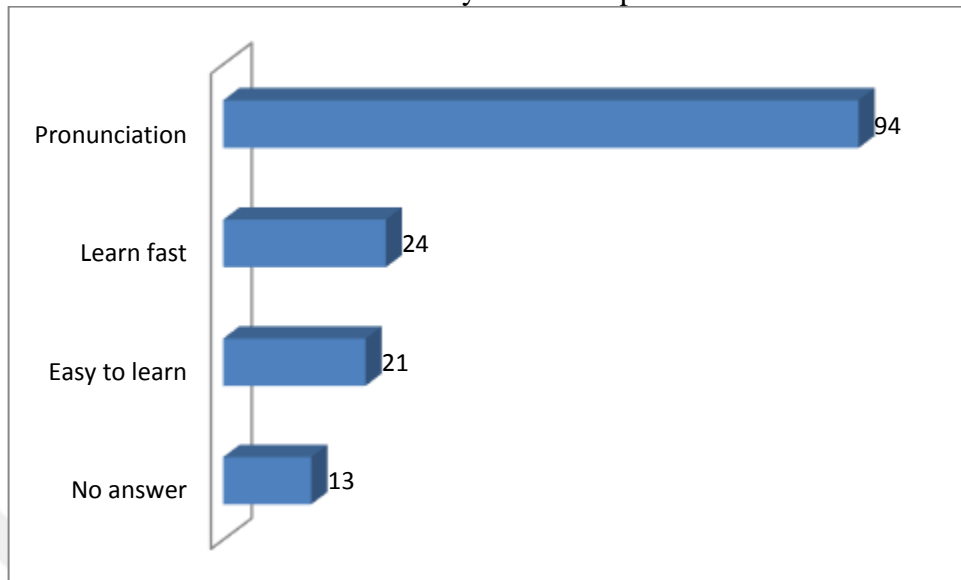
According to the parents, foreign language education can be provided most efficiently in four main ways. The “communication in daily life” option was selected by 34 parents, 23 parents mentioned the immersion method, and 29 parents said the teacher must be a native speaker to give the most efficient English language education. However, the most preferred method was learning through play, and it was mentioned by 66 parents.

Figure 15. In your opinion, Is it important to have native foreign language teachers in schools?



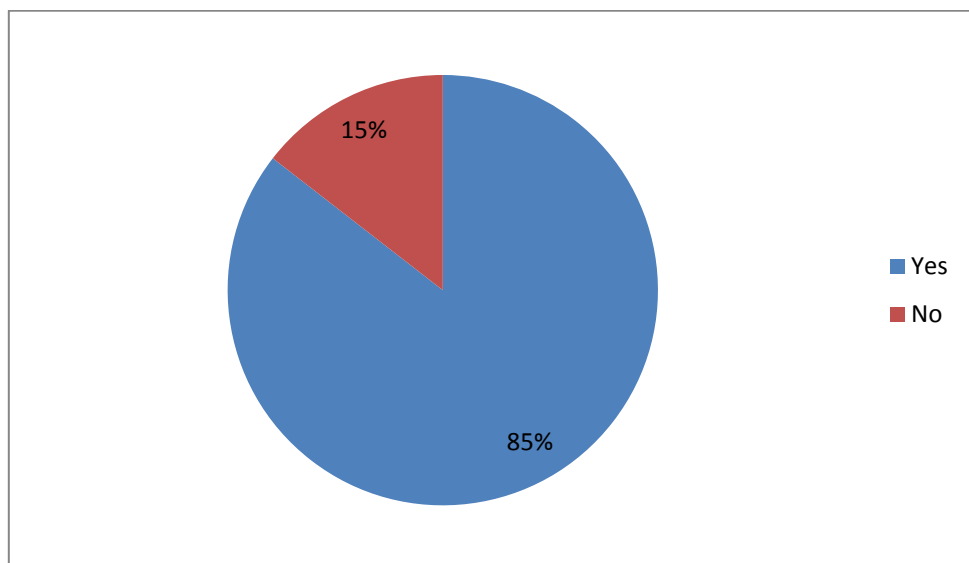
When we asked if it is important to have native speaker foreign language teachers at the educational institution, 139 parents said that it is important, whereas 13 parents said that it is not important to have native speaker foreign language teachers.

Figure 16. In your opinion, is it important to have native foreign language teachers in schools? Why? Please explain



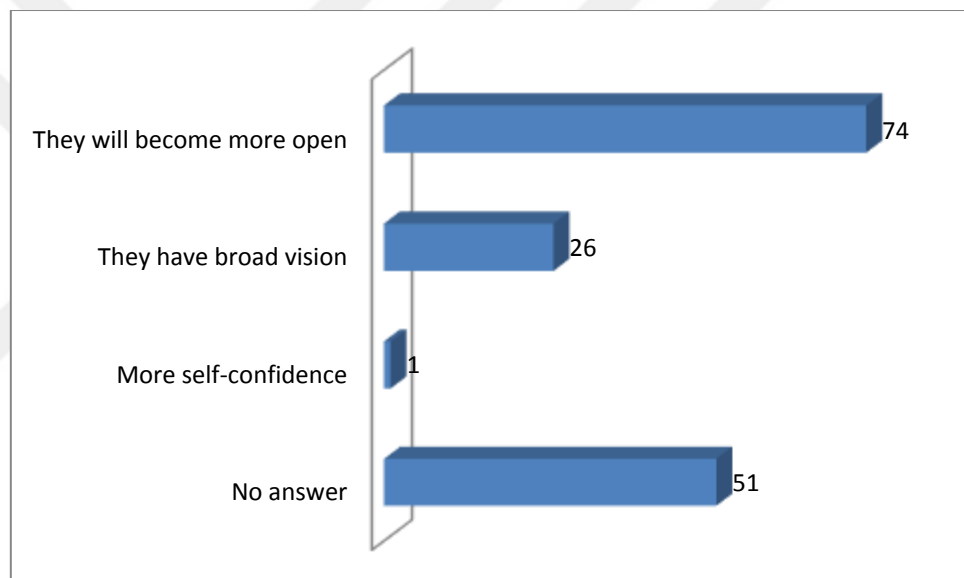
When asked why foreign language teachers' being native speakers is important, parents' answers were gathered into three main groups: 94 parents said that it would be positive from a pronunciation perspective, 24 parents said students would learn the foreign language faster, and 21 parents said that it would make language learning easier for students.

Figure 17. Do you think that foreign language education has an effect on child's cognitive and social development in early childhood?



“Do you think foreign language education has an effect on child's cognitive and social development in early childhood?” This question was answered with “yes” by 130 parents, while 22 parents said” no”..

Figure 18. Do you think that foreign language education has an effect on child's cognitive and social development in early childhood? Why? Please explain.



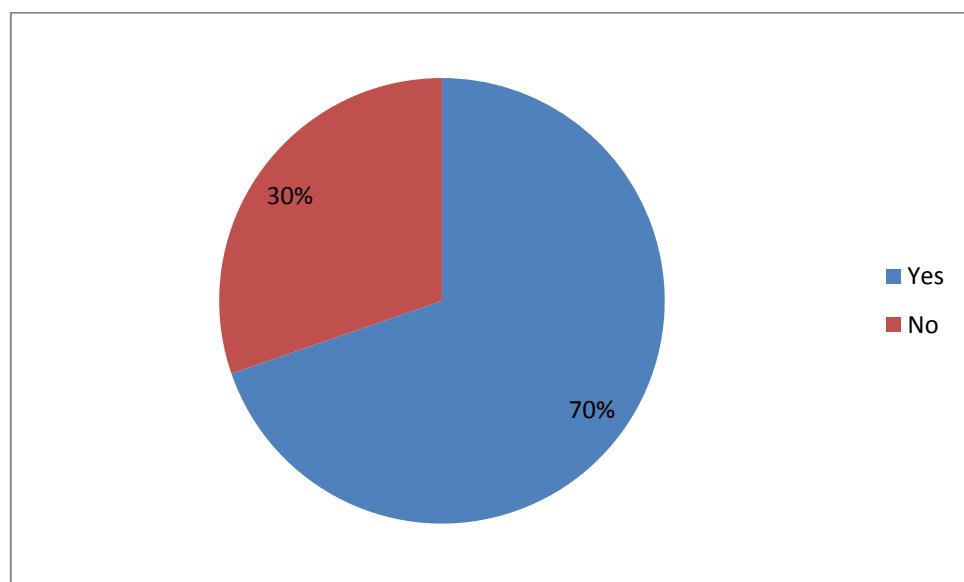
When we asked how an early childhood foreign language education would have an effect on the child’s cognitive and social development, the answers were gathered into three main groups. Fifty-one participants did not give a response to this question. According to 74 of the participants, children will become more open. 26 participants said they will have a broader vision, and one participant said they will have more self-confidence.

Table 13. How many hours is your child exposed to foreign language education per day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	52	34,2	34,2	34,2
	5	26	17,1	17,1	51,3
	6	24	15,8	15,8	67,1
	7	28	18,4	18,4	85,5
	8	22	14,5	14,5	100,0
	Total	152	100,0	100,0	

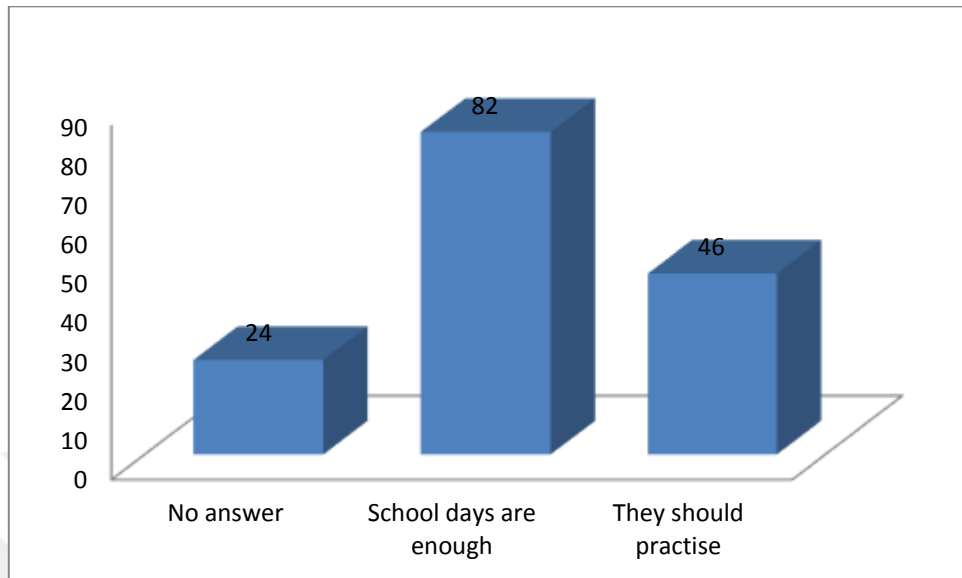
When the parents were asked, “How many hours is your child exposed to foreign language education per day? “52 parents said four hours, 26 parents said five hours, 24 parents said six hours, 28 parents said seven hours, and 22 parents said eight hours of foreign language education are given to their child per day.

