T. R.

AKDENIZ UNIVERSITY

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**MASTER
OF ARTS
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A CASE STUDY OF THE FACTORS HAMPERING TEACHERS' SUCCESSFUL TEACHING IN YOUNG LEARNERS' ENGLISH LANGUAGE CLASSROOMS

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**ENGLISH LANGUAGE TEACHING
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AKDENİZ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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ÖĞRETMENLERİN ÇOCUKLARIN İNGİLİZCE DİL SINIFLARINDAKİ BAŞARILI BİR ŞEKİLDE ÖĞRETMELERİNİ ENGELLEYEN FAKTÖRLER ÜZERİNE BİR DURUM ÇALIŞMASI

YÜKSEK LİSANS TEZİ

Nurşen Kaya

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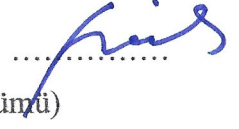
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YÜKSEK LİSANS TEZİNİN ADI:

A CASE STUDY OF THE FACTORS HAMPERING TEACHERS' SUCCESSFUL TEACHING IN YOUNG LEARNERS' ENGLISH LANGUAGE CLASSROOMS

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ABSTRACT

A CASE STUDY OF THE FACTORS HAMPERING TEACHERS' SUCCESSFUL TEACHING IN YOUNG LEARNERS' ENGLISH LANGUAGE CLASSROOMS

Kaya, Nurşen

MA, Foreign Language Teaching Department

Supervisor: Prof. Dr. Arda Arıkan

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Many countries have changed language teaching policies and lowered the starting age to learn English to primary school. In Turkey, since 2012 English has been a compulsory course for primary school students. However, this educational reform took place so rapidly that young learner teachers of English have experienced lots of challenges to implement the new curriculum and they couldn't have many chances to share their challenges with the authorities. Therefore, the purpose of this study is to find out the frustrating experiences/ realities of English teachers that hamper their successful teaching English in young language learner classes. With this purpose in mind a qualitative approach was employed. In order to gather data, a semi-structured interview form consisting of 20 open-ended questions as a data collecting instrument was developed through investigating related literature, considering field experts' opinions and the feedbacks of the pilot study. 14 primary school teachers of English in Kepez District were interviewed and the gathered data was analyzed with NVivo software program. The codes emerged from the analysis were reported according to thematic analyses method. According to the results of the study, it is evident that lack of separate English classrooms, small classroom sizes, crowded classrooms, uncomfortable classroom furniture, lack of technological materials, complicated content of the state coursebooks, lack of support from school principles and parents, limited hours of English lessons and the inefficient educational background of the teachers were the frustrating experiences/ realities that hamper the success of the participant teachers.

Keywords: *young learners, teachers of English, English language teaching, frustrating experiences/ realities, hampering factors*

ÖZET

ÖĞRETMENLERİN ÇOCUKLARIN İNGİLİZCE DİL SINIFLARINDAKİ BAŞARILI BİR ŞEKİLDE ÖĞRETMELERİNİ ENGELLEYEN FAKTÖRLER ÜZERİNE BİR DURUM ÇALIŞMASI

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Birçok ülke dil öğretimi politikalarını değiştirdi ve İngilizce öğrenmeye başlama yaşını ilkokula indirdi. Türkiye'de İngilizce 2012 yılından beri ilkokul öğrencilerine zorunlu ders olarak öğretilmektedir. Ancak bu eğitimsel reform o kadar hızlı gerçekleşti ki genç öğrenen İngilizce öğretmenleri yeni müfredatı uygulamada birsürü zorlukla karşılaştılar ve bu zorlukları otoritelerle paylaşma fırsatı pek bulamadılar. İşte bu sebeple bu çalışmanın amacı çocuklara yabancı dil öğretimi dersinde İngilizce öğretmenlerinin başarılı öğretimini engelleyen onları hayal kırıklığına uğratan deneyimlerini veya gerçekliklerini ortaya çıkarmaktır. Bu amaç doğrultusunda nitel bir araştırma modeli uygulanmıştır. Veri toplamak için, alan uzmanlarının görüşlerini ve pilot çalışmanın geri bildirimlerini dikkate alarak, ilgili literatur araştırılarak veri toplama aracı olarak 20 açık uçlu sorudan oluşan yarı yapılandırılmış bir görüşme formu geliştirilmiştir. Kepez ilçesinde bulunan 14 ilkokul İngilizce öğretmeni ile görüşülünmüş ve toplanan veriler NVivo yazılım programı ile analiz edilmiştir. Analizden çıkan kodlar tematik analiz yöntemine göre rapor edilmiştir. Çalışmanın sonuçlarına göre ayrı İngilizce dersliği eksikliği, küçük sınıf ebatları, kalabalık sınıf mevcutları, rahat olmayan sınıf mobilyaları, teknolojik materyallerin eksikliği, devlet ders kitaplarının karmaşık içeriği, okul yönetimi ve ebeveyn desteğinin eksikliği, İngilizce dersi saatinin sınırlı olması ve İngilizce dersi öğretmenlerinin eğitimsel geçmişinin verimsiz olması katılımcı öğretmenlerin başarılı öğretimini engelleyen yıldırıcı deneyimler / gerçeklikler olduğu barizdir.

Anahtar Kelimeler: *Genç öğrenenler, İngilizce öğretmenleri, İngilizce dili öğretimi, yıldırıcı deneyimler/gerçeklikler, engelleyici unsurlar*

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CHAPTER I

INTRODUCTION

1.1. Introduction

Recent technological and scientific developments and globalization of the world have raisen the importance of English as a lingua-franca. This increasing popularity of English has led the governments give more emphasis on language teaching and learning. In order to be able to meet the demand for foreign language learning, countries have lowered the age for starting to learn English. Moon (2005) stated that many countries have changed their language teaching policies according to the idea of younger is better and the second idea is based on the argument that longer is better: that by starting in primary school you increase the overall time for English and in the long term you can achieve a higher level of proficiency than those starting later.

Rixon (1999) suggests that two of the main reasons why countries make this decision are; firstly, to take advantage of benefits that are related with the internationality of English and secondly, to take advantage of benefits that derive from the features and demands of children. Children can learn more than one language at the same time and they often experience this in their home and social environments. Indeed, for many children in the world, being bilingual or multilingual is a daily life reality (Blackledge & Creese, 2010). Children, especially young learners, tend to create their own grammatical structures or words when they want to say a sentence or expression. Young learners have no consciousness on grammatical structures and don't get embarrassed while speaking and they also tend to speak like native-speakers by means of their lack of inhibition (Cameron, 2001). Children's self-confidence in using the foreign language without any hesitation provides opportunities for language teachers working with young learners. However, teachers should have a strong understanding of children's social and cognitive development to create an appropriate classroom atmosphere to teach a foreign language. English teachers should have a special training in teaching young learners but with the rapid changes in policy and curriculum, teachers find themselves in young learners' classrooms with no extensive initial or in-service training. As a matter of fact in Turkey, English teachers that graduated from university before 1998 didn't take *Teaching*

English to Young Learners course; that may cause them feel more anxious with young learners. Turkish Ministry of National Education (MNE) provides in-service trainings for practicing English teachers via its In-Service English Language Teacher Training and Development Unit (INSET) to introduce the new curriculums and policies. However, to be able to have an indeed understanding about young learners, teachers need much more than that kind of limited in-service trainings.

Teaching young learners differs from teaching adults since they have their own features depending on their age groups. As one year of age makes a big difference among children, the generalizations made for young learners may need more detailed analyses and some subcategorizations. Although there are different classifications on young learners taken into account different ages or grade levels, the following Table 1.1 shows the EFL teaching environment and the learners of English in the primary education in Turkey.

Table 1.1
Young Learners of English in Turkey

Very Young Learners	Young Learners	Older Young Learners
Age: 3-6 years old Grade: Pre-school Education Language focus/ Skills Used:Listening& SpeakingVocabulary Items (concrete&familiar objects) No Grammar teaching or metalanguage (can'tanalyze language but may be exposed to chunks through songs, classroom language) No reading and writing (may recognize letters or short words)	Age: 7-9 years old Grade: 1st-3rd grade Language Focus/ Skills Used: Listening & Speaking Vocabulary Items (concrete and familiar objects) New in Reading and Writing (word to sentence level) No Grammar Teaching or metalanguage (chunks through songs and classroom language)	Age: 10-12 years old Grade: 4th-6th grade Language Focus/ Skills Used: Listening / Speaking Reading / Writing Vocabulary items (concrete and abstract) Grammar (inductive)
Characteristics: *Low concentration span but easily excited *High motivation; active involvement *Love talking but problems in sharing *Short memory: Learn slowly Forget easily *Repetition and revision is necessary *Limited motor skills (using a pen and scissors)but kinesthetic and energetic *Learn holistically *Love stories, fantasy, imagination, art, drawing and coloring	Characteristics: *Low concentration span: Wide variety of activities needed *Short memory: frequent revision is needed *Logical-analytical: Asking questions *Problems in sharing in group work *Developing confidence in expressing themselves *Developing world knowledge *Limited motor skills (left-right) Reasonable amount of input *Love stories, fantasy, imagination, drawing and coloring	Characteristics: *Longer attention span but stil children *Taking learning seriously *World knowledge *More cooperation in groups and pairs *Developed motor, social and intellectual skills *Laerning strategies are used and developing

Adapted from: Ersöz, A. (2007). *Teaching English to young learners*. Ankara: EDM Publishing.

Moon (2000) points out young learners learn a foreign language through being motivated by their teachers and imitating their teachers. Teachers should keep in mind that young children's first language is not developed yet and they need to develop their mother tongue along with English. Also teachers need to have good family-school partnerships as

parents are childrens' first teachers and their perceptions through English directly affect young learners' performance. Since young learners have limited concentration span, they can get bored easily, so teachers should prepare various activities for a peaceful classroom atmosphere and they must be able to involve all the students in these activities. In spite of the general belief the younger is better young learners' teachers of English may have some challenges while teaching.

Considering the vital roles of teachers', especially in language teaching for young learners, this research will investigate the classroom experiences of English teachers that make them feel frustrated. In addition, the factors hampering teachers' successful teaching will be tried to be revealed by the gathered data.

This chapter provides a general overview of the study including six sub-sections. The first section explains the background information of the study. The second section provides the statement of the problem of the study. The third section explains the purpose of the study while section four explains the research questions of the study. Section five provides information about the limitations and the sixth section states the importance of the study. Finally, the overall chapter summary is presented.

1.2. Background to the Study

All European countries have put into practice huge development in foreign language teaching at primary schools since the Council of Europe's published a report recommending foreign language integration into primary education in 1997 (Calabrese & Dawes, 2008). According to the *Key Data on Teaching Languages at School in Europe 2017 Edition* report, lots of countries in Europe have lowered the starting age for compulsory language learning in the past 15 years and some even make it available in pre-school. In Cyprus, since September 2015, children attending pre-primary education should start learning English from the age of 3; in Portugal, the reform making English a compulsory subject for students aged 8 was fully implemented in 2015/16; since 2016/17, it also applies to students aged 9; in Greece, from 2016/17, all 6 year old students have to start learning English. In Turkey from 2012/13, students at 2nd grade at state primary schools aged 6.5-7 have to take English language lessons. This obligation lasts until students reach 18, at 14, all students in general education must study two languages until they reach 18 (Eurydice, 2017).

Early foreign language teaching programs should be based on functional communicative skills rather than grammatical patterns and they need to be motivating. These programs must be able to point to cultural awareness and learning about foreigners. For a successful teaching, these programs should have affective and cognitive goals. Also learning environments must be relaxing and safe for young learners. Curriculums that involve proper materials, methods, techniques and various kinds of activities are essential for the quality of teaching. Besides maintaining these factors, early foreign language teaching programs have to be implemented by well-trained teachers. According to Enever (2011) teachers need "a combination of Foreign Language expertise and age-appropriate teacherly skill in addition to a broad educational base related to child development and the psychology of learning" (p. 25). Keeping this in mind, teachers' experiences at the English language classrooms can give an overall idea about the quality of the program.

Increasing numbers of young learners learning English have made this issue an exciting area for researchers. Teaching English to young learners is a trendy topic of European and global studies. Since Turkey is trying to be a member of European Union and endavouring much to develop English language proficieny of citizens, especially for new generations; it is time to do researches on matters related with foreign language teaching to young learners. Besides, I have been working as a teacher of English since 2005 for public schools and I have always experienced that when a curriculum or policy change occurs I and my colleagues all over the country have lots of confusions, challenges and difficulties while implementing new curriculums or policies in the English language classes. The current research study originates from my professional experience of teaching EFL in state schools. I have taught at different state schools and worked with children, teenagers and adult learners so I experienced and realised the different and contrasting conditions in which teachers work. At the general meetings, it is seen that young learner teachers of English generally have more challenges and frustrations than the other teachers.

Authorities or researchers only deal with the results of the changes in the curriculum not the realities of the teachers. Government and policy makers also care about the success and numeral outcomes of the procedure, they disregard the voices of teachers. However, teaching English to young learners is a new and challenging experience for most of the teachers so their realities and experiences have precedence over the innovations. Concerning

the information given above and the necessaties, the problem which inspires the present study will be explicated in the following lines.

1.3. Statement of the Problem

In Turkey, English has been taught as the first foreign language in state primary schools beginning from 2nd grades since 2012. It can be said that teaching English to young learners is a new experience for teachers who are used to teach foreign languages to secondary school students or adult learners for our country. The success of the learning English mainly depends on the teachers' performance as they are the main source of input for the learners. Regarding this crucial role of the English teachers, it is an obligation for the researchers to investigate the teachers' experiences that make them feel frustrated while teaching English to young learners and to determine which of these factors hinder the effective teaching of English. Although there are some studies related to the English teachers' challenges in the literature, they are all about the general cases, not especially for young learners' teachers of English and the studies with young learners are generally related with students' performances and attitudes toward English. There is a gap in the literature for teachers' own voices explaining their frustrating experiences and hampering factors of their successful teaching. Teachers haven't been given many chances to express what makes them feel frustrated while teaching English to young learners and which factors hamper their successful teaching. Secondary school teachers of English generally blame primary school teachers of English as children come to their classes with lack of basic English profeciency but they don't consider what causes this failure. By gathering necessary data from teachers, this study will contribute to the available research in education and bring new ideas in teaching English to young learners.

1.4. Purpose of the Study

In Turkey English has been being taught for young learners since 1997 (Tebligler Dergisi, 1997). However, little is known about what kind of experiences English teachers have during lessons and which of them hinders teachers' successful teaching of English to young learners. In the light of the scarcity of available information pertaining to the issue asserted above, the main purpose of this study is to find out the frustrating experiences of young learners' teachers of English that hamper their successful teaching of English to young

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learners in state primary schools. Also, it was aimed to make suggestions that would be able to annihilate the hampering factors; to the teachers, school principles, parents and policy makers according to the results of the study

1.5. Research Questions

Considering the aim of the study mentioned above, the following research questions are aimed to be answered:

1. What are the experiences of teachers that make them feel frustrated in young learners' English language classrooms?
2. Which of these factors seem like they hamper teachers' success in young learners' English language classrooms?

1.6. Limitations of the Study

The main limitation of this study is about the sample. The sample involves fourteen primary school English teachers in Antalya, Kepez. To generalize the results of the study and to ensure the accuracy of the results, a sample with more primary school English teachers from different parts of Turkey would be necessary.

1.7. Importance of the Study

In today's rapidly developing world, new generations must have economic, social, technological and linguistic competences so, there is an increasing demand for learning foreign languages especially for English. Governments lowered the beginning age for learning English to meet this demand and introduced English language courses as a compulsory part of primary school curricula. Ministry of National Education in Turkey lowered the age to 7 years of age for learning English and made lots of changes in curriculum and in language education policy (MNE, 2013). In spite of these efforts, Turkish learners' English proficiency doesn't seem substantial. In Turkey, language learning has always been a matter and English teachers are blamed not to be able to teach properly. It is a fact that, the successful implementation of changes in curriculums mainly depends on the ways how teachers understand and adopt them. Teachers are the first appliers of curriculums in real classroom atmosphere; therefore, this study investigating English teachers experiences that make them feel frustrated in young

learner classrooms and the factors that hamper their successful teaching may have rewarding outcomes. This study gains great importance considering the limited number of studies on English teachers' realities with young learners in Turkey. The findings may also reveal to what extend authorities can contribute to solve the language teachers' matters. Depending on the results of this study, educational administrators may have a general thought about the current factors that hamper teachers' success in language teaching for young learners. Besides, in the light of the study, English teachers of young learners will be given a chance to reflect their feelings and realities and they can empathize with their colleagues.

1.8. Conclusion

In this chapter, background information on the teaching English to young learners related to the study, problem statement which inspires the study to be carried out, significance of the study, the aim of the study and research questions were presented. In addition, limitations of the research were mentioned. Related literature review with the theoretical background of the study, aspects of teaching English to young learners and some related recent studies will be examined in the next chapter.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The literature review of this study will be presented in the light of three main themes. First of all, a theoretical background of language teaching for young learners, the classroom environments, designing materials and activities for young learners, teachers' roles and their professional development needs, methods and approaches for effective language teaching, parents' attitudes towards foreign language learning and teaching contexts will be mentioned as these are the main elements of the success of teaching English to young learners.

Secondly, primary school new English curriculum in Turkey and teachers' views on this curriculum will be put forward as curriculum changes strongly affect the success of language teaching in young learner classrooms and they can make teachers feel frustrated or satisfied while implementing.

Finally, the recent studies related with the present research will be analyzed. Researches conducted regarding teachers' experiences and challenges in young language learner classes in Turkey and in the world will be put forward.

2.2. Theoretical Background

Authorities, teachers, teaching process, teaching context and learners are the main factors that affect the quality of any teaching program. Teachers who hold prominent role in teaching among these factors may have some frustrating realities or experiences (Richards, 2001). The teacher is believed to be the key element for the success of the teaching and learning process or main cause for the failure of the program in the classroom. This belief signals the fact that in order to lead students learn effectively and efficiently, a teacher must have some competences as indicated by various researchers and institutions.

English language teachers who teach young learners must both have professional and pedagogical competences. Professional competence is the capability of a person to perform the duties of his/her profession, or to perform a particular professional task, with an acceptable quality of skill. Pedagogical competence is related with the quality of education

and teaching. Figure 2.1 below illustrates the complexity of the concept of pedagogical competence and the activities of a pedagogically skilled teacher (Ryegård, Olsson, & Apelgren, 2010).
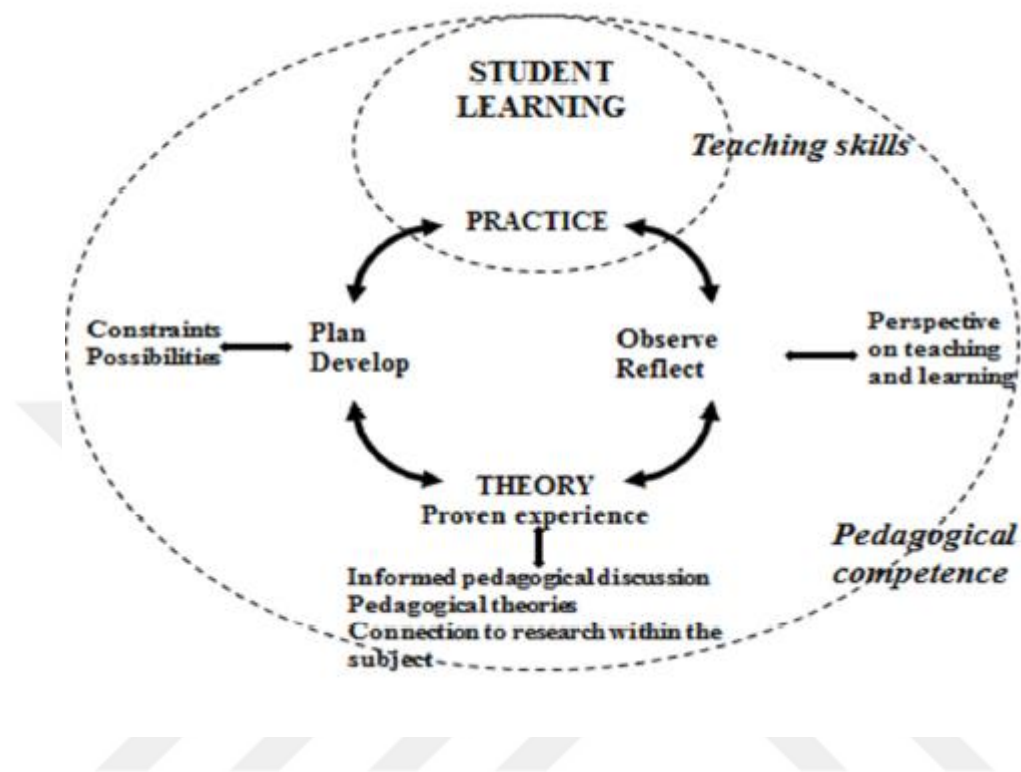
Figure 2.1 Model of Pedagogical Competence

According to Moon (2005) young learners' teachers of English should have following competences;

- Firstly, young learner teachers need very good English language skills because they provide the main language input for children who may have limited exposure outside the classroom. They need good interaction skills in order to use the kind of activity-based and interactive methods which seem most suitable for young learners. They also need the flexibility to be able to adjust their language to the children's level, knowledge of English so they can provide feedback, and a rich knowledge of the culture so as to get children interested.

- Secondly, they need a knowledge of how children learn foreign languages and appropriate teaching strategies for teaching English so as to create interest in learning English.

- Thirdly, young learner teachers need to have knowledge of children's cognitive, linguistic and emotional development as these impact on their foreign language learning (p. 32).

Young learners are more enthusiastic in the classroom than adults or young adults although they can lose their concentration quickly. At the beginning of their school experience their attention span tends to be very short, around fifteen minutes, and they are prone to be easily distracted (McKay, 2006) so teachers of young learners should organize activities and tasks according to their interests, needs and levels. For Çakır (2004) "bodily-kinesthetic activities such as making things, singing action songs, playing games, doing project works, doing hands-on activities is a great help for them to understand the target language" (p. 103).

Young learners learn best by observing, imitating and practicing. Young learners' teachers of English should be well occupied with a variety of visual aids and they should use different techniques for each lesson or activity. Indeed, Şad (2011) reported that pupils' highly positive attitudes toward learning a foreign language in general and toward foreign language lessons in particular mainly result from the pleasant and enjoyable nature of language learning, and pleasant and enjoyable activities in lessons. Teachers can make learning memorable and effective with the help of big colorful pictures, posters, drawings or flashcards, puppets, toys and real objects or they can dramatize the meanings using mimes, facial expressions and gestures. The pictures should be large, colorful and funny, and teachers' miming should be exaggerated and amusing. Interesting or entertaining pictures motivate students to respond in ways that more routine teaching aids, such as a textbook or a sentence on the board cannot (Celce-Murcia & Hilles, 1988).

In a young learner's classroom, another key term is game which makes children feel in a safe and natural environment. In their daily life, they like playing games and there are lots of games that can be integrated into a foreign language learning situation. Students are already familiar with those games and enjoy learning through playing. Constantinescu (2012) claims that learners can improve their understanding of written and spoken English via games. While playing some games children will learn the new structures even without being aware of it. Puzzles, Hangman, Chinese whisper, word chains, counting games, ball games, yes/no games, pin the nail on the donkey etc. are some examples teachers and learners can benefit from in language classrooms as motivators or warm-up activities. Besides these activities and

materials young learners must be given contextualized samples rather than single sentences. Teachers must create and present meaningful situations for new language patterns that make learning similar with everyday concepts. Story-telling is one of the best ways to give the unknown language in a situation. "In using stories in language teaching we are using something much bigger and more important than language teaching itself" (Wright, 2003, p. 7).

Another point in teaching English to young learners is cooperation between parents and teachers. In English as a Foreign Language (EFL) context, educational backgrounds and socio-economic levels of the parents affect the awareness of the importance of learning a foreign language. School is the only place that learners have chance to get input and practice the target language so parent and school relationships are essential for effective teaching and learning. There are lots of strategies that teachers can imply to contact with parents and help them involving in their children's learning process. Teachers can give consultation to families to provide positive attitudes for language learning, and teachers should give information to parents about the standards, curriculum, and instructional methods that are used in their child's English class and help parents understand the results of various placement and achievement assessment measures that are used in the classroom (Coltrane, 2003).

Foreign language teaching methodologies directed at young learners should take into account young learners' positive attitudes towards learning, their relatively short attention span, cognitive development, playfulness, creativity and vivid imagination. In a young language-learner classroom, the teachers' hard work in establishing a motivating atmosphere and positive attitudes towards learning English can be severely damaged when it comes to assessment (McKay, 2006). Assessment, as an integral part of foreign language teaching and learning, should reflect and complement language teaching practices in learner–centred and child–friendly classrooms. The purpose of assessment should be checking young learners' language-learning progress, providing thus important feedback to children and teachers alike, by encouraging a positive classroom atmosphere, and promoting and maintaining strong motivation for learning English as a foreign language. Children should be evaluated in a stress-reduced environment to provide an atmosphere to help children perceive the assessment procedure as an integral component of the learning and teaching process and not as a tool to grade them competitively (Shabaan, 2001).

Young learners' teachers of English always focus on assessment of learning, they try to find out how much their learners have achieved, using traditional, formal tests meanwhile they tend to forget the significant role of assessment for learning using alternative or informal assessments. Alternative assessments monitor students' progress and help teachers to identify students who need extra support and effort. Furthermore, teachers have idea on things that they need to spend more time on in the classroom to improve students' learning. Observation forms, conferences or interviews, story retellings, writing samples, projects, portfolios, recordings, and self–assessments, which can be rated by brief feedback, checklists, notes, or rubrics are samples of alternative assessment. The assessment techniques used in the classroom must be non–threatening to young learners, and have positive washback effect on language learning and teaching otherwise they may cause problems for both sides. Smith (1996) and Conner (2008) state that poorly formed and administered paper and pencil tests can have a negative effect on learning since this method can be extremely stressful and lead to losing interest in language learning.

Integrating technology to the lessons is another significant point in the classroom with young learners since it has plenty of advantages both for classroom management and motivation, and for teaching skills in the 21st century. Chapelle (2001) predicts "anyone who is concerned with second language teaching and learning in the 21st century needs to grasp the nature of the unique technology-mediated tasks learners can engage in for language acquisition and how such tasks can be used for assessment" (p. 2). Technology makes it available communicating with native speakers of the language they are learning, or other learners trying to learn the same language, but who don't share the same home language, so they are forced to make use of English to communicate. Levy (1997) defined Computer Assisted Language Learning (CALL) as "the search for and study of applications of the computer in language teaching and learning" (p. 1). Nowadays young learners cannot imagine being deprived of using Information and Communication Technologies (ICT), such as smart boards, tablets or computers as they are the children of 21st century. By the way young learners' English teachers have more responsibilities in using CALL and ICT in their lessons since young learners still need a higher support for their learning and they learn best from practising things together with their teachers. Gündüz (2005) stated the importance of teacher while integrating technology into the teaching as the following;

The computer is the servant of the user and it should not be forgotten that its role in teaching is solely a teaching aid. Consequently, it is dependent on the teacher in many ways: for example, it is unable to create educational materials without the teacher. All the linguistic materials and instructions for its presentation must be specified by the teacher (p. 197).

English teachers are in a continual need of extra teaching materials; therefore, the internet is an irrevocable recourse for them. Since the most common and prefered target for language learners is better communication, the internet will be able to improve their communication skills. The integration of CALL and ICT into the teaching has challenged instructors to become familiar with new technologies and redefine their views of teaching. The teacher must feel comfortable with the technology in order to be able to use it effectively. On some occasions the computer programs used with learners or demonstrated to teachers can be overtaken by a power cut, or mechanical failure. Teachers should be trained in the use of computers and technology so CALL techniques and practices have become an integrated part of professional development programs.

As mentioned before the most important factor in student learning progress is the teacher, and teacher quality overweighs other factors such as motivation, funding, and class sizes (Geringer, 2003). More qualified teachers can create the best environment for learning. Teachers need effective professional development activities to increase the quality of teaching. How professional development activities should be planned was stated in a study as following;

Improving teacher quality is both common and necessary, and it depends on professional development, which should create meaningful learning experiences for teachers. However, while teachers are required to participate in professional development activities, it is often the case that they are not involved in selecting and planning those activities, and that professional development may not be closely tied to classroom practice (Colbert, Brown, Choi & Thomas, 2008, p. 135).

Authorities or change agents, trainers, and trainees should work in cooperation with each other at all stages of this professional development process. Teachers should receive in-service trainings based on their own contextual needs and interests. Educational policies should permit teachers to construct their own professional development programs and empower them to make choices about the content of those programs. The characteristics of effective professional development that appear the most in the literature are the methods that

help teachers more deeply understand academic content and the ways students learn (Guskey, 2003). Young learners' teachers of English need different in-service trainings than higher school teachers as their learners' characteristic and physical features differ due to their age period.

Another key theme in language teaching: policy. Government policy in many countries around the world has increasingly introduced English into primary schools at an ever-earlier age with significant efforts on English language learning and teaching practices. However there is often a gap between pedagogic policy and classroom practice (Nunan, 2003). Teachers experience lots of challenges while implementing some new policies due to crowded classrooms, cultural differences, lack of clear instructions or appropriate curriculum and syllabi. Enever and Moon (2009) stated that "… we have yet to clarify the priorities for formulating effective language policies, for designing appropriate programs of implementation and for meeting the very real challenge of ensuring that policy is effectively and sustainably implemented within the daily practice of classrooms" (p. 5). Educational policy developers should be provided with suggestions by teachers on effective curriculum development for young learners to enhance the learning experience of children. They must decide in cooperation with new policies, curriculum and syllabi. Early language programs impact the language programs for older learners at secondary school so there must be a continuity of curriculum between primary and secondary English. Nikolov and Curtain (2000) identified the following characteristics of effective young learner programs from 20 countries. These programs:

- Focused on meaning
- Integrated language instruction with mainstream curriculum
- Used task-based and content-based approaches
- Provided fun in the classroom
- Set up children for success
- Fostered learner autonomy
- Set realistic expectations and assessment
- Provided continuity between primary and secondary school language programs

Nowadays thanks to the Common European Framework of Reference of Languages (CEFR) it is a bit easier to develop effective programs for European Countries because the Common European Framework provides a common basis for the elaboration of language

syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. It also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. Accepting the CEFR is important for our national foreign language education simply because "this guideline achieves standardization in language teaching, learning and assessment by targeting the improvement of communicative and intercultural competencies, and that of learners' autonomy" (Karababa & Saraç-Süzer, 2010, p. 13).

It is important to note that successful implementation of a curriculum, even it is strongly viable, does not depend solely on the program itself, but on understanding and cooperation from all parties involved (Çelik & Kasapoğlu, 2014; Enever, 2011; Johnson, 2007). Especially teachers as the implementers of these reforms in the class should be well trained, informed and supported adequetly. Young learners' teachers of English personally should be active, eager, tolerant, patient and modernist also they should have technological knowledge, methodological knowledge about teaching young learners, language pedagogy, culture, competence in identifying and implementing learning strategies, ability to cooperate productively with colleagues, parents and children. Therefore, training specialist teachers to teach young learners foreign languages is difficult (Rokita-Jaskow, 2008).

It is obvious that teacher quality is so crucial that it can lead students' performance, attitudes, classroom atmosphere, and successful implementation of curriculum. Language teaching especially in EFL context such as Turkey mainly depends on teachers' competences, motivation, enthusiasm and willingness so authorities should be in contact with teachers to be able to see their experiences and realities. If a teacher feels comfortable and supported, he/she can achieve required academic aims. Researchers should find out which problems hinder teachers' successful language teaching and how they feel when they have these problems. Only in that way effective government policies can be developed. As a fourteen year experienced English teacher in public primary schools in Turkey, I always hear my colleagues complain about lots of problems and how they feel lonely and helpless while dealing with them. Keeping teachers' prominent roles in teaching a language this study aims to find out young learners' teachers of English's experiences that make them feel frustrated in young

learners' English language classrooms and determine the factors that hamper teachers' success in teaching English to young learners. To have success in teaching and for a better learning and teaching atmosphere what kind of classroom environments should be designed for young learners will be explained and teachers will be offered some suggestions in the next session.