Figure 19. In your opinion, is foreign language education given only at school sufficient to learn the language?



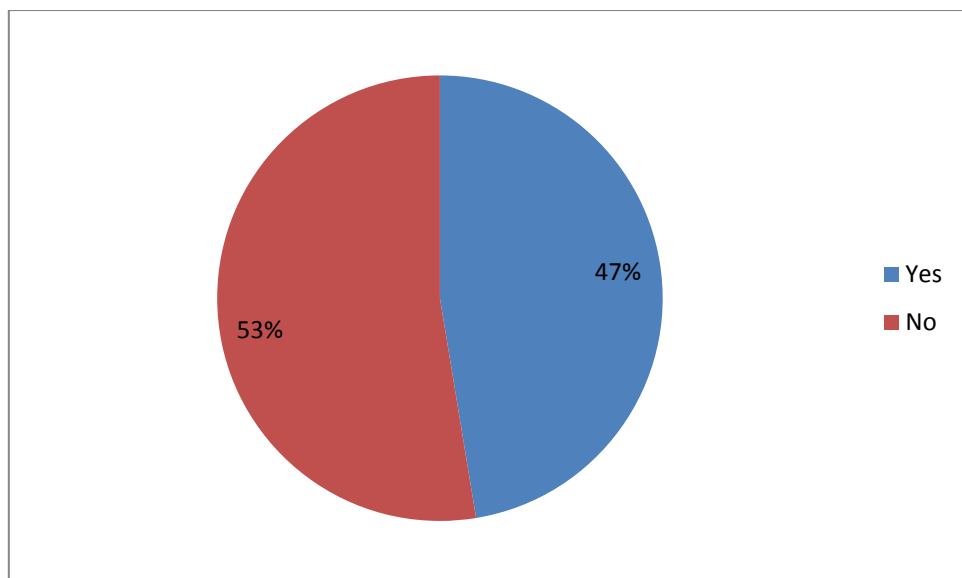
When asked if the foreign language education given at the educational institution is sufficient, 106 of the parents said yes while 46 of them said no.

Figure 20. In your opinion, is foreign language education given only at school sufficient to learn the language? Why? Please explain.



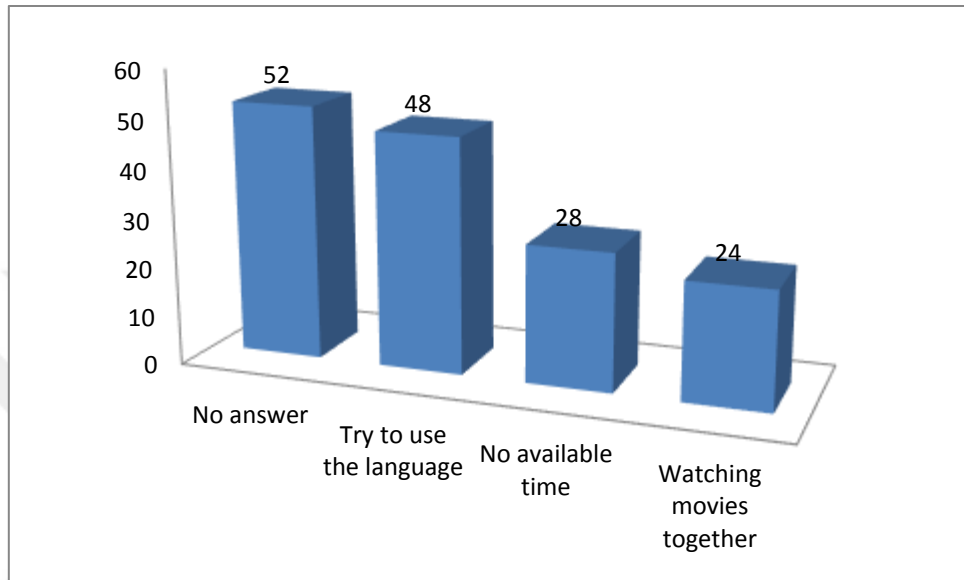
When we look at the explanations regarding whether the foreign language education given at schools is sufficient, we see that 24 parents did not give an answer, 82 parents said school days are sufficient and 46 parents said children need to do more practicing.

Figure 21. Do you support your child's foreign language education out of school?



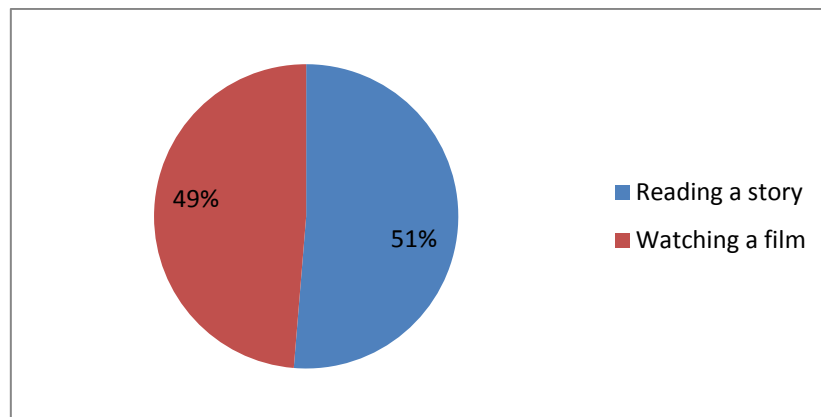
When we look at the answers to the question, “Do you support your child’s foreign language education outside of school?” we see that 80 parents said no and 72 parents said yes to this question.

Figure 22. If yes, what do you do to support his/her foreign language development? Why? Please explain.



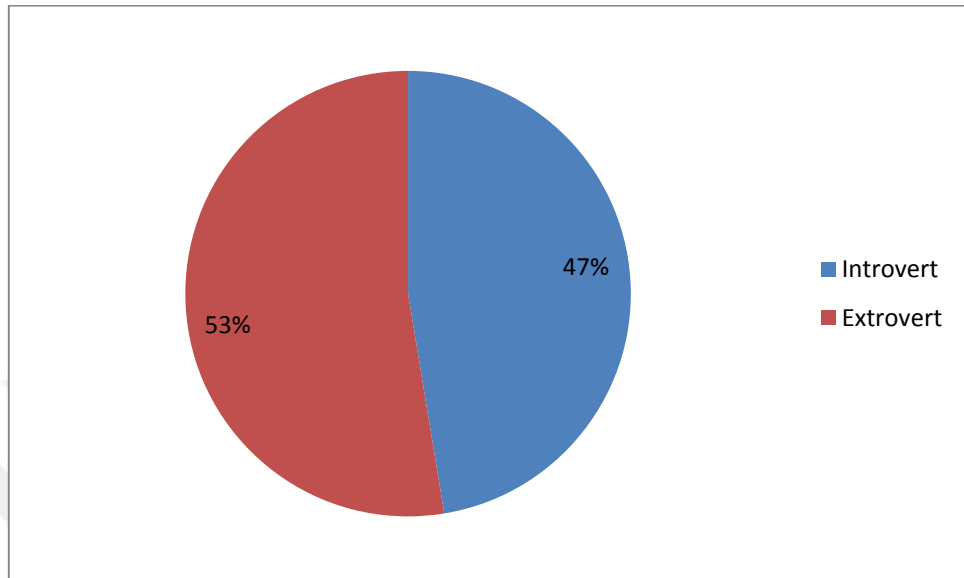
Out of the 72 parents who support their child’s foreign language education outside of school, 48 of them support it by making them practice and 24 of them support by watching movies together in a foreign language. Out of 80 parents who do not support, 52 of them did not give an answer to this question and 28 of them said they do not have available time.

Figure 23. Do you plan activities with your child in a foreign language (for example; reading a story, watching a film, singing a song, tongue twister, PC games, etc.)



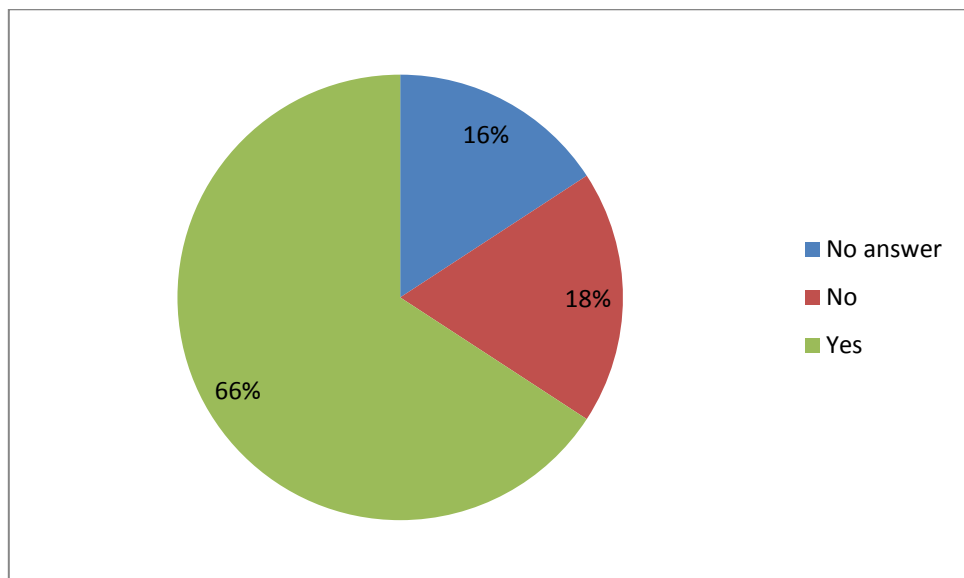
Parents mainly do two activities with their children in a foreign language. While 78 parents read stories in English, 74 parents watch films in a foreign language.

Figure 24. Is your child an introvert or extrovert?



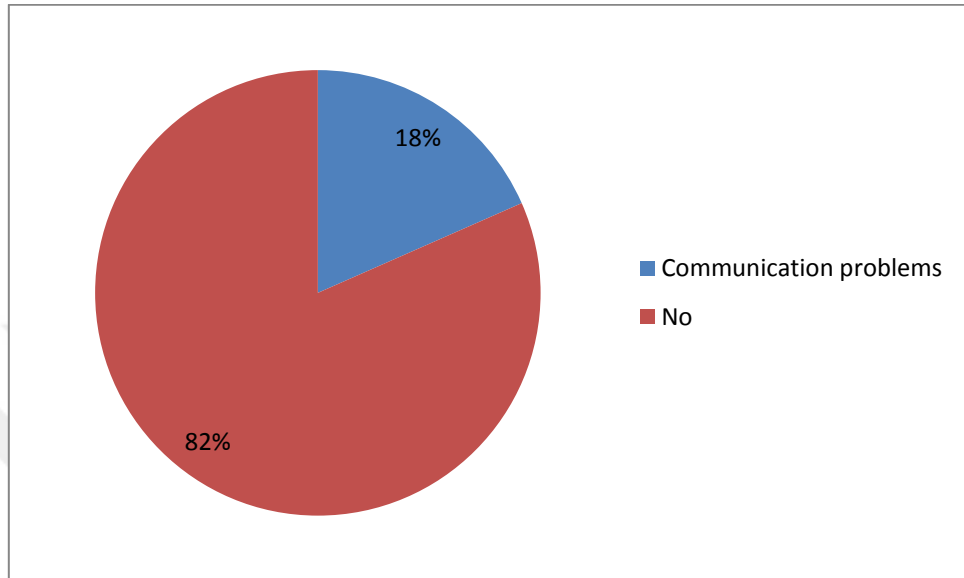
Another question asked of parents is whether their child is an introvert or an extrovert. According to 80 parents, their children are extroverted, while 72 parents think their children are introverted.

Figure 25. Does your child participate in social activities (play groups, trips, sport, etc) with his/her friends in a foreign language?



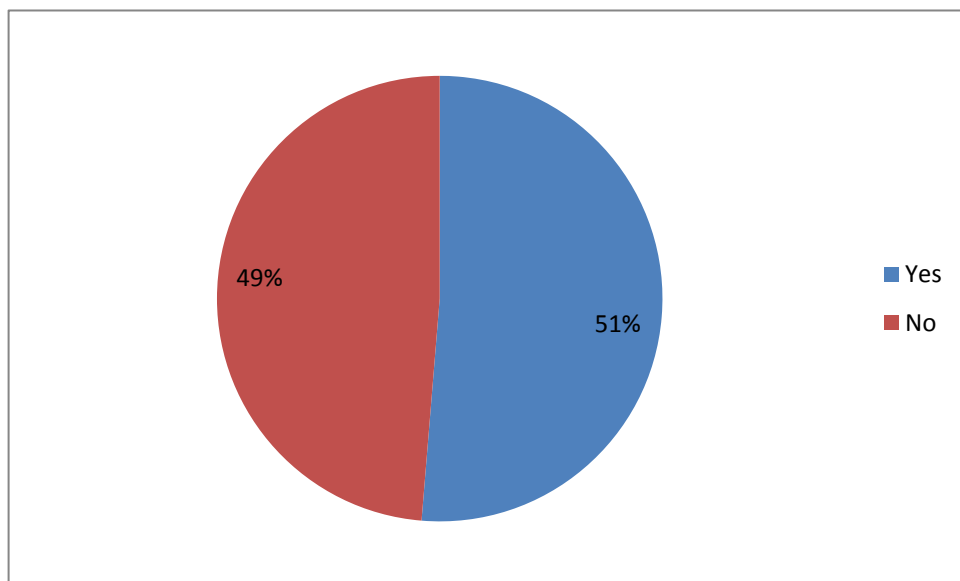
To the question “Does your child participate in social activities with his/her friends?” 24 of the parents did not give a response, 28 parents said no and 100 parents said yes.

Figure 26. Did your child have any problem starting school and during adaptation period?



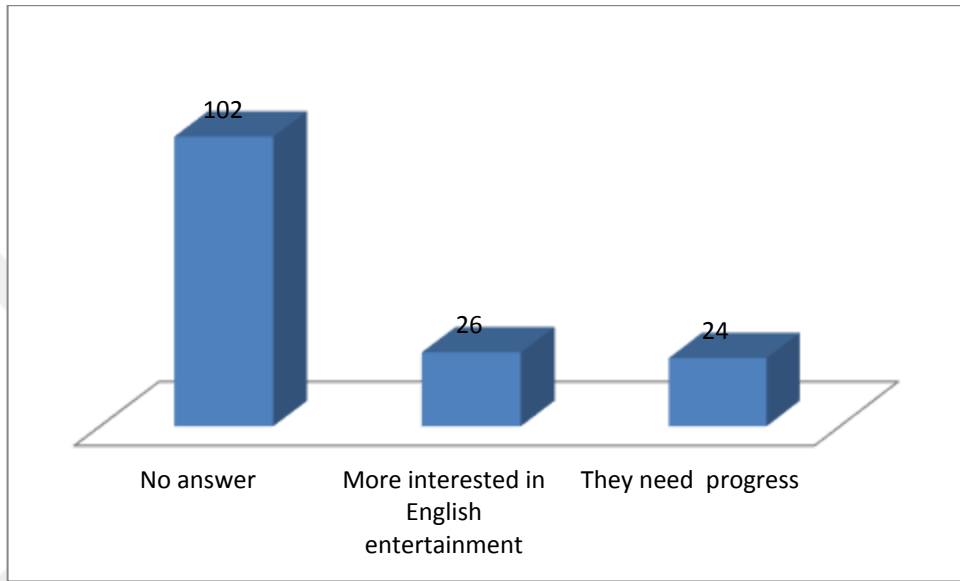
As an answer to the question, “Did your child have any problem in the beginning and during the adaptation period?” 124 parents stated they did not have any problem, whereas 28 parents said they had communication problems.

Figure 27. Did you observe any changes in your child after she/he started foreign language education?



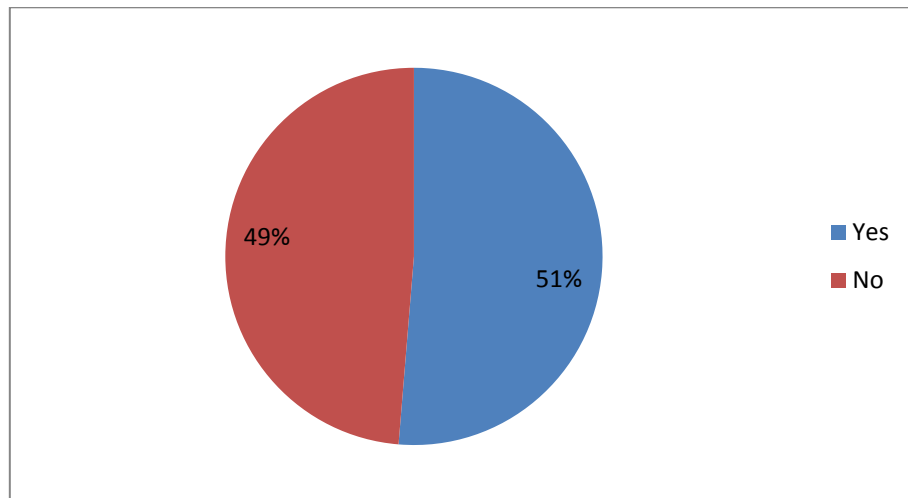
To the question “Did you observe any changes in your child after she/he started foreign language education?” 78 parents said that they did observe some changes, while 74 parents said that they did not observe any changes. The data related to what changes were observed are presented at the table below:

Figure 28. Did you observe any changes in your child after she/he started foreign language education? If you did, what kind of changes?



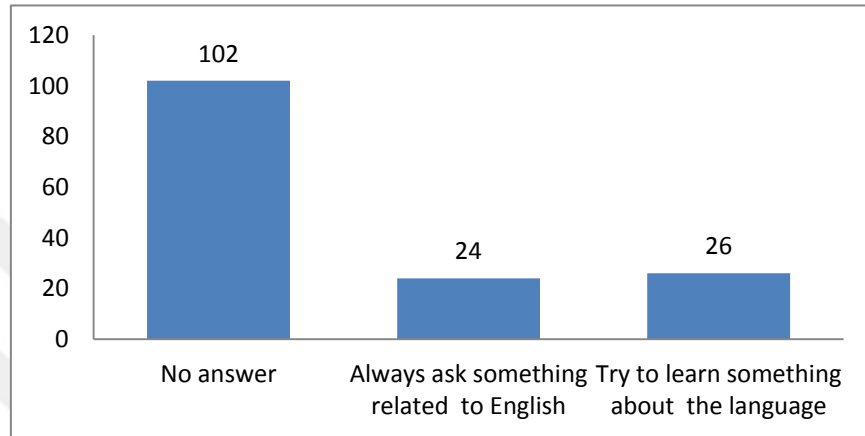
While 102 parents did not give an answer to this question, 26 parents stated that their children are more interested in English entertainment and 24 parents stated that they observed progress.