2.2.1. Young Language Learner Classroom Environments

The conditions under which young learner programs are offered matter as well as the teacher quality and the optimal ages they should begin learning a language. These conditions can be outside the classroom or inside the classroom. In EFL teaching contexts English is rarely found outside the classroom, it is generally taught as a school subject inside a non-speaking English environment. Since most of the learning occur in classroom, creating a motivating classroom environment is important especially for young learners as they are physically active and have short concentration time.

A class in which there are more students than the teacher prefers, and in which resources are not enough to fulfil those students' needs is accepted as a large class (Wang & Zhang, 2011). In many countries, as in Turkey the EFL teaching learning process tends to be carried out in this type of class (Enever & Moon, 2009; Smith, 2011). Teaching in a large class context generally causes insufficient student involvement, difficulties for classroom and time management, challenges for assessing learning and providing feedback and limited resources for teaching.

In the previous years, the furniture setting for many classrooms used to have desks aligned in rows within the classroom. This system of arrangement seems to make students lose focus and causes misbehaviours or disruptions in the classroom. That kind of classroom setting does not encourage interaction among students and focuses more on the student as an individual completing their own task. Teachers should be allowed to organize their classrooms by themselves as the setting up of the desks give students some clues about the social expectations of their teachers in the classroom. Guardino and Fullerton (2010) worked with a classroom teacher to rearrange the classroom physical environment by creating distinct individual versus group work spaces, providing personal space for individual belongings, and rearranging the classroom furniture to reduce distractibility. After the classroom was modified, academic engagement increased by approximately 42%.

In an English class, the teacher could have a space area as an amphi where the students could act out, role play or do creative drama avtivities from their coursebooks. There could be a corner of the room with comfortable chairs and a bookcase where the learners could choose a book to read silently if they have completed all of their tasks for the day. This gives the learner a positive feeling and inviting for a student who does not like to read because now they see that English can involve moving around. This small library will also let them to decide what they want to read by themselves, and it makes students feel free for their choices in language class. When the learners meet their individual desires while staying engaged in the curriculum, disruptive behaviors decrease in the lessons.

In a language class to create a visually stimulating environment and to make students feel confident, a teacher can hang students' works on the walls. Seeing previous students' and their own works on the walls enhance pheripharal learning. Furthermore, it assures the student know that the teacher checks their assignments and the students will see that the teacher cares about how they do and value their efforts. This encourages the interaction between student and teacher as well since young learners always want to be appreciated by their teacher. Classroom visual environment can affect learning by changing patterns of teacher–student interaction and by reducing distractions and downtime (Trussell, 2008).

Another dynamic of a language classroom is creating balance among the all levels of learners by arranging a solution-oriented seating plan. There are generally two kinds of leaders in a class; high academic performance leaders and social leaders. If a teacher can achieve have a proper seating plan, he/she can use these two types of leaders effectively for successful teaching. First group of leaders can be used as pairs of lower performing students and while the teacher lecturing whole class, these leaders can help their pairs that are struggling to learn the new patterns. Second group of leaders are school team captains, artists, musicians, scouts or comedians. They have popularity and fans at the school. They may not be academically successful but because of their popularity, they can turn into a problem if the teacher doesn't give enough attention to their roles and positions in the classroom. Teachers can make this second group of leaders cooperate in drawing or singing avtivities with less talented ones (Grubaugh & Houston, 2013). Pair works are main initiators of cooperative learning in a language class. In classroom designing a teacher shouldn't forget to take into account that there will be students that have special needs. For example, if there is a student who needs wheelchair access, the teacher can organize desks in a circle to create a large area

to move around for this student or making them settle in groups can help learners with anxiety disorders. A teacher can create seperate activity corners to allow students have a quite place to concentrate or reorder their thoughts (Gaurdino & Fullerton, 2010).

In a language class the teacher must be careful for the sound. It can play a big role in a student's success and attention. While doing listening activities teachers should ensure them listen to the texts quietly to increase motivation for listening and everybody can be able to hear the correct pronunciation. Sometimes teachers can turn on some music while the students doing their tasks, this is a useful strategy for musical learners and promote positive teaching atmosphere.

Light in a class can have a crucial effect on learners as well as sound. Natural lightning or if it is not possible soft lightning can create a warm environment for teaching. The lightning of a class shouldn't make students feel sleepy. Teachers can make arrangements for different corners, for example reading corners can have special lamps.

The last element of a classroom that affects the success of teaching and learning is temperature. Classes shouldn't be too hot or too cold which can decrease students' motivation or concentration. Also, there always should be fresh air and enough air circulation in a young learner classroom as children may have lots of allergies or health problems in this period.

It can be seen that proper classroom environment is an effective element for both teachers' and learners' success. However, having a well designed classroom atmosphere doesn't ensure the teaching English solely in a young learner class; activities and materials should also be well designed and implied. In the following part it will be described which materials and activities can be implemented with young learners.

2.2.2. Designing Materials and Activities for Young Learners of English

Teaching young learners is different from teaching teenagers and adults because of their interests, needs, expectations, learning styles and strategies, psychological and cognitive developmental stages. As kinesthetic learners, young learners can easily get bored, and lose their concentration, if a teacher fails to take their attention to the content. According to Harmer (2001) children have their own learning strategies and they are listed as followings:

- They respond to meaning even if they do not understand individual words.

- They often learn indirectly rather than directly that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

- Their understanding comes not just from explanation, but also from what they see and hear and crucially, have a chance to touch and interact with.

- They generally display an enthusiasm for learning and a curiosity about the world around them.

- They have a need for individual attention and approval from the teacher.

- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

- They have a limited attention span, unless activities are extremely engaging they can easily get bored, loosing interest after ten minutes or so (p. 38).

Considering these strategies, it can be seen that teachers of young learners should facilitate their teaching by using vaious of attractive materials for a successful progress. Tomlinson (2012) stated that material is anything which is used to help language learners to learn. Although they are generally neglected by teachers, there are lots of materials that should be used in language classrooms as; posters, picture books, audio-visual aids, puppets, magazines, newspapers, coursebooks, wordless books, message boards, technological devices, etc.

Flashcards help teachers to present new vocabulary and verbs to whole class. They can be found easily or teachers can prepare their own flashcards. Real objects (realias) are the other aids of teachers while teaching new vocabulary items. Brown (2001) states "realia is probably the oldest form of visual aids, but they are still effective in helping students to connect language to reality" (p. 143). Children like puppets and using puppets in teaching a foreign language increases the children's interest. According to Özdeniz (2004) one of the most important advantages of using puppets is that children can feel more confident when talking through the puppet. Besides these kinds of materials technology has gained more importance nowadays especially in language teaching. Thus, teachers should be into the technology and should know how to integrate it into their lessons. Internet allows teachers reach lots of materials free of charge and use them in their language classrooms. They can

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download almost all the songs related with topics in the coursebook. Moreover, they can prepare their lessons on some software programs and present units by using smartboards.

While designing their own materials teachers should take into acccount the needs of their learners, the curriculum and the context, the availability of the resources, their own competences, copyright compliance and time. Furthermore, English language teaching materials should be contextualised to the curriculum, experiences, realities and first languages of the learners. In addition, materials should be contextualised to topics and themes that provide meaningful, purposeful uses for the target language. Materials should stimulate interaction and be generative in terms of language. They should encourage learners to develop learning skills and strategies. Also, they should allow for a focus on form as well as function. They should offer opportunities for integrated language use and they should be authentic, flexible and attractive. Finally, they should link to each other to develop a progression of skills, understandings and language items and have appropriate instructions (Howard & Major, 2004).

The most common material in language teaching is a coursebook that provides a clear road map both teachers and learners and they can follow where they are going and what will come next. Teachers should evaluate their coursebooks according to general appearance, layout and design, methodology, activities, language skills and content, topics, teachability and flexibility and assessment criterias in the book (McGrath, 2013).

It is obvious that teachers of young learners are responsible for designing the materials and implementing them appropriately. After designing effective materials teachers should invent interesting activities to cater children's interest by using these materials. Klein (1993) attests that since it is almost impossible to cater to the interests of about 25 young individuals, the teacher has to be inventive in selecting interesting activities, and must provide a great variety of them. Teachers should use various activities in the classroom to teach a foreign language particularly motivating and interesting ones. Also, activities that attempt to encourage the learners to explore something are most popular among young learners. The activities which let children learn by practicing involve them in their learning and offer them opportunities for imagination and creativity so they work well with young learners. Storytellings, acting out, project works, questionnaires, listening and repeating, reading and drawing, pair/group works, tongue-twisters, drawing, colouring, cutting out, guessing the words or playing games are samples of the activities which can be implied in a young

language learner class. In young learner English classes most appreciated approach seems to be the activity-based approach as it offers following advantages:

- children carry out activities which have practical educational value
- children are motivated and interested in what they are studying
- children are introduced to a wide range of natural English, which is meaningful and understandable because the activities are meaningful and understandable
- children are taught in English
- children are not introduced to English in an artificially pre-determined sequence of grammatical structures or functions
- children can be taught in mixed ability groups: learners with more English will speak more about the activity they are doing, and help lower-level classmates at the same time
- the learning focuses on the individual child: each child is encouraged to acquire language at his or her own pace and own manner (Teacher Development Workshop, 2003).

Teachers can select ready activities, adopt them or design their own activities according to the needs of their learners. While designing or adopting an activity the teacher should analyse its components that include teacher and learner goals, outcomes, input, procedures, teacher and learner roles and organization (Moon, 2000). In that way teachers can decide the usefulness and practicality of the activity. Also, they can see whether it suits their purposes or not. It can make teachers' job easier to know that chants, songs, stories, games, cutting and colouring activities are suitable for 4-6 year olds; chants, fun games are suitable for 7-9 year olds and projects or mingling games are suitable for 10-12 year olds.

Young learners' teachers of English must be aware of the fact that children have no autonomous motivation to learn the target language as adults so teaching activities should be motivating and funny. Thornton (2001) defined the importance of motivation as following:

…some experts go so far as to say that motivation is more important than the learners' aptitude or the method of teaching employed. One thing teachers are sure of, however, is that fun and games are a must in the English language classroom because they are intrinsically motivating for children and again, because they are part of a child's natural world: the "here and now" of a child's life (p. 12).

Here and now principle means that a teacher should talk about events that are currently happening, just happened or are about to happen, including the objects that are in use or in view for both adult and child (Černá, 2009). According to Clark (2011) the here and now principle limits the number of proper topics to what is physically available. However, in teaching practice the present objects can be replaced by pictures or flash cards in order to enable the teacher to extend the variety of topics. The teacher should include such activities representing the here and now context and avoid those dealing with past or distant future.

Games can provide some opportunities to practice language skills and subskills in a warm and natural environment. Phillips (2001) points out "games in foreign language teaching help students to see learning English enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser" (p. 79). However, they should be chosen and applied well otherwise they can turn into a problem between high performance learners and struggling ones.

Keeping in mind all; English teachers should be very careful while designing materials and activities for young language learners. It is obvious that a teacher plays a very important role in all steps of teaching so who should teach young learners and which qualities they should have will be explained in the following part of the study.

2.2.3. Young Learners' Teachers of English

Today, foreign language teachers are expected to possess some general features, such as adequate proficiency in the target language; understanding of the target language's structure and its culture(s), knowledge of second language acquisition and learner development, and pedagogical skills (Ingold & Wang, 2010). As mentioned before teaching a language to an adult or teenager differs from teaching a young learner so there occurs to be a special term as young learners' teacher of English that requires knowing both primary education and foreign language pedagogy (Rokita-Jaskow, 2008). According to Enever (2011) teachers need "a combination of FL expertise and age-appropriate teacherly skill in addition to a broad educational base related to child development and the psychology of learning" (p. 25). However, with the increasing numbers of young learners as a result of lowering starting age to learn English, it has been difficult to find enough teachers or teacher training programs to prepare specialist English teachers (Hu, 2005; Kırkgöz, 2009). Teachers who had been working with adolescents found themselves in young learner language classes

without any special in-service training and had lots of frustrating experiences. Cameron (2001) states there are two common misconceptions related to teaching English to young learners:

- that teaching English is a straightforward process that can be undertaken by anyone with a basic training in ELT,
- that the language taught to children only needs to be simple as cognitively, they are not as developed as adult or teenage learners (p. 12).

As Cameron (2001) points out English teaching to young learners needs a special training. Without adequate training, teachers will not be able to teach their subjects as expected by the authorities or planned in the program. The Bangalore conference on Teaching English to Young Learners (Enever, Moon & Raman, 2009) revealed some of the problems resulted from inadequate training for teaching young learners: for example teachers' inabilities to deal with problems that occurred in the teaching context, employers' acceptance of low level qualifications to teach young learners, teachers' inadequate English language proficiency and the fact that some teachers who had no specialism were required to teach English (Chodijah, 2008; Enever et.al. 2009; Graddol, 2008; Kgwadi, 2008; Wang, 2009).

Teacher trainings can be investigated under two headings; initial teacher training and professional development. Spratt (1994) defined initial teacher training as following:

Initial teacher training is usually related to the needs of a particular course, has terminal outcomes which are pre-empted, involves information and skills transmission, has a fixed agenda and is directed in a top down manner. Teacher development is a continuing process, related to the needs of the individual teacher, has open ended outcomes, involves problem solving, has a flexible agenda, peer-orientated and takes place in a bottom-up way (p. 54).

According to European Commission Eurydice Report (2017) initial teacher education can also be defined as the period of study and training during which prospective teachers attend academic, subject-based courses and undertake professional training to acquire the necessary knowledge and skills to be a teacher. This period ends when prospective teachers are awarded their qualifications as a teacher. Teaching English to Young Learners Program in university education forms teachers' initial training. Generally, the prospective teachers at ELT departments have TEYL course in the 3rd grade, with practical and theoretical

knowledge in Turkey since 1998. After graduating university, teachers in some countries are obliged to take in-service trainings during their proffesional life but it is not compulsory in some other countries; yet in some countries teachers can not find such training opportunities. Moh (2009) reports that in Nigeria "the teacher is left alone to recycle whatever knowledge they had acquired at the training college, completely oblivious to whatever research or practice might subsequently have been carried out in the field of study" (p. 197). It is not different in many other countries. In Turkey teachers are able to have in-service trainings individually and sometimes they have to complete some in-service trainings given by Ministry of Education. Besides these kinds of trainings, teachers should be a member of teachers associations as TESOL or IATEFL for their professional development. As a member of these associations, teachers can have workshops, conferences and publications with a low cost. They can cooperate with their peers on their current methods and approaches and effectiveness of these methods. Methods and approaches in a young language learner class are main determiners of the success and positive classroom environment so teachers should be aware of effective methods, their implications and short or long term outcomes. Therefore, in the following part methods and approaches for young learners will be explained.

2.2.4. Methods and Approaches of Teaching English to Young Learners

Approach to teaching a language is related with the nature of the language and how it is acquired. According to Harmer (2003) "a method is the practical realization of an approach" (p. 78) and it gives ideas about the activities, teachers' and learners' roles, materials and syllabus.

The most popular methods for teaching English to young learners listed by Larsen-Freeman (2000) are;

- The Audio-lingualism
- Presentation-Practice-Production (PPP)
- Communicative Approach
- Task-based Learning
- Community Language Learning
- The Silent Way
- Suggestopaedia
- Total Physical Response (TPR)

- Humanistic Teaching and the Lexical Approach.

Audio-lingualism is based on the behaviorist theory and relies on formation as a basis for learning, through a great deal of mechanical repetition. In Audio-lingualism it equals engendering good habits in language learning through mainly using drills. *Total Physical Response* (TPR) was created by observing how babies learn their mother tongue. The learners' main task is to listen the instructions given by teacher and respond to them. TPR is an effective method to apply when teaching young learners as learners can be silent and they do not need previous knowledge. *The Natural Approach* is suitable for beginners since it doesn't care for mistakes and it allows using mother tongue along with the target language. Listening skill is a key point in this approach and visual aids are preffered mostly. The approaches of *Task-Based Language Learning* (Nunan, 2004) and *Content-Based Language Teaching* (Richards & Rodgers, 2001) don't put the language in prime focus of attention. Instead, language is used as a way of communication. *Presentaion, Practice, Production* method is deductive and first teacher gives the language structures then let the students practice the new patterns through controlled activities and finally, students have the opportunity to use the target language in their own activities. *Community Language Learning* is also known as *Counselling Learning* since teacher plays a counselor role and student is seen as a client and collaborator. It is learner-centered and students decide what will be learned. *Silent Way* is a method that teacher encourages the learners to practice the target language as much as posible by being silent during the lesson. Teaching is supported by objects and learners discover rather than repeating or remembering with the help of problem solving abilities. *Suggestopedia* creates a relaxed atmosphere for the learners with using music and comfortable designings. It builds positive and warm relations between teacher and the learners in a very humanistic way. Lewis (1993) who observed that "language consists of grammaticalized <u>lexis</u>, not lexicalized <u>grammar</u>" (p. 6) introduced *the Lexical Approach*. The *Lexical Approach* decreases the role of grammar for sentence structure, at least until post-intermediate levels. It increases the role of collocations and cognates. Also, it gives emphasis on receptive skills as listening and it delays extensive writing.

The common feature of all these methods is focusing on learners and communication instead of structures of target language in a relaxed atmosphere. The decision of which methods or approaches will be used in lessons changes up to the cognitive, linguistic and socio-cultural backgrounds of the learners and according to their physical demands and

content of the curriculum. Socio-cultural backgrounds of the learners are related with their family income, their parents' education levels and parents' attitudes towards learning English. How young learners' parents' attitudes affect their learning English will be explained in the following part.

2.2.5. Young Learners' Parents' Attitudes towards English

Parents are first teachers of children and they play a vital role in the learning process. The programs that manage to collaborate with parents have more satisfying outcomes since this cooperation facilitates the learning and teaching activities both inside and out of the class. Cotton and Wikelund (2007) state school programs can show impressive results, if they are be able to involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers.

Parental involvement can be defined as total interactions occur between school and families to foster and support students' academic achievement (Hill & Taylor, 2004). It does not just refer to parents enquiring about the performance of a learner in schools. Parental involvement also gives families a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013). Parents should dedicate their all resources to the education of their children; it means they can transfer their abilities, experiences, professional opportunities, energy and time to the teaching process. Sheldon and Epstein (2005) defined parental involvement as a great deal of varied activities and co-operations among schools, families and communities. Parents are directly involved or involve in the education of their children and they have some duties to promote learning and teaching. Parents can involve in education through becoming a member of school boards, attending school meetings or communicating with teachers about their children's performance. Parents can be involved in education with the help of face-to-face communication, giving parents some roles to have a chance to work with their children, providing them education curriculums and opportunities to take place in school events. Also this involvement can be assured at home through listening to the child as they read, helping them in completing their homework as well as school-based activities (Hornby & Lafaele, 2011). Parental involvement in learning helps to make learning for children pleasant and encourages them to work more even they fail since they feel comfortable and safe. As their efforts are being monitored closely by their parents, students don't feel lonely and helpless. A healthy communication

between teacher and parent shows in which aspects the students should be supported and how they can overcome the hampering effects of learners' succesful learning.

Parental involvement is affected by three major factors: parent related factors, school related factors and student related factors. Socio-political factors such as socio-economic situation, parents' educational story and the culture of the society can change the way of parental involvement (Jafarov, 2015). Low level income makes parents work in part-time jobs and they don't have time to help their children or collaborate with school staff. Sometimes they can feel being insulted not to be able to support school works economically so they don't want to attend the school meetings. Parents' educational backgrounds or levels are considerably significant factors in parental involvement (Lee & Bowen, 2006). High educational level of parents contribute students performance positively as they are related with school works and curriculum, also they have good relationships with teachers and school principles that makes learners feel relaxed. However, some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework (Lemmer, 2007).

Some schools cannot achieve to have parent-school partnership due to their lack of strategies or because of the language they use to contact; it can be too academic or challenging for parents. Also the methods the school uses can be traditional and some parents don't value traditional ways of communication. Furthermore, teachers' attitudes can involve parents or reject them. Teachers' beliefs and behaviors affect the quality of school parent partnership; if they have positive perceptions of parental support teachers will be able to build a robust link between education and families.

Student related factors change according to age and sex, students' age is a determiner that has great impact on parental involvement. Namely, involvement declines in upper grades (Hornby & Lafaele, 2011). Student's performance also changes the level of parental involvement. High performance learners' parents participate in school activities more frequently than the others.

In English teaching to young learners, cooperation with parents is a must as parents are role models of their children and their attitudes towards learning English directly affect the success of teaching. Parents should share responsibility of teachers in language teaching; they can support their children learning English by encouraging their attitudes towards learning English, providing monetary support for English learning materials and motivating

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them. Parents' attitudes towards foreigners, foreign languages and cultures have an important influence on childrens' language learning motivation. Wong (2000) found out that parents serve an important language model for shaping children's language behavior. Even if parents don't have skills in the target language, they can play an active role in their child's learning at home by playing games, doing puzzles, watching videos or helping their assignments. For instance, according to Brannon and Dauksas's (2012) research, it was revealed that literacy related activities at home such as dialog reading also knows as shared reading have been indicated as a beneficial to English language learning. Parents can encourage their child to practice the second language at home but should not push them; instead they can support the program and the teacher. Also, they should create opportunities that increase their child's exposure to the target language and its culture.

Considering the advantages of parental involvement in language teaching, language teachers of the specific age group need to be prepared and willing to undertake parental involvement as part of their teaching routine (Brewster, Ellis & Girard, 2004). Teachers can invite the parents to the class for presenting the curriculum, teaching approaches and objectives. He/she can assist parents for language learning strategies. They can arrange workshops together or organize a day to present their children's portfolios and tasks. Teachers and parents can do activities out of the school where they can find a chance to exposure the students to the English. Teachers should work together with the parents to create the best teaching and learning context for their learners as teaching context affect the process as well as the other factors.

2.2.6. English Teaching Context of Young Learners

The context of teaching includes anything in the surrounding environment: physical, social, institutional and personal, that influences teaching and learning (Willson, 1996). Physical context is related with the designing of the classroom, as it was mentioned before young language learners' classrooms should be designed according to their age demands. The physical atmosphere in the class should encourage the interactions among children. Also, classroom designing should promote children's creativity and imagination. In an EFL context for young learners physical context should reflect the target language's cultural world.

The social context reflects the relationship between teacher and students and it is related with the kind of communication that characterizes the classroom interaction. The

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cultural norms: what is expected of a teacher and a student also have to be considered. Teachers of young learners should be friendly, kind, patient and tolerant. A sincere communication in an EFL context let the students feel safe and supported to enjoy the learning. The social context should motivate the students to practice the new patterns as if in an authentic situation.

The instutional context determines the teaching methods, assessment techniques, teachers' and students' norms and positions in education. It decides which behaviours are valuable and acceptable.

Personal context includes instructors' and students' daily life problems, attitudes towards learning and teaching English, abilities and personalities. For instance, teachers who believe in themselves and their students can teach effectively. Also, the students who are enthusiastic and autonomous can learn easily and enjoy the process.

The school context is very important for young learners' learning. Only within a proper context, the essential connections can be made between learner, curriculum, subject and context. The teachers of young learners should prepare a suitable teaching context cooperating with school principles, society, parents and students (Tessmer & Richey, 1997). A suitable teaching context prevents a big amount of frustrating experiences.

2.3. Primary School English Curriculum in Turkey

Turkey is a developing country that tries to be a member of European Union. The Ministry of National Education and the policy makers are all aware of the priority of English for each person in the 21st century; hence there have been lots of attempts to improve the English proficiency level. In an education system one of the main factors that affect the success of the process is having an appropriate curriculum. Curriculums should be well planned, organized, closely monitored and evaluated to teach English for young learners (Buttler, 2004). Wood and Attfield (2005) point out that a curriculum designed for young children should "reflect a set of beliefs and values about what is considered to be educationally and developmentally worthwhile in terms of children's immediate needs, their future needs and the wider society" (p. 138).

Ministry of National Education (MNE) accepts that in spite of careful planning, a curricular model differs in many respects from the one that is put into practice; numerous

external factors may affect its application, including school administrators, facilities, classroom resources and materials, teachers, class size, parents, and the students themselves. Therefore, the ultimate success of this program requires the external support, careful planning and commitment (Ministry of National Education, 2013).

Since teachers are the main implementers of new curriculums, it is crucial that taking teachers' perceptions of the curriculum into consideration and investigating their challenges while practicing it in real life situations.

Rapidly changing world, scientific and technological developments, globalization and 21st century educational requirements have led to reform curriculums in all areas as well as foreign languages. In 1997 English as a foreign language was included in the program of the 4th and 5th grades (i.e. nine-ten years of age) as a compulsory subject. This new curriculum aimed to increase language learners' awareness, help them develop positive attitudes to FLL, and increase their motivation in language learning (MNE, 1997; Kırkgöz, 2008). This new curriculum was based upon Communicative Language Teaching (CLL) method; it was learner-centered and supported contextual language teaching. However, a gap occured in terms of how the planned curriculum was put into practice between rhetoric and reality. Teachers' inadequacy in transferring theory into practice was largely blamed for this problem (Kırkgöz, 2008).

In 2005, a revision was made in the 1997 curriculum. High schools extended to four years from three years. English was offered ten hours a week in the first year and four hours in the consecutive years for high school students (Kırkgöz, 2007). The new curriculum changed traditional assessment such as pen and paper tests into performance-based, on-going assessments via portfolios. This new program interiorized a constructivist approach to instruction with using learning by living, task based learning, Multiple Intelligences Theory, Nero-linguistic programming, and content based language teaching in accordance with the European Union's language teaching standards.

Turkish educational system changed from the 8+4 educational model into the 4+4+4 system in 2013. The new system turned the previous two-tier education into a three-tier; first 4 years for primary, second four years for elementary and the last tier for high school education. By means of this new curriculum compulsory education is increased from eight years to 12 years and starting age for primary school has been lowered to 66 months of age (5.5 years of age) from 72 months. This new system mandates that English instruction be

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implemented from the 2nd grade onward, rather than the 4th grade, children will now receive instruction in English starting at around 6.5-7 years old (MNE, 2013). This new curriculum for young learners is based upon the principles of the Common European Framework of Reference for Languages.

As mentioned before the success of a reform in education depends on teachers' perceptions of the means of that new curriculum since they are the ones to experience those changes in the field and face with the challenges. Therefore, it is really important to hear teachers' voices on these educational reforms.

Arıkan (2017) investigated the English Language Teachers' views on the new national curriculum for 2nd graders. The researcher studied with 4 pimary school English language teachers teaching for second graders to find out the answers of following research questions:

1. What are the perceived strengths and weaknesses of the new curriculum?

2. What is the educational appropriateness of the curricular gains set for that specific level (2nd grades)?

3. What are teachers' practical challenges associated with the implementation of the new curriculum?

The views of the participants were collected through interviews and the data was analyzed by content analysis. The findings show that all participants have positive feelings for new curriculum especially, because of its insistence on learning with visuals and the gains in the curriculum are appropriate for young learners. However, there are some weaknesses of the new curriculum as the coursebooks published in accordance with the curriculum or the lack of materials and realia. Also, according to the participants the school administrators disregard the nature of teaching English to young learners at primary schools. Another weakness mentioned by the participants is the lack of dialogues in the coursebooks that made new curriculum game-based rather than communication-based. All participants concern about the lack of infrastructure for implementation of the new curriculum.

İyitoğlu and Alcı (2015) studied 2nd Grade Teachers' Opinions about 2nd Grade English Language Teaching Curriculum by a qualitative research. They interviewed with 14 teachers working at ten different state primary schools in five different cities of Turkey. The research questions of the study are:

1. What do the teachers think about 2nd Grade English Language Curriculum?

2. Do the teachers have negative or positive attitudes towards the curriculum?

3. Is there a reported perception that the curriculum has a negative or positive impact on their teaching?

The data was collected from participant teachers by means of in-depth interviews in 2013-2014 academic year. The findings show that teachers have positive opinions about the philosophy of the new curriculum. They find it international, communicative and funny. Most of the teachers think that the new curriculum gives a rich array of teaching techniques. However some of the teachers (29%) criticize the curriculum since they have only coursebook as a classroom material. All of the teachers except for one find the curriculum adequate in terms of evaluation and assessment. Most of the teachers (85%) find it balanced as it includes enough practice for the students and teacher-friendly. Teachers seem to find the target curriculum relevant to the age and level of the addressees. In terms of specific grammar teaching approach of the curriculum, most of the teachers (78%) believe it doesn't not follow a specific teaching approach to grammar, students learn grammar unconsciously while doing speaking activities. Most of the interviewed teachers (93%) approve the systematic approach of the curriculum to vocabulary teaching however, they perceive the curriculum as unbalanced in terms of four skills. In terms of cultural content, most of the teachers (63%) point out the lack of a cultural focus in the curriculum and most of the interviewed teachers (86%) complain about the populations of their classrooms which make it impossible to implement the curriculum.

It is obvious that teachers are in favor of the new curriculum for second graders however, they should be informed about the curriculum and its all aspects by in service training and conditions of the implementation including classroom size and materials should be developed.

2.4. Related Studies

English, as a foreign language in Turkey and regarded as one of the most important skills to gain, has been taught at earlier stages in primary schools since 1997. However, teaching a language in a foreign context such as Turkey has some potential difficulties. For researchers in the field of English language teaching and training the basic duty is to observe, find, identify and determine these problems through dialogues and questionnaires with

English language teachers regarding the classroom situations. As mentioned before teachers are the dominant key factors who can improve learners' motivation, language learning competences, interests, and performance. Considering teachers' vital role in teaching English, their difficulties in young learners' English language classrooms and the factors that hamper teachers' success in teaching English to young learners should be investigated to find solutions for the improvement of the effective language teaching.

There are a number of global studies at exploring the challenges teachers have in teaching English. O'Connor and Geiger (2009) investigated the challenges facing primary school educators of English Second (or Other) Language learners (ESOL) in the Western Cape by using a mixed-methods design, the first part of the study consisted of a self-administered questionnaire which delivered both quantitative and qualitative data. The second part consisted of focus groups and delivered qualitative data. The findings in their study showed that teachers had sympathy towards ESOL learners, but they felt disappointed working with them, because of heavy workloads. Parents' limited involvement with their children's schoolwork challenged educators. Thirty-four percent of educators reported frequent problems with discipline, the size and demographics of classes as the sources of frustration. The former Model C School's teachers were satisfied with the support they had, however teachers from other schools felt unsupported and alone, they felt that taking on all the responsibility for educating learners in their classes without support from key contributors. They also felt disempowered because they had to refer decisions about learners repeating grades to an external team who would make the ultimate decision. Although the Western Cape Education Department was aware of the large classes and large numbers of ESOL learners, the educators felt that their needs and voices were not being heard and met.

Khodabakhshi and Rahimi (2013) investigated the problems of teaching and learning English in middle schools in Esfahan, Iran. These problems were associated with the learner, teacher, textbook, syllabus, and language policy. The researchers used a self-constructed likert scale questionnaire in their study. There were five parts in the questionnaire: The first part: learner with 7 items, the second part: teacher with 9 items, the third part: textbook with 7 items, the fourth part: syllabus with 7 items, and the fifth part: language policy with 7 items. The results indicated that students do not regard pair work important. Most of the teachers do not speak in English in the classroom and the textbook does not include CDs or cassettes. Furthermore, it does not consist of all the English skills. The syllabus does not include one or

two projects for students apart from the midterm or final test. Language Policy is not completely familiar with the steps of EFL teaching. Instutions do not select the most qualified and proficient teachers in EFL teaching.

Copland, Garton and Burns (2014) investigated the challenges faced by teachers English to young learners. Data for global challenges was gathered through a survey. 4,459 teachers worldwide contributed to the survey, and local challenges were investigated via case studies, including observations and interviews with teachers, in five different primary schools in five different countries. The findings in this study were categorized in two subtitles as global challenges and local ones. Teaching skills and addressing differentiation were detected as global challenges and class size, teachers' own skills and confidence in English, and time pressures were the local challenges that teachers faced.

Not only in foreign context but also in Turkey there are some studies aiming to find out the frustrating effects of successful teaching of English to young learners. Kızıldağ (2009) did a study on the challenges of English teachers working at primary schools in Turkey. The researcher did semi-structured interviews with 20 primary school teachers of English. The fourteen of the participants were females and the six of them were males.