Figure 29. Does your child show any curiosity comparing languages spoken at home?



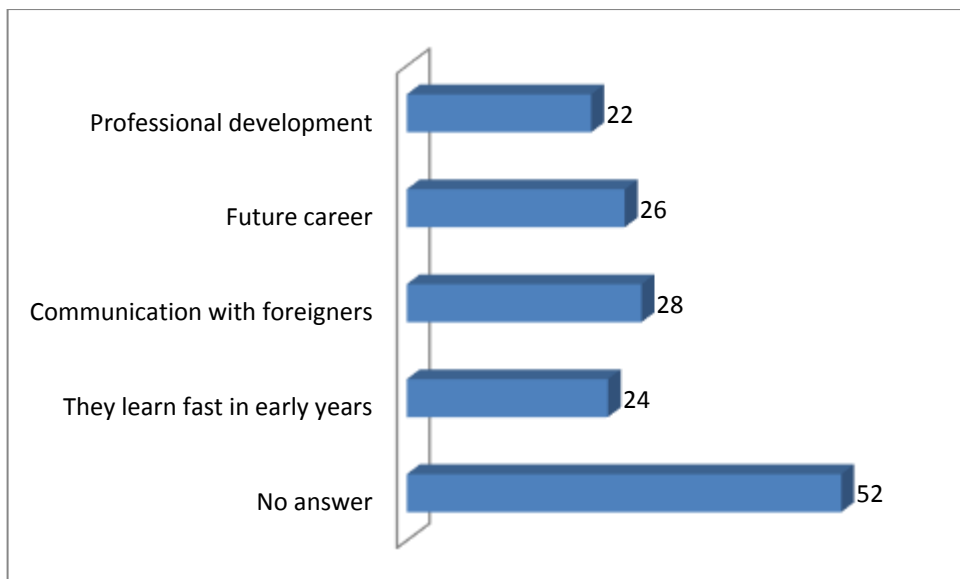
To the question “Do you observe questioning behaviour showing your child’s curiosity towards understanding the foreign language?” 78 parents gave the answer “yes,” while 74 parents said no. The details of those who gave a “yes” answer are presented at the table below.

Figure 30. Does your child show any curiosity comparing languages spoken at home? If s/he does, please explain with an example.



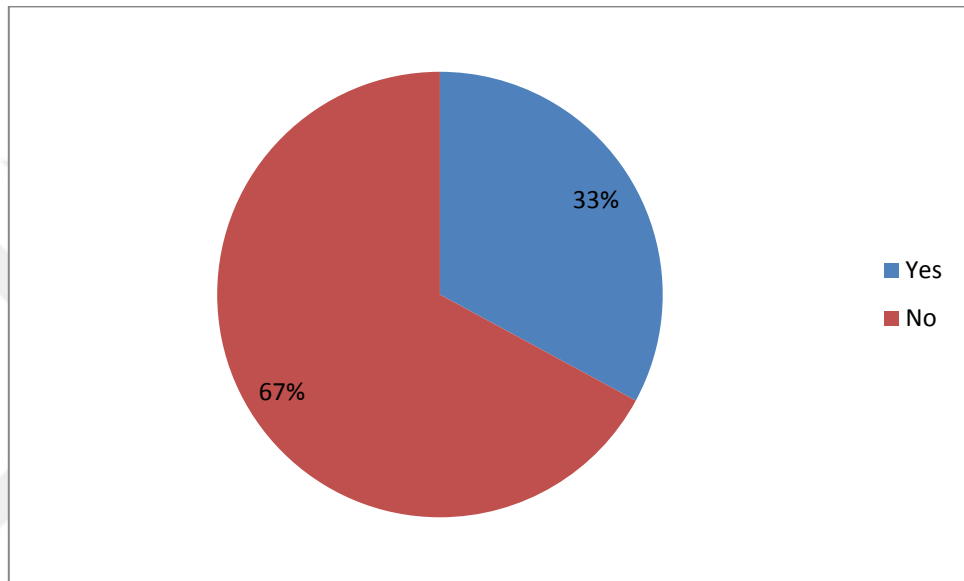
While 102 parents did not give any answer to this question, 24 parents said that their children always ask something related to English and 26 parents said their children try to learn something about language.

Figure 31. What incentive did you have when deciding for your child to have foreign language education?



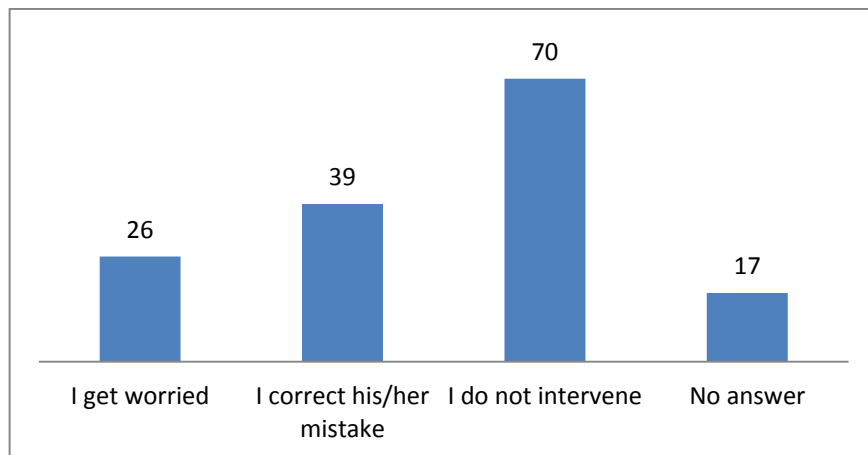
Answers to the question, “What was your incentive for deciding to give your child a foreign language education?” have been gathered into four main groups. While 52 parents did not give any answer to this question, 24 parents said “because they learn fast,” 28 parents mentioned communication with foreigners, 26 parents indicated future careers, and finally, 22 parents stated professional development.

Figure 32. Does your child mix his/her mother tongue with the foreign language while she/he is talking?



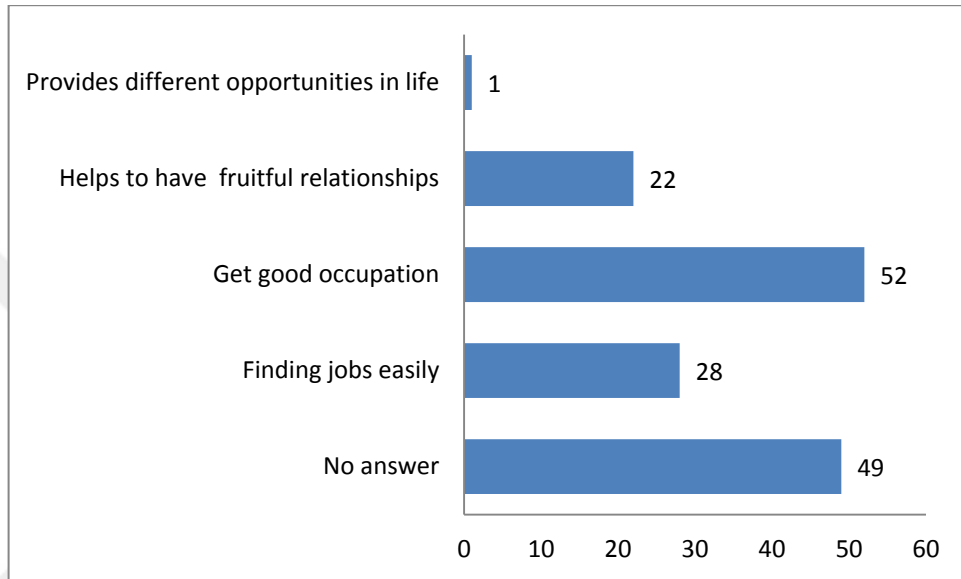
To the question, “Does your child confuse his/her mother tongue with the foreign language she/he is talking in the foreign language?” 50 parents said “yes” and 102 parents “no.”

Figure 33. How do you act in such situations?



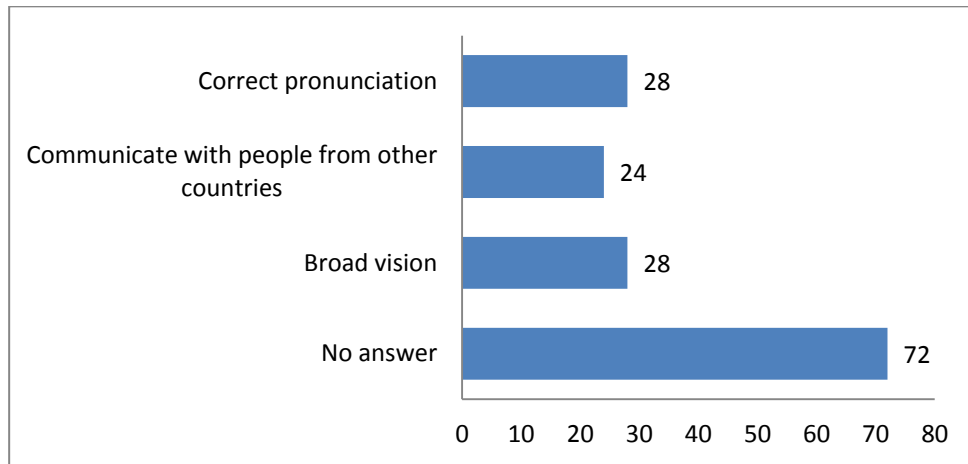
When the parents were asked how they act when their children confuse the mother tongue with the foreign language, 26 parents said they get worried, 39 parents said they correct his/her mistake and 70 parents said they do not intervene. Seventeen parents did not give any statement for this question.

Figure 34. In your opinion, what are the benefits of knowing foreign languages in one's life?



When parents were asked about the benefits of speaking a foreign language, four main groups of answers emerged. While 49 parents did not give any answer to this question, 28 parents said “easier to find jobs,” 52 parents said “get a good occupation,” 22 parents said “helps to have good personal relationships” and one parent answered “provides different opportunities in life.”

Figure 35. What do you think the benefits are of learning a foreign language for your child?



To the question, “What benefits do you think your child will get from learning a foreign language?” 72 parents did not give any answer, 28 parents said “broader vision,” 24 parents said “communicate with people from other countries” and 28 parents said “correct pronunciation.”

Table 14. What are your expectations about the education your child is receiving at her/his present school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	9	5,9	5,9	5,9
	Gain access to a good university education abroad	18	11,8	11,8	17,8
	Have fun during school days	35	23,0	23,0	40,8
	International standards of education	50	32,9	32,9	73,7
	Provides greater opportunities to personal development	40	26,3	26,3	100,0
	Total	152	100,0	100,0	

Finally, in response to the question, “What are your foreign language expectations from the educational institution?” four main answer groups come forward. Nine parents did not give any answer to this question, 50 parents said “international standards of

education,” 40 parents said “it provides greater opportunities for personal development,” 35 parents said “children’s having fun during school” and 18 parents chose the option “gain access to a good university education abroad.”

3.7.2. ANOVA Tests

In this part of the study, we will analyse whether the demographic features used in this analysis make a difference with respect to responses given to propositions. ANOVA analysis will be employed for the questions that have more than two variables.

The ANOVA test seeks to confirm whether there are statistically significant differences between the answers given to propositions by groups of three or more. If the answer group number is two, such as in the case of gender, then an ANOVA test is not used, but a t-test is used instead.

The first analysis was about whether there is a statistically significant relationship between the mother’s education level and responses given to the propositions. As can be seen in the table, the mothers’ education level’s being low or high does not change their answers to propositions and does not create a statistically significant difference at a 5% significance level. In other words, there is no statistically significant difference between the opinions of a mother with a very high education level and the opinions of a mother with a very poor education regarding children’s receiving foreign language education in early childhood.

Table 15. ANOVA (education of mother)

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,060	4	,015	,185	,946
	Within Groups	11,829	147	,080		
	Total	11,888	151			
Do you think that foreign language education affects child's cognitive and	Between Groups	,136	4	,034	,268	,898
	Within Groups	18,680	147	,127		
	Total	18,816	151			

social development in early childhood?						
In your opinion, is foreign language education given only at school sufficient to learn the language?	Between Groups	,558	4	,140	,651	,627
	Within Groups	31,521	147	,214		
	Total	32,079	151			
Do you support your child's foreign language education out of school?	Between Groups	,183	4	,046	,178	,949
	Within Groups	37,712	147	,257		
	Total	37,895	151			
Is your child an introvert or extrovert?	Between Groups	1,345	4	,336	1,353	,253
	Within Groups	36,549	147	,249		
	Total	37,895	151			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	1,397	4	,349	1,404	,236
	Within Groups	36,576	147	,249		
	Total	37,974	151			
Does your child show any curiosity comparing languages spoken at home?	Between Groups	,995	4	,249	,989	,416
	Within Groups	36,979	147	,252		
	Total	37,974	151			
Does your child mix his/her mother tongue with the foreign language while she/he is talking?	Between Groups	1,103	4	,276	1,249	,293
	Within Groups	32,450	147	,221		
	Total	33,553	151			
How do you act in such situations?	Between Groups	4,166	4	1,042	1,747	,143
	Within Groups	77,493	130	,596		
	Total	81,659	134			

Table 16. ANOVA (education of father)

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,117	4	,029	,367	,832
	Within Groups	11,771	147	,080		
	Total	11,888	151			
Do you think that foreign language education effects child's cognitive and social development in early childhood?	Between Groups	,694	4	,173	1,407	,234
	Within Groups	18,122	147	,123		
	Total	18,816	151			
In your opinion, is foreign language education given only at school sufficient to learn the language?	Between Groups	1,653	4	,413	1,996	,098
	Within Groups	30,426	147	,207		
	Total	32,079	151			
Do you support your child's foreign language education out of school?	Between Groups	,872	4	,218	,866	,486
	Within Groups	37,023	147	,252		
	Total	37,895	151			
Is your child an introvert or extrovert?	Between Groups	,381	4	,095	,373	,827
	Within Groups	37,514	147	,255		
	Total	37,895	151			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	1,532	4	,383	1,545	,192
	Within Groups	36,442	147	,248		
	Total	37,974	151			
Does your child show any curiosity comparing languages spoken at home?	Between Groups	,688	4	,172	,678	,608
	Within Groups	37,285	147	,254		
	Total	37,974	151			
Does your child mix his/her mother tongue with the	Between Groups	,751	4	,188	,842	,501
	Within Groups	32,801	147	,223		

foreign language while she/he is talking?	Total	33,553	151			
How do you act in such situations?	Between Groups	6,574	4	1,643	2,845	,027
	Within Groups	75,086	130	,578		
	Total	81,659	134			

While mothers' education status does not bring about a difference in their responses to questions about foreign language education in early childhood, the same does not hold true for fathers. With the fathers who participated in the study, while there is no statistically significant difference in eight of the nine propositions, there appears significant difference at a 5% significance level (sig: 0.027) in one proposition.

Accordingly, as a father's education level changes, the reaction he has to his children's confusing the mother tongue with a foreign language changes. While the fathers with a high education do not intervene when their children confuse their mother tongue while speaking the foreign language, the fathers with high school and lower education usually get worried in such situations. This shows that from the perspective of education level, and at least for this proposition, fathers give different answers that are statistically significant.

Table 17. ANOVA (occupation of mother)

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,237	5	,047	,593	,705
	Within Groups	11,651	146	,080		
	Total	11,888	151			
Do you think that foreign language education effects child's cognitive and social development in early childhood?	Between Groups	,272	5	,054	,428	,829
	Within Groups	18,544	146	,127		
	Total	18,816	151			
In your opinion, is	Between	,345	5	,069	,318	,902

foreign language education given only at school sufficient to learn the language?	Groups					
	Within Groups	31,734	146	,217		
	Total	32,079	151			
Do you support your child's foreign language education out of school?	Between Groups	,613	5	,123	,480	,791
	Within Groups	37,282	146	,255		
	Total	37,895	151			
Is your child an introvert or extrovert?	Between Groups	,923	5	,185	,729	,603
	Within Groups	36,972	146	,253		
	Total	37,895	151			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	,582	5	,116	,454	,810
	Within Groups	37,392	146	,256		
	Total	37,974	151			
Does your child show any curiosity comparing languages spoken at home?	Between Groups	,730	5	,146	,572	,721
	Within Groups	37,244	146	,255		
	Total	37,974	151			
Does your child mix his/her mother tongue with the foreign language while she/he is talking?	Between Groups	,807	5	,161	,719	,610
	Within Groups	32,746	146	,224		
	Total	33,553	151			
How do you act in such situations?	Between Groups	3,089	5	,618	1,014	,412
	Within Groups	78,571	129	,609		
	Total	81,659	134			

In order to determine whether a mother's occupation gives way to different answers to propositions about children's receiving foreign language education in early childhood, another ANOVA test was conducted. When the responses are analysed, it is seen that occupations of mothers do not change the responses to propositions in a statistically significant way. Accordingly, a mother who is a housewife and a mother who is a manager have similar opinions about foreign language education in early childhood, and these answers are not statistically different from each other.

Table 18. ANOVA (occupation of father)

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,453	5	,091	1,156	,334
	Within Groups	11,436	146	,078		
	Total	11,888	151			
Do you think that foreign language education effects child's cognitive and social development in early childhood?	Between Groups	,142	5	,028	,222	,953
	Within Groups	18,674	146	,128		
	Total	18,816	151			
In your opinion, is foreign language education given only at school sufficient to learn the language?	Between Groups	,345	5	,069	,318	,902
	Within Groups	31,734	146	,217		
	Total	32,079	151			
Do you support your child's foreign language education out of school?	Between Groups	,439	5	,088	,342	,887
	Within Groups	37,456	146	,257		
	Total	37,895	151			
Is your child an introvert or extrovert?	Between Groups	1,633	5	,327	1,315	,261
	Within Groups	36,262	146	,248		
	Total	37,895	151			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	,992	5	,198	,783	,563
	Within Groups	36,982	146	,253		
	Total	37,974	151			
Does your child show any curiosity comparing languages spoken at home?	Between Groups	1,334	5	,267	1,063	,383
	Within Groups	36,639	146	,251		
	Total	37,974	151			
Does your child mix his/her mother tongue with the foreign	Between Groups	1,941	5	,388	1,793	,118
	Within Groups	31,611	146	,217		

language while she/he is talking?	Total	33,553	151			
How do you act in such situations?	Between Groups	10,015	5	2,003	3,606	,004
	Within Groups	71,644	129	,555		
	Total	81,659	134			

When we come to the father's occupation, there is no significant difference in eight of the nine propositions, but it is possible to observe statistically significant difference at a 5% significance level in one proposition. Accordingly, as the fathers' occupations change, the reactions they have to their children's confusing the mother tongue with the foreign language statistically differ.

Because the sig: 0.004 value that comes up at a 5% significance level is less than 5%, it shows that there is significant difference. Accordingly, fathers who are managers and fathers who are office holders have different reactions to their children's confusing the mother tongue with the foreign language. Manager fathers choose either to correct the child's mistake or not to intervene, whereas civil servant fathers usually get worried. This is a statistically significant difference.

Table 19. ANOVA level of income

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,031	3	,010	,129	,943
	Within Groups	11,857	148	,080		
	Total	11,888	151			
Do you think that foreign language education effects child's cognitive and social development in early childhood?	Between Groups	,463	3	,154	1,246	,295
	Within Groups	18,352	148	,124		
	Total	18,816	151			
In your opinion, is	Between	,929	3	,310	1,471	,225

foreign language	Groups					
education given only at	Within Groups	31,150	148	,210		
school sufficient to	Total	32,079	151			
learn the language?						
Do you support your	Between	1,561	3	,520	2,120	,100
child's foreign	Groups					
language education	Within Groups	36,333	148	,245		
out of school?	Total	37,895	151			
Is your child an	Between	,530	3	,177	,700	,553
introvert or extrovert?	Groups					
	Within Groups	37,364	148	,252		
	Total	37,895	151			
Do you observe any	Between	,867	3	,289	1,152	,330
changes in your child	Groups					
after she/he started	Within Groups	37,107	148	,251		
foreign language	Total	37,974	151			
education?						
Does your child show	Between	,288	3	,096	,377	,770
any curiosity	Groups					
comparing languages	Within Groups	37,686	148	,255		
spoken at home?	Total	37,974	151			
Does your child mix	Between	,798	3	,266	1,202	,311
his/her mother tongue	Groups					
with the foreign	Within Groups	32,755	148	,221		
language while she/he	Total	33,553	151			
is talking?						
How do you act in such	Between	,451	3	,150	,242	,867
situations?	Groups					
	Within Groups	81,208	131	,620		
	Total	81,659	134			

In order to determine if different income levels of families have an effect on their responses to propositions about children's receiving foreign language education in early childhood, another ANOVA test was employed.