The researcher interviewed with six of the participants face-to-face and the others were e-mailed. The researcher analyzed the data with an expert by using descriptive and content analysis techniques and they confirmed the reliability of the study. The researcher categorized the items in Agree and Disagree forms and a consensus for each item was identified. Miles and Huberman's (1994) Formula (Reliability = Number of Agreement / Total Number of Agreement + Disagreement x 100) was used to calculate the inter-rater reliability. P level for the study was 88 and it could be accepted as reliable. The answers for research question one showed that the participants in the study have different years of experience with an average of three years. The answers to research question two revealed that most of the participants (60%) work at low socio-economic schools however a few teachers (10%) denoted that they work in the downtowns with the high socio-economic level students. The answers given for research question three indicated that teachers have institutional, instructional and socio-economic challenges. Lack of promoting by the school management and Ministry of National Education and lack of grasping the nature of language teaching were the main institutional problems that participants experienced. Heavy working hours, crowded classrooms and extracurricular activities hindered teachers' effective language teaching.

Ministry of National Education and schools have failed to back up the English language teachers in providing the basic infrastructure and being enthusiastic to solve problems. A busy curriculum, inappropriate textbooks, and an unsatisfactory placement test were the instructional challenges the participants complained about. Low socio-economic status of parents affected the successful teaching of English because families couldn't contribute to their children for their tasks and they were not aware of the importance of a foreign language.

Yıldırım and Doğan (2010) did a study to find out the students' perceptions of a young learner's teacher of English in terms of qualities related to his/her professional profile (subject matter, curricula, materials, instructional activities, classroom management, teacher language used in the class, teacher's interaction skills and techniques, etc) as well as his/her personal traits. The researchers studied with 544 fourth grade young learners of English aged 10 to 11 studying English as a foreign language in Nevşehir. A three-point Likert-like scale questionnaire was used as data gathering instrument and it included a total of 65 items grouped under two sections, namely *Classroom Practice* involving nine subheadings: *planning and organization, competence in English, materials and activities, method, teacher interaction skills-availability to students, classroom management, assessment, and feedback* and *Personal Traits* of a young learner's teacher of English. The participant students were asked to evaluate their current teacher on the basis of the items included in the questionnaire as "Always", "Sometimes" and "Never" also the researchers asked the participant students to choose five most important features that they think a young learner's teacher of English should have. Finally, the participants were asked to describe their teacher's characteristics in their own words. The findings of the study revealed that a remarkable majority of the teachers do not utilize appropriate methods, techniques, materials as well as assessment tools that related to young learner classes. Furthermore, it was found that activities such as songs, games, story tellings, etc. that young learners enjoy weren't used by the teachers. More than half of the students claimed that their teachers were *always* energetic, planned and they organized the lessons according to students' interests. Most of the students (78%) maintained that their English teacher *sometimes* speak English and always revert into the mother tongue when there is a misunderstanding or confusion. For student-teacher interaction, more than half of the students (66%) agreed that their English teachers *always* promoted their thinking skills, encouraged them to ask questions (60%), and taught in an entertaining way (53%). With regard to the teachers' classroom management skills, 91% of the students were satisfied with their teachers' promotion of active participation, more than half of the students (62%) claimed

that their teacher *always* creates a relaxed classroom atmosphere and 53% told that their teacher *always* uses his/her voice effectively. For their teacher's personality traits, most of the students thought that their teachers are *always* honest and tolerant. According to the participants, the most important feature of an English teacher should have is being prepared for the lesson, and secondly they think their teacher should love them. The third most important quality is being tolerant. 'My English Teacher is smiling' (Item 63) ranks as a fourth most important feature. Finally, they think that their teacher should know their names.

Erkan (2012) investigated the problems of English language instruction in primary schools and which suggestions could be offered. The researcher used a general scanning method for the study. It was found that crowded classrooms and limited English lesson hours in the weekly schedule were the main problems. Another problem was in some schools class teachers or out-of-field teachers lecturing the lesson instead of English teachers. The text-books published by the Ministry of National Education have lots of deficiencies in terms of language teaching. Classes lack of technological tools that are essential for English teaching. Teachers have insufficient knowledge concerning methods of foreign language teaching or they are unable to utilize those methods. Also, they are unable to use English language teaching techniques effectively. Finally, classical testing and evaluation instead of portfolios or presentations challenge the participants most. In the light of these findings the study suggested to increase the English lesson hours to five hours per week. Another solution indicated was to increase the number of English teachers by the government so it should be avoided to have class teachers teach English. Additionally, English text-books should be authentic and government should supply educational tools for schools. English teachers should be able to have in-service trainings concerning up-to-date English language teaching methods, language teaching techniques and alternative testing and evaluation techniques.

Gürsoy, Korkmaz and Damar (2013) did a research with the aim of investigating English teachers' ideas for the starting age for foreign language learning, in which ways it should be carried out with young learners, and what are teachers' current implementations while teaching children. The data was collected by a questionnaire involving three parts. The first part of the measuring instrument had closed and open-ended questions for finding out the teachers' ideas about the critical period of beginning to learn a foreign language. The second part was for teachers' beliefs about teaching English to young learners and the third part related with the teachers' present practises in teaching English to young learners. 203 primary

school English teachers from seven different regions of Turkey contributed to the study. The participants' years of experiences range from 1 to 11 and more years. 123 of the participants have 1-5 years of teaching experience, 49 of them 6-10 years, and 28 of them 11 or more. In 2012 a new educational reform known as 4+4+4 education reform became valid and the new curriculum lowered the starting age for foreign language learning to 6.6 years of age (second grade). The findings of the study showed that most of the participants approved of an early beginning at second grade. 92% stated that teaching a foreign language should start at the first stage of the 4+4+4 system for primary schools. Furthermore 80.7% suggested that foreign language education should begin at the pre-school because of less anxiety, more curiosity, and high motivation of young learners'. Also they indicated that early beginning could promote positive feelings for other cultures and languages. 89.1% of the participants declared that the teaching hours of English in primary schools should be increased and 81.2% of them suggested that after graduating from primary a one-year intensive preparation class is essential for effective teaching of English. The results for the second part of the questionnaire indicated that the majority of the participants believed that foreign language teaching should be carried out with listening and speaking activities, the classroom atmosphere should be positive and enjoyable with songs, games and kinesthetic activities. The assessment of young learners needs to be based on activities and games rather than classical tests. However third part showed that teachers couldn't reflect that kind of convenient beliefs in real life situations. It was seen that they generally didn't use activity-based language teaching methods and performance-based assessments; on the contrary they favoured using pen and paper exams and mother language. Also most of the participants were in tendency to teach grammar with worksheets. The researchers suggested that these differences between beliefs and implementations could be avoided via effective in-service trainings.

Oktay (2014) investigated the frequency of facing with the foreign language teaching problems of the foreign language teachers and teachers' candidates in Turkey. 6 English teachers, 117 senior students from Department of Teaching of English and 41 instructors from Language Teaching and Practicing Center of Abant İzzet Baysal University participated in the study. 20 most common problems were identified working with 14 volunteers in the light of related literature. The participants were asked to answer how often they faced with the problems indicated in the questionnaire as 1) Never, 2) Very seldom, 3) Sometimes and 4) Very often. The findings showed that 82.4% of the participants thought that Turkey's policy in language teaching is not effective, foreign language teaching classes are generally teacher-

centered (75%), language teaching is mainly grammar based (73.1%), students spend little time for language learning (64.8%), the language classes' populations are too high to practice a foreign language (63.9%), language teaching doesn't begin in early ages (61.1%), and the atmosphere isn't positive enough for language teaching (61.1%), lack of practice (59,3%), university exams don't have English questions (57.4%), lack of language learning motivation of the students (55,6%), homeworks don't work for the language learning (54.6%), students don't participate actively in language learning activities (54.6%). Also school managements don't give much point to the foreign language teaching, the appropriate methods and techniques for language teaching aren't utilized, teachers lack for the educational technologies and tools, learners don't know the significance of learning English, and language teaching programs are not efficient.

Gürsoy (2015) investigated the prospective teachers self-conceptions about primary school language teacher qualifications. It was a mixed type study and quantitative and qualitative data for the study was collected from 100 fourth year prospective teachers at a large state university in Turkey, via a questionnaire. The questionnaire was prepared by considering Nuremberg Recommendations and special teacher competences that MNE proposes. The questionnaire consisted of 20 closed-ended questions organized as a five-point Likert scale and an open-ended question at the end. The reliability of the instrument was found a.888 alpha value. The items in the instrument were related with prospective teachers' views on English teachers' language skills and proficiency, methodological and pedagogical knowledge, L2 culture and intercultural communication knowledge, personal/ professional aims and abilities, ability for cooperation with others. The researcher asked the participants to self-assess themselves according to their degree of agreement on the items in the data gathering instrument. The collected data indicated that most of the prospective teachers think that they have the required teaching English to young learners qualifications; however, they don't see themselves fluent for using the language. Also half of the participants aren't sure for their phonological ability and tonation. Despite these inabilities most of the students indicated that they love communicating in English and they think that they have adequate knowledge of English. Other issues that participants do not feel very comfortable with are language pedagogy (56%), L2 culture (56%), competence in identifying (65%) and implementing (55%) learning strategies. According to the findings, the prospective teachers desire intercultural communication (81%) though they don't have much knowledge about L2 culture. It is satisfying to see that nearly all of the participants (91%) know how children

learn, and they have the ability of creating materials. Besides most of them (78%) can design and adapt activities for young learners. As listed in MNE's English teacher competencies, 83% claimed that they can plan lessons in line with children's characteristics but only 70% think that they have the methodological competence. Nearly half of the participants have the critical thinking skills. On the other hand most of the students (81%) are open to new ways of thinking and learning. Finally, most of them think that they can cooperate with colleagues and children. The answers of the participants for the open-ended question indicated that a young learner's teacher of English should be patient, creative, cheerful, energetic and self-confident. Furthermore, teaching English to young learner teachers can use body language/ gestures, technology and internet; they should regard children's needs, interest and levels; they should be good at classroom management and should be modern.

Solak and Bayar (2015) searched the current challenges in English language learning and teaching English as first language (EFL) in Turkish context. They studied with twenty-two university students. The students were attending different departments of a state university. Twelve of the participants were English Language Teaching (ELT) department junior students and they succeeded a high level in English proficiency compared to other ten participants that were attending various departments such as nursery, psychological counseling, math, science education. That second group had a low level in English language. All participants were asked about their challenges while learning English and their answers were sorted out in terms of language skills, method, approach, practicality, linguistic differences in two languages, individual differences, curriculum, teacher, materials, family and entourage. The findings revealed that foreign language teaching in Turkey had lack of realistic objectives. English language teaching classes were focused on grammar rather than four skills. Language teaching was teacher-centered and teachers had inappropriate methods, there were negative views towards English learning and learners had limited chance to practice the target language. The differences between English and mother tongue inwrapped the learners also, personal differences and lack of motivation hindered effective learning. Lack of well-trained teachers affected the success of learning process, limitation of authentic materials and technological devices caused challenges in learning English, and some participants' families, friends and social environment affected their language learning in a negative way.

Asmalı (2017) attempted to find out the perspectives, attitudes and motivation of Turkish young learners towards learning English via a mixed type study. It was a concurrent mixed method study. The data was gathered through questionnaires, personal interviews, and a focus-group interview. The researcher conducted the study at three different primary schools from different districts ranging from rural sides to urban in Çanakkale province. There were three schools in the study; the questionnaire was utilized to 192 second graders and three semi-structured interviews were conducted with three students from each school. Also, three students from each school 9 participants in total were the samples of focus-group interviews. For data gathering the researcher developed a questionnaire with 19 questions, there were three parts of the questionnaire that first part was related with students' general views on English language. The second part was for investigating their motivation to learn English and the third part was related with their attitudes. According to the findings, English was the second favourite lesson among the students and they had positive attitudes toward learning English. Nearly all of the students indicated that they liked their English teacher and English coursebook. They were supported by their families to learn English. Half of the participants thought that learning English is 'a little' easy. They mostly liked playing games, painting and singing in English class, also they liked repeating the new words. They indicated that they were well motivated by the symbolic awards of their teachers. Another motivation of the learners was found as to be able to speak with tourists. However, students were demotivated as they had to wait for their friends to complete an activity and they found writing activities unmotivating.

It is clear that most of the related studies have common results in accordance with the challenges that hamper successful language teaching as crowded classrooms, teacher-centered and grammar-based language teaching, limited materials and limited technology, lack of practice, unmotivated learners and unmotivated teachers, coursebooks prepared by the Ministry of National Education, lack of promoting by school managers and parents, heavy working hours, not having a realistic language teaching policy, a busy curriculum and difficulties of implementation new curriculums.

2.5. Conclusion

This chapter dealt with the general terms related to teaching English to young learners to make it clear and reach a full understanding. Firstly, theoretical background of related

literature and then teaching environments were defined in general terms. Besides, designing materials and activities, methods and approaches for young language learners, teachers' roles, parents' attitudes and teaching context part took a significant place in this chapter in terms of definition, purposes and types of them. Lastly, primary school English curriculum in Turkey and relevant research studies on young learners were discussed underlying their basic features and components along with relevant research studies on language teaching. Chapter two ended with an overall chapter summary.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this section of the study, the study process will be explained in detail. The type of the study will be put forward. Besides, the sample participants and their demographic features will be introduced. The data gathering instrument implemented in the study will be described in detail. Furthermore, the development of the data gathering instrument will be discussed. Reliability and validity analyses will be explained and finally data analysis procedures will be pointed out.

3.2. Study Design

After an intensive reading of the research types, the researcher found that the most appropriate research type that would accomplish the aim of the study was the qualitative research design. Qualitative researches give a chance to describe the phenomenon studied as it is in its natural environment and qualitative researches are able to provide complex textual descriptions of how people experience a given research issue. Qualitative study process is defined as follows:

Qualitative research begins with assumption and the use of interpretative/ theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflexivity of the problem and its contribution to the literature or a call for change (Cresswell, 2013, p. 44).

This process is parallel with the aims of the current study and the procedures followed by the researcher while implementing the research. Qualitative methods can be seperated into five groups: ethnography, narrative, phenomenological, grounded theory, and case study. These categories are outlined by Creswell (2013) in his book *Qualitative Inquiry and*

Research Design. Within this qualitative research design, the researcher focused on a case study.

Sagadin (1991) states that "case study is used when we analyse and describe each person individually (his/her activity, special needs, life history), a group of people (a school department, teaching staff), individual institutions or a problem, process, phenomenon, event in a particular institution in detail" (p. 31). To Yin (1994) case study method is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23).

Gravetter and Forzano (2006) confirmed that a case study is necessary in the first stages since it focuses on presenting a detailed description of the participants' experiences, on identifying themes and patterns that describe the case, and on introducing new issues and areas that need further research. Case study method is generally preferred for the issues about education, sociology and community-based problems as it enables the researchers have holistic and in-depth explanations of the social and behavioral problems. Case studies take place in a real life setting and the researcher has little or no influence over the issues. As for the strength of qualitative case studies, Wallace and Atkins (2012) claim that "case studies provide a means for the researcher to capture or interrogate the 'real world' – be that a situation, an organization or set a set of relationships – in all its complexity, in a way that quantitative approaches cannot do" (p. 108). A plan for a case study should at least contain the following elements (Robson, 2002):

- Objective—what to achieve?
- The case—what is studied?
- Theory—frame of reference
- Research questions—what to know?
- Methods—how to collect data?
- Selection strategy—where to seek data?

Case studies differ as single or multiple case studies and each type has own advantages. One of the big advantages of multiple case studies is that evidence is gathered from many sources, thus making it proper to generalize. Yin (2003) distinguishes between holistic case studies, where the case is studied as a whole, and embedded case studies where multiple units of analysis are studied within a case. Both single and multiple cases can be

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holistic or embedded. In a holistic case the case is the unit of analysis; in an embedded case there are various units of analysis. The following Figure 3.1 illustrates the types of a case study design (Yin, 2012).
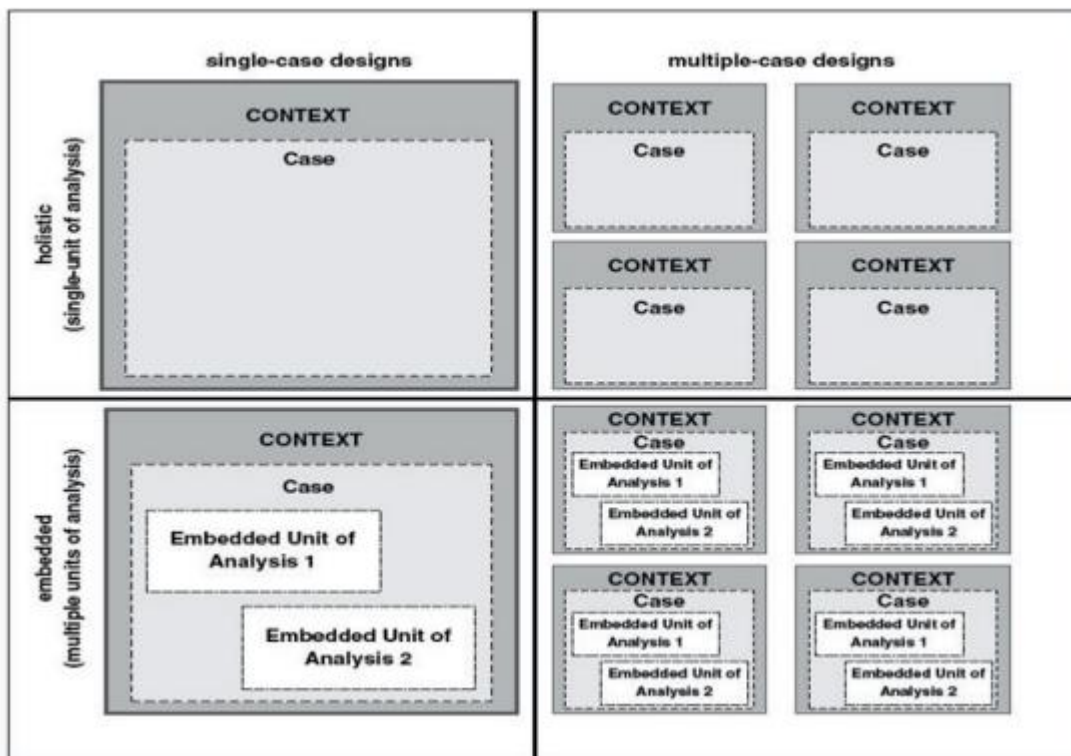
Figure 3.1 Basic Types of Designs for Case Studies

In the light of these definitions, and taking into account of the advantages of case study the researcher decided to imply multiple holistic case study method as the research type of this study. Furthermore, as this study aimed to find out the experiences of English teachers and their hampering factors that hinder successful language teaching in young learners' language classes, a case study methodology in which qualitative data gathered by semi-structured interviews was followed to indicate the subject. Determining the case study type led the researcher prepare a semi-structured interview form (APPENDIX 1) consisted of open-ended questions to collect the data about the phenomenon under study. As case studies generally try to find out the answers for the questions of "how" and "why", the questions in the form were developed on this basis and they were formulated in terms of research questions. 14 state primary school English teachers in Kepez District were identified as the participants of the study and ethical procedure was completed before the interviews. The

semi-structured interviews were conducted face-to-face with every single participant by researcher. The gathered data was analyzed according to the thematic analysis approach.

3.3. Participants of the Study

In order to determine the participants of this current study, the researcher investigated all sampling methods and made extensive reading on the types of sampling methods. The researcher found the following explanations about how researchers should decide on the participants of the study;

Qualitative inquiry is not concerned with how representative the respondent sample is. Instead, the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn (Dörnyei, 2007, p. 126).

In line with this statement Creswell (2011) states "in qualitative research, we identify our participants and sites on purposeful sampling, based on places and people that can best help us understand our central phenomenon" (p. 205).

To have an in-depth and rich data the researcher utilized purposeful sampling for this study as the main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions.

All the participants in the study were teachers of English working at state primary schools in Antalya, Kepez. Kepez is the most crowded district of Antalya. There are 68 public primary schools with high populations in Kepez. It is rural part of the city and families' socio-economic level generally is lower than the other locations. As a general fact, families in Kepez don't have high academic degrees and they work as seasonal workers in greenhouses, hotels or construction sector. Most of them cannot understand English or even their mother tongue isn't Turkish as they immigrated from the east part of Turkey. Most of the families have more than 3 children and they cannot interest with their children individually. The researcher is also an English teacher working at a secondary school in Kepez. The researcher contacted with all the primary school teachers of English in Kepez but only 14 of them accepted to take part in the study. Some of the teachers who refused the invitation claimed that they didn't have time because of the heavy working hours and some of them excused that they had some personal problems. The demographic profiles that belong to the participants of

the present study are presented in Table 3.1. For privacy of the participant teachers, no participants are named in this study.

Table 3.1
Demographic Profiles of the Participants

	Pseudonym	*Age*	*Sex*	*Experience*	*Experience with YLL*	*Degree*
1	T1	42	Male	19 years	10 years	Post Graduate ELT
2	T2	33	Female	6 years	6 years	Bachelor ELT
3	T3	34	Female	11 years	6 years	Bachelor ELT
4	T4	41	Female	10 years	10 years	Undergraduate minor
5	T5	36	Female	14 years	6 years	Bachelor ELT
6	T6	30	Male	7 years	7 years	Bachelor ELT
7	T7	35	Male	17 years	9 years	Applied Linguistics
8	T8	34	Female	12 years	5 years	Bachelor ELT
9	T9	40	Female	16 years	7 years	Bachelor ELT
10	T10	29	Male	6 years	1 year	English Lng.&Literature
11	T11	42	Female	13 years	10 years	PhD ELT
12	T12	34	Female	10 years	5 years	American Culture&Litrt
13	T13	45	Male	23 years	20 years	English Philology
14	T14	47	Male	25 years	15 years	Bachelor ELT

The demographic profiles of the participants in terms of their gender show that six of them were male and eight were female as seen in Table 3.1. In terms of their experience as an English teacher of young learners, it is seen that they have different experience periods. Additionally, their ages differed from twenty-nine to forty-seven. Among the total number of the participants, thirteen instructors were married and one of them was single. Educational backgrounds of the subjects also differed; they had Bachelor degree, PhD, Post graduate degree, Undergraduate minor degree in ELT. One of the participants graduated from English Language and Literature department and one of them studied Applied Linguistics and English Language Teaching, one of them graduated from English Philology and the others graduated from English Language Teaching departments of different universities. Finally the participants differed with respect to their classes' avarage number of students. The number of students varied among these teachers, with classes of 25 to 40 children.

By taking into consideration these variations, the researcher used Maximal Variation Sampling in this study. According to Creswell (2011) Maximal Variation Sampling is a judgemental sampling procedure in which the cases or participants differ on main characteristics or traits. The researcher selects a small number of units or cases that maximize the diversity relevant to the research question in maximum variation sampling method. In this study the participants who differed on certain characteristics as their gender, ages, years of experience, educational backgrounds and class size were purposefully selected in terms of maximal variation method.

The participants were asked to take part in the study through a consent form (APPENDIX 2). Informed consent is a system for confirming that participants comprehend what it means to take part in a research study and they can agree in a conscious, aforethought way whether they want to participate or not. The consent form of this study was written by the researcher. It contained information about the purpose of the study, it identified the researcher, and it also gave the participants information about what their participation would bring about. The study was based on voluntary participation, and the participant teachers were given pseudonyms/ codes (T1, T2, T3…) in line with the ethical principles to protect their identities and personal data.

3.4. Data Gathering Instrument

In qualitative researches different methods such as focus group discussions, observational methods, document analysis and interviews are used for data collection. Among these instruments interviewing is one of the most preferred data collection tool in educational sciences as they are very effective for expressing feelings, thoughts, beliefs, experiences, knowledge, etc. In a teaching-learning process case, people involved in this process experience events in such different ways so examining their data should be detailed and personal. According to Creswell (2011) interview is a good way of gathering useful information when a researcher cannot directly observe participants and interviews let the participants describe detailed personal information. Additionally, Seidman (2006) stated that "… interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p. 10). In accordance with the aims and research questions of the current study, interviewing was decided to be the most effective instrument

for exploring the frustrating realities/ experiences of English teachers in young learner classes and which of these factors hamper their successful teaching.

There are three types of interviews; structured, semi-structured and unstructured. Švaříček (2007) states that a semi-structured interview is based on topics and questions prepared before interviewing stage. However, they able the researchers ask some spontaneous questions to clear or detail the data during the interviews. These questions are called as prompts and they are not scripted as initial questions. Prompts keep people answering and they rescue the interviewee when responses come to a deadlock. Semi-structured interviews provide more detailed data than other methods, such as surveys. They also create a more relaxed and natural atmosphere that people feel more comfortable having a conversation with the interviewer than filling out a survey. Taking into consideration these advantages, semi-structured interviews were held with the participant teachers in this study to capture the interviewee's interpretations of his/her own experiences that make them feel frustrated in young learner language teaching process, give him/her a chance to reflect on realities/ experiences and to capture a holistic picture of the context and the case (Hays & Singh, 2011).

The questions in the interview form were prepared by the researcher carefully since the main data would be on the interview findings. Three experts on qualitative research and ELT read the questions created by the researcher and gave written feedback on the form. Furthermore, the research supervisor reviewed the form in order to make sure the questions were proper and open enough. In the light of the received feedbacks two questions which made no sense and one question that was too closed for a detailed answer were rephrased and removed. Finally, the pilot study conducted with an experienced primary school English teacher helped the researcher to see the overall implementation of the interview form. After the revisions and adjustments, the interview form took its final form.

The final and exact form of the interview questions consist of seven parts; first part is related with the demographic features of the participants as their ages, gender, marital status and educational backgrounds. Second part questions try to find out teachers' frustrating experiences with the materials and classroom settings and whether they hamper their successful teaching. Third part consists of questions about teachers' competences and professional development stages. In the following part the challenges with methods/ approaches are tried to be revealed out. Also, questions related with the activities in the lessons and their effects on succesful teaching take place in this part. Young learners'

attitudes towards learning English and their parents' contribution in a negative or positive way for language learning are tried to be find out in the fifth part. After that part the form has questions about the teaching context and conclusion part has two questions on teachers' suggestions and expectations for teaching a language. With the help of these two last questions the researcher tried to collect more detailed data on teachers' frustrating experiences in English teaching and the factors that hamper their successful teaching in young language learner classrooms. Besides, the last question of the form mainly aims to contribute for other researchers in which other issues on teaching language to young learners should be investigated.

3.4.1. The Pilot Study

Conducting pilot study provides lots of benefits for researchers. Some of these benefits the researchers can get are as followings:

They will learn whether their research structure is appropriate for the study they envision. They will come to grips with some of the practical aspects of establishing access, making contact, and conducting the interview. The pilot study can alert them to elements of their own interview techniques that support the objectives of the study and to those that detract from those objectives (Seidman, 2006, p. 39).

The researcher conducted a pilot study with an English teacher who has been working with young learners for years to see how the actual interviews would be and whether the questions work well before the implementation of the interviews. The sample of the pilot study was chosen conveniently. In convenience sample, randomly available participants conduct the study so the researcher implied the pilot study with the English teacher working at the primary department of the researcher's own school. The interview took 32 minutes and it was conducted at the interviewee teacher's own home. This pilot study enabled the researcher to distinguish the strengths and weaknesses of the questions and see the sense they made on the participants. Also after the pilot interview, the participant was asked to give feedbacks about the session. The participant told she didn't give much details because she didn't want to prolong the interview period and she avoided explaining some of the things that the interviewer may knew the answers. With the help of these feedbacks, the researcher reminded the participants that they should give as much detail as possible while explaining their experiences and they shouldn't forget that the researcher did not know anything about

their realities and experiences they had. Moreover, the interviewer told them that they had enough time for details and she could wait for their thinking the answers.

3.4.2. Validity and Reliability Analysis

Dörnyei (2011) states that reliability "indicates the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (p. 50). There are two reliabilty analyses of scientific researches, internal and external reliability.

To achieve the external reliability, the methods and procedures of the present study were explained clearly and in detail to give the entire picture and help the reader understand the process of how data was gathered, organized and transformed. The findings were associated to the data definetly and it was made available to reanalysis the data.

In the case of current study's interviews, to assure the internal reliability the data transcriptions were made in the language in which they were generated; English, in order to maintain as faithful a record of the information as possible from the original data. For a second step data coding reliability was ensured through following method:

First of all, the researcher coded the participants' interviews at different times and when all the codes were identified, the researcher shared them with a senior researcher in the TEFL department. Peer-debriefing, also called as external audit, is a kind of techniques to enhance especially confirmability and dependability (Lincoln & Guba, 1985). The researcher prepared an evaluation form (Appendix 3) for this senior researcher to have his feedbacks and comments related with the preliminary codes. Following his revision of codes and categories the researcher re-organized definition of codes.

The concept of validity in data collection means that your findings truly represent the phenomenon you are claiming to measure. According to Pelissier (2008) "internal validity refers to how the research findings match reality, while external validity refers to the extend to which the research findings can be replicated to other environments" (p. 12). Also, Cohen, Manion and Morrison (2007) stated that internal validity "seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data" (p. 135) and external validity "refers to the degree to which the results can be generalized to the wider population, cases or situations [in similar contexts]" (p. 136). The findings of the present study were compared with other studies in

similar contexts to confirm its external validity. For the internal validity of the present study the data gathering instrument was piloted with a primary school English teacher and her feedbacks on the instrument regarding the difficulties of answering some questions were taken into consideration. The piloting of interview form confirmed the appropriateness of the planned study.

Creswell and Miller (2000) present eight strategies generally used by qualitative researchers to evaluate the validity of their research:

- prolonged engagement and persistent observation in the field,
- triangulation,
- peer review or debriefing,
- negative case analysis,
- clarifying the researcher's bias from the outset of the study,
- member checking,
- rich, thick description,
- external audits.

Triangulation is defined by Creswell (2011) as "the process of corroborating evidence from different individuals, types of data or methods of data collection to ensure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes" (p. 259). As for triangulation, the data in this study were obtained through multiple participants with different teaching experiences and from different schools.

According to Creswell (2011) the process in which "the researcher asks one or more participants in the study to check the accuracy of the account" (p. 259) is called as member checking. The researcher also asked the participants to review and comment on the transcriptions and analysis of their own cases. They commented on the analyses and suggested some changes in determining of the codes. The feedback provided by the participants for those parts were quite useful in data analysis process.

The third technique engaged to boost the transferability of the results of this study is thick description. For thick description, a researcher should describe the phenomena under study in sufficient details so that the conclusions of the study become transferrable to other settings and contexts. Thick description is defined as:

The idea behind thick description is that if researchers report their findings with sufficient detail for readers to understand the characteristics of the research context and participants, the audience will be able to compare the research situation with their own and thus determine which findings may be appropriately transferred to their setting (Mackey & Gass, 2005, p. 180).

In the current study, the researcher presented a detailed literature review and introduced the participants and the research procedure in details. Furthermore, the researcher discussed each case and their cross-cases in relation with the relevant literature and a holistic model was presented at the end so the current study's transferability was increased as it became more meaningful and open to the readers and other researchers.

Finally, another technique peer-debriefing, also called as external audit was applied for enhancing the confirmability and dependability of the current study (Lincoln & Guba, 1985). In peer-debriefing technique, another voluntary researcher out of the study reviews different aspects of the study or evaluates the accuracy and whether findings, interpretations and conclusions are consistent with the data (Creswell, 2011). For this study, a researcher with a PhD in educational sciences checked almost all of the transcriptions to identify any missing points, and checked the preliminary codes and the emerging themes at the end of the study.

3.5. Data Collection Process

The researcher of the current study is working at a secondary school in Kepez, Antalya so when the final form of the interview questions occured, the researcher contacted the administrators of primary schools in Kepez face-to-face to inform them about the study, the interviews and the anonymity of the schools' names and teachers. The researcher asked to have a chance for a short meeting with the English teachers or to have their phone numbers for permission to study with them. Some of the administrators arranged face-to-face meetings and some of them gave the phone numbers. The researcher explained to the teachers aims of the study and asked them whether they would participate or not. Only 14 teachers agreed to participate in the study. The others explained that they were too busy or not relaxed with interviews and they didn't want to take part in such a study. Meetings with the volunteer teachers were arranged according to their schedule and all the participants wanted to be interviewed at their schools.