This question seeks to compare the responses of high-income families with those of low-income families. The obtained statistical analyses are presented in the table above. As can be seen from the table, families with a high income level and families with a low

income level did not give different answers to propositions about a child's receiving foreign language education in early childhood. Because the Sig. Values in all propositions are greater than 5%, there is no statistically significant difference between groups' response averages.

Table 20. ANOVA (How many children do you have?)

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,156	4	,039	,490	,743
	Within Groups	11,732	147	,080		
	Total	11,888	151			
Do you think that foreign language education effects child's cognitive and social development in early childhood?	Between Groups	,078	4	,019	,153	,962
	Within Groups	18,738	147	,127		
	Total	18,816	151			
In your opinion, is foreign language education given only at school sufficient to learn the language?	Between Groups	,254	4	,063	,293	,882
	Within Groups	31,825	147	,216		
	Total	32,079	151			
Do you support your child's foreign language education out of school?	Between Groups	,341	4	,085	,333	,855
	Within Groups	37,554	147	,255		
	Total	37,895	151			
Is your child an introvert or extrovert?	Between Groups	,910	4	,228	,904	,463
	Within Groups	36,985	147	,252		
	Total	37,895	151			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	,379	4	,095	,370	,829
	Within Groups	37,595	147	,256		
	Total	37,974	151			
Does your child show	Between	,878	4	,220	,870	,484

any curiosity	Groups					
comparing languages	Within Groups	37,096	147	,252		
spoken at home?	Total	37,974	151			
Does your child mix	Between	,544	4	,136	,605	,659
his/her mother tongue	Groups					
with the foreign	Within Groups	33,009	147	,225		
language while she/he	Total	33,553	151			
is talking?						
How do you act in such	Between	,633	4	,158	,254	,907
situations?	Groups					
	Within Groups	81,027	130	,623		
	Total	81,659	134			

In the analysis conducted to find if there is a significant relationship between the number of children the families have and children's receiving foreign language education in early childhood, no significant difference has been determined. In other words, it has been determined that families with many children and families with few children do not give different answers to questions about children's receiving foreign language education in early childhood. The Sig. Value greater than 5% which comes up in a 5% significance level proposition shows in the above table that there is no significant difference.

Table 21. ANOVA (mother's foreign language level)

		Sum of Squares	Df	Mean Square	F	Sig.
In your opinion, is it	Between	,341	2	,171	2,801	,065
important to have	Groups					
native foreign	Within Groups	7,126	117	,061		
language teachers in	Total	7,467	119			
schools?						
Do you think that	Between	,005	2	,003	,020	,980
foreign language	Groups					
education effects	Within Groups	14,587	117	,125		
child's cognitive and	Total	14,592	119			
social development in						
early childhood?						
In your opinion, is	Between	,537	2	,268	1,254	,289
foreign language	Groups					

education given only at school sufficient to learn the language?	Within Groups	25,055	117	,214		
	Total	25,592	119			
Do you support your child's foreign language education out of school?	Between Groups	,003	2	,002	,006	,994
	Within Groups	29,988	117	,256		
	Total	29,992	119			
Is your child an introvert or extrovert?	Between Groups	,809	2	,404	1,625	,201
	Within Groups	29,116	117	,249		
	Total	29,925	119			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	,992	2	,496	2,001	,140
	Within Groups	29,000	117	,248		
	Total	29,992	119			
Does your child show any curiosity comparing languages spoken at home?	Between Groups	,011	2	,005	,021	,980
	Within Groups	29,914	117	,256		
	Total	29,925	119			
Does your child mix his/her mother tongue with the foreign language while she/he is talking?	Between Groups	,936	2	,468	2,127	,124
	Within Groups	25,731	117	,220		
	Total	26,667	119			
How do you act in such situations?	Between Groups	4,800	2	2,400	4,171	,018
	Within Groups	58,113	101	,575		
	Total	62,913	103			

In the analysis where we look at the relation between a mother's foreign language level and propositions about children's receiving foreign language education in early childhood, the results are presented in the table above. In eight of the nine propositions analysed there is no significant difference at a 5% significance level, and in only one proposition a significant difference has been determined at a 5% significance level.

According to obtained results, while a mother who has high-level knowledge of a foreign language does not intervene when her child confuses the mother tongue with the

foreign language, the mothers with low-level foreign language knowledge get worried in the same situations. This situation leads to the emerging of a statistically significant difference due to Sig. 0.018% at a 5% significance level.

Table 22. ANOVA (father's foreign language level)

		Sum of Squares	df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,098	2	,049	,599	,551
	Within Groups	9,934	122	,081		
	Total	10,032	124			
Do you think that foreign language education effects child's cognitive and social development in early childhood?	Between Groups	,178	2	,089	,714	,492
	Within Groups	15,230	122	,125		
	Total	15,408	124			
In your opinion, is foreign language education given only at school sufficient to learn the language?	Between Groups	,044	2	,022	,100	,905
	Within Groups	27,156	122	,223		
	Total	27,200	124			
Do you support your child's foreign language education out of school?	Between Groups	,340	2	,170	,671	,513
	Within Groups	30,908	122	,253		
	Total	31,248	124			
Is your child an introvert or extrovert?	Between Groups	,811	2	,406	1,631	,200
	Within Groups	30,341	122	,249		
	Total	31,152	124			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	,172	2	,086	,337	,714
	Within Groups	31,060	122	,255		
	Total	31,232	124			
Does your child show any curiosity comparing languages	Between Groups	,002	2	,001	,005	,995
	Within Groups	31,230	122	,256		

spoken at home?	Total	31,232	124			
Does your child mix his/her mother tongue with the foreign language while she/he is talking?	Between Groups	,485	2	,243	1,094	,338
	Within Groups	27,067	122	,222		
	Total	27,552	124			
How do you act in such situations?	Between Groups	3,200	2	1,600	2,689	,073
	Within Groups	63,672	107	,595		
	Total	66,873	109			

Another demographic feature tested with an ANOVA test is the effect of a father's foreign language knowledge level on propositions about children's receiving foreign language education in early childhood.

Would a father's advanced or low-level English or foreign language knowledge change the responses to propositions? In order to find the answer to this question, an analysis was conducted and the results are presented in the table above. As can be seen in the table, a father's having an advanced or low level of foreign language knowledge did not change the responses he gave to propositions, and there appears no significant difference between these responses at a 5% significance level. In other words, there is no difference between the response of a father who has a very advanced level of foreign language knowledge and the response of a father whose foreign language level is very low, in regards to propositions about children's receiving foreign language education in early childhood.

Table 23. ANOVA (Trips abroad)

		Sum of Squares	df	Mean Square	F	Sig.
In your opinion, is it important to have native foreign language teachers in schools?	Between Groups	,021	3	,007	,088	,966
	Within Groups	11,867	148	,080		
	Total	11,888	151			
Do you think that foreign language education effects	Between Groups	,886	3	,295	2,437	,067
	Within Groups	17,930	148	,121		

child's cognitive and social development in early childhood?	Total	18,816	151			
In your opinion, is foreign language education given only at school sufficient to learn the language?	Between Groups	,539	3	,180	,843	,472
	Within Groups	31,540	148	,213		
	Total	32,079	151			
Do you support your child's foreign language education out of school?	Between Groups	,049	3	,016	,064	,979
	Within Groups	37,846	148	,256		
	Total	37,895	151			
Is your child an introvert or extrovert?	Between Groups	1,971	3	,657	2,707	,047
	Within Groups	35,924	148	,243		
	Total	37,895	151			
Do you observe any changes in your child after she/he started foreign language education?	Between Groups	1,160	3	,387	1,554	,203
	Within Groups	36,814	148	,249		
	Total	37,974	151			
Does your child show any curiosity comparing languages spoken at home?	Between Groups	1,723	3	,574	2,344	,075
	Within Groups	36,251	148	,245		
	Total	37,974	151			
Does your child mix his/her mother tongue with the foreign language while she/he is talking?	Between Groups	1,371	3	,457	2,102	,102
	Within Groups	32,181	148	,217		
	Total	33,553	151			
How do you act in such situations?	Between Groups	,348	3	,116	,187	,905
	Within Groups	81,311	131	,621		
	Total	81,659	134			

In order to analyse the relation between families' going abroad and children's receiving foreign language education at early ages, an ANOVA test was again employed. According to obtained results, there is no statistically significant difference in eight of the

nine propositions, while in only one proposition there is significant difference at a 5% significance level.

Accordingly, children of families making trips abroad are usually extroverted, whereas children of families that do not make trips abroad are usually introverted. Due to the Sig. 0.047% value that comes up at a 5% significance level, the responses these two groups give to the proposition leads to a statistically significant difference.

4. RESULTS AND DISCUSSION

As has long been held, there are many personal and practical advantages to learning a foreign language that go beyond the obvious benefit of being able to communicate in another language. Research has shown that the earlier a child begins, the better a child can learn a foreign language and the more benefits he or she can reap from that knowledge acquired through an immersive bilingual environment and also through regular foreign language exposure in a school or home (Alberta 2009, Munoz,2010). Results show that 38 parents started to expose their child learning a foreign language at the age of 3, 35 parents at the age of 5, and 24 parents started at the age of 4. In general, foreign language education of survey participants' children started to learn a foreign language between the ages of 3 and 5. As stated with the hypothesis of "critical period" ages 6 to 13 is the optimal capacity range for learning a second language. (Krashen, 1973; Johnson & Newport, 1989; Lenneberg, 1967). In other words, our brains may be more receptive to language earlier in life. Children enjoy themselves while learning a second language because they acquire the new language through communication and by playing games.

Additionally, research being conducted around the world has shown increased cognitive abilities with foreign language learning, especially bilingual education. This leads to many positive effects for the young person in his or her first language, including enhanced verbal skills and higher test scores, and to greater opportunities in higher education, career and career compensation. (Stewart, 2005). 130 parents think that foreign language education has an effect on the child's cognitive and social development in early childhood, 74 of the participants said that they will become more open. 26 participants said they will have a broader vision, and one participant said they will have more self-

confidence while 22 of them do not think foreign language education has an effect on child's cognitive and social development in early childhood.

The benefits of learning a foreign language extend beyond the ability to communicate in another language. Foreign language acquisition research has shown that “foreign language study in the early elementary years improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores in reading and math”. Additionally, these elementary school language learners are more creative and better problem solvers than students who do not study a foreign language (Stewart, & Hostler, J. 2005)

As a result of the research, more than half of the parents speak any foreign language and they support their children's foreign language learning with activities at home. Out of the 72 parents who support their child's foreign language education outside of school, 48 of them give support by exercising the language with their children and 24 of them support their child by watching movies together in a foreign language. Out of 80 parents who do not support, 52 of them did not answer this question and 28 of them said they do not have available time. 106 parents think that foreign language education given only at school is sufficient to learn the language while 46 of them think that foreign language education given only at school is not sufficient to learn the language and they mention their child should practice at home. Parents mainly do two activities with their children in a foreign language. While 78 parents read stories in English, 74 parents watch films in a foreign language.

Both mothers and fathers have the opinion that children should start to learn a foreign language at an early age. However, they do not know the main reasons behind of it. 24 participants want just because of being part of a changing world and 19 of them said because the children could attain correct pronunciation skills. Effective educational informing is essential to increase the parental awareness about the nature of foreign language learning during childhood. The more conscious the parents are in their child's foreign language learning, the better the child performs. Consequently the parents could support their child at home. Parents can ask the teacher for resources which they can use at home, providing videos, books, and music in the foreign language. They can find cultural

events to participate connected to the language. It is important to note that parental engagement often motivates the child to do well.

Parents are aware of the importance of learning a foreign language at an early age, but they still have doubts about whether foreign language learning affects mother tongue negatively or not at an early age so that most of the parents speak with their children at home in Turkish, even if they can speak any foreign language. 119 of the fathers speak in Turkish with their children while 11 of them use English. Similar picture holds true for mothers. While 116 mothers speak Turkish, 14 of them speak in English with their children at home. During these years, language used by parents becomes a major way of interaction with the world for the child. When the parents were asked how they act when their children mix-match the mother tongue with the foreign language, 26 parents said they get worried, 39 parents said they correct his/her mistake and 70 parents do not intervene. Seventeen parents did not answer this question. On the contrary young learners are not worrying about making mistakes when they try to communicate. The research findings showed that as father education level changes, the reaction he has to his children's confusing the mother tongue with a foreign language changes ($p= 0.027 < 0.05$). Father's occupation also has an effect on the reactions they have to their children when they confuse the mother tongue with the foreign language. Manager fathers choose either to correct the child's mistake or not intervene, whereas civil servant fathers usually get worried. This is a statistically significant difference ($p= 0.004 < 0.05$). The mothers with low-level foreign language knowledge get worried in the same situations ($p= 0.018 < 0.05$). On the contrary, there is no difference between the response of a father who has a very advanced level of foreign language knowledge and the response of a father whose foreign language level is very low.

When the environment displays low anxiety, children will perform better and learn better. Parents are a role-model for their children in the way of using a language. Parents may hold positive attitude towards the use of two languages by their children. In this period, parents have significant effect on their children's learning process. It is not a problem for young children to learn two languages at home when possible. On the contrary, it is cognitively and socially beneficial for those children. When children are able to speak and hear foreign language at home, they will have no problem to communicate.

Consequently, they will learn the foreign language better. From this point of view, it can be claimed that **family involvement** gives better results. Raising awareness among parents about foreign language learning at an early age will be beneficial for early education of children.

The results show that the parents find foreign language education given at the educational institution sufficient. However, if they support foreign language learning at home, they can help to be more effective of the process of learning a foreign language for their children. Some families may not have adequate knowledge about the process of foreign language education at an early age. It may be necessary to inform the families how foreign language takes course. We need to raise parents' consciousness in learning foreign language in early childhood. For this purpose, seminars should be organized for parents.

Children learn the language which they are exposed to. They learn the language from parents, society, and school. If foreign language is not acquired in the society, the school has been an important institution expected to teach foreign language. 70 of the parents give importance to educational quality of schools, their preference shape mostly according to education quality. 36 parents preferred an international school, 22 of the survey participants chose the particular school for their child because of its location, 24 parents preferred their school's environment. Teachers have important roles to improve the quality of foreign language teaching in schools. It is inappropriate to use approaches and techniques suitable for adult learners in courses for children. There is a need for using different techniques for different age groups. Teachers must be able to understand the developmental needs and dispositions of young learners in order to teach effectively. It is unwise to expect from a child to learn in the same way as an adult.

Foreign language learning in early childhood necessitates new teaching methods for teachers. Playing activities are the key factors as they are effortless in early childhood. Foreign language learning aimed to make young learners interested in language and culture.

According to the parents, foreign language education can be provided in four main ways. 34 parents mentioned "communication in daily life", 23 parents said immersion method, 29 of them said the teacher must be a native speaker to give the most efficient

English language education. However, the most preferred method was learning through play, and it was mentioned by 66 parents.

Regardless of income parents give importance to learning a foreign language because they have relatives who live abroad, 28 participants have relatives in Germany, 19 have relatives in the USA, and 7 have relatives living in Canada, so they travel abroad. According to obtained results, children of families making trips abroad are usually extroverted, whereas children of families that do not make trips abroad are usually introverted ($p= 0.047 < 0.05$).

5. SUGGESTIONS

There are many benefits to learning a foreign language for any individual. Furthermore, learning a foreign language as a young child gives more opportunity to reap these benefits. To conclude, I strongly suggest to raise parental awareness to foreign language learning education in order to get the best results from the foreign language learning process. At the same time parents should be informed about the necessity of games, music, drama techniques which are proper for young learners. Teachers also should share the learning styles of children with their parents to motivate them to support their child's learning activities at home.

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Genel Bilgi Formu

Bu araştırma, Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü yüksek lisans programında yürütülmekte olan bir çalışmanın içeriğini oluşturacaktır.

Bu araştırmanın amacı, “**Çocuklara erken yaşta yabancı dil eğitimi verilmesine ilişkin anne-babaların görüşlerinin incelenmesidir**”. Eksiksiz ve samimi olarak yanıtlayacağınız sorular araştırmaya ışık tutacaktır. Bu amaçla hazırlanan genel bilgi formundaki bilgiler ve bilgilere ait sonuçlar sadece bu araştırma için kullanılacaktır. Başka bir amaçla kullanılmayacaktır. İsim bilgisi istenmemekte, ancak yanıtlarınız araştırmanın bilimsel geçerliliği ve güvenilirliği açısından önem taşımaktadır.

Değerli zamanınızı bize ayırıp size verilen formdaki soruları cevaplandırdığınız için teşekkür eder, saygılar sunarız.

Danışman: Prof. Dr. Müzeyyen SEVİNÇ

Araştırmacı: Eda GÖKÇELİ

1. Ankete cevap veren: Anne..... Baba.....
2. Yaşınız: 20-30 30-40 40-50
3. Eğitim Durumunuz:
 - a) Annenin:
İlköğretim Ortaöğretim Lise Üniversite Yüksek öğretim
 - b) Babanın:
İlköğretim Ortaöğretim Lise Üniversite Yüksek öğretim
4. Mesleğiniz:
 - a) Annenin ;
 - a) Çalışmıyor
 - b) İşçi
 - c) Memur
 - d) Yönetici
 - e) Serbest meslek
 - f) Diğer.....
 - b) Babanın ;

- a) Çalışmıyor
- b) İşçi
- c) Memur
- d) Yönetici
- e) Serbest meslek
- f) Diğer.....

5. Gelir Düzeyiniz:

- a) Ortanın altı
- b) Orta
- c) Ortanın üstü
- d) Yüksek

6. Kaç çocuğunuz var?

- a) Yaşları:
- b) Doğum yerleri:

7. Annenin Anadili

8. Babanın Anadili

9. Anne yabancı dil biliyor mu? Evet..... Hayır.....

- a) Biliyorsa hangi dilleri?
- b) Ne derecede biliyor? Az Orta Çok iyi

10. Baba yabancı dil biliyor mu? Evet..... Hayır.....

- a) Biliyorsa hangi dilleri?
- b) Ne derecede biliyor? Az Orta Çok iyi

11. Yurt dışında yaşayan akrabalarınız var mı?

- a) Varsa hangi ülkede?

12. Yurt dışına seyahat ediyor musunuz?

- a) Ne amaçla? Turistikİş seyahatiAkraba ziyaretleri

13. Evde çocuđunuzla konuřurken hangi dili veya dilleri kullanıyorsunuz?

Baba..... Anne.....

a) Okula giden çocuđunuz ka yařında ikinci dil eđitimine bařladı?

14. Çocuđunuzun yabancı dile ilgisi var mı?

a) Varsa nasıl belli etmektedir?

15. Çocuđunuz yabancı dilde televizyon programları izliyor mu?

a) İzliyorsa hangilerini?