The consent form that was mentioned before (Appendix 2) was personally given to the participant teachers before the interviews and was taken back signed. Also, all the interviewees were asked whether they allowed being audio-recorded before the interviews and they all accepted to be audio-recorded. Although audio recording cannot capture body language which can provide useful data, a complete transcription of data is possible with audio recording, so the researcher can review the data and check the accuracy of it with the interviewee (Wallace & Atkins, 2012). The researcher made a small talk before the interview to be able to "get the informant talking and to make human connections between researchers and informants" (Hatch, 2002, p. 108). This small talk as an ice-breaker was necessary as both sides didn't know each other. Furthermore, to prevent another barrier all participants were asked to choice English or Turkish as the interview language. All the participants preferred English and stated that they couldn't find such opportunities to practice English. Each interview approximately took 30 minutes and they were completed in the first term of 2018-2019 academic year.

3.6. Data Analysis

This part will introduce the data analysis process and the procedure followed in generating and discovering the themes in detail. According to Creswell (2009) the process of data analysis involves preparing data for analysis, conducting an analysis, making sense out of the text, and interpreting the meaning. As mentioned before the data for this study was gathered by semi-structured interviews carried out with 14 primary school English teachers. The participants were given pseudonyms (T1, T2, T3…) to ensure the anonymity of them. As stated in the consent form the audio-recorded interviews were transcribed for accurate analysis. The transcripts were stored in individual files for each participant to facilitate the analysis process.

After transcribing all the interviews, the researcher began reading the transcripts intensively for several times to mark the notable words, phrases, and paragraphs. For this current study, qualitative data analysis was conducted by using thematic analysis method. Braun and Clarke (2006) defined thematic analysis (TA) as "a method for identifying, analyzing, and reporting patterns within data" (p. 79). TA is rooted of content analysis (CA) that establishes categories and counts the number of instances in which they occur in a text or image. CA determines the frequency number of particular categories. However, the results

found by CA have been judged as 'trite' (Silverman, 1993) since they are based on the frequency. TA has the systematic element features of CA; however, it allows the researcher to relate the frequency analysis of codes in data with their implicit meanings. According to Basit (2003) coding and analysis can be described as:

Coding and analysis are not synonymous, though coding is a crucial aspect of analysis. Qualitative data analysis is not a discrete procedure carried out at the final stages of research. It is, indeed, an all-encompassing activity that continues throughout the life of the project. Even if the researcher is not involved in a formal analysis of the data at the initial stages of research, s/he might be thinking how to make sense of them and what codes, categories or themes could be used to explain the phenomena (p. 145).

As it mentioned before, the researcher started with an impressionistic reading of the interview transcriptions to find out the categories, put the data under meaningful chunks and to familiarize with the participant's views. For this current study, semi-structured interview question themes were preliminary categories of analysis. Within these categories, the data was reviewed in a bottom-up way, identifying more specific thematic codes. So it can be said that for this study the researcher developed both predetermined and emerging codes. Saldana (2009) states that "a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/ or evocative attribute for a portion of language-based or visual data" (p. 3). The researcher first read the transcripts and sorted out one of them. She used the borders of the first data to take notes on some ideas and continued with the other interviews. She prepared a list of the frequent topics and turned back to the data using the list. The topics were changed into codes. Creswell (2009) called this step as open-coding or initial coding, "coding the data for its major categories of information" (p. 67).

The researcher coded the transcripts for a second time a month after the inital coding step, in order to get away from the data. This second coding process is called as focused-coding in which the researcher looked for the most common or crucial preliminary codes so as to determine the most important categories in the data as suggested in Saldana (2009). Then the researcher examined code definitions and examples in order to modify inaccurate ones and create new codes.

Saldana (2009) states that coding electronically offers several advantages; "The software efficiently stores, organizes, manages, and reconfigures your data to enable human

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analytic reflection" (p. 22). Furthermore, the software can label the codes in different colors that facilitate visual categorization. Software coding is more practical in terms of its ability to show key words and similarly-coded data for examination quickly. The software also allows the researcher to shift quickly back and forth between multiple tasks, and the software (Saldana, 2009). Considering all these advantages, the researcher started coding the texts using NVivo 10 software to evaluate and interpret qualitative texts. When all the codes were categorized, they were reviewed by a senior researcher. The researcher prepared an evaluation comment form to be able to get feedback and comments for the codes list (Appendix 3). After this peer-debriefing process a few codes were again modified and redefined according to the expert's feedbacks to assure the inter-rater reliability.

As Creswell (2009) suggested, the researcher continued with axial coding in which the researcher identified one open coding category, and turned back to the data to generate categories around this "core phenomenon" (p. 67). This process lasted until no new codes or categories occurred. The process was defined as "saturated- that is until analysis produced no new codes and categories and when all of the data were accounted for in the core categories" (Creswell, 2009, p. 290).

Since all the categories emerged they were transferred to vivo categories, that is, citing the words that participants used in the interviews. After this process was completed, the researcher applied member-checking technique as it is significantly important in allowing the study participants to decide whether the interpretations given to their interviews were reflecting their beliefs (Lincoln & Guba, 1985) and this technique enhances the validity of the data gathering instrument. The participants read quoted interviews together with their interpretations and they generally agreed with the researcher's inferences, they made some small differentiations.

3.7. Conclusion

In this chapter, the methodology of the current study was presented in detail. The study type and whole process was explained. Besides, the participants as the samples of the whole unit were introduced with their demographic profiles. The data gathering instrument and developing stages of this instrument was put forward with its reliability and validity analysis. Finally the data analysis process was explained in detail.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter the findings of the data gathered from semi-structured interviews conducted with 14 primary school English teachers regarding with their demographic information and the themes related to research questions will be analyzed. Firstly, the categories and codes emerged from gathered data and created based on the literature for RQ1 related with the frustrating experiences of teachers in Young Language Learner (YLL) classes will be described. Then the findings of RQ2 for the factors that hamper the successful teaching of target language to young learners will be explained through giving sample statements from teachers' answers. The quotations were selected on the basis of their relevance to the themes, and the dots (…) showed that irrelevant information has been omitted. Furthermore, the frequency values and percentages of the data findings will be displayed through figures based on the thematic analysis categories and codes.

4.2. Analytical Categories of the Data Findings

This current study has analyzed the data according to four main themes. These themes are Classroom Settings for YLL and Effective Materials, YLL and Cooperation with Parents, English Teachers of YLL and Their Professional Development, English Lesson Syllabus and Methods/ Techniques.

These four analytical themes are based on related literature and they are associated with the questions in the semi-structured form. According to the data analyses they are divided into sub-categories emerged from the data. The first theme Classroom Settings and Effective Materials for YLL was categorized as Classroom and Materials that has five sub-category; *Suitable Classroom Design for Children, Suitable Classroom Furniture for Children, Availability of the Materials, Useful State Coursebooks and Support from the School.* The second theme YLL and Cooperating with Parents was categorized under the heading of Involving the Students that was divided as *Parent Awareness, Different Ability Levels and Readiness for English*. The English Teachers of YLL and Their Professional Development theme had Teaching category and its sub-categories *Designing and*

Implementation, Educational Background, Evaluation Methods, In-Service Trainings, Peer-Learning, Keeping the Student-Teacher Interaction and Teaching Competence. The last theme English Lesson Syllabus and Teaching Methods and Techniques was categorized as Curriculum that divided into two sub-categories; *Teaching Context for YLL and Teaching Methods for YLL.* The Table 4.1 shows a summary of the themes, categories and sub-categories of analysis in this research study.

Table 4.1
Summary of Themes and Analytical Categories

Themes	Category	Sub-category	Data source
Classroom Settings for YLL and Effective Materials	1)Classroom and materials	Suitable classroom design for children Suitable classroom furniture for children Availability of the materials Useful state coursebooks Support from the school	Interview
YLLs and Cooperation with Parents	2)Involving the students	Parent awareness Different ability levels Readiness for English	Interview
English Teachers of YLL and Their Professional Development	3)Teaching	Designing and Implementation Educational Background Evaluation Methods In-service trainings Peer-learning Keeping the student-teacher interaction Teaching competence	Interview
English Syllabus and Methods/ Techniques	4) Curriculum	Teaching context for YLL Teaching methods for YLL	Interview

4.3. The Frustrating Experiences of Young Learners' Teachers of English

This study has analyzed the data under two main objectives. First to find out the frustrating experiences of teachers in young language learner English classes and secondly to determine which of these factors hamper the successful teaching of target language. The analysis of the gathered data indicated that participant teachers had frustrating experiences

with classrooms and materials, involving the students, teaching and curriculum. These subcategories and codes of analysis will be presented according to the project themes. Figure 4.1 shows the categories that were found from the participants' answers for questions related with RQ1 that investigating the frustrating experiences of English language teachers in young learners' English classes.
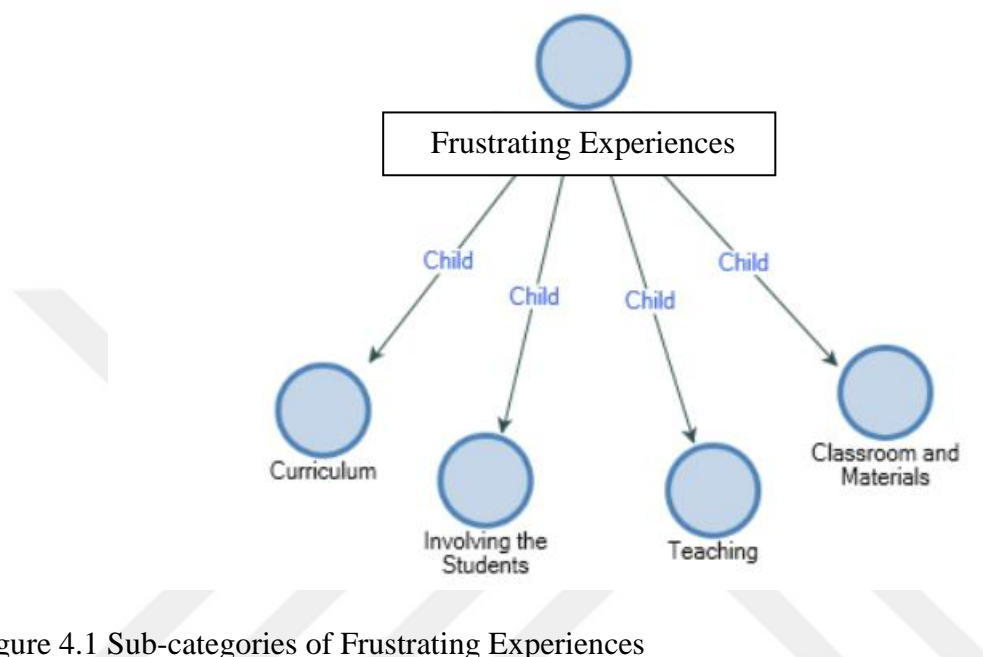
Figure 4.1 Sub-categories of Frustrating Experiences

4.3.1. Theme A: Classroom Settings and Effective Materials for YLL

Data collected through teacher interviews were analyzed to answer the research questions; and the findings for Research Question 1 (RQ1: What are the experiences of teachers that make them feel frustrated in young learners' English language classrooms?) indicated that most of the teachers are not satisfied with the classroom settings and the materials they have. They would like to have well designed classrooms for young learners and effective teaching materials to upgrade teaching and learning process. The following findings have been organised according to subcategories and codes of analysis within the category of *Classroom and Materials.*

4.3.1.1. Classroom and Materials

Analyzed data revealed that classroom settings and materials made teachers feel frustrated in young learners' English classrooms. Classroom setting is the environment where the teaching and learning occurs and it is the educational concept that has physical and

psychological interactions occurred from social contexts and instructional issues related to teacher's personality and vision. Materials are the resources and tools teachers use to facilitate learning and teaching. There are 5 sub-categories under the category of classroom and materials. Those items can be seen in the Figure 4.2.
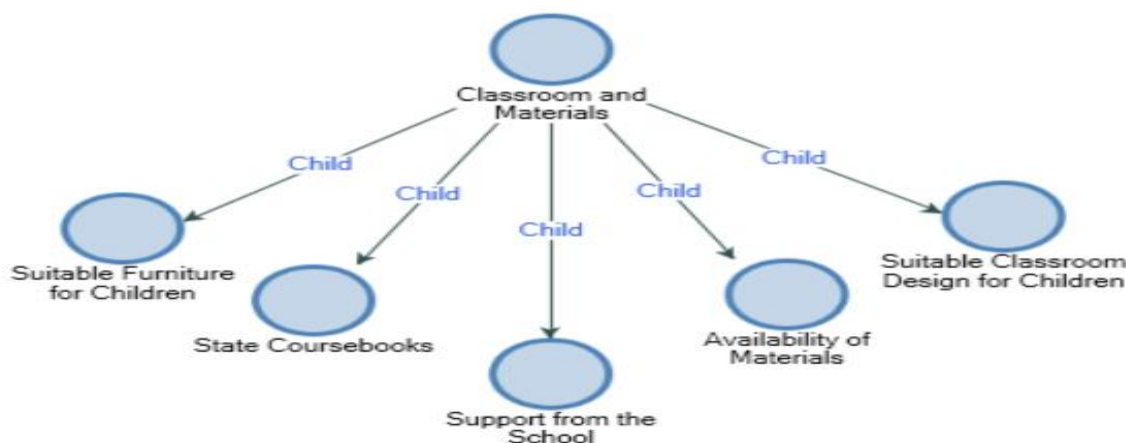
Figure 4.2 Sub-categories of Classroom and Materials

Firstly, the participant teachers were asked to define their dream English classroom for children and then they were asked to talk about their current classes to be able to see their expectations for classroom designing and to find out whether they have any frustrating experiences based on their classroom settings. Data analysis showed that all the participant teachers had conflicts between their expectations and realities for classroom designing. The furniture of the classrooms weren't suitable for the children and teachers had difficulties in implying some activities due to the classroom furniture designings.

In another question teachers were asked to comment on the materials they used in the lessons and it was found that they had challenges in supplying the necessary materials. Additionally, they explained that they had so little or any support from their school principles because of some economic problems or negative attitudes towards learning a foreign language. It was seen that having no support morally or economically makes teachers feel frustrated and lonely in teaching English to children. Furthermore, when the teachers were asked to explain their ideas on the state coursebooks, most of the teachers indicated that they had disappointments with the content and design of the books.

These frustrations will be explained according to the codes and frequencies emerged from data analysis with related quotations cited from partipants' answers.

4.3.1.1.1. Suitable Classroom Design for Children

The participant teachers were asked to talk about their ideal English class and it was found that they had some disappointments for their dreams and realities. Figure 4.3 shows the codes emerged for *Suitable Classroom Design for Children* sub-category. It is obvious that teachers would like to have larger, student-centred and separate English classes. Also, they would like to have a simple-environmental class and windows should be relocated according to the daylight.
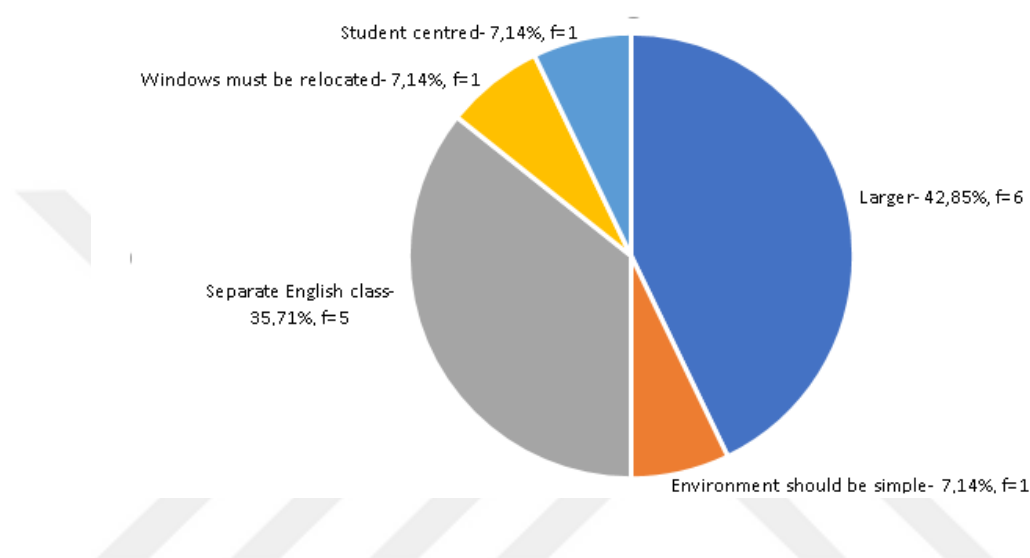
Figure 4.3 Number of Coding References by Code in 'Suitable Classroom Design'

According to the answers of the participant teachers they are all unhappy and disappointed with the design of the classroom. Nearly half of them suggested the classrooms to be **larger** with percentage of 42.85%. As they are teaching to energetic and kinesthetic age groups, they have challenges while implementing physical activities. Besides, there are nearly 30 students in each class and small class size isn't proper and healthy for crowded population. Teachers are frustrated for having small classes. The following extracts illustrate this point:

The classes must be less crowded. In each class, there must be nearly ten kids. This is my dream. Fewer students but more materials and more free area to perfom games and dramas. (T1, 8)

There should be enough space for different kinds of activities. For example, a speaking corner where I can talk to and with my students in a circle, either sitting on the floor or on chairs designed for them. The floor should be carpet-covered, there should be large windows and enough illumination for making use of daylight and effective ventilation of the class for optimum oxygen levels. There should be learning corners where students can do activities on their own or groups. (T7, 8)

It must be comfortable. Students must be actively involved in English lessons so there should be a large area. (T8, 8)

There should be some corners for four skills. Reading corner, listening corner, writing corner, game corner… as well. (T9, 8)

It would be a large class with full of technological equipments. (T13, 8)

I think there should be enough places for each student, so they can be more comfortable while they are learning. (T14, 8)

For suitable classroom designing category, 35.71% of the teachers suggested to have a **separate English classroom**. They mentioned that by this way the efficiency of teaching would be increased. The participant teachers' comments for their dream class indicated that they expected to have their own language class or lab. According to the demographic features of participants, their average age is 30 and while they were students generally schools used to have English Labs in Turkey. Having his/her own classroom or lab is a big advantage and prestige for a teacher so the participant teachers have dreamt to have their own class. However, nowadays because of the crowded population of schools, few of them have separate English class and this reality makes teachers feel frustrated. They have to share one class with the classroom teacher and generally classroom teachers don't let them make changes in the designing of the class or seating plans of the students. Also, according to the data findings classroom teachers have authority on the materials in the class. The following extracts exemplify this code:

There certainly should be a separate English class with the posters and games' supplement and other materials, because young learners must see what they learn (unfortunately we don't have one). (T2, 8)

There should be an English class, in that class we should design how we want how students want, on the walls there should be posters, pictures… If I have a separate English classroom, I am sure I can create a very motivating atmosphere for my students and together with my students. (T3, 8)

…We use the same class with the classroom teacher and sometimes she gets angry with me as I use her table or shelves or other materials, they see us as a guest and this is a big problem for feeling foreign as a foreign language teacher☺ (T4, 8)
… Also as I said before I don't feel comfortable at the classes that belong to classrooms teacher (T4, 8a)

…The classes should be separate from students' own classes. There should be special classes with smart boards for English lessons. (T5, 8)

If I had a special English classroom of my own I could use more visuality with videos and songs. (T5, 8a)

...I am not really free to implement my activities. I don't have a private classroom, so I can't use visuals or can't listen enough in many classes. (T9, 12)

With the same frequency (f=1) and percentage (7.14%) teachers suggested to have **student centred classrooms**, **relocated windows** and **simple environment**. These codes were emerged from the answers of the teachers that can be seen below;

Windows must be at the back side of the class. Interactive boards are more useful for learning English. (T11, 8)

The design of the classes should be more student-centred. The walls of the room should be supported by learners' own works. (T10, 8)

The classroom environment should still be kept simple in order not to distract students. The walls should have an appropriate colour for a learning environment, a pale blue or green. (T7, 8)

4.3.1.1.2. Suitable Classroom Furniture for Children

The opinions of the teachers about the furniture in the classes are mostly negative with percentage of 71.42% and the 'typical Turkish classroom' term is used in most of the answers. Teachers explained that their classrooms had desks in rows, blackboards, teacher's desk and bookcases as usual. Almost all of them claimed that their classrooms' furniture designing made them feel frustrated as they hindered the implementation of a student-centered teaching and it was difficult to do physical activities in such designed classes with fixed furniture. Teachers had negative opinions for the furniture because they thought that these types of classrooms were not suitable for children and they were uncomfortable. You can see the percentages and the frequencies of the answers in the Figure 4.4.
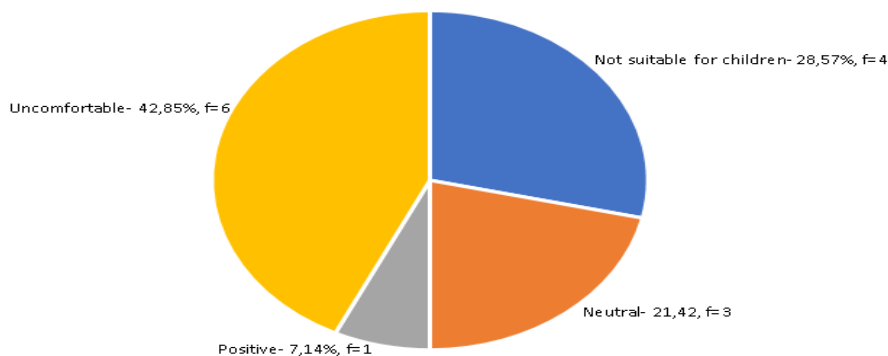
Figure 4.4 Number of Coding References by Code in 'Suitable Furniture'

There is only one **positive** answer about the furniture as this teacher's school is located in an urban area of Kepez and the economic situations of the parents are better than the other schools. Even though, this teacher can't get any support from school administration, parents and the classroom teacher of the class succeeded to create a suitable classroom environment for the children. The extract can be seen below;

Flexible and movable furniture for sitting, comfortable carpet and pillows, some free corners, as in my dreams. (T9, 8a)

It is obvious that T9 is satisfied with the furniture designing of his/her classroom as an English teacher because having flexible and movable furniture is convenient for group works, game times, storytelling and other physical activities with young learners. Also, comfortable carpet and pillows make students feel safe as they are at home and feeling safe is very crucial for a relaxing environment for children.

The **neutral** answers are the comments that have no frustrating impressions about the furniture. Some teachers didn't care for the furniture designing of their classrooms or they didn't mention their feelings for the furniture. They only called their classes as typical class but they didn't explain whether this typical class makes them feel frustrated or not. The examples are;

There are ordinal desks now. (T2, 8a)

My classroom is a typical one with a smartboard. (T6, 8a)

My classes mostly consist of desks in three or four rows where students sit as pairs, boards, a black or white board, a table for teacher with a chair, a bookcase, a smartboard with a computer and a dustbin. I mean it is a classical type. (T7, 8a)

Uncomfortable for children code was emerged from 42.85% of the gathered data. Nearly half of the teachers indicated that having uncomfortable furniture designing made them feel frustrated while teaching children. The example answers of the teachers who are unhappy about the furniture because they are uncomfortable can be seen below;

There are desks in three rows. It is really poor for technology and airless with 40 students. Classrooms aren't suitable for teaching anything but especially for language learning we have no comfortable area for young learners. (T3, 8a)

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It is in traditional design. Uncomfortable desks, really frustrating they are only seven or eight years old but have to sit on wooden desks 40 minutes. It is not suitable for young learners I get nervous while doing game time with the fear of they can be hurt. (T8, 8a)

It is a standard classroom; desks facing the front of the room. Not surprisingly dull and moody. It is a big frustrating atmosphere for both students and teachers. I think these kinds of classes hamper children's cognitive and social development as they cannot move or act in our classrooms. Sometimes we do group works and I see that students are not comfortable because of the furniture designing. I would like to have an English Lab. (T10, 8a)

It is a typical Turkish style classroom whit a smartboard. However, it is boring and uncomfortable. (T11, 8a)

I do not have a proper classroom, indeed. I can be defined as a "mobile" teacher. The classes are designed as a routine, they are all the same; desks, teacher desk, board, etc. No creative designs or no comfortable. (T12, 8a)

...They don't like writing and it is not important I think in that grades so instead of desks we should have comfortable cushions but we don't. (T14, 8a)

The last code emerged from the gathered data for furniture designing is **not suitable for children**. Rest of the teachers who had negative opinions about the furniture in the classes explained that the furniture was not suitable for teaching English for young learners. These teachers feel frustrated as they don't have suitable furniture for their learners who are very young and have to sit on a wooden desk for 40 minutes. They would like to have proper classroom furniture designing for children. Example answers can be seen below;

It is quite classical. There are simple desks and chairs. No extra. A lot of students but there is no material, no activity corner. It is not suitable for children it is like a meeting place for adults. (T1, 8a)

There are desks in three rows. It is really poor for technology and airless with 40 students. Classrooms aren't suitable for teaching anything but especially for language learning we have no comfortable area for young learners. (T3, 8a)

It is classical classroom type not suitable for language teaching. (T5, 8a)

...It is not suitable for young learners I get nervous while doing game time with the fear of they can be hurt. (T8, 8a)

4.3.1.1.3. Availability of the Materials

Teaching materials are helpers of the teachers and they are necessary in language classrooms especially for young learners as they serve for Multiple Intelligence Theory and they can be good solutions for children's short concentration span. Young learners learn best

by seeing, touching, listening and practicing. Young learners' teachers of English should have a variety of teaching materials such as visual aids, models, toys, audio records, realias, technological devices etc. These materials keep the children focus on the real usage of the language; otherwise, they can get bored easily and lose interest. Some of the schools in Turkey supply teaching materials for teachers and they support teachers economically. However, in most of the state schools teachers must create or buy their own materials. The participant teachers in this study were asked about the materials they used for teaching young learners in the language classes and the outcomes of the usage of those materials. Even though the teachers think that they are doing their best to find and design the best materials to use in the classes, 71.42% of the teachers admit that they cannot use effective materials and their current material usage seems insufficient for an effective teaching. According to the data analysis results, it can be said that most of the participant teachers have frustrations for their teaching materials experiences and realities in young language learner classes. Figure 4.5 illustrates the percentages and the frequencies of the teachers' answers for availability of the materials.
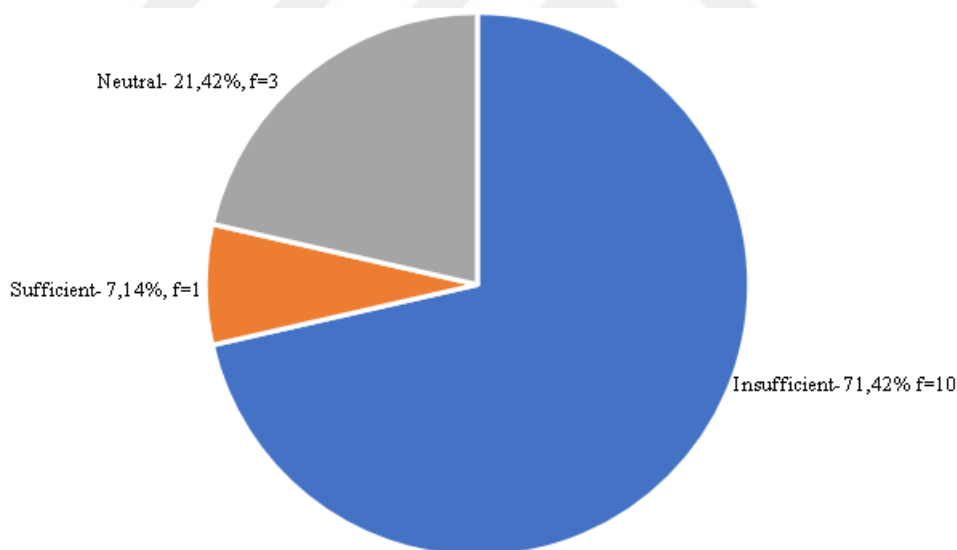
Figure 4.5 Number of Coding References by Code in 'Availability of Materials'

Only one of the participant teachers thinks that the materials s/he uses are **sufficient**. This teacher's demographic qualities showed that s/he has PhD and has been working with young learners for 10 years. The example answer can be seen below;

I have song and video collections for using in lessons. I use student books. I have memberships at some interactive education sites. I use social media groups for sharing

education materials. I use in our lessons. I carry my education materials one class to another class. My lessons are funny, colorful, playful and supportive. (T11, 9)

When analyzing the negative answers it can be seen that the teachers are complaining mostly about the lack of technological materials, lack of support from the government and they cannot use the materials efficiently due to lack of space in the classrooms. Also, storage of the materials is a problem for English teachers. The main code emerged from the data about teachers' frustration for material is **insufficient**. Example answers of the teachers who feel frustrated for the materials they have or don't have can be seen below;

I am doing my best even it is not enough or ideal. I try to prepare my own materials but as a male I don't have ability for hand crafts sometimes I ask help from art teachers or my students' parents. However, I have no bookcases or shelves to keep my materials, so they get lost or waste away... (T1, 9)

There should be English cartoons, flags, posters, London map etc. on the walls and maybe round tables for speaking activities or dialogues. There should be all technological devices and shelves for materials. (T4, 9)

I think they are insufficient and should be more. I use just flashcards. (T5, 9)

There should be enough bookcases for different levels of books and materials. There should be desks where students can either sit on chairs or pilates balls to enhance concentration while studying. There should be enough materials like posters, flip charts, computers, crayons, papers, 3D materials, books, colouring books, cameras, video cameras, worksheets, a printer etc. The air conditioner should work effectively in order to keep the right temperature in the classroom. There should be boards on the walls to exhibit Works of students. (T7, 8)
I think I cannot use my materials effectively because of the number of students in the classroom and the classroom environment. Inappropriate classroom environment and small space. (T7, 9)

I don't think I use interesting or effective materials but everything can be a material during my lessons. Sometimes my bag, my telephone or a student's coat may be a material. I think I am good at material creating. For technological materials, my lessons are poor as I am not good at with technology. (T8, 9)

I think my materials are effective but not enough for example I must have flashcards or different games for all units for all grades. However I don't have such visual materials. Game is important when they have fun, they really learn. I believe the municipality should obtain these kind of materials for all primary schools so that young learners can have the same opportunities. (T9, 9)

I usually prefer using visual materials such as flashcards, posters, etc. But actually this is not sufficient. The classes are too crowded and this prevents me taking care of each student in a

class. Maybe some of my students are audio-lingual learners but I cannot give them such materials because lack of technology or for kinaesthetic learners I have no free area. (T10, 9)

I do not use much material. I make my students prepare their own materials like a fruit basket or a mini zoo model. Besides, I mostly use posters, flashcards, puppets which are not enough, though. (T12, 9)

We often face with technological problems as sound of the tape recordings or computer doesn't work well. This may take too much time to solve it and go on with the lesson... I want to use lots of materials during my lessons but as I always have lessons in different classes it is really problem to carry them from one class to the other. I should have a store area for my materials in the school but I don't. (T13, 9)

I try to do my best with the materials I have but I believe it isn't sufficient. When I watch sample lessons from abroad I get ashamed of my materials. (T14, 9)

The **neutral** comments are the answers that don't include any negative or disappointing feelings about the material usage or some answers of the teachers who think that while the usage of the materials are sufficient in some areas they may be insufficient in some other areas. Even though these teachers have some challenges while designing and implementing the materials, it seems that they have been able to find their own way for solutions. The example answers can be seen below;

The materials I have are not sufficient, but we try to use everything we have as a material. Both paper and electronic flashcards, posters, plicker cards and puzzles are the materials we use. Most of them are handmade, some of them made by my students; preparing their own materials motivate them so not having materials sometimes turn into advantage for my learners. (T2, 9)

I think materials are really effective for young learners; however, instead of buying ready materials I prefer hand-made and authentic materials. For some topics I ask my students prepare their own materials for example before teaching telling the time I made them prepare a model clock and they brought it to the class while teaching the times, they used their own clocks. These kind of hand-made materials motivate them and increase the readiness for the topics but some students who have no family support or lack of money for materials, feel sad in these times so as their English teachers I have to supply some extra materials. I hardly ever use technological materials during my lessons because there are no necessary devices. Sometimes I use my telephone for listening materials. (T3, 9)

Visual aids, songs and interactive websites are useful with young learners. After the smartboards are available using these aids become so much easier. I often use technological materials. (T6, 9)

4.3.1.1.4. Useful State Coursebooks

A coursebook generally is defined as a textbook that teachers and learners use for an academic course during the term. Teachers were asked about their opinions on the state coursebooks that Ministry of National Education prepares for young learners, to be able to obtain the data whether they have any frustrations about the coursebooks. 92.31% of the teachers who wanted to explain their ideas to that question were feeling negative towards coursebooks. They think that the books are not appropriate for young learners, they are not useful and there are too many topics to teach in a limited period of time as two hours per week. Also, most of these teachers had coursebook evaluation program at the university and they were aware of how they should be sensitive while evaluating a coursebook for language learners. However, nowadays in Turkey government supply the free coursebooks for all the students so teachers have no other options. This is a frustrating experience for the participant teachers. You can see the percentages and the frequencies of the answers in the Figure 4.6.
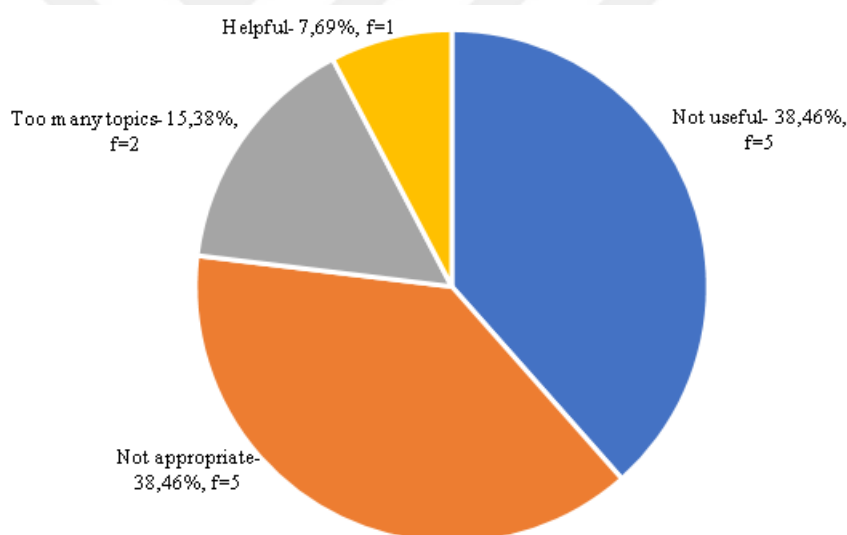
Figure 4.6 Number of Coding References by Code in 'Useful State Coursebooks'

Among all the participants there was only one teacher who had a **positive** opinion about the state coursebooks. She is satisfied with the state coursebooks and has no frustrations. Her answer can be seen below;

They are good enough and really helpful as expected. (T4, 9b)

The codes emerged from the negative opinions indicate that most of the teachers complain about the state coursebooks being **not appropriate** for children. According to the

gathered data, participant teachers believe that young learners would like to have colourful and funny books that have many games, puzzles, songs and cartoons. However, they claim that current textbooks don't include interesting activities or appropriate exercises for young learners. Teachers explain that state coursebooks are over the level of the children. The data analysis shows that state coursebooks' inappropriate content makes most of the teachers feel frustrated in YLL classrooms. The following extracts exemplify this point;

...This year the listening activities for the 2nd grades are too complicated and for the elementary level, students just don't understand them most of the time. The songs are not interesting, students like the song when they can sing and dance, but the songs given are too difficult to sing and not written for dancing. The activities for the 4th grades are not enough, the theme is not fully explained, there are no any grammar notes, the speaking activities are not clear. (T2, 9b)

...I don't like fourth grades coursebook. It is insufficient in every aspect; activities, visuals and examples are not suitable. (T5, 9b)

In the last years, they were not coherent both with classes and units in a coursebook. There weren't enough dialogues, schemas, pictures and listening texts in books. It wasn't clear what is expected from the teachers. This year as the books have changed the difference between the books is obvious. The songs, poems, dialogues, and exercises appeal more to the level of students. It is defined well how to make use of techniques in accordance with different activities in the coursebook. The only problem is having no teacher's book which could include flashcards, worksheets, and daily plans. New coursebooks are better but still not appropriate for this age group. (T7, 9b)

I don't generally use them. They are not well prepared and not suitable for my students' level. Also my learners don't like the activities in the book. I only use the coursebooks to follow the curriculum instead I prepare my own worksheets. (T8, 9b)

...There should be more exercises, activities, and they must be colourful. I see that young learners do not like that state books, they find it difficult and also parents cannot understand the instructions on the books. (T10, 9b)

The data analyses revealed that another frustrating reality of teachers related with the state coursebooks is **not being useful** for teaching English to young learners. Teachers think that the content of the books are not enough. Most of them said that they could be more interesting and useful. The following quotes exemplify this issue;

I don't like most of the activities. I think they fail to work on the four language skills. They could be much better. (T6, 9b)

Let us free for choosing our English coursebooks, I don't want to use state coursebooks, they are not authentic or useful. (T11, 9b)

Unfortunately, they are not sufficient. They must contain more exercises,worksheets and better listening tapes. (T12, 9b)

They are never good and satisfying for me and my colleagues. They could have been more interesting and useful. I remember that when I was at Anatolian high school we used to have foreign coursebooks, they were very attractive, authentic and represent the target language culture. I believe that English coursebooks must be prepared by English writers. (T13, 9b)

I think coursebooks are changing year by year in a good way. But they are not enough for studying alone at home. They need to be supported by workbooks, textbooks, worksheets, etc. I don't understand why we cannot evaluate our coursebooks. (T14, 9b)

Another issue teachers explained as a frustrating experience for the coursebooks that they include **too many topics** to teach in the given time period. The examples can be seen below;

In this year, for 3rd class in some units there are too many subjects, for example in one unit there are three subjects and this may force students and me. I prefer simple units with only one topic and more dialogues. (T3, 9b)

It is not adequate material for learners. In some units of 4th grades, there are so many subjects to complete unit on time... (T10, 9b)

4.3.1.1.5. Support from the School

School authorities should support the teachers for an efficient teaching process and cooperate with teachers for all aspects of education. Supported teachers can achieve most of the desired outcomes of teaching process. This supporting can be moral or economical for necessary materials to teach English effectively. School principles should always try to find out how to make education more effective and, in so doing, both making contributions to educational knowledge. Cooperation with teachers and parents for a better teaching and learning atmosphere must be one of the prior responsibilities of the school administrations. Especially for teachers of English being supported by school really contribute to their success in teaching as they are trying to create an artificial world for learners who aren't exposed to the target language in their daily life. Young learners' teachers of English need support more than the others because they should have lots of materials and energy.

The participant teachers in this study were asked about the support that they could get from the school for the necessary materials and 71.42% of the teachers said that the support they got from the school was insufficient. 28.57% thought that the school's support for materials wasn't enough due to the economic conditions of the schools. 21.42% of teachers

complained that they couldn't get enough moral support. You can see the percentages and the frequencies in the Figure 4.7.
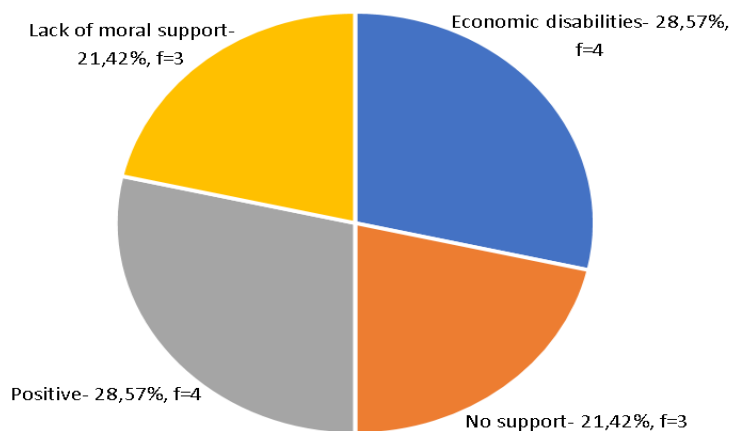
Figure 4.7 Number of Coding References by Code in 'Support from the School'

21.42% of the participant teachers said that there was **no support** from the school they worked. They told that they were trying to do something by themselves. Their answers can be seen below;

They do not support at all. (T2, 9a)

I don't have any material support from my school. I am trying to find materials by myself. (T5, 9a)

No support, teachers' own efforts. (T9, 9a)

28.57% of the participant teachers explained that they couldn't get sufficient support from their managements due to the **economic problems** of the school. They mostly explained that when they asked for material support to the school management, school manager usually told that they didn't have enough money to support such materials. It was seen that teachers feel frustrated because of their schools' economic problem reality. Examples can be seen below;

They try and they want to support me but they cannot afford because of economic situation of the school. Maybe government should allocate fund from the budget for language teachers. (T1, 9a)

They try to support all the teachers in terms of necessary materials. But most of the time monetary issues are big barriers in state schools. (T12, 9a)

They only gave us an empty English classroom. There is nothing in the class but I am planning to ask them whether they can supply some technological devices for English class but I am sure they will tell that they don't have any money as usual. (T14, 9a)

Our school is really poor and has lots of problems. I have no support as the other teachers. (T3, 9a)

Another code emerged from the gathered data related with the school support is **lack of moral support**. Some of the teachers not only frustrated with the lack of economic contribution but also they were disappointed with the lack of moral encouragement from their school management. As mentioned before education must be a whole system that includes managers, teachers, parents and students. However data analysis revealed that teachers were not supported economically or morally. 21.42% of the teachers explained that they didn't get any **moral support** as they could not get material support. The following extracts illustrate this point;

There isn't sufficient school support. They never ask our needs or problems. They only care for principles and forms. (T10, 9a)

I only need moral support rather than material support. They should encourage us and motivate for the teaching. Lack of moral motivation from the school principals makes me uneasy. (T3, 9a)

Our school doesn't support me about the materials or any other things. In contrast, they don't see English teachers as their school's real teachers. They do not even ask what is happening in our lessons. (T8, 9a)

The data analysis revealed that 28.57% of the participant teachers can get enough support from their school or at least they think that school management tries to do its best to support them with the necessary materials. They are pleased and think **positive** for their school's encouragement and effort. Example extracts can be seen below;

School supports our necessary materials that we need to encourage our students (T4, 9a)

The headmaster tries to cover small expenses. My maximum expense was 350TL. He gives a budget for each month and I can use it for some materials. (T6, 9a)

They do as much as they can in terms of the policy of the government. (T7, 9a)

Our government supports each student giving English lesson books for young learners; our class has got interactive board. (T11, 9a)

4.3.2. Theme B: Young Language Learners and Cooperation with Parents

Data collected through teacher interviews were analyzed to answer the research questions; and the findings for Research Question 1 (RQ1: What are the experiences of teachers that make them feel frustrated in young learners' English language classrooms?) indicated that most of the teachers are not satisfied with the young language learners' and their parents' attitudes towards learning English. Also, some of the teachers think that children aren't ready or motivated to learn a foreign language. Parents as their children's first teachers aren't in an exact cooperation with the teacher and they generally claim that they can't help their children with the English lesson because they don't know English. The following findings have been organised according to subcategories and codes of analysis within the category of *Involving the Students*.

4.3.2.1. Involving the Students

It is a well known fact that students learn better and quickly if they are engaged with the process of learning. This engagement occurs as their active participation with the materials, class and collaboration with the other learners. As an English teacher of young learners, teachers should involve their students in all parts of the education process; otherwise they cannot get the desired success.

Young language learners are active, energetic and they can get bored easily so you cannot wait them to sit for hours, listening and note taking the information by the instructor. However, engaging the young learners in learning process cannot be achieved by only teachers' own efforts. Parents, students and school administrations or other authorities should promote the teachers.

The analyzed data indicates that participant teachers feel frustrated with involving the young learners into the learning. Their frustrations mainly related with children's readiness to learn English and parents' awareness for learning a foreign language. However, participants have mixed-level ability of classrooms, this experience doesn't make them feel frustrated as they can overcome this issue with their own strategies.

There are 3 items under the sub-category of involving the students category. Those items can be seen in the Figure 4.8.
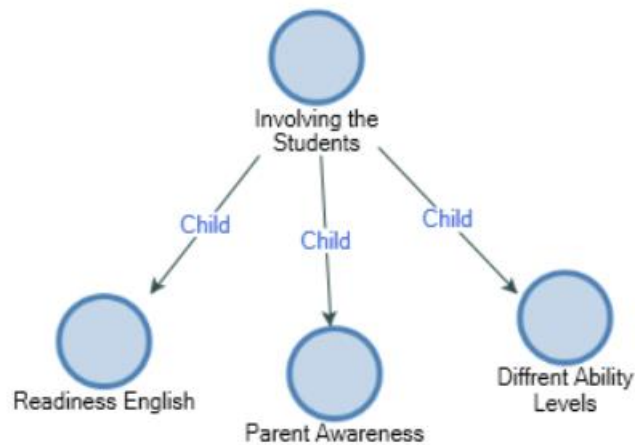
Figure 4.8 Sub-categories of 'Involving the Students'

4.3.2.1.1. Parent Awareness

Children learn their mother tongue by observing and imitating their parents so it occurs quickly and naturally. In learning a foreign language children want to be supported and appreciated by their parents. It can be said that parents are real motivators of children in education process. Parents' awareness and positive attitudes towards learning English highly contribute to the teachers in the classes. Teachers' opinions on parents' awareness were asked to be able to understand whether they had any frustrations for their learners' parents' awareness of learning English or not. It was found that most of the teachers feel frustrated with parents' awareness to learn English. They generally think that parents' attitudes affect the language learning in a negative way. However, some of the teachers are really pleased with the parents' support and they think that parents make real contributions to facilitate the learning process of their children.

Data analyses indicated that more than half of the participant teachers experienced the disappointing effects of families' undesired attitudes on their children's language learning motivation. Those attitudes were coded by the data analysis as;

- **ignorance towards English**,
- **not encouraging the children enough**
- **negative thoughts towards English**.

Percentages and frequencies can be seen in the Figure 4.9.
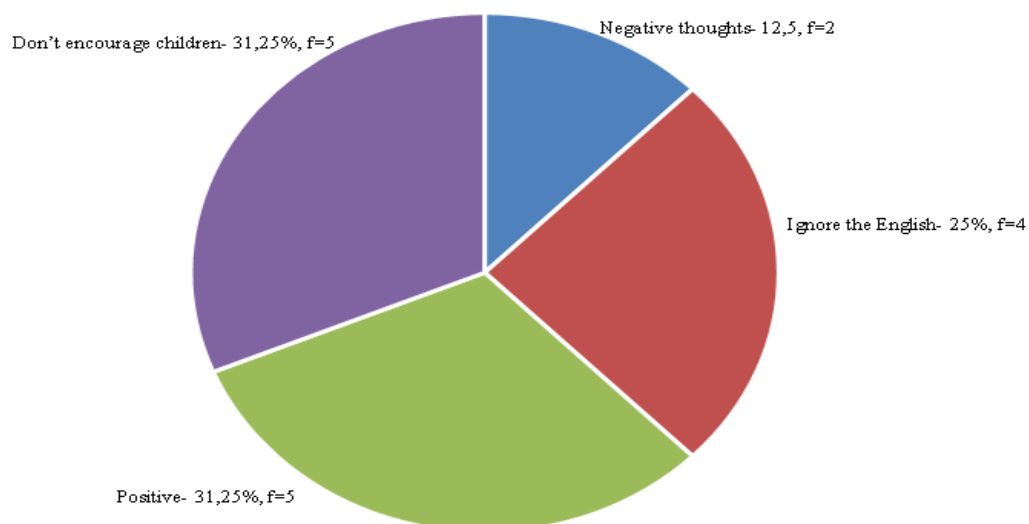
Figure 4.9 Number of Coding References by Code in 'Involving the Students'

12.5% of the teachers think that parents' awareness to learn English is low and which is worse than their low awareness is due to the fact that they have some **negative thoughts** towards English. They generally underestimate English and don't value the English as a real course. Parents' negative thoughts for learning English make teachers feel frustrated. Examples can be seen below;

In my school area, the parents are not aware of learning a language. While they are not giving importance to a language, YLLs are affected mostly in negative way and it is lowering the knowledge percentage. (T4, 15)

Their attitudes make my job harder. Because of their negative thoughts towards English, students do not make any effort... (T8, 15)

25% of the teachers complain that most of the parents cannot understand English, so when the parents talk with the teacher about English class they always say that they cannot help their children about it. Teachers believe that it is only an excuse of the parents. Even if they don't understand the English language, they should take part actively in the process. Some of the teachers think that parents **ignore the English** language and parents' ignorance of English makes them an undesirable role model for their children. Consequently, because of their ignorance another negative effect occurs in the language learning process of the children. Teachers' example extracts can be seen below;

Most of them don't care for English, some of them don't know reading and writing and some of them even don't speak Turkish. This makes my job harder. (T2, 15)

They don't care about language or other subjects; they only care for their students' passing the class. (T6, 15)

...Also they always ask them about Maths or Science not about English, they see English as a hobby. (T8, 15)

... However, most of them are not related with what is happening at school or in their children's life. Those kinds of parents' kids do not do anything for learning. (T13, 15)

31.25% of the teachers are unhappy and frustrated with the parent's awareness as parents **don't encourage children**. They think that parents don't support their children economically and mentally to learn English so their children are affected negative. Examples can be seen below*;*

Most of them say the same thing: We don't know English' I say them that isn't important. You can only listen or follow from their books, notebooks. Their lack of knowledge is a good excuse for students, they always say as my parents don't know English I can't do my homework...this is a chaos for language teaching. (T3, 15)

Most of them don't know English. They can't help their children in English lessons. So they don't have any support to English lessons. (T5, 15)

The parents expect that their children will learn English quickly and speak miraculously early despite the fact that we have only two hours of lesson in a week and the classes are crowded and we don't have appropriate materials and learning environment for this age group. They also think English is important but what they understand from supporting their children's English learning process is not more than making them take up extra lessons which only replicate the units at school. They are mostly like they are aware that English is important for their children but neither they are role models for their children in language learning nor they encourage their children to make use of English in daily life. So their expectancy from the English Education at school is high but they barely contribute themselves and this is demotivating for both students and for the teacher. (T7, 15)

The education level of the students' families I work with is not very high. Families aren't aware of the foreign language learning strategies and this decreases motivation. Also, because of their socio-economic level they don't want to spend anything for education. I must buy all materials by myself even I buy dictionaries for some students. (T10, 15)

They can't speak English. They say that they don't know. That's why they can't help their children. On the other side they don't buy any supporting materials as reading books, test books, exercise books, interactive learning site memberships. (T11, 15)

31.25% of the teachers think that children's parents' awareness is in a good level and it affects the English learning for their children in a **positive way**. They motivate their children to learn English as they appreciate the importance of learning a foreign language.

Even though, parents don't understand and speak English, they really try to do their best to support their children. Examples can be seen below;

Not in general context of all parents of ANTALYA city, but in my neighbourhood the parents are very eager to support their kids for learning English. The parents economically and emotionally do their best in my classes. I am pleased with their attention and interest to English. For instance; they always support them for getting extra courses and extra English learning facilities both in the school and in the outside part of the school. (T1, 15)

Their parents are also happy to see their children learning English, using English at home. Some of them try to help their children. The ones who don't know English are learning from their children. (T9, 15)

While some are aware of the importance of different languages, some are not even interested. Unfortunately, this affects the students to a great extent. Parents with higher interest lead to better learning. And this stimulates the teachers and the students. Thanks God most of my students' parents motivate them to learn English. (T12, 15)

Some of the parents are aware of the importance of learning a foreign language and they support both their children and us, this motivates my teaching... (T13, 15)

Their parents are also willing to see their children learn English. They want them learn English well but some of them want to see a quick progress and I have to make them understand how the progress will be. Besides, as a touristic city Antalya motivates parents to learn foreign languages. Some of my parents know Russian, German and English this increases their children's interest. (T14, 15)

4.3.2.1.2. Different Levels of Ability

Teaching students of different learning ability levels is a common experience for all teaching contexts and it sometimes can be very difficult. However, engaging all students can be achieved by differentiating materials, activities, tasks and assessments. Also, the participant teachers in this study experience the reality of having mixed-ability classes, however; it doesn't seem like making them feel frustrated as they have some useful strategies to deal with this situation.Teachers were asked about the ways of dealing with children having different levels of ability and the gathered data indicated that there were 5 different ways that the teachers use with children having different levels of ability. Those solutions were coded as; **encouraging the students**, **giving extra tasks**, **grouping the students**, **having a standard level**, **using different methods and approaches**. The participant teachers in this study explained that even if they had different ability levels of students, this experience didn't make them feel frustrated as they developed some techniques to overcome this reality. Some of them told that they encouraged the low level students while some preferred giving extra

homeworks and the others utilized various methods and approaches those best match with the features of learners. Group work was another solution for mixed-ability levels of classes. The data analysis revealed that some of the teachers tried to create a standard level in their classes. The percentages and frequencies can be seen in the Figure 4.10.

Standardlevel- 21,42%, f=3

Different methods and approaches- 28,57%, f=4

Grouping- 14,28%, f=2

Giving extra tasks- 21,42%, f=3

Encouraging- 14,28%, f=2
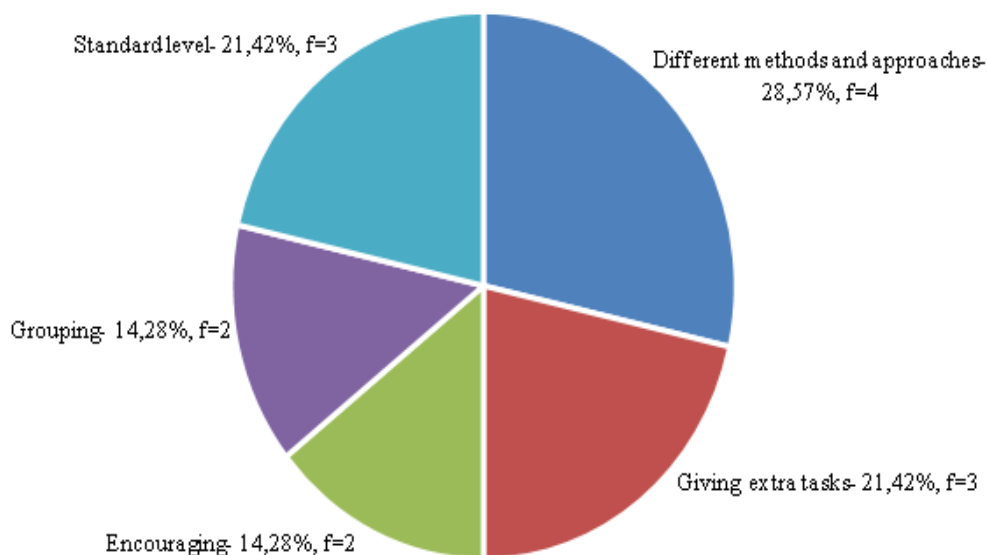
Figure 4.10 Number of Coding References by Code in 'Different Ability Levels'

14.28% of the teachers explained that they tried to **encourage** the students with low level of ability to learn English to make them able to catch up with the others. The following extracts illustrate this point:

I tell them 'Just try I will help you. Maybe it is wrong or ridiculous. Not important. You will be successful. Just try. It will be o.k. (T11, 14)

I don't force them, I try to encourage them, but if I had less students I could create better learning opportunities for these learners. (T3, 14)

14.28% of the teachers try to **group the students** so they can teach to each other during the class. Examples can be seen below;

I try to group students with different levels so that the better students can help the others. And when doing activities, I take the level of activity into consideration while picking students. (T6, 14)

It is for sure that some have higher interest and ability. Peer working works a lot in this scope. Some learn better and faster, and they like teaching their friends which is useful for both sides. (T12, 14)

21.42% of the teachers **set a standard level** which is higher than level of the students who have the lowest level of ability to learn English and lower than the students who can learn quickly and easily. Example answers can be seen below;

I have a standard level according to state-schools' books' criteria. Whether I want or not, I must balance all the students according to this level. Sometimes in my classes there are a few very talented and hardworking students. For them, I am preparing and using special worksheets extra but they are not enough to them, either. There isn't standard level in ALL classes. (T1, 14)

I always try to be clear enough not to let them to be confused. I am always sure to see whether they understand what to do. I minimize or maximize my expectations according to their capacity so I don't get frustrated. (T13, 14)

I try to teach equally but in some cases as you mention, I try to teach individually. (T4, 14)

21.42% of the teachers give **extra tasks** to the students who are under the level or having difficulties at learning, so they can learn better and catch up with their classmates. Example answers can be seen below;

I give them different tasks. For example, project or craft homework. Also I want them read English story books. (T5, 14)

I assign them different tasks or I help them understand if we are working on a common task. If they are far quicker in understanding, I assign them more tasks to avoid boredom. (T7, 14)

I give extra tasks and they try to complete them at home. Next week we check them together and I correct their mistakes, this makes them feel comfortable and successful. (T8, 14)

28.57% of the teachers use **different methods and approaches** for each student with different levels so the teacher can keep their improvements in the same level. Example answers can be seen below;

It is really a hard situation for teachers especially in a crowded classroom. I prefer using different teaching methods and I teach a subject with several ways. (T10, 14)

I try to use different activities and materials for them. For example, I prepare activities based on origami for easy learners and while they are trying to do it I do some revising with my other students who have less performance. If I can keep them busy with the language they learn it quickly. (T14, 14)

We use different methods and approaches, many games, web 2.0 – cram, learning cards, tiny cards, etc. Sing songs and dance; try to motivate students, especially low levels students. (T2, 14)

All of them like singing and having role play. Also they like mini English games…these activities all help them improve their skills. (T9, 14)

4.3.2.1.3. Readiness of the Young Learners to Learn English

Readiness is not the same as interest, ability or intelligence. It is a student's entry point for a specific capability. The general attempt of governments' to lower the starting age to learn English caused some discussions among teachers related with the readiness of young learners. Some teachers think that children aren't capable of learning a foreign language because of their age period whereas the others suggest that they should start earlier to learn the target language better.

To be able to find out that whether participant teachers had frustrations for the readiness of their students, they were asked about the readiness of their learners to learn English and how was the language viewed from the children's perspective. According to the answers of the teachers some of the students are ready and highly motivated to learn English. However, some of the students are not ready because they don't have enough knowledge about learning a foreign language or they don't have a motivating atmosphere. Children only aim to have satisfying grades as they think that it is only one of the school courses. Besides, most of the young learners try to learn English only when they like the activities otherwise they don't make an effort. For some students it is important to love teacher to learn English and some of them don't try as they are afraid of making mistakes. Finally, it is seen that according to some of the participants, their learners' readiness is hindered by the limited lesson hours.

From the point of perspectives of the teachers who had frustrations for their students' readiness, the reasons were coded as following;

- **lack of attention to learning**,
- **enjoying the activities**,
- **fear of making mistakes**,
- **hours of the lessons**,
- **loving the teacher**,
- **suitable environment**,
- **willingness to obtain higher grades**.

The percentages and frequencies can be seen in the Figure 4.11.

80
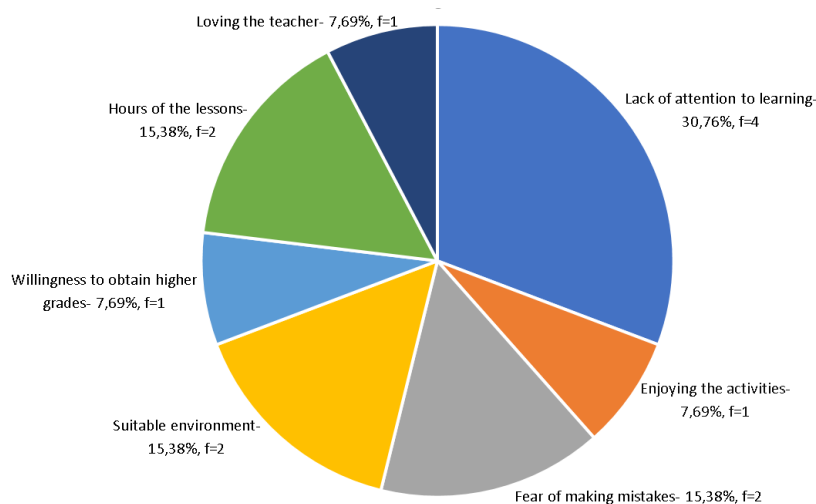
Figure 4.11 Number of Coding References by Code in 'Readiness of YLLs'

30.76% of the teachers explained that even if their students seem like they are ready for the course, as they don't have clear objectives or reasons to learn English, they pay **lack of attention**. As a result, they keep getting distracted and they cannot stay focused to the class. Examples can be seen below;

They come to willingly for my lessons so they learn easily but they always want to learn "Why do they have to learn English?" They generally ask this question so I have to give an explanation for it. They don't know anything about foreign languages or English at first, I think language teaching should begin in kindergarden, before primary school nursery language teaching must be a good step, and a good beginning. (T14, 13)

They are not giving enough importance to the foreign language but they are ready to learn. (T4, 13)

My students are eager to learn English but they are not fully aware of its use in their life. That has much to do with their family background and their cultural limits. My students mostly see English as a language they should learn to be successful in life, they question why it is written differently and read differently unlike Turkish, why the syntax is different and it is good that they are aware of these differences. Unfortunately, they cannot focus on the real uses of English like being able to communicate with people abroad and with tourists and reaching information on a universal basis. (T7, 13)

They are generally not ready for my lessons or for any other things. This is the argument point. I sometimes worry about their attitudes towards life. They think everything is simple and is not worth to effort. But sometimes the outcomes may be disappointing. They are not aware of the importance of learning a foreign language, they see it as a lesson. (T13, 13)

15.38% of the teachers indicated that their students were not ready because they had the **fear of making mistakes**, so this fear kept them away. The following answers illustrate the point;

Most of them aren't ready. Firstly, I try them to love English. I don't care their mistakes. I encourage them to be active in lessons; I try to make them enjoy the lesson. They mustn't be afraid of English and making mistakes. (T11, 13)

Our students don't trust themselves. That's why they think that 'It is too hard. I can't.' They don't try to do. They don't want to be unsuccessful. So they don't read, listen or study. (T9, 13)

15.38% of the teachers think that the students would be ready if there was a **suitable learning environment** for them. These teachers want to have conscious parents who can present an appropriate atmosphere and motivate their children for learning English. Example answers can be seen below;

They are ready if there is suitable environment and time, because they are young and they can easily forget if they don't repeat at home. I think my students are ready for learning but they have limited opportunities both at home and at school. They have no real life experiences on English so they see it only as a course. I always try to tell them why we are learning English; this makes them eager. (T3, 13)

Most of them are not ready because of their age period. I think their families should do something related with language learning before 2nd grade. At least they can motivate their children how important to know English or they can only tell them English is a different language from Turkish. One day one of my students warned me that "My teacher you wrote letter m in a wrong way" but it was letter "w" students are not aware of the foreign languages and they have different alphabets or structures. (T8, 13)

15.38% of the teachers believe that if the **hours of the English classes** are increased, students feel ready to learn. They explained two hours of English lessons per week don't prepare students as they are young and forget everything quickly. Examples;

They like learning but the hours of lessons are not enough. (T2, 13)

They love English lessons very much. But they should be exposed to English much. 2 hours per week is not enough. (T5, 13)

7.69% of the teachers claim that the students are not ready but they only try to get better as they want to **have higher grades**. Example can be seen below;

There aren't many learners interested in learning a language. There are some students who want to obtain high grades at exams. (T6, 13)

7.69% of the teachers believe that the students can feel ready to learn English if they **love their teacher** and the course. Example can be seen below;

For them, my first aim is to make them love English language. In their lives for the first time they would face with foreign language and foreign language teacher after their standard Class-teacher. They will have an image in this way. Whether they would Love English or not depends on us. In this point, I guess we have a quite vital Mission. Briefly, they are not ready all the time. They are kids, suddenly they cry, laugh, shout or play with their friends unconsciously. These are my outputs in this section. (T1, 13)

7.69% of the teachers support that students would feel ready for the course only if they **enjoyed the activities** in the class. Their readiness is based on the activity type; this makes teachers feel frustrated as they can't have enjoyable activities all the time. Sample extract can be seen below;

Actually young learners are willing to learn English but only because of enjoying the activities. They have no real aims or reasons to learn it. So the more you make the lessons enjoyable, the more the students are interested in what you are teaching. (T10, 13)

4.3.3. Theme C: English Teachers of YLL and Their Professional Development

The related literature and studies show that teachers aren't only disappointed for outer factors; sometimes their own features, competences, educational backgrounds, methods and techniques can create frustrations for them. The gathered data through teacher interviews were analyzed to answer the research questions; and the findings for Research Question 1 (RQ1: What are the experiences of teachers that make them feel frustrated in young learners' English language classrooms?) indicated that most of the teachers are not satisfied with their own *Teaching*. This code includes participants' teaching competences, educational backgrounds, professional development needs, student-teacher interactions, assessment methods they use and their activity designing abilities.

4.3.3.1. Teaching English to Young Learners

Being a young learner's teacher of English requires some specific features such as; pedagogical and professional knowledge, solution-oriented attitudes, patience, classroom management strategies. If a teacher cannot organize the teaching process well, he/she may have frustrations. The participant teachers in the current study were asked about their frustrations in the teaching process and it was found out that they had some disappointing experiences with their educational backgrounds, professional development needs and teaching process. Data analysis indicates there are 7 sub-categories under the heading of teaching category and these items can be seen in the Figure 4.12.
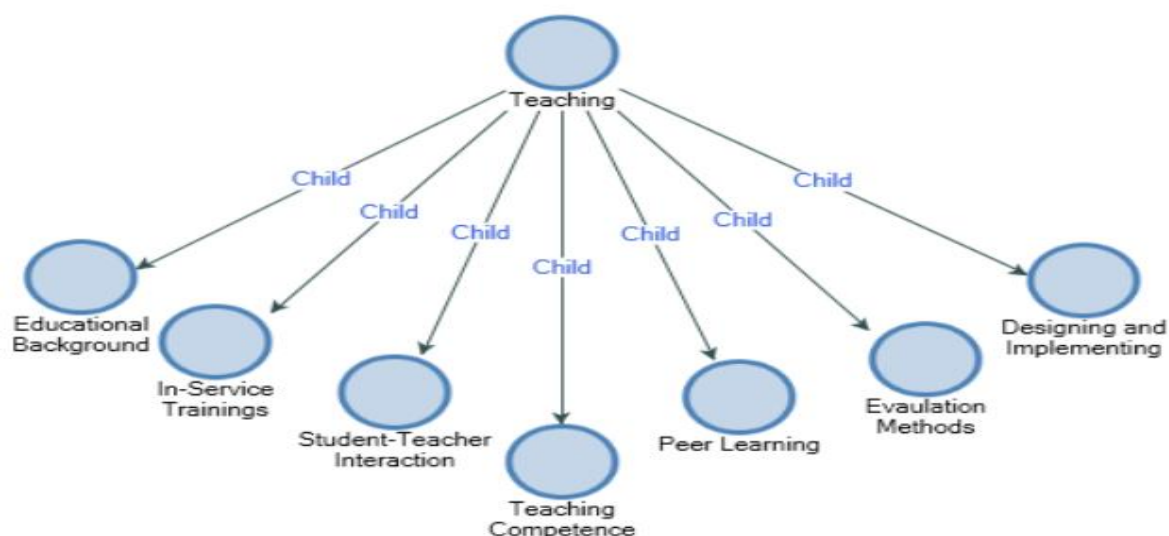
Figure 4.12 Sub-categories of 'Teaching'

4.3.3.1.1. Designing and Implementing the Activities

In designing and implementing the activities for young learners, teachers should consider the fact that children have little concentration time and each child has his/her own learning style. Teachers need to design enjoyable, interesting and various activities also they need to implement them in a funny and safe environment. Children are highly motivated by their teachers so teachers should be sensitive in activity designing. It is obvious that teachers have the responsibility of designing and implementing proper activities but sometimes activity designing can make teachers feel frustrated.

In order to be able to find out that whether participant teachers had any frustrations for their activity designing and implementing process, teachers were asked about the effects of designing and implementing the activities on teaching. After analyzing the answers of the teachers it can be said that half of the teachers have no frustrations related with the activities they imply. 50% of the teachers said their designing and implementation of the activities were sufficient but the rest (50%) were not satisfied with the activities they implyed in their English classes. Some of the teachers told that they were trying to develop themselves while some of them claimed that lack of technology hindered their effective designing and implementing the teaching process. Also some teachers admitted that they were not good at activity designing or crowded classrooms and class levels made them feel frustrated while designing activities. The codes emerged from the data for activity designing and implementing can be seen in Table 4.2.

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Table 4.2
Numbers of Codings in 'Designing and Implementing the Activities'

Designing and Implementing the Activities Codes	*Teachers' views*	*f*	*%*
1-Satisfied with the activities	T4,T5,T6,T10,T12,T13,T14	7	50
2-Trying to develop	T2,T7,T8	3	21.42
3-Lack of technology	T1,T9	2	14.28
4-Not good at activity designing	T3	1	7.14
5-Crowded classes	T1	1	7.14
6-Class levels	T11	1	7.14

Table 4.2 shows that half of the teachers are **satisfied with their activities** and they have no frustrations for activity designing. The following example answers of the teachers illustrate this point;

Maybe it's not the best but I'm happy and getting good results with my design and activities. (T4, 12)

I always teach lessons with games, stories and dramatization. I think I'm good in this way. The activities make them curious and willing to the subject. Then learning starts automatically. (T5, 12)

When designing the activities, I always try to be creative and do something different so that students don't get bored. When implementing the activities I try to adopt myself to new situations for example I never sing in my daily life but I can sing and dance during the activities. It was hard at the beginning but I used to it in time. (T6, 12)

Young learners are so energetic that they always want to be active during the lesson. They can lose their interest to the lesson easily. So visual aids like flash cards are great to involve them in learning. Playing games, listening songs also make my lessons more enjoyable. I can say that my lessons are funny with the help of varies of materials and activities. (T10, 12)

First, we must keep in mind that we must be creative in YLL classrooms. Adult learners would stand still and learn better by listening. But this is not the same with young learners. They are active ones, more reluctant to learn anything with vivid brains. So we will achieve a lot if we create different games or activities in the YLL classrooms. In this scope, internet is great tool. I use web based materials much and it makes my lessons interesting. (T12, 12)

Generally, they feel free to attend the activities, I don't force them but I try to motivate all the students. I create spontaneous activities during the lessons, I believe the power of games on young learners so I usually play games with them. I can learn a lot of new activities and their outcomes in teachers group on the net, I use some of them. Sometimes my students design their own activity for example they say "teacher we can make groups, and play a word game

on fruits". I ask them what would be the rules of the game and they determine the rules. It works well in my classes. (T13, 12)

If I were one of my students, I would be happy because I try to accompany with the games, dances and songs. My lessons are mostly student centred and funny. Yes, there is a teacher in the class but I am not an authority I am learning together with them. Also I try to understand them, their moods if they are energetic I play more games, if they are a bit tired we do drawing. (T14, 12)

21.42% of the participant teachers think that they are **trying to develop** themselves to create more effective materials as they aren't satisfied with their current implementations. The following extracts belong to these teachers;

Still developing myself and adopting to the educational system changes every year. I am having on-line trainings and doing e-twinning projects to my professional development. I learn from my own mistakes. (T2, 12)

Under the circumstances I have I try to do my best but it is never enough to reach the expected level of learning. I try to make learning fun not only to facilitate their learning but also to make them have a positive attitude towards learning a new language. (T7, 12)

I am trying to do my best every time but I am not good at technology and integrating web tools into my lessons. I hope I will develop myself day by day otherwise I can't follow the innovations. (T8, 12)

14.8% of the teachers claim for the **lack of technology** as a frustrating reality of designing and implementing interesting activities. They think that children have conflicts with their daily life that is full of technology and their classrooms with poor technology. Examples can be seen below;

...I teach in a very old school and there aren't modern and technological devices in my classes. It makes me and my kids bored. Because in their houses and atmospheres they always face with technological things but when they come to class, they cannot reach to these. They compare and then they get bored easily. According to these, personally I am taking precautions and make preparations for them in this way. (T1, 12)

...We don't have smart boards and some classes don't have PC. so it's hard to apply many activities.(T9, 12)

7.14% of the teachers think that they aren't **good at** creating and implementing proper activities for young learners. This reality makes him/her feel frustrated as it can be seen in the following extract;

However as I said before I am not good at activity designing I lose my control sometimes and a good activity turns into a waste of time for example while they are acting out a dialogue

some students behave as they are in a circus. They suddenly begin laughing or shouting, I have no idea what is happening or how to prevent these behaviours so I stop the activity and go on with coursebook. (T3, 12)

With the same percentage one of the teachers is frustrated with the reality of **crowded classrooms** that make designing and implying activities harder. His/her extract is;

Simply they are not enough because of the capacity of our classes and number of the students... (T1, 12)

4.3.3.1.2. Educational Background of the Teachers

Teaching English to young learners differs from teaching teenagers or adults so it needs a special training. Young learners' teachers of English must have the knowledge of how children learn a language. In university programs of English language teaching departments, prospective teachers have Teaching English to Young Learners course that makes them be able to have pedagogical knowledge and micro-teaching practices in real life settings. Teachers were asked about the contributions of their educational backgrounds and the effects of Teaching English to Young Learners Program at the university to their current teaching context. The thematic analyses of the gathered data indicate that some of the teachers are thankful to the education they had, however some of them criticize the program because of having lack of real life practices. Unfortunately, five of the teachers didn't have the program and they are trying to develop themselves via online or in-service trainings. Table 4.3 shows the frequencies and the percentages of codes in *Educational Background* category.

Table 4.3
Numbers of Codings in 'Educational Background'

Teachers' Educational Background Codes	Teachers' views	f	%
1-Satisfied with the program	T1,T2,T4,T7,T11,T14	6	42.85
2-No contribution	T5,T6,T8,T10,T13	5	35.71
3-Lack of practice	T3,T9,T12	3	21.42

As Table 4.3 shows 42.85% of the teachers think that their educational background is useful for them to teach English to young learners and they are **satisfied with the program**. The demographic information of these teachers indicated that they were graduated from ELT. Most of them use the methods and techniques that they learned during their university

education and they have no frustrations with their educational backgrounds. Example answers can be seen below;

It is ok. There aren't any problems related to that. Furthermore; I graduated from English Language &Literature but I had master in ELT so, I use all effective and fruitful methods and strategies I learnt and etc. (T1, 10a)

I think it has a great contribution. I have studied in Kazakhstan, so may be the program is different from what is taught in Turkey. For instance, we had 2 months of practice at state schools each year during our university education, so we could see the real state of things at schools and had a chance to observe the lessons of professional teachers and prepare our own lessons with plans, observation and criticism. (T2, 10a)

It gives better and newer ideas of teaching process and feedback. I even use my university materials at the moment and my students like them as they know they are my memories. (T4, 10a)

I still use the approaches and techniques I learned at the university. Thanks to my teachers, I internalized how to reach a student's mind and touch his/her heart. They taught me what is essential for taking attention of young learners and adopting them to the lesson in many aspects. For example; I use word games, songs, grammar cues I learned during my studies at the university. I owe my accurate timing and planning also to my university year studies. (T7, 10a)

If I am a good teacher now, it is because of my university program. We have learnt a lot about young learners, how they can learn a language better, which activities work well with them, how I should use my voice and body language...so on at university now I am using those academic knowledge with my students. (T11, 10a)

We had this program and did a lot of activities, demo lessons and projects in this lesson, they got me ready for these days. We learned how to use songs, drawing pictures, acting roles, games, developing materials for young learners. Thanks God I had this program. Maybe without it I cannot deal with young learners. (T14, 10a)

35.71% of the participants explained that they had some challenges as they weren't graduated from ELT departments and they had no trainings for young learners. Also, despite the fact that some of them had the program, it wasn't useful and had **no contribution** to their current teaching. Example answers can be seen below;

I graduate from English Language and Literature Department so it doesn't have any contribution. After university I participate in lots of ELT conferences and try to develop myself. (T5, 10a)

My educational background doesn't have much to do with my current performance.I don't remember much about the subjects I had at university but I follow some groups of teachers on social media and take examples from them. (T6, 10a)

It doesn't help me right now because it isn't parallel to the present curriculum and when I was in university we didn't use to talk about technology. The techniques we learned are seen as boring now. (T8, 10a)

It doesn't make any sense as I graduated from English Language and Literature Department. I see that ELT graduates are more relaxed with young learners maybe I should teach adults. In foreign language teaching departments of universities there should be a separate department as Teaching English to Young Learners. (T10, 10a)

In fact my educational background didn't make too much contribution as I didn't have pedagogy programs but experience is a good educator and a real supporter for my professional life. Because nobody infact taught me teaching systems or methods in details but I find my way with my own effort and by observing the others or asking for help also as I said before years passing in teaching show you what is effective or not. (T13, 10a)

Among the participant teachers 21.42% think that their educational background makes them feel frustrated as it has **lack of practices**. They all claim that they have learned how to teach through their real life practices and the programs at the university are mainly based on theory that have no sense in real classroom settings. Their extracts are given below;

In university we used to prepare story books, materials, now sometimes I use these methods but as I said before I don't appreciate my pedagogical competences so I can say that universities should renovate their programs and give much more importance to real pratices and trainings. I mean we should have real experiences with young learners not only theoretical knowledge as real life situations are more challenging than written in books. (T3, 10a)

In pedagogically and acedemically I am glad for my academic education but I think there must be more practice rather than theory. If I had more real experiences, I wouldn't challenge at the beginnings as I had. (T9, 10a)

However supportive and contributive it is, they are never sufficient alone. I believe that someone learns cooking when s/he has entered into the kitchen. So we, teachers develop ourselves as we deal with young learners. (T12, 10a)

4.3.3.1.3. Evaluation Methods of Teachers for YLLs

Teachers should be aware of the important effects of assessment types on young language learners' cognitive, emotional and psychological development stages. Assessments must be based on children's performance in using the language. If the assessment methods get closer to the real life experiences, children can take part in them safely. According to young learners' social and periodic stages most appropriate assessment techniques suggested by specialists are alternative assessments such as portfolios, projects, acting, presentations etc.

In order to see that what kind of assessment methods participated teachers use with young learners, they were asked for the evaluation methods they use while teaching English to the young learners. According to the answers there are four main assessment methods that the teachers use. They are; alternative assessment, classroom assessment techniques, oral assessment and traditional assessment. Nearly half of the participant teachers utilize traditional assessment such as quizzes, written exams or tests. The other half of the teachers utilizes alternative assessment types. Both of the teachers have some frustrating experiences while assessing young learners' performance mainly because of learners age period. Young learners cannot read or write even in their mother tongue and they don't have the conscious of self-assessment. These experiences make participant teachers feel frustrated. The percentages and frequencies of assessment types used by teachers can be seen in the Figure 4.13.
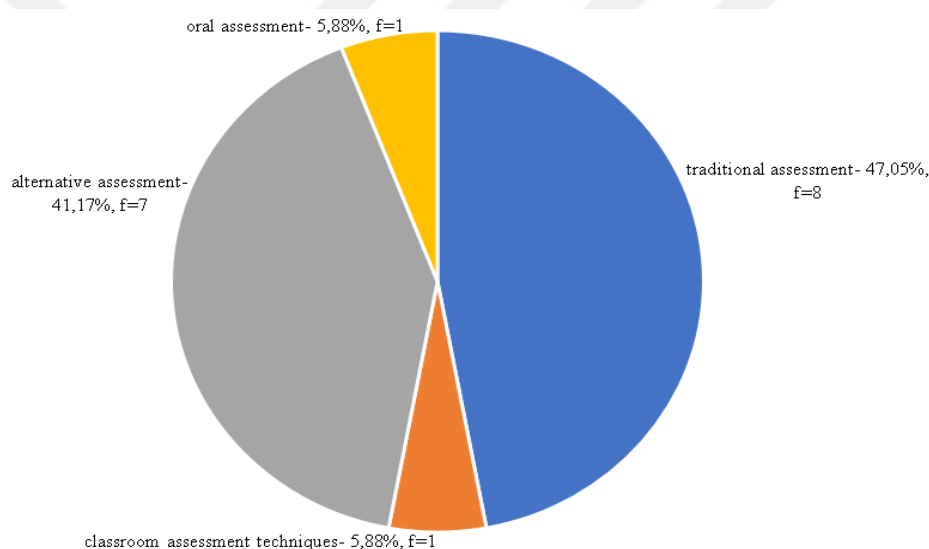
Figure 4.13 Number of Frequencies and Percentages of Assessment Techniques

According to the gathered data, 47.05% of the teachers are still using **traditional assessments** to evaluate the young learners. Even though they complain for the challenges of traditional assessment techniques, it was seen that they used quizzes, tests, exams etc. Example answers can be seen below;

I use both traditional and alternative assessments. Tests, filling the gaps worksheets, interactive tests, sometimes we use projects, the observation forms are obligatory when you have too many students, peer evaluation. (T2, 11a)

The most important challenge is the numbers of classroom, it affects individual evaluating, I can't use alternative assessments in the classroom because of the number of classrooms. I have to evaluate them according to quizzes, classroom performance and their homework. (T3, 11a)

I give worksheets and multiple choice tests as homework to students and see the students' performance. In addition, I implement a quiz at every unit and keep the schedule and see their progress. (T6, 11a)

...In the 4th grade I also use written exams which include a variety of tests from two to three units. In the past, I could also have the 4th grades make a portfolio of our works and evaluate their portfolios. Later on, we are told only to evaluate using written exams because of debilitative anxiety; a student cannot always perform well in written exams... (T7, 11a)

For written exams it is really hard to read their spellings sometimes they write something very ridiculous mixed of Turkish and English words or some irrelevant images or something like that... (T8, 11a)

I use quizzes, test questions, homework, projects, etc. When they are being evaluated by a test the most challenging part is they ask everything to me. Sometimes they even ask the answers. (T10, 11a)

...In 4th grade we have two exams for each term... (T11, 11a)

I sometimes use some worksheets and quiz papers for evaluating but I usually give some oral instructions in the class and ask some questions. When I force them to write they don't want and they start to use their mother tongue with each other. Written exams are challenging with this group so Ministry should ban exams for 4th grades too. (T14, 11a)

The data analysis indicated that 41.17% of the teachers use **alternative assessment**. Those assessments are generally performance and project based assessments as putting a sign or a note in the class list etc. Examples can be seen below;

Evaulation and assessment of them in this level is quite difficult in my opinion. There is no exam and they never think to evaulate themselves. They are relaxed and they don't want to force themselves as a student. They only want to enjoy with the lesson and in this way their only motivation is generally having fun with drawings, paintings, colorings, singing songs, watching cartoons and etc. They don't know self-assessment; they think they are always perfect for all abilities. (T1, 11a)

I use both traditional and alternative assessments. Tests, filling the gaps worksheets, interactive tests, sometimes we use projects, the observation forms are obligatory when you have too many students, peer evaluation. (T2, 11a)

We play a game with flashcards. I show a flashcard to students. If they know its English they get 1 point. Also we have word boxes in every grades.We play word games.We make spelling bee competitions. (T5, 11a)

...classroom performances are important for my assessments. I sometimes apply mini quizzes. I do some group works. Crowded classrooms challenge having alternative assessments. (T9, 11a)

2nd and 3rd grade we don't have exams. I evaluate personal encourage in each lesson. I communicate with each student for each lesson. I put a sign or a note on class list. (T11, 11a)

I make use of performance and project based assessments mostly. It can be a booklet student prepares and presents to his/her friends or a song memorized and sung out to the other classmates. I have no difficulty for assessing my learners but I do not assess them, I want be able to make them love English. (T12, 11a)

I try to use all kinds of methods such as open-ended questions, performance tasks, projects, translation or etc. The mostly faced problem is taking their attraction even you do it attracting with some awards. As students know they wouldn't have a score or a grade they don't want to be evaluated and sometimes succesful students dominance attitudes unmotivates the weak ones. (T13, 11a)

Only one teacher uses **oral assessment** with the 5.88 percentage. The example can be seen below;

I am not allowed to use written exams in 2nd and 3rd grades so I make oral assessments only (T7, 11a)

There is only one teacher who uses **classroom assessment techniques**. The example can be seen below;

I'm using classroom assessment techniques and creating exams. I am assessing group work and Creating exams. Practising and repeating, new learned words are in very low percentage that makes it hard to heighten the word knowledge capacity. (T4, 11a)

According to the data it can be said that half of the teachers use alternative assessments which are more suitable for young learners. However, the other half of them still uses traditional assessment techniques. Both types of the teachers explain that they have some frustrating realities/ experiences while evaluating the young learners' performance or knowledge. There are three main challenges that make teachers feel frustrated as;

- **crowded numbers of the students in a class,**
- **illiteracy**
- **lack of self-assessment.**

The percentages and frequencies can be seen in the Table 4.4.

Table 4.4
Numbers of Coding References by Code in 'Evaluation of Young Learners'

Teachers' Frustrations with Assessment Codes	*Teachers' views*	*f*	*%*
1-Lack of Self-Assessment	T1,T13	2	33.33
2-Crowded Classrooms	T3,T9	2	33.33
3-Illiteracy	T2,T8	2	33.33

33.33% of the teachers complain about the students who don't care about their **self-assessment** because of their age period. Young learners aren't capable of the responsibility for their own development. The followings illustrate the point;

Evaluation and assessment of them in this level is quite difficult in my opinion. Because there is no exam and they never think to evaluate themselves. They are relaxed and they don't want to force themselves as a student. They only want to enjoy with the lesson and in this way their only motivation is generally having fun with drawings, paintings, colourings, singing songs, watching cartoons and etc. They don't know self-assessment; they think they are always perfect for all abilities. (T1, 11a)

The mostly faced problem is taking their attraction even you do it attracting with some awards. As students know they wouldn't have a score or a grade they don't want to be evaluated and sometimes successful students' dominance attitudes unmotivated the weak ones. (T13, 11a)

33.33% of the teachers pointed out that the numbers of the students in a class made assessments challenging. They mostly complain about the numbers being crowded than it should be. According to these teachers, **crowded classrooms** are the main frustrations that make it difficult to imply alternative assessment types. The examples can be seen below;

The most important challenge is the numbers of classroom, it affects individual evaluating, I can't use alternative assessments in the classroom because of the number of classrooms. I have to evaluate them according to quizzes, classroom performance and their homeworks. (T3, 11a)

Crowded classrooms challenge having alternative assessments. (T9, 11a)

33.33% of the teachers think that **illiteracy** is a challenge in evaluation of the young learners. They say that the students cannot even read or write in their mother tongue. The examples can be seen below;

Some of the students mark the answers of the test without reading the questions. Some of the students cannot read or write even in the 2nd or 3rd grade and they just draw something on the assessment worksheet. (T2, 11a)

For written exams it is really hard to read their spellings sometimes they write something very ridiculous mixed of Turkish and English words or some irrelevant images or something like that. I believe that there shouldn't be written exams for young learners. Thanks God we evaluate 2nd and 3rd grades according to their performance and their tasks during the term. (T8, 11a)

4.3.3.1.4. In-Service Training Needs of Young Learners' Teachers of English

Teachers need to update their skills and knowledge to improve quality and success of their teaching through in-service trainings. Also, they must adapt to the reforms and changes in education system. Teaching English to young learners is a recent educational reform all over the world and it is obvious that teachers need some in-service training related with young learner language teaching.

The participant teachers in the current study were asked about in which terms they needed trainings and it was found that there were six main training topics the participant teachers mentioned. The in-servive training topics they need and the percentages and the frequencies are given in the Figure 4.14.
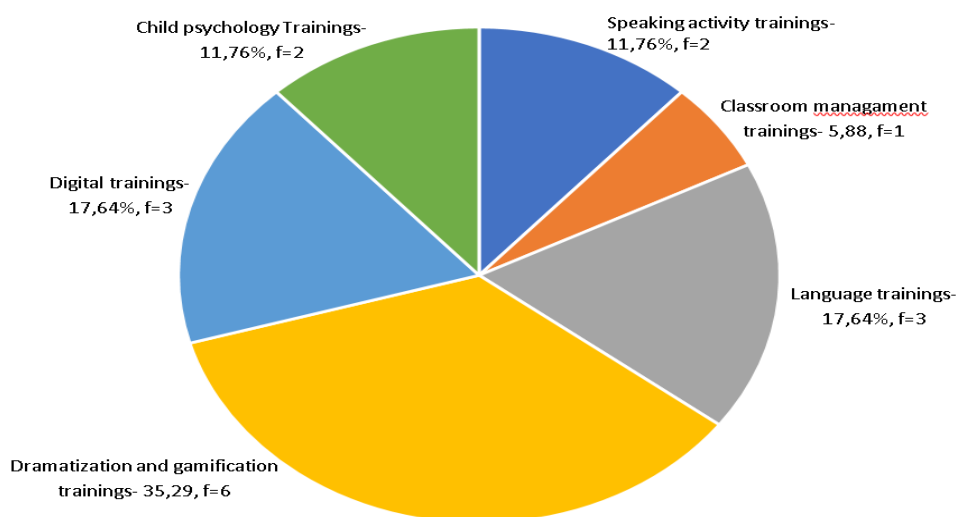
Figure 4.14 Number of Coding References by Code in 'In-Service Training Need'

35.29% of the teachers think that they need **dramatization and gamification** trainings. Those trainings should be interested with improving body language, preparing better materials for the activities etc. The example answers can be seen below;

...drama, storytelling would be very useful but authorities don't serve us such trainings they always interest with curriculum changes. (T3, 10b)

I need dramatization and gamification trainings. (T5, 10b)

I need in service trainings in drama, drawing, new ways in teaching to young learners and computer programming. I do not think that there are in-service trainings for these in our country. We need to take them abroad. (T7, 10b)

I need speaking activities, listening activities, playing games and drama activities. Authorities serve these kind of trainings at schools at the beginning and end of the term but they are really boring and useless.(T9, 10b)

I need gamification, gestures and body language in language teaching. It would be great chance if we were provided with such in-service trainings. (T12, 10b)

Drama and preparing materials trainings could be useful and I need group works trainings. (T14, 10b)

17.64% of the teachers think that they need some **digital training**. They explain that children were born into the technology age and teaching contexts must have to accompany with digital trainings. The examples can be seen below;

I think, we should practise web 2.0 tools, because there are a huge range of activities for English language and learning. There are many on-line training courses on e-Twinning, ebaonline.com or Europeanschool.net gateway. (T2, 10b)

In the digital era we are living, the in-service training I would like to have is encoding. I want to design my own e-materials and games. (T6, 10b)

I need in service trainings in drama, drawing, new ways in teaching to young learners and computer programming. (T7, 10b)

17.64% of the teachers think that they need some **language trainings**. They mostly mentioned that they would like to have those courses abroad or from native speakers. The examples can be seen below;

I need language training courses both a general module, comprising the common goals to be implemented in class, and an individual module which based on individualized study plan. (T4, 10b)

I want to have foreign instructors' trainings, as they know the language patterns well and they are more efficient than local trainers'. Also these in-service trainings should be abroad where English is spoken as an official language. (T11, 10b)

In my opinion government should afford all ELT teachers abroad language practice courses and should pay their expenses. Most of ELT teachers are afraid of pronunciation and speaking in front of people. It is a big handicap for teachers; think that you are not good at the language you are teaching. We should have some special training when we graduate from university in England. (T13, 10b)

11.76% of the teachers need **child psychology** trainings. They claim that with such trainings they can improve their approaches to the children while they are teaching. The example answers can be seen below;

I need to learn about new approaches in English teaching and how to integrate them in lessons also I need to be trained on child psychology and effective communication ways with young learners. (T8, 10b)

I need child development trainings, motivation, materials creating, activity designing trainings. (T10, 10b)

11.76% of the teachers explained that they needed **speaking activity** trainings. Examples can be seen below;

Especially speaking activities trainings would be positive for us and also for young learners. (T1, 10b)

I need speaking activities, listening activities, playing activities. (T9, 10b)

The data analysis indicated that with the percentage of 5.88 only one teacher pointed that s/he needed **classroom management** trainings. The example can be seen below;

I especially need activity designing trainings and trainings for how to motivate young learners also maybe I should have classroom management trainings. (T3, 10b)

As the gathered data indicates teachers need some different in-service training according to the challenges they have in the classroom or according to the reforms in the education system. However, data analysis reveals that participant teachers have some frustrating experiences/ realities for their in-service training needs.

Teachers suggested that the in-service trainings they attended shouldn't be local and these trainings should be held by expert lecturers. They complain that lecturers who are responsible for the trainings don't have necessary knowledge or experience so they cannot contribute to the teachers. Also, having no support from the authorities or being obliged to attend boring trainings made them feel frustrated. They would like to decide on which trainings they need and they want to attend those trainings without any procedures. The Table

4.5 shows the frequencies and percentages of the emerged codes for frustrating experiences of participant teachers related with In-Service Trainings.

Table 4.5
Numbers of Coding References by Code in 'In-Service Trainings'

Teachers' Frustrations with In-Service Trainings Codes	Teachers' Views	f	%
1-Lack of authority support	T2,T3,T5,T10,T12	5	35.71
2-Expert lecturers	T1,T3,T5,T14	4	28.57
3-Abroad trainings	T6,T11,T13,T7	4	28.57
4-Boring and useless trainings	T8,T9	2	14.28

According to the 35.71% of the participant teachers, authorities don't support them to attend the trainings they need. Also, they think that they aren't serviced desired trainings by authorities. Having **lack of support** for trainings make them feel frustrated as it can be seen in their extracts below;

I think, we should practise web 2.0 tools, because there are a huge range of activities for English language and learning. There are many on-line training courses on e-twinning ebaonline.com or Europeanschool.net gateway, but I have found them by myself. The authorities do not support us anyway. (T2, 10b)

...The trainings on technology integrated teaching and drama, storytelling would be very useful but authorities don't serve us such trainings they always interest with curriculum changes. (T3, 10b)

I need dramatization and gamification trainings. Any authority asks me whether I need training or not, they sometimes organize in-service trainings... (T5, 10b)

I need child development trainings, motivation, materials creating, activity designing trainings. However, I cannot reach that kind of trainings. In Turkish Education System in-service trainings are one of the most problematic issues. I try to find these trainings by myself but when I find them authorities do not let you join if you have lessons. They say you can go at weekends or they urge lots of procedures. (T10, 10b)

I need gamification, gestures and body languages in language teaching. It would be great chance if we were provided with such in-service trainings. We have no in-service training; we always do document filling tasks. Authorities develop our office skills, not teaching skills. (T12, 10b)

Another frustration reality of the participant teachers related with the in-service trainings they have is the fact that those trainings are lectured by inexperienced trainers.

28.57% of the teachers think that trainings should be held by specialist people, only in that way they can benefit from trainings. Teachers feel frustrated for not being trained by **expert lecturers**, their statements can be seen below;

...These trainings should be hold on by expert lecturers. Authorities cannot serve these ideally for lecturers. (T1, 10b)

...We sometimes have in-service trainings on new curriculums but it is surprising that educators have lack of knowledge about what they are talking☺ The trainings on technology integrated teaching and drama, storytelling would be very useful but authorities don't serve us such trainings they always interest with curriculum changes.(T3, 10b)

...Any authority asks me whether I need a training or not, they sometimes organize in-service trainings but lecturers need much more trainings than us. (T5, 10b)

... These kinds of trainings are given for the volunteers but not planned well so I don't attend them. University lecturers should organize them and cooperate with Ministry of Education otherwise they are waste of time. (T14, 10b)

28.57% of the participant teachers would like to have in-service trainings **in abroad** especially where the English is official language. The local in-service trainings make them feel frustrated as they don't contribute to their real-life experiences and they lack of being authentic. The followings illustrate the point;

In the digital era we are living, the in-service training I would like to have is encoding. I want to design my own e-materials and games. Those in-service trainings should be organized in Europe for all teachers. (T6, 10b)

I need in service trainings in drama, drawing, new ways in teaching to young learners and computer programming. I do not think that there are in-service trainings for these in our country. We need to take them abroad. (T7, 10b)

I want to have foreign instructors' trainings, as they know the language patterns well and they are more efficient than local trainers'. Also these in-service trainings should be abroad where English is spoken as an official language. (T11, 1Ob)

In my opinion government should afford all ELT teachers abroad language practice courses and should pay their expenses. Most of ELT teachers are afraid of pronunciation and speaking in front of people. It is a big handicap for teachers; think that you are not good at the language you are teaching. We should have some special training when we graduate from university in England. (T13, 10b)

14.28% of the participant teachers felt frustrated as the in-service trainings they attend were **useless and boring**. They would like to have more interesting and useful trainings. Their statements can be seen below;

I need to learn about new approaches in English teaching and how to integrate them in lessons also I need to be trained on child psychology and effective communication ways with young learners. Unfortunately we don't have any opportunity to choose trainings we are obliged to attend boring ones. (T8, 10b)

I need speaking activities, listening activities, playing games and drama activities. Authorities serve these kind of trainings at schools at the beginning and end of the term but they are really boring and useless. (T9, 10b)

4.3.3.1.5. Peer Learning in YLL English Teaching

Peer learning is a way of collaborative education in which the participants interact as a community to facilitate the teaching and learning process. It is a good solution when there is much to learn and when there are many students to teach. Students learn a great deal from each other while sharing their ideas to others and doing pair activities. As it is a good way of classroom management and a necessity of modern world, peer learning should take part in young learner classrooms.

Teachers in the study were asked about the effects of peer learning in their teaching context and 85% of the answers were positive. According to the most of the teachers, working in groups and sharing information with each other have positive outcomes. Children like teaching and learning with each other. Also as they like imitating their teacher's behaviours and know their friends' weaknesses and strengths; they can teach well to their friends. However, some of the teachers are frustrated with the miscommunication occurs among young learners while using peer learning. They think that peer learning affects children's concentration in a negative way and it turns into a free time activity. The percentages and the frequencies are given in the Figure 4.15.
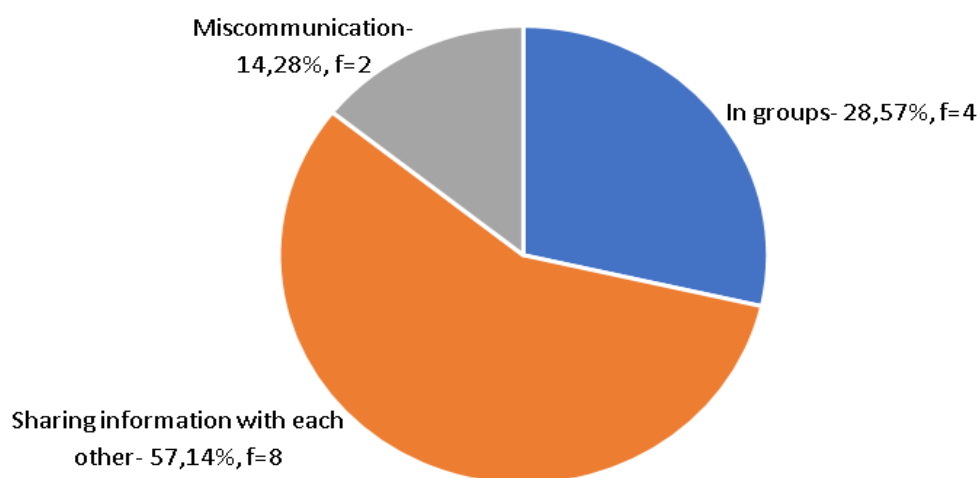

Figure 4.15 Number of Coding References by Code in 'Peer Learning'

57.14% of the teachers think that peer learning is useful because students usually like **sharing the things** they learned with each other. They like to behave as their teachers and imitate the teacher behaviours. The examples can be seen below;

They learn better from each other, numbers, colours, jobs (I set them in pairs when some of them do not learn the material, and they teach to each other at the lesson breaks)(T2, 18)

It is more effective than anything else. They can ask each other if they don't understand what I tell hhmmm sometimes some of my students can teach better than me since they know the perspectives of their friends. (T4, 18)

Students learn easily by sharing their ideas to others and by taking part in the activities in which they can learn from their partners. They become able to have skills in organizing and planning learning activities, learning collaboratively with others, giving and receiving information and developing their individual learning. (T5, 18)

In heterogeneous groups good students have a positive effect on other students. Students with lower-levels may try to keep pace with the students and push themselves up. (T6, 18)

There are also good examples like; I have students who are interested in learning English just because their best friend likes English. They also help each other in the lesson, in both cooperative and collaborative ways. (T7, 18)

One of my 3rd grade class, some of the students didn't ready for 'The prepositions'. We played, act, write watch so many examples a week before. They didn't study. They can't answer questions. I've chosen some successful students in the same class. I gave an order 'if you want two plus sign you will teach one of the unsuccessful students. If s/he is o.k. you will get two plus and s/he gets one plus sign too'. Next week they learn and get signs. (T11, 18)

It affects to a great extent. Students like to be little teachers. For example, if someone gets difficulty, I give duty to some of the students and make them play and teach to each other. This works a lot as the little students like being teachers. (T12, 18)

It is very effective among young learners as they like imitating a teacher. I see that how I teach them they teach in that way to each other. They are supportive and back up their mates. I am happy to have peer learning atmosphere in my classes. I try to develop it by pair activities. (T14, 18)

28.57% of the teachers think that peer learning works when they make the students **into groups**. The answers can be seen below;

In groups it works but in a group with small participants I mean. In groups, with peer-learning methods they learn in a better way. I see and evaluate these while training in some units-data of state-schools' book. In class I make and create small groups to them, then with peer learning they learn in a better way. (T1, 18)

In heterogeneous groups good students have a positive effect on other students. Students with lower-levels may try to keep pace with the students and push themselves up. (T6, 18)

One of my 3rd grade class, some of the students didn't ready for 'The prepositions'. We played, act, write watch so many examples a week before. They didn't study. They can't answer questions. I choose some successful students in the same class. I gave an order 'if you want two plus sign you will teach one of the unsuccessful students. If s/he is o.k. you will get two plus and s/he get one plus sign too'. Next week they learn and get signs. (T11, 18)

It affects to a great extent. Students like to be little teachers. For example, if someone gets difficulty, I give duty to some of the students and make them groups and teach to each other. This works a lot as the little students like being teachers. (T12, 18)

14.28% of the teachers think that peer learning doesn't work well in their classes due to **the miscommunications** among the students. The negative outcomes of peer-learning make these teachers feel frustrated. The examples can be found below;

In my classes peer-learning doesn't work well as they don't care for their mates' performance or they are all in the same levels. Pair-works or group works are generally interrupted by their arguments and complaining their pairs to me. (T3, 18)

They are too cruel for each other. When someone does a mistake, the more successful ones laugh or tease. I told them mistakes are for human and if they laugh each other's mistakes anybody cannot learn anything. Though I try to make them pairs with a high performance one and less performance one, at first they used to say "he/she doesn't do anything, I do everything" but nowadays they like sharing and learning from each other. (T10, 18)

4.3.3.1.6. Teacher-Student Interactions in YLL Classes

Teacher-student interaction is highly crucial as it affects the students' skill developments, classroom management and learning and teaching process in a positive or negative way. Teachers who have good interactions with their students can create more positive classroom environments. Positive teacher-student interaction should be based on acceptance, tolerance, trust, respect, care and cooperation especially with young learners.

In order to find out whether the teachers in this study have any frustrating experiences/ realities while interacting with their students in the classes, they were asked about how they keep the interactions with YLLs and the data revealed that there were many ways of the teachers to interact with their learners. Most of the teachers explained that they had positive interactions with their students mainly based on love, empathy and respect. Also, some of the teachers said that they had sometimes friendly sometimes serious relations with their students. However, some of the teachers admitted that they couldn't have real interactions with the

children due to the lack of time. The percentages and frequencies can be seen in the Figure 4.16.
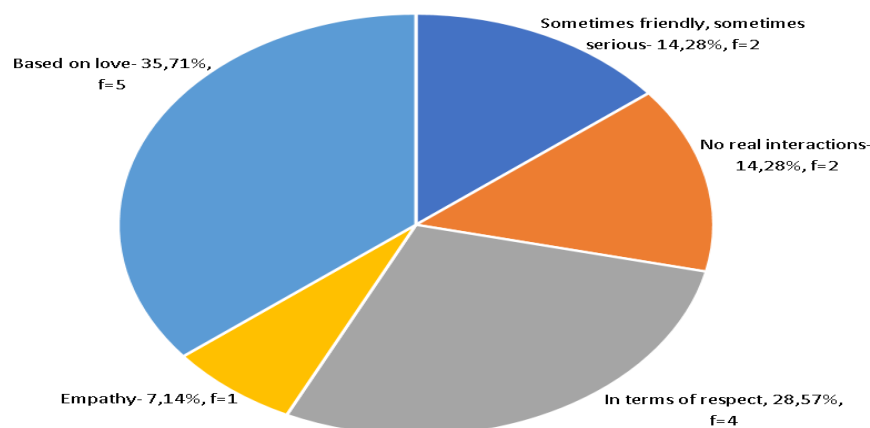
Figure 4.16 Number of Coding References in 'Teacher-Student Interaction'

The largest amount of the teachers (35.71%) pointed out that their interaction with the children is based on **love**. These teachers don't have any frustrations for their interactions with their students. The example answers can be seen below;

It based on completely love. They love me, I respect and also love them, too. They always think positively. They forget all the things easily and in a short time. This is the matter. I know that whatever they do is based on their pure and sincere love because they are too young and in general they cannot think negatively. I am sure about that. (T1, 17)

Right good they want to kiss me or hug. They say "You are our first female teacher, you are our mother and our classroom teacher is our father". In those times, I like being with young learners, they are so innocent that you cannot get angry with them. As they are still in their childhood period sometimes they begin crying for a pencil or laugh at the words that have fault spelling in their mother tongue. (T3, 17)

I think if your students love you they love your lesson too. I can say that our biggest interaction is our emotions. (T5, 17)

...but I know they love me and my lesson. Also I am too younger than their class teacher this makes our relations friendlier. (T10, 17)

Patience, love and discipline. If one deals with younger students, s/he should be able to stay calm and make the students feel the love towards them. Otherwise, it will not work properly even if you are the most disciplined teacher. (T12, 17)

It can be seen that 28.57% of the teachers pointed that their interaction with children is in terms of **respect**. The example answers can be seen below;

It should be in terms of respect but it should also be intimate as they are still small children and they need care in many ways. (T7, 17)

Close and respectful. (T9, 17)

We have some mould expressions (may I drink water/ May I go to toilet, please? / excuse me/I'm sorry). They have to use them if they want something to do. I try to connect each student for each lesson. I use student name lists for following all students' personal revolution for each classes. Because I have got 11 classes 2nd to 4th grades. I have two hour lessons for each class. We play interactive or real games. Play roles, acting or just reading dialogues. We have a respectful interaction. (T11, 17)

If they are sure that you have enough knowledge, students are usually respectful. If you help them learn and use the language they admire you. I think our interaction is like between a master and a pupil. I have the knowledge and experience they have the energy and enthusiasm. (T14, 17)

14.28% of the teachers pointed out that their interaction with the children wasn't stabile. They had **sometimes friendly, sometimes serious** interactions. Examples can be seen below;

It differs from time to time, sometimes friendly and sincere sometimes serious. (T2, 17)

A young language learner's teacher of English should be active, cheerful and energetic in the classroom but he/she must know where to stop and be tough so don't get spoiled. I am in that mood sometimes friendly but sometimes I show that I am the authority. (T6, 17)

Another 14.28% of the teachers were negative about their relations with their students. They think they don't have **any real interactions** with the children. By saying that, they pointed the lack of time spent in the classes as a reason. Having no real relations because of limited time spent with the learners make these teachers feel frustrated. The example answers of the teachers are below;

We have no time to have a real interaction they see me two hours per week. Sometimes some of them forget my name, or they think their only teacher is their classroom teacher. I am a guest actor for them but I know they love me and my lesson. Also I am too younger than their class teacher this makes our relations friendlier. (T10, 17)

The classroom communication between us is disconnected. They do not know how to listen and they are not aware of why they are there. They have little time with me so we have no real interactions. It is very disappointing having no sincere interactions with my learners. (T8, 17)

Only one of the participant teachers said s/he keeps the interaction high with **empathy** because s/he has own child. Answer of the teacher can be seen below;

They feel free to ask any kind of questions and they know there is always an answer by me. As I have my own child I always try to make empathy with them. (T13, 17)

4.3.3.1.7. Teaching Competences of the Young Learners' Teachers of English

Teachers of English should have some pedagogical and professional competences to have an effective teaching. Teaching English to young learner needs lots of different techniques, activities and creativity otherwise a teacher may have some challenges with children. The participants were asked about their professional and pedagogical competences as an English teacher in order to see that whether they had any frustrating experience or not. Some of the teachers pointed that their competences were sufficient to teach English. These teachers were pleased with their competences and they thought that being a mother or father contributed them in classes. Also, they based their competences on their years passed with young learners.

However, some of them thought that they didn't have necessary competences and they explained that their insufficient competences made them feel frustrated in young language learner classes. These teachers would like to work with adults or teenagers. According to the participants' demographic information generally more experienced teachers told that they had enough competences to teach English to young learners. Inexperienced teachers thought that they had lack of competences to teach efficiently to children. Also, some of these inexperienced teachers explained that their insufficiency of necessary competences was derived from high populations of classes. Finally, some of the participant teachers explained that even though they had necessary competences, they usually tried to develop themselves through social networks and collaborating with native teachers. They thought that world had a rapid change and to be able to catch up with new trends and techniques, all teachers had to develop themselves. The percentages and frequencies of the teachers' answers can be seen in the Table 4.6.

Table 4.6
Numbers of Coding References by Code in 'Teacher Competences'

Thematic Codes of YLL Teacher Competences	*Teachers' views*	*f*	*%*
1-Sufficient Competences	T4,T8,T9,T11,T12,T13,T14	7	50
2-Trying to Develop	T2,T5,T7,T8,T10	5	35.71
3-Insufficient for YLL	T1,T3,T6,T10	4	28.57

Half of the teachers think that they have **sufficient competences** because of their experience in teaching to young learners. The example answers can be seen below;

I think as an English teacher of young learners, my pedagogical competencies are really good and efficient. I have no difficulty with English language or children developmental stages also having two children help me in my professional life, I experienced lots of things at home with my kids so I know what would come and how to behave children. (T4, 10)

It is ok for the time being, but I need to develop myself as time passes. World has a rapid change nowadays, technology and social networks have lots of impact on new generations. I must keep up with this modern world. For pedagogical competence I believe on my experiences rather than my academic knowledge. I learned children's developing stages and features by observing their habits and behaviours. (T8, 10)

I think that my competences are enough, but of course we all need to have experiences in real classes with real students. there are big differences between my first year and this year.(in 8 years) I'm much more relaxed and talented. It's related with having experience. (T9, 10)

I'm a supportive, encourage, co-worker, playmate, coach. I'm a good follower technology evolution. I like playing, colouring and sing. I use lots of websites in my lesson to have an interesting lesson I make some games for using my lesson. (T11, 10)

It is quite sufficient. In Turkey, English teachers have lots of challenges but we also have more opportunities as we can follow European modern teaching systems. We discuss techniques or strategies with our foreign teachers and learn much more innovations. I also read a lot of articles on child pedagogy and language acquisition. But it is a truth that you learn teaching young learners not from books, you learn it by teaching them in real life. (T12, 10)

I am experienced enough to follow and give what curriculum wants us to give. But this doesn't mean that you already know how to overcome classroom problems, or you are very good at child development and English teaching; you will probably face different situations each day. Every day is a real experience in life. Academic knowledge is useful to pass the exams but to be a component teacher you need experience and patience. (T13, 10)

I think I have only one pedagogical competence that is loving children and teaching. Also I try to make them love English cause I know if they love, they will learn it. As professional competence you don't need much thing for young learners. (T14, 10)

35.71% of the teachers think that they have some competences for language teaching to young learners but they even **try to develop** their competences. The following extracts illustrate the point;

Trying to do my best and still learning new things. (T2, 10)

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I'm trying to develop myself and I think I'm good. (T5, 10)

I have had the formation required for teaching young learners but I still have drama classes and I read about it, watch videos to learn new techniques, join workshops and get in touch with colleagues in order to improve my skills. Learning to teach is a dynamic issue, one can't just learn it and say that's all. With the help of technology, nothing stays the same as it was ten years ago. So I try to follow what is new in teaching young learners and adopt new ways of teaching. (T7, 10)

It is ok for the time being, but I need to develop myself as time passes. World has a rapid change nowadays, technology and social networks have lots of impact on new generations. I must keep up with this modern world. For pedagogical competence I believe on my experiences rather than my academic knowledge. I learned children's developing stages and features by observing their habits and behaviours. (T8, 10)

I try to use the appropriate teaching methods and approaches according to level of my students. Moreover, I always open to enhance my knowledge about teaching. I am very inexperienced with young learners as this is my first year. I need suggestions of experienced teachers so I follow them on social networks and ask if I have some problems, they immediately answer and help much. I love English colleagues' collaboration. (T10, 10)

28.57% of the teachers think that their competences are **insufficient** due to their lack of experience with young learners and high population of the classes. The answers can be seen below;

They are enough and effective but the crowded population and big numbers in each class is a main problem for us and especially for me. How can we teach foreign language to the ALL class whose number is approximately 40 with my OWN is a MATTER? I mean, without assistant teacher and etc. (T1, 10)

I think I am better with teenagers or adult learners because I really miss my teaching years with teenagers. Although I have two sons I am really bad at what makes children motivated. I would rather work at high schools. To me, authorities must give an option to teachers as it makes our lives harder. Working at primary schools unwillingly hampers my successful teaching. (T3, 10)

I think I would best fit to the adult learners but I try my best and I always try different things to be useful for young learners. (T6, 10)

...I am very inexperienced with young learners as this is my first year. I need suggestions of experienced teachers so I follow them on social networks and ask if I have some problems, they immediately answer and help much. I love English colleagues' collaboration. (T10, 10)

4.3.4. Theme D: English Syllabus and Methods/ Techniques for YLL

Data collected through teacher interviews were analyzed to answer the research questions; and the findings for Research Question 1 (RQ1: What are the experiences of

teachers that make them feel frustrated in young learners' English language classrooms?) indicated that some of the teachers are not satisfied with the English curriculum for young learners in Turkey and the methods or techniques in the syllabus sometimes make teachers feel frustrated. Some of the teachers explained that they had challenges while teaching English to young learners because of crowded numbers of classes, lack of experience and unmotivated learners. Besides, some of the teachers complained that the methods/ techniques that the curriculum advocated weren't suitable for young learners. The following findings have been organised according to subcategories and codes of analysis within the category of *Curriculum.*

4.3.4.1. English Language Teaching Curriculum for YLL in Turkey

Curriculum is the combination of learning standards, objectives, knowledge and skills, assignments and methods of the units and lessons that teachers teach. In general teachers develop their own curricula and develop it according to the educational reforms. However, in Turkey teachers have a standard curricula prepared by Ministry of Education. This standard curriculum cannot be practicable for all kinds of teaching contexts. The units and objectives in a curriculum sometimes challenge the teachers and learners due to the conditions of teaching environment and motivation of the stakeholders. If a teacher feels obliged to teach all the units and give all skills in a curriculum which are not teachable for his/her students, he/she may have some frustrations.

In order to see that whether the participant teachers had some frustrating experiences related with the English syllabus and the techniques, they were asked for their ideas on curriculum and teaching context of their classes. There were two sub-categories that emerged from the data analysis under the category of *Curriculum*. Those items can be seen in the Figure 4.17.
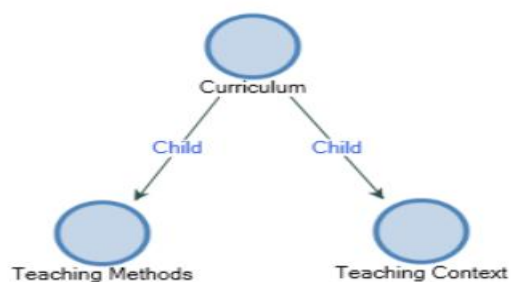

Figure 4.17 Sub-categories of 'Curriculum'

4.3.4.1.1. Teaching Contexts for YLL

Teaching context means the educational environment that includes physical, institutional, social, physiological and personal issues that affect the educational process. The participant teachers in this study were asked to describe their teaching context to find out that whether they had any frustrations with the teaching environment. It was found that more than half of the teachers were pleased with the teaching context. Unfortunately, the rest of the teachers explained that it needed much energy to teach young learners. Some of them explained that high populations in the classrooms and some unenthusiastic students made them feel frustrated. Also, their lack of experience challenged them with young learners. The percentages and frequencies of the teachers' answers can be seen in the Table 4.7.

Table 4.7
Numbers of Coding References by Code in 'Teaching Context'

Teaching Context Codes	Teachers' views	f	%
1-Funny Teaching Context	T2,T4,T5,T7,T9,T11,T12,T13,T14	9	64.28
2-Tiring and Needs Energy	T3,T6,T7,T10,T12	5	35.71
3-High Populations	T1,T11	2	14.28
4-Needs Experience	T10	1	7.14
5-Unenthusiastic Learners	T8	1	7.14

With the highest percentage of 64.28% of the teachers think positive about their teaching. Nearly all of the participant teachers find their English language teaching classes' contexts enjoyable and **funny**. They are pleased with the atmosphere. The example answers can be seen below;

We have a lot of fun. (T2, 16)

I would describe it as "giving a new and bigger viewpoint to life in a funny atmosphere". (T4, 16)

We are enjoying rather than teaching or learning, sometimes we lose ourselves with my students and laugh much, in that moment I really say "thanks god that I am a teacher" it is like a therapy being with kids. (T5, 16)

It is fun. I feel myself useful and that makes me happy. I am mostly tired of the noise level but my students' eagerness to learn and their positive attitudes make me happy. (T7, 16)

Enjoyable, useful, funny, but not enough. (T9, 16)

I have approximately 30 pupils in each class. When I come in a class, students sit their desks. I start talking about what they learned before or what they will learn in that lesson. For example, last week, I came in to class I said that 'your teacher was so angry. She said that 'I want to go away from here.' Students shocked. And say 'why?' and I continued, she said that 'How can I go to İstanbul?' students understood and laughed. Because the lesson before they learned 'How can I get to/ can I go to' types, so I can say it is funny. (T11, 16)

However hard it gets sometimes, it is more enjoyable than dealing with adults. It demands more energy, activity, creativity...At this age of 34 I am good at in teaching and it is enjoyable but I don't know how it would be when I get older. I think young teachers should teach young learners, and older teachers should teach adults. (T12, 16)

While doing variety of activities and if all the children attend to all the activities, it is quite enjoyable. (T13, 16)

I think they learn better and faster than adults as they have no social phobia. Working with young learners has lots of fun. They don't hesitate for acting, singing or dancing. Also you see pure love and it motivates you. Contrast to general belief classroom management is easier with young learners. They don't get angry with you as teenagers do sometimes. It is peaceful. (T14, 16)

35.71% of the teachers complained that teaching English young learners was **tiring** and having to consume too much energy made them feel frustrated. They wouldn't like to work with young learners when they get older. The following extracts illustrate the sample teachers' frustrations;

Except available materials, it goes well but sometimes it is really tiring and unfruitful. They forget everything so quickly that I can't believe. (T3, 16)

Teaching English in my YLL classes requires so much patience and energy. Many repetitions and warnings needed during the class and this distracts me and the students. (T6, 16)

It is fun. I feel myself useful and that makes me happy. I am mostly tired of the noise level but my students' eagerness to learn and their positive attitudes make me happy. (T7, 16)

I cannot say much because it is my first year but nowadays it is better than first days. I think most important thing is having experience, at the beginning I had lots of challenges. They cry, laugh or shout suddenly and as I have no child their uncontrolled behaviours made me shocked at the beginnings but I have gained experience now. Sometimes it can be very interesting but most of the time it is tiring and you should have mother skills to cope with them and mother patience. (T10, 16)

However hard it gets sometimes, it is more enjoyable than dealing with adults. It demands more energy, activity, creativity...At this age of 34 I am good at in teaching and it is enjoyable

but I don't know how it would be when I get older. I think young teachers should teach young learners, and older teachers should teach adults. (T12, 16)

14.28% of the teachers were frustrated with the **high populations** of teaching contexts; they explained that teaching in such crowded classrooms challenged the teaching atmosphere. Their extracts can be seen below;

I am not glad teaching in this way because of the big numbers in class. To me, we cannot teach English language to them within the classes which has 42 students or 44 students in the same time. Even their learning levels and interests are completely different. I can only say that we are doing our best to teach. (T1, 16)

I have approximately 30 pupils in each class so it is a bit challenging... (T11, 16)

One of the teachers was frustrated due to the fact that he/she had **lack of experience** to have a better teaching context for young learners. He/she thought that children behaved in different ways all the time, so to be able to have an effective teaching, a teacher should have experience or s/he should have own child. The following extract belongs to that teacher illustrate the point;

I cannot say much because it is my first year but nowadays it is better than first days. I think most important thing is having experience, at the beginning I had lots of challenges. They cry, laugh or shout suddenly and as I have no child their uncontrolled behaviours made me shocked at the beginnings but I have gained experience now. Sometimes it can be very funny but most of the time it is tiring and you should have mother skills to cope with them and mother patience. (T10, 16)

Another teacher explained that having **unenthusiastic learners** in teaching contexts made him/her feel frustrated. His/her words are below;

It is hard for me, because it is only the teacher who makes effort, who tries to do something. Neither students nor the parents do anything to make the process better. I can say that teaching English young learners resembles trying to swim on a desert. (T8, 16)

4.3.4.1.2. Teaching Methods for YLL

Teaching methods are the techniques and principles that teachers use to enable the learners to reach the target objectives. Teachers should design their lessons with effective methods that best meet their students' needs and interests. There are plenty of methods and techniques but teachers need to decide on the most appropriate ones. Teaching methods for young learners differ from than adults; the methods for young learners should be funny, creative and motivating.

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In order to see that what kinds of teaching methodology they have and in order to find out whether they have any frustrating reality with the methods they use; the participant teachers were asked about the teaching methods that they use for YLL and their effects on learners. The gathered data revealed that some of the teachers found some methods effective for young learners; however the same methods were described as ineffective for young learners by other participants. The percentages and frequencies of the methods that were found effective by the participants can be seen in the Figure 4.18.
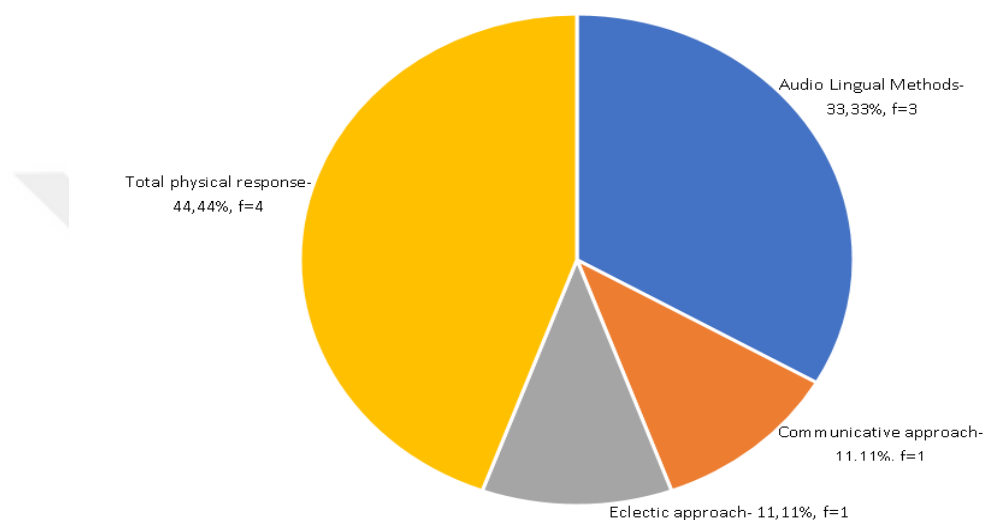
Figure 4.18 Number of Coding References by Code in 'Effective Methods'

44.44% of the teachers explained that they generally used **Total Physical Response** with young learners as it worked well with children. The example answers can be seen below;

In general role-plays and repeating actions can be useful for my own classes. It often works and they are quite useful and fruitful for them even in crowded lessons. They are nearly 7, 8, and 9 years old. By singing songs and repeating actions; we are doing our best to teach simple methods and standard English knowledge. (T1, 11)

...But total physical response is great with young learners... (T2, 11)

Total Physical Response is my favourite one but it would be better with less crowded students. (T10, 11)

...I especially use Total Physical Response with my students but I think I must develop my knowledge on methods and techniques with in-service trainings as in time you forget some practical ways of methods. (T11, 11)

33.33% of the teachers find **Audio Lingual Approach** as a sufficient method to use. The examples can be seen below;

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Listening methods works best I think because that methods develop their interests and so learning. (T3, 11)

I believe listening activities work well with young learners so audio-lingual method is my favourite but Suggestopedia or Silent-way doesn't work well with young learners. (T5, 11)

I don't use the methods or approaches that my curriculum advocate, I apply my learners' preferences and they always prefer Audio-Lingual Method as they like chain drills, repetitions... (T11, 11)

One of the teachers with the percentage of 11.11 thinks **Communicative Approach** is a sufficient method. The example can be seen below;

...Communicative Approach is also well; students like to talk in English especially when they understand what you ask. Community Language Learning is also used because we sometimes have to use Turkish to explain something. (T2, 11)

Eclectic Approach was mentioned as a sufficient method by only one teacher. The example can be seen below;

The curriculum advocates using the eclectic approach, and the mix of different approaches. I also use the eclectic approach because the learning styles of the learners are markedly different. Those which are not expected to be applied to an overcrowded classroom; Silent Way and Suggestopedia. (T2, 11)

Analyzed data revealed that some methods made some of the participants feel frustrated while implementing them in young learner classes as they were boring and teacher centred. According to the answers, these methods don't work well. Percentages and the frequencies of the methods that are pointed to be ineffective by the teachers can be seen in the Figure 4.19.
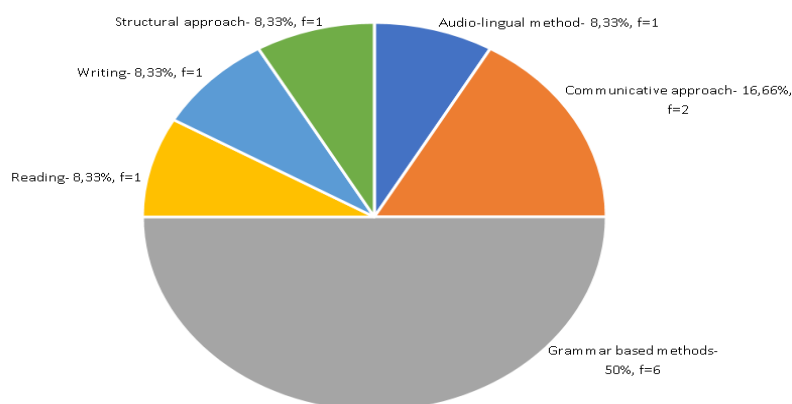

Figure 4.19 Number of Coding References by Code in 'Ineffective Methods'

With the highest rate of 50%, teachers think that **Grammar Based Methods** are not proper and effective for young learners. These teachers feel frustrated with the reality of having to teach grammar rules to children who don't care for the language structures. The example answers can be seen below;

I don't care for the methods or approaches much instead I care for how lessons can be more enjoyful so I never use grammar based methods and teacher-centred ones... (T3, 11)

...I think grammar based methods are least well. The students get bored easily. (T6, 11)

Since the children learn in an inductive way, the grammar translation method is far from being effective in teaching English to young learners. (T7, 11)

Grammatical details. We are forced to focus on grammatical details. What if a student says "She likes... or she like......"? In native lands people never hesitate to use either. So instead of dealing with such grammatical techniques, we'd better get our young learners speak the target language whether right or not. Because language is language when it is spoken. (T12, 11)

Direct Grammar Teaching is worst of the methods with young learners. They don't like or understand rules and structures. (T13, 11)

Grammar based approaches don't work well with young learners as they don't like writing or memorizing. But sometimes they can be useful for kids in their silent period. (T14, 11)

16.66% of the teachers think that **Communicative Approach** is an insufficient method for YLL as the students don't have autonomy of their learning process and the classes are too crowded. The examples can be seen below;

They like repeating and doing actions but Community Language Learning Works least well with them. They want to do all activities with me and under my control; they can't take risks or charge of their own learning. (T8, 11)

I don't care for the methods/approaches of the curriculum but I think Communicative Language Teaching is hard to apply in Turkish educational system as the classes are too crowded. (T4, 11)

One teacher with 8.33% thinks that **Audio-Lingual Approach** is an ineffective method for YLL because of the difficult listening texts. The example answer is below;

...The audio lingual approach doesn't work well because of the complicated texts and students are bored by just listening and repeating. (T2, 11)

Another teacher with percentage of 8.33 considers **Structural Approach** as an

ineffective method as it doesn't match with the age period of the learners. The example can be seen below;

The structural approach doesn't work well with young learners because of their age period. (T10, 11)

Only one teacher considers **Writing** as an ineffective method. The example can be seen below;

Writing works least. (T9, 11)

Reading with percentage of 8.33 is considered as improper for young learners by one teacher. The example can be seen below;

The books sometimes cannot support these ideally. With extra worksheets and tools we are supporting the lessons extra. Reading works least well for them, to me... (T1, 11)

According to the gathered data teachers' general frustration for implying effective methods wasn't the method itself, they were disappointed that the classes were too **crowded** to apply interesting and creative methods. The following page extracts illustrate the point;

I don't care for the methods/ approaches of the curriculum but I think Communicative Language Teaching is hard to apply in Turkish educational system as the classes are too crowded. (T4, 11)

Total Physical Response is my favourite one but it would be better with less crowded students. The structural approach doesn't work well with young learners because of their age period. I would like to try some different approaches as Suggestopedia but I hesitate because of their ages and numbers. (T10, 11)

Our curriculum advocates us using student-centred approaches but it is impossible with crowded classrooms. First they must see that classes are too crowded and than they should reorganize the curriculums according to population. Also a teacher should use lots of methods as we have all kinds of learners. I especially use Total Physical Response with my students but I think I must develop my knowledge on methods and techniques with in-service trainings as in time you forget some practical ways of methods. Direct Grammar Teaching is worst of the methods with young learners. They don't like or understand rules and structures. (T13, 11)

4.4. The Factors that Hamper the Teachers' Success in YLL Classes

This study has analysed the data under two main objectives. First to find out the frustrating experiences of teachers in YLL classes and secondly to determine which of these factors hamper the successful teaching of target language. The first analysis of the gathered

data for research question one revealed that participant teachers had some frustrating experiences related with classrooms and materials, involving the students, teaching and curriculum. A second analysis was carried out to find out which of these experiences that make teachers feel frustrated in YLL classes hamper teachers' successful teaching. The analyzed data showed that not all of the frustrating experiences hampered teachers' success in young learners' English language classrooms as the participants were able to overcome some of them. However, it was found that some of the frustrations teachers had experienced hampered their success. These factors will be presented with sample quotations as the results of RQ2: Which of these factors seem like they hamper teachers' success in young learners' English language classrooms?

4.4.1. The Factor of Separate English Class

In primary schools classroom teachers have their own classes and they can design their classes however they like. They have their own rules, principles and materials in their own classes and this makes them feel as the real owner of the environment. However, English teachers have to use the same class with them and sometimes this may create problems between both sides. The gathered data in this study revealed that 50% of the participants think that sharing one class with its real owner was a hampering factor for English teachers' success. The example quotations can be seen below;

There should be an English class, in that class we should design how we want how students want, on the walls there should be posters, pictures… If I have a separate English classroom, I am sure I can create a very motivating atmosphere for my students and together with my students. (T3, 8)

…We use the same class with the classroom teacher and sometimes she gets angry with me as I use her table or shelves or other materials, they see us as a guest and this is a big problem for feeling foreign as a foreign language teacher. (T4, 8)
… Also as I said before I don't feel comfortable at the classes that belong to classrooms teacher (T4, 8a)

…The classes should be separate from students' own classes. There should be special classes with smart boards for English lessons. (T5, 8)
If I had a special English classroom of my own I could use more visuality with videos and songs. (T5, 8a)

The classes aren't mine, so I can only use the table, the blackboard and the smartboard. The computers in our classes aren't compatible with my digital materials so I have to carry my own laptop from one class to another. (T7, 8b)

...I am not really free to implement my activities. I don't have a private classroom, so I can't use visuals or can't listen enough in many classes. (T9, 12)

Teachers feel more comfortable if s/he can use her/his materials easily. They don't have to carry them one class to another. Now as I always have different classes, sometimes I do not carry my materials so I cannot use them. (T11, 8b)

I would like it if I had all my documents within easy reach. So this is a bit frustrating and it affects me negatively. (T12, 8b)

4.4.2. The Factor of Uncomfortable Classroom Designing

Young learners are energetic, physically active learners and they have little concentration span. The classes of young learners should be comfortable and larger to create them a safe and relaxing environment. English teaching methods generally involves physical activities such as dancing, acting, role-playing for young learners and to enhance the real usage of the language, group works and cooperative learning are suggested to implement in young learner classes. Teachers in this study are all aware of the fact that how young learner language classes should be as they describe in their answers for their dream class question. However, the participants have conflicts between their ideal classroom designing for young learners and the reality conditions of their current classes. Most of the teachers have negative thoughts about their classroom designing's effects on their success as it can be seen in Figure 4.20.
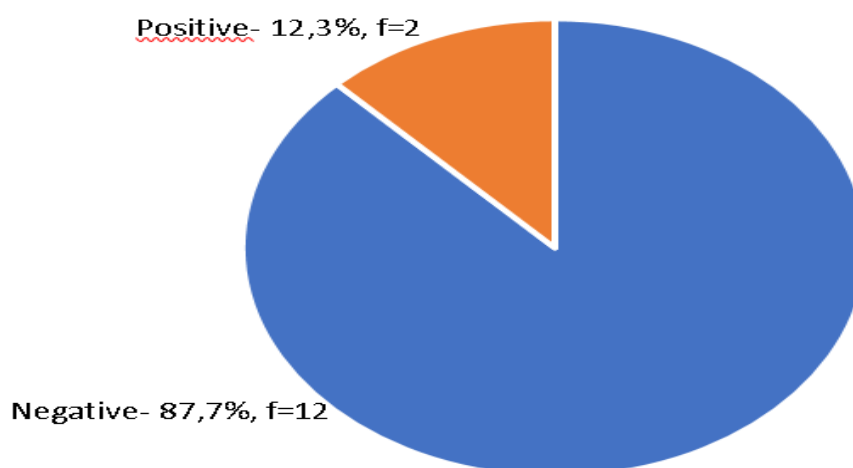

Figure 4.20 Teachers' Ideas for Classroom Designing Effects on Success

87.7% of the participants think that their success is hampered because of the lack of space in the classes that have high populations. Besides, they explain that uncomfortable furniture designing hamper their success. The following examples illustrate this factor;

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In many aspects, we lose time trying to shape the class when we want to do some activities, there isn't enough space to play some active games that are described in the books, the panels are not enough and we cannot exhibit our worksheets or posters. (T2, 8b)

There are desks in three rows. It is really poor for technology and airless with 40 students. Classrooms aren't suitable for teaching anything but especially for language learning we have no comfortable area for young learners. (T3, 8a)

...When we sing and dance, there isn't enough space for performing. I can barely use Total Physical Response techniques because of this. In some classes, the blackboards are too small to write. As the students sit in a row, I cannot make activities in a circle or in a group. Classrooms affect my teaching negative. (T7, 8b)

It is in traditional design. Uncomfortable desks, really frustrating they are only seven or eight years old but have to sit on wooden desks 40 minutes. It is not suitable for young learners I get nervous while doing game time with the fear of they can be hurt. (T8, 8a)

A standard classroom; desks facing the front of the room. Not surprisingly dull and moody. It is a big frustrating atmosphere for both students and teachers. I think this kind of classes hamper children' cognitive and social development as they cannot move or act in our classrooms. Sometimes we do group works and I see that students are not comfortable because of the furniture designing... (T10, 8a)

In this classroom design, students have to sit all day. It prevents them moving around. It doesn't enable collaboration, communication between students. Authorities always ask why we cannot teach English or why Turkish people cannot speak English, we cannot teach mostly because of classroom designing and populations of these classes. Have you ever seen such classical, standard and crowded classes in a language course? (T10, 8b)

4.4.3. The Factor of Technological Materials

The 21st century can be named as techno-century and the children of this century should be educated with technology. English language teaching teachers are expected to develop four skills of learners; listening, writing, reading and speaking. To be able to develop these skills especially listening and speaking teachers must integrate technology into their teaching process. The participant teachers explain that technology is a must in English classes but having lack of technological materials hamper their success. The followings illustrate this factor;

I hardly ever use technological materials during my lessons because there are no necessary devices. Sometimes I use my telephone for listening materials. (T3, 9)

There should be all technological devices and shelves for materials. (T4, 9)

We still don't have smart boards in our school. If I had a special English classroom of my own I could use more visuality with videos and songs. My current classroom effect my

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teaching negative sometimes I feel as I am in a desert, no available materials and technology. (T5, 9)

...There should be enough materials like posters, flip charts, computers, crayons, papers, 3D materials, books, colouring books, cameras, video cameras, worksheets, a printer etc. The air conditioner should work effectively in order to keep the right temperature in the classroom. (T7, 9)

...For technological materials, my lessons are poor as I am not good with technology. (T8, 9)

I usually prefer using visual materials such as flashcards, posters, etc. But actually this is not sufficient. As the classes are too crowded and this prevents me taking care of each student in a class. Maybe some of my students are audio-lingual learners but I cannot give them such materials because lack of technology or for kinaesthetic learners I have no free area. (T10, 9)

It would be a large class with full of technological equipments. It would be furnished with colourful desks, tables and materials. Students would be free to move and use materials. I imagine there is a photocopy machine and printer in my classes; now it is really hard to me have turn and take copy of my worksheets at teachers' room. Also I would like to have sound system for listening activities. I imagine have an attractive class for my students and a comfortable class for me. (T13, 8)

It is a classically designed Turkish class. It is interesting that we don't allow students use materials in the classroom. There is only one computer in the class but it is banned for students, how these children will be able to follow technology with this lack of devices. When the bell rings, all the students run away from the class, it means that they don't feel free and safe in the classroom. (13, 8a)

We often face with technological problems as sound of the tape recordings or computer.This may take too much time to solve it and go on with the lesson. (T13, 9)

We have an English classroom in our school but it is not big enough for our pupils as the numbers of students are too crowded. We need a computer because young learners need to see and hear otherwise they can easily demotivated. However, we don't have a computer in this English class. They don't like writing and it is not important I think in that grades so instead of desks we should have comfortable cushions but we don't. (T14, 8a)

It is a very waste of time. When I take them to the English class they need extra 5 minutes to settle down. They sometimes forget their items at their own class and they want to turn back but it isn't safe so I always have lessons in their own classroom but in this class I have no special bookcases or computer. I mean it is a very negative atmosphere for teaching. (T14, 8b)

4.4.4. The Factor of State Coursebook

The data analysis reveals that most of the participants have frustrations for the content of the state coursebooks; they think that books aren't well-designed to attract the young learners. The units in the books contain too much topics and they aren't proper to children's

levels. Teachers think that state coursebooks hamper their success as it can be seen in the following statements;

As I said before, the curriculum should be designed according to the students' knowledge and interests, we often have to teach the things students don't know or care for. This year the listening activities for the 2nd grades are too complicated and for the elementary level, students just don't understand them most of the time. The songs are not interesting, students like the song when they can sing and dance, but the songs given are too difficult to sing and not written for dancing. The activities for the 4th grades are not enough, the theme is not fully explained, there are no any grammar notes, the speaking activities are not clear. (T2, 9b)

In this year, for 3rd class in some units there are too many subjects, for example in one unit there are three subjects and this may force students and me. I prefer simple units with only one topic and more dialogues. (T3, 9b)

I don't like most of the activities. I think they fail to work on the four language skills. They could be much better. (T6, 9b)

I don't generally use them. They are not well prepared and not suitable for my students' level. Also my learners don't like the activities in the book. I only use the coursebook to follow the curriculum instead I prepare my own worksheets. (T8, 9b)

It is not adequate material for learners. In some units of 4th grades, there are so many subjects to complete unit on time. There should be more exercises, activities, and they must be colourful. I see that young learners do not like that state books, they find it difficult and also parents cannot understand the instructions on the books. (T10, 9b)

Let us free for choosing our English coursebooks, I don't want to use state coursebooks, they are not authentic or useful. (T11, 9b)

They are never good and satisfying for me and my colleagues. They could have been more interesting and useful. I remember that when I was at Anatolian high school we used to have foreign coursebooks, they were very attractive, authentic and represent the target language culture. I believe that English coursebooks must be prepared by English writers. (T13, 9b)

4.4.5. The Factor of Support from School and Parents

Some of the teachers think that if they were supported by school principles and parents they would be more successful. According to these teachers all stakeholders should work in a cooperation to create an effective learning atmosphere. As they are trying to teach a foreign language that doesn't take place in learners' real life, teachers should be supported at school and at home. This age group of learner mainly depends on his/her family; parents have to motivate them for foreign language learning. Also, English teaching as a foreign language indicates lots of materials so the participants think that having lack of support from school and parents hamper their success in teaching. Examples can be seen below;

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Most of them don't care for English, some of them don't know reading and writing and some of them even don't speak Turkish. This makes my job harder. (T2, 15)

Our school is really poor and has lots of problems, I have no support as the other teachers but I only need moral support rather than material support. They should encourage us and motivate for the teaching. Lack of moral motivation from the school principles makes me uneasy. (T3, 9a)

Most of them say the same thing: 'We don't know English' I say them that isn't important. You can only listen or follow from their books, notebooks. Their lack of knowledge is a good excuse for students, they always say as my parents don't know English I can't do my homework…this is a chaos for language teaching. (T3, 15)

In my school area, the parents are not aware of learning a language. While they are not giving importance to a language, YLLs are affected mostly in negative way and it is lowering the knowledge percentage. (T4, 15)

The parents expect that their children will learn English quickly and speak miraculously early despite the fact that we have only two hours of lesson in a week and the classes are crowded and we don't have appropriate materials and learning environment for this age group. They also think English is important but what they understand from supporting their children's English learning process is not more than making them take up extra lessons which only replicate the units at school. They are mostly like they are aware that English is important for their children but neither they are role models for their children in language learning nor they encourage their children to make use of English in daily life. So their expectancy from the English Education at school is high but they barely contribute themselves and this is demoralizing for both students and for the teacher. (T7, 15)

Our school doesn't support me about the materials or any other things. In contrast, they don't see English teachers as their school's real teachers. They do not even ask what is happening in our lessons. (T8, 9a)

Their attitudes make my job harder. Because of their negative thoughts towards English, students do not make any effort. Also they always ask them about Maths or Science not about English, they see English as a hobby. (T8, 15)

The education level of the students' families I work with is not very high. Families aren't aware of the foreign language learning strategies and this decreases motivation. Also, because of their socio-economic level they don't want to spend anything for education. I must buy all materials by myself even I buy dictionaries for some students. (T10, 15)

...However, most of them are not related with what is happening at school or in their children's life. Those kinds of parents' kids do not do anything for learning. (T13, 15)

4.4.6. The Factor of Crowded Classrooms

The number of the students in a class is a key factor for successful teaching process. Generally between 20 and 25 population is acceptable by the participant teachers. However,

some of the teachers explained that they had lots of students in each class and crowded classroom hampered their success in various ways. They claimed that because of high populations they couldn't interest with their learners individually and they couldn't imply effective methods. According to these teachers crowded class is a main obstacle for alternative assessments, classroom management, peer learning and Multiple Intelligence Techniques. Teachers' statements can be seen below;

They are enough and effective but the crowded population and big numbers in each class is a main problem for us and especially for me. How can we teach foreign language to the ALL class whose number is approximately 40 with my OWN is a matter. I mean, without assistant teacher and etc. (T1, 10)

I am not glad teaching in this way because of the big numbers in class. To me, we cannot teach English language to them within the classes which has 42 students or 44 students in the same time. Even their learning levels and interests are completely different. I can only say that we are doing our best to teach. (T1, 16)

There are desks in three rows. It is really poor for technology and airless with 40 students. Classrooms aren't suitable for teaching anything but especially for language learning we have no comfortable area for young learners. (T3, 8a)

Instead of designing, the numbers of classroom affect my teaching negatively. Sometimes I would like to take my students out and have the lessons at the school yard to have oxygen. One day when I took them out and began the lesson, everything was perfect, students were enjoying the lesson and learning, suddenly I saw my headmaster staring us and he asked me whether I was teaching physical education or English. I got really angry and turned back to my prison class. (T3, 8b)

Depends on number of the students, with average of 40 it's a little bit dense and lowers my motivation also learners' cannot be aware of they are learning a foreign language everything is the same as their other lessons. (T4, 8b)

I think I cannot use my materials effectively because of the number of students in the classroom and the classroom environment. Inappropriate classroom environment and small space. (T7, 9)

I usually prefer using visual materials such as flashcards, posters, etc. But actually this is not sufficient. As the classes are too crowded and this prevents me taking care of each student in a class. Maybe some of my students are audio-lingual learners but I cannot give them such materials because lack of technology or for kinaesthetic learners I have no free area. (T10, 9)

Total Physical Response is my favourite one but it would be better with less crowded students. The structural approach doesn't work well with young learners because of their age period. I would like to try some different approaches as Suggestopedia but I hesitate because of their ages and numbers. (T10, 11)

I have approximately 30 pupils in each class so it is a bit challenging... (T11, 16)

Our curriculum advocates us using student-centred approaches but it is impossible with crowded classrooms. First they must see that classes are too crowded and than they should reorganize the curriculums according to population. (T13, 11)

We have an English classroom in our school but it is not big enough for our pupils as the numbers of students are too crowded... (T14, 8a)

4.4.7. The Factor of Limited English Class Hours

In EFL context such as Turkey students only expose to English at school. They seldom hear or speak English in their daily life so the participant teachers would like to have more English classes per week. They revealed that 2 hours English per week with young learners hampered their success as children forget everything quickly. Also, the participants claimed that they couldn't have real interactions because of limited hours. The followings illustrate this point;

Sorry for that, I usually pointed out that in my region, the only problem is crowded classes and the lessons' time are not enough. I would change these 2 important issue. I can say these. Believe or not, these are vital things for teaching a foreign language to Young Language learners. (T1, 19)

The number of lessons should be increased, now we have 2 hours (once) per week and it is not enough, students just forget what they have learnt during the lesson last week. (T2, 8)
Many things (What do you mean by many things?) The curriculum itself and the number of hours. One of the English teachers during one of the meetings said that "by teaching English once a week, we are similar to the bugs in the mud". We just work for nothing, students forget everything too fast and we can't do anything. We even do not have time to revise what we have thought. (T2, 19)

They love English lessons very much. But they should be exposed to English much. 2 hours per week is not enough. (T5, 13)

The parents expect that their children will learn English quickly and speak miraculously early despite the fact that we have only two hours of lesson in a week and the classes are crowded and we don't have appropriate materials and learning environment for this age group. (T7, 15)

The classroom communication between us is disconnected. They do not know how to listen and they are not aware of why they are there. They have little time with me so we have no real interactions. It is very disappointing having no sincere interactions with my learners. (T8, 17) I would like to change learning environment, the students' and parents' moods towards the language so we can achieve much more. And lastly I would change lesson hours, 2 hours per week is not enough for language teaching. (T8, 19)

We have no time to have a real interaction they see me two hours per week. Sometimes some of them forget my name, or they think their only teacher is their classroom teacher. I am a

guest actor for them but I know they love me and my lesson. Also I am too younger than their class teacher this makes our relations friendlier. (T10, 17)
The course hours should be increased. (T10, 19)

Firstly I would change the duration of the lesson because 40 minute is not enough for using the language patterns. They should have more chances to enhance this we need more time. (14, 19)

4.4.8. The Factor of Educational Background

Some of the participant teachers explained that as they didn't graduate from ELT department their educational background hampered their success. Even though those teachers had pedagogical formation, they believed that ELT department graduates were better at teaching. They told that they developed themselves year by year and they claimed experience had greater effect than educational background. In paralel with these teachers, some of the teachers explained that they forgot what they learned at the university so it didn't make sense anymore. Examples can be seen below;

In university we used to prepare story books, materials, now sometimes I use these methods but as I said before I don't appreciate my pedagogical competences so I can say that universities should renovate their programs and give much more importance to real practices and trainings. I mean we should have real experiences with young learners not only theoretical knowledge as real life situations are more challenging than written in books. (T3, 10a)

I graduate from English Language and Literature Department so it doesn't have any contribution. After university I participate in lots of ELT conferences and try to develop myself. (T5, 10a)

My educational background doesn't have much to do with my current performance. I don't remember much about the subjects I had at university but I follow some groups of teachers on social media and take examples from them. (T6, 10a)

It doesn't help me right now because it isn't parallel to the present curriculum and when I was in university we didn't use to talk about technology, the techniques we learned are seen as boring now. (T8, 10a)

In pedagogically and acedemically I am glad for my academic education but I think there must be more practice rather than theory. If I had more real experiences, I wouldn't challenge at the beginnings as I had. (T9, 10a)

It doesn't make any sense as I graduated from English Language and Literature Department. I see that ELT graduates are more relaxed with young learners; maybe I should teach adults. In foreign language teaching departments of universities there should be a separate department as 'Teaching English to Young Learners'. (10, 10a)

In fact my educational background didn't make too much contribution as I didn't have pedagogy programs but experience is a good educator and a real supporter for my professional life. Because nobody infact taught me teaching systems or methods in details but I find my way with my own effort and by observing the others or asking for help also as I said before years passing in teaching show you what is effective or not. (13, 10a)

4.5. Conclusion

This current study aimed to find out the experiences of young learners' teachers of English that make them feel frustrated and which of these factors hamper their success in young learner English classes, so the gathered data was analyzed according to these two main research objectives. The findings were grouped under two headings; first the frustrating experiences of the teachers and second the factors that hamper teachers' success were presented. According to data analysis there are four main themes that make teachers feel frustrated in young learner English classes. These themes are related with Classroom Settings and Materials, YLLs and Cooperation with Their Parents, English Teachers of YLLs and Their Professional Development and English Syllabus and Methods/ Techniques. These themes were categorized and sub-categorized according to emerged codes from the data and it was found that lack of separate English classes, small classroom sizes, crowded classrooms, uncomfortable classroom furniture, lack of technological materials, complicated content of the state coursebooks, lack of support from school principles and parents, limited hours of English lessons and the inefficient educational background of the teachers were the frustrating experiences that hamper the success of the participant teachers.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1. Introduction

In this chapter, first a brief summary of the whole study regarding to methodology, research questions and findings will be presented. Secondly, the main findings from the interviews will be interpreted in the light of similar researches conducted in the literature. Then pedagogical implications for the field will be provided. Finally, the suggestions for further researches will be offered.

5.2. Conclusion and Discussion

In this current study it was aimed to find out the frustrating experiences of English teachers of young learners that hamper their successful teaching in classes. To guide this investigation the following research questions were formulated;

1. What are the experiences of teachers that make them feel frustrated in young learners' English language classrooms?

2. Which of these factors seem like they hamper teachers' success in young learners' English language classrooms?

In the light of these research questions and with the help of relavent literature a semi-structured form consisting of 20 open-ended questions was prepared and it was applied to 14 primary school English teachers in Kepez. The gathered data was analyzed according to thematic analyses method by using NVivo software package. While analyzing the data all transcribed interview recordings were put into the NVivo program and the codes emerged from the analysis were categorized under four main themes. These themes had their own categories and sub-categories based on the emerged codes.

The analyzed data for the first research question that aimed to find out the experiences of teachers that make them feel frustrated in young learners' English language classrooms revealed that a majority of the teachers had frustrations related with the classroom designings and availability of the effective materials. 42.85% of the teachers would like to have larger classes as they think that there should be some activity corners and enough space for energetic

and kinaesthetic young learners. Similarly in their study O'Connor and Geiger (2009) found that small class sizes are the main source of frustrations of English teachers in Western Cape. Also, Copland, Garton and Burns (2014) found that class size was a challenge for English teachers of young learners. Another frustrating reality of the participant teachers was found as crowded classrooms; they thought that the high numbers of the students in classes made them feel frustrated and hampered their successful teaching. The findings of the present study that revealed crowded classroom as a hampering factor of the successful teaching overlap with the findings of some significant local studies such as Kızıldağ (2009), Erkan (2012) and Oktay (2014). There are lots of studies for crowded classrooms' effects on teaching in the world such as Butler (2005), Littlewood (2007) and Hoque (2009). Besides these studies, the history of researches for crowded classrooms goes back to twenty years ago such as Li (1998) found that teachers of English in SouthKorea had difficulty with the implementation of Communicative Language Teaching because of the large number of students in their classes. According to the participant teachers in this study crowded classrooms hamper utilizing alternative assessment types, designing effective and interesting activities also they hamper creating a positive teaching context. Tilfarlioğlu and Öztürk also (2008) discovered that ELT teachers were negatively affected by very crowded classrooms and the heavy workload.

The research findings of this study also revealed that 71.42% of the participant teachers felt frustrated as they had the reality of insufficient materials for young learners. Similarly, this reality was a frustration for the teachers in the studies conducted by Hoque (2009), Y. Hu (2007), Mathew and Pani (2009). Furthermore, Gökdemir (2005) proposed that suitable classroom atmosphere with effective teaching materials and equipment would bring success. 92.31% of the teachers in the study told that the content of the state coursebooks made them feel frustrated in paralel with the results of the studies conducted by Inal (2009) and Nunan (2003). 71.42% of the participants were frustrated of the lack of support from their schools as the teachers in O'Connor and Geiger's (2009) study. The teachers in their study felt unsupported and alone, they felt frustrated of taking on all the responsibility for educating learners in their classes without support from key contributors. Another main reality that made teachers feel frustrated in this study was the limited hours of English lessons. This finding was in line with the finding found by Zein (2012). He noted that one of his participants raised the issue of insufficient time. The teacher argued that 35 minutes was not enough to teach the students in terms of time. Also Gürsoy, Korkmaz and Damar (2013) found that 89.1% of the participants declared that the teaching hours of English in primary

schools should be increased and 81.2% of them suggested that after graduating from primary a one-year intensive preparation class is essential for effective teaching of English. As another finding, lack of parental support made teachers feel frustrated as it was coherent with the findings of Büyükyavuz and İnal (2008), Kızıldağ (2009), and Öz, Demirezen and Pourfeiz (2015) who emphasized the importance of family, friends, and social environment on English education. Findings reveal that lack of technological materials and teachers' educational backgrounds made the participant teachers feel frustrated. Likewise, Solak and Bayar (2015) reported that foreign language teaching in Turkey had lack of realistic objectives and English language teaching classes were focused on grammar rather than four skills. Language teaching was teacher-centered and teachers had inappropriate methods, there were negative views towards English learning and learners had limited chance to practice the target language. Also, in paralel with this study's findings they found that lack of well-trained teachers affected the success of learning process, limitation of authentic materials and technological devices caused challenges in learning English, and some participants' families, friends and social environment affected their language learning in a negative way. In the study carried out by Aslan (2007), similar to this current research, overcrowded classrooms, the insufficient number of English teachers and insufficient equipment and physical conditions are listed as the problems encountered in English language teaching in Turkey. Some of the teachers in this study are frustrated with their educational backgrounds as it was proposed by Seferoglu (2007) that pre-service teachers should be educated for change and innovation. Novice teachers should be able to think critically and adapt their practicum and teaching practices into the real atmosphere through synthesis and creativity.

The findings for RQ2 aimed to find out which of the factors hampered teachers' successful teaching in young learners' English language classrooms revealed that not all of the realities/ experiences that make teachers feel frustrated hampered teachers' success. Teachers could be able to overcome some of the frustrating realities. However, they explained that sharing the same class with classroom teacher and uncomfortable designing of the classes hampered their success. Also they claimed that lack of technological materials hampered their successful teaching in line with the findings of Çelebi (2006), Çetintaş (2010), Gedikoğlu (2005), Gökdemir (2005), and Kızıldağ (2009) who found that one of the most significant problems in foreign language teaching was the lack and/or limitation of materials and technological utilities. Zein (2012) found similar finding in which the teachers said that there were inadequate facilities in their school in particular multimedia to integrate language skills.

According to the analyzed data, contents of state coursebooks, parents' and school principles' negative attitudes towards English and limited hours of English lessons hampered teachers' success. Finally, they thought that their inital training hampered their success in teaching English to young learners. This result was coherent with the findings of Aydın (2013), Çetintaş (2010), Gedikoğlu (2005) and Karcı and Vural (2011) who found that one of the most significant problems in foreign language teaching was the lack of well-trained teachers.

5.3. Pedagogical Implications for Teachers, Teacher Educators, School Principles and Parents

A number of implications as indirect suggestions can be drawn from this present study to overcome the hampering factors of teachers' success in young learner English language teaching. First of all, as the only sources of English, language teachers should develop positive interactions with their learners. They have to develop their pedagogical competences via in-service trainings and they should design effective materials and activities for young learners. They can create an English corner in the classes that has lots of authentic materials, visuals and realias. They should try to involve parents and school principles into language teaching by organizing some workshops or meetings.

Teacher educators should help the pre-service teachers to develop their pedagogical and professional knowledge and they should try to let them have the real life experiences with young learners. Besides, they should contact with the MoNE to redesign the coursebooks according to students' interets and levels with visual and audio materials. They can organize seminars with pre-service teachers and in-service teachers to try to find out solutions to the hampering factors in teaching process. They should contact with the policy makers to increase the hours of English lessons per week.

School principles should try to create a fund for English teachers as they need lots of materials and they can design a separate English lab or class for teachers of English who have some challenges as a mobile teacher. The headmasters of schools should take part in all stages of teaching and learning process and they can create opportunities for English teachers to have in-service trainings.

Families should be a model for their children by learning the English language and using it. They should provide opportunities for their children to be able to be exposed to the

target language. Also, they should be in contact with the English teacher and try to learn how they can help their children.

5.4. Suggestions for Further Research Studies

The current study focused on only teachers' opinions regarding the factors that hamper their success in teaching English to young learners. Therefore, further studies should be carried out to explore teacher educators', students', parents' and administrators' ideas as well.

Also, as the study was conducted only in Kepez, similar studies can be carried out in other parts of Antalya. Since this study only involves the state school teachers, private school English teachers should be interviewed to have a better idea. Similar studies can be conducted with secondary school and high school teachers of English.

For an effective teaching-learning process in the primary school English teaching, it is strongly suggested to design suitable classroom environments to meet the language needs of the learners. Thus, classroom-based research studies can be carried out on the applications of the classroom designings considering the materials and activities in particular.

Finally, quantitative or mixed type of the research studies can be done for a detailed investigation of teachers' hampering factors.

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APPENDIX

Appendix 1: Interview

Appendix A.1 Teachers' Semi-Structured Interview Form

ENGLISH VERSION

INTERVIEW GUIDE

During this session I want to know some things about you and your English lessons. You are not forced to answer any of the questions, so please feel free to participate as far as you are comfortable. At any time during your participation, **you have the right towithdraw from the interview**, without having to give a reason. All the recordings will be stored and organized by code with no access to your personal information. Thus, **confidentiality and anonymity are assured.** There are no right or wrong answers; therefore, the success of this interview depends on your answers being as truthful aspossible regarding what happens in the classroom.

SUBJECT PERSONAL DATA

1. What is your gender?

2. How old are you?

3. Are you married or single? Do you have any children?

4. Do you have an English Teaching Qualification? What is your graduation degree?

5. How long have you been teaching English?

6. How much of your teaching experience has been with young learners?

7. How many students on average are there in your Young Language Learner classes?

CLASSROOM AND MATERIALS

8. What do you think how the design of the classes should be in YLL English classes? (Please describe your dream young learner English classroom in details)

  8a. How is the furniture designed in your classroom?

  8b.In what aspects does this classroom designing affect your successfull teaching?

9. How do you see your lessons for the materials you use with young learners?

  9a.To what extent does your school support your classes for the necessarry materials?

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9b. What are your opinions on the state coursebooks that Ministry of National Education prepare for young learners?

TEACHER COMPETENCE AND PROFESSIONAL DEVELOPMENT

10. How do you see your professional and pedagogical competences as an English teacher of young learners?

10a. To what extent your educational background and the teaching English to Young Learners Program at the university contribute you for the current issues at the YLL classes? (Please give examples)

10b. What kind of in-service trainings related with language teaching to young learners do you need? To what extent do the authorities serve you these trainings?

METHODS/ APPROACHES AND ACTIVITIES

11. What teaching methods and/ or approaches does the curriculum advocate using in your lessons? Which of them do you believe work least well with young learners? Why?

11a. Which assessment methods do you utilize for evaluating young learners' performance? What challenges you in the assessment of young learners' progress and achievement in English? (Please give examples)

12. How