16. Erken yařta ikinci dil eđitimi önemli midir? Neden? Açıklayınız.

17. Sizce ikinci dil eđitimine ka yařında bařlanmalı? Neden? Açıklayınız

18. Bu eđitim kurumunu semenizde hangi nedenler etkili oldu? Açıklayınız.

19. Sizce erken yařta ikinci dil eđitimi en verimli řekilde nasıl yapılmalıdır?

20. Eğitim kurumunda yabancı dil öğretmenlerinin ana dilinin İngilizce

(Fransızca, Almanca, vs.) olması sizce önemli midir? Neden? Açıklayınız.

21. İkinci dil eğitimine erken yaşta başlanılmasının çocuğun zihinsel ve sosyal

gelişimini etkilediğini düşünüyor musunuz? Neden? Açıklayınız.

22. Çocuğunuz günde kaç saat ikinci dil eğitimi görmektedir?

23. Eğitim kurumunda verilen ikinci dil eğitimi sizce yeterli midir?

24. Çocuğunuzun ikinci dil eğitimini okul dışında destekliyor musunuz?

Evet Hayır

a) Evet ise ne şekilde destekliyorsunuz? Açıklayınız.

25. Çocuğunuzla birlikte ikinci dilde etkinlik yapıyor musunuz? (Örneğin; hikâye

okumak, film seyretmek, şarkı söylemek, tekerlemeler, bilgisayar oyunları oynamak ve benzeri)

26. Genelde çocuğunuzun içine kapanık olduğunu mu yoksa sosyal olarak kolay

ilişki kurabildiğini mi düşünüyorsunuz? Açıklayınız.

27. Çocuđunuz yabancı/ikinci dilde arkadaşlarıyla sosyal etkinliklerde (oyun grupları, gezi, spor ve benzeri) bulunuyor mu? Açıklayınız.

28. Çocuđunuz okula başlama ve alışma döneminde bir problem yaşad mı? Açıklayınız.

29. Çocuđunuz ikinci dil eğitimi almaya başladıktan sonra onda herhangi bir deđişim gözlemlediniz mi?

Evet Hayır

a) Evet ise ne gibi deđişimler gözlemlediniz?

30. Çocuđunuzun olayları veya dili anlamaya yönelik merakını gösteren sorgulama davranışlarını gözlemliyor musunuz?

Evet Hayır

a) Evet ise bir örnekle açıklayınız.

31. Çocuđunuzun erken yaşta ikinci dil eğitimi görmesini istemenizdeki nedenler nelerdir?

32. ocuęunuz ikinci dili konuřurken anadili ile karıřtırıyor mu?

Evet Hayır

a) Evet ise bu durum ocuęunuzun dil geliřimini nasıl etkiledięini düşünüyorsunuz? rnek verir misiniz?

b) Bu gibi durumlarda nasıl bir davranıř sergiliyorsunuz?

a) telařlanıyorum b) yanlıřını dzeltiyorum c) mdahale etmiyorum

33. Yabancı/ ikinci dil bilmeniz hayatinızda ne gibi yararları olmuřtur?

34. ocuęunuzun ikinci dil ęreniminin kendisine ne gibi yararları olacaęını düşünüyorsunuz? Aıklayınız.

35. Eęitim kurumlarından yabancı/ikinci dil eęitimi konusunda beklentileriniz nelerdir? Aıklayınız.

Teřekkr Ederiz

General Information Form

This research will be part of the master thesis at Yeditepe University, to be submitted to institute of Educational Sciences.

The purpose of this research is to explore parents' views on foreign language learning in early childhood. All of the information, and results will be used only for this research. They will not be used for any other purpose. It is important to answer these questions sincerely and completely for academic validity and reliability of the research. Your individual identity will not be revealed in the research.

We thank you for taking your time to answer the questions in the form.

Thesis advisor: Prof. Dr. Müzeyyen SEVİNÇ

Researcher: Eda GÖKÇELİ

1. The person answering the questions: Mother..... Father.....

2. Age: 20-30..... 30-40..... 40-50.....

3. Educational status:

a) Mother's:

Primary.... Secondary.... High school.... University.... Higher education....

b) Father's:

Primary.... Secondary.... High school.... University.... Higher education....

4. Occupation:

a) Mother's.....

a) unemployed

b) employee

c) civil-servant

d) manager

e) self-employed

f) other.....

b) Father's.....

a) unemployed

b) employee

c) civil-servant

d) manager

e) self-employed

f) other.....

5. Level of income:

a) Low-income

b) Lower-middle income

c) Upper-middle income

d) High-income

6. How many children do you have?

a) How old are they?

b) Their birth place:

7. Mother's native language:

8. Father's native language:

9. Does mother know any other languages? Yes..... No.....

a) If she does, which languages?

b) Level of second/foreign language knowledge

Beginner..... Intermediate..... Advanced.....

10. Does father know any other languages? Yes..... No.....

a) If he does, which languages?

b) Level of second/foreign language knowledge

Beginner..... Intermediate..... Advanced.....

11. Do you have any relatives who live abroad?

a) If you do, which country do they live?

12. Do you often travel abroad?

a) For what purpose?

Touristic..... Business travel..... Visiting relatives.....

13. What language or languages do you use to talk to your child at home?

Father.....

Mother.....

a) When has your child, who is attending the school, started learning a second language?

14. Does your child have an interest in foreign languages?

a) If s\he does, how does s\he show his\her interest?

15. Does your child watch TV programs in a foreign language?

a) If s\he does, which TV programs does s\he watch?

16. Is second language education important in early childhood?

a) Yes..... No.....

b) Why? Please Explain.

17. In your opinion, at what age should second language education begin?

18. For what reasons did you choose this school for your child? Please explain.

19. In your opinion, how should second language education be given in the most efficient way during early childhood?

20. In your opinion, Is it important to have native second language teachers in schools?

a) Yes..... No.....

b) Why? Please explain.

21. Do you think that second language education affects child's cognitive and social development in early childhood?

a) Yes..... No..... No idea.....

b) Why? Please explain.

22. How many hours is your child exposed to second language education a day?

23. In your opinion, is second language education given only at school sufficient to learn the language?

a) Yes..... No.....

b) Please explain.

24. Do you support your child's second language education out of school?

Yes..... No.....

a) If you do, what do you do to support his/her language development? Please explain.

25. Do you plan activities with your child in a second language (for example; reading a story, watching a film, singing a song, tongue twister, PC games, etc.)

26. Is your child an introvert or extrovert? Please explain.

27. Does your child participate in social activities (play groups, trips, sport, etc.) with his\her friends in a second language? Please explain.

28. Did your child have any problem starting school and during adaptation period? Please explain.

29. Do you observe any changes in your child after s\he started second language education?

Yes..... No.....

a) If you did, what kind of changes?

30. Does your child show any curiosity comparing languages spoken at home?

Yes..... No.....

a) If s\he does, please explain with an example.

31. What incentive did you have when deciding for your child to have second language education? Please explain.

32. Does your child mix his\her mother tongue with the second language while s\he is talking? Yes..... No.....

a) If s\he does, in your opinion how does this situation affect your child's language development?

b) How do you act in such situations?

a) I get worried b) I correct his\her mistake c)I do not intervene

33. In your opinion, what are the benefits of knowing foreign languages in one's life?

34. What do you think the benefits are of learning a second language for your child? Please explain.

35. What are your expectations about the education your child is receiving at her\his present school? Please explain.

Thank You

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-020- 58402

15/05/2013

Konu : Anket (Eda GÖKÇELİ)

VALİLİK MAKAMINA

- İlgi : a) Yeditepe Üniversitesinin 10.04.2013 gün ve 2839 sayılı yazısı.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 07.03.2012 tarihli ve 3616 sayılı ve 2012/13 No'lu Genelgesi.
c) Millî Eğitim Komisyonunun 14.05.2013 tarihli tutanağı.

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans Öğrencisi Eda GÖKÇELİ'nin "Çocuklara Erken yaşta Yabancı Dil Eğitimi Verilmesine İlişkin Anne-Babalarının Görüşlerinin İncelenmesi" konulu tez çalışmasını ilimizdeki tüm resmi anaokul ve ilkokullarda; genel bilgi formunu uygulama isteği hakkındaki ilgi (a) yazı ve ekleri müdürlüğümüzce incelenmiştir.

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans Öğrencisi Eda GÖKÇELİ'nin söz konusu talebi; bilimsel amaç dışında kullanılmaması, katılımcıların gönüllülük esasına göre seçilmesi, Eğitim ve Öğretimi aksatmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarımızca da uygun görüldüğü takdirde Olurlarınıza arz ederim.


Dr. Muammer YILDIZ
Millî Eğitim Müdürü

O L U R
.../05/2013

Harun KAYA
Vali a.
Vali Yardımcısı

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-605.01- 59282
Konu : Anket (Eda GÖKÇELİ)

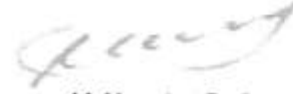
17/05/2013

YEDİTEPE ÜNİVERSİTESİ
(Eğitim Bilimler Enstitüsüne)

İlgi : a) 10.04.2013 gün ve 2839 sayılı yazımız.
b) İst. Valilik Makamının 15.05.2013 tarihli ve 58402 sayılı onayı.

Universiteniz Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans Öğrencisi Eda GÖKÇELİ'nin "Çocuklara Erken yaşta Yabancı Dil Eğitimi Verilmesine İlişkin Anne-Babaların Görüşlerinin İncelenmesi" konulu tezine ilişkin anket çalışması istemi hakkında ilgi (a) yazımız ilgi (b) Valiliğimiz Onayı ile uygun görülmüştür.

Bilgilerinizi ve ilgi (b) Valilik Onayı doğrultusunda gerekli duyurunun araştırmacı anketçi tarafından yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini arz ederim.



M. Nurettin ARAS
Müdür a.
Şube Müdürü

EKLER:

Ek-1 Valilik Onayı.
2 Anket Soruları.

5078 Sayılı Kanuna Göre MEHMET NURETTİN ARAS tarafından Elektronik Olarak İncelenmiştir.<http://istanbul.meb.gov.tr/evralizorgu/> adresinden b edebilirsiniz.

NOT: Verilecek cevapta tarih, numara ve dosya numarasının yazılması rica olunur.
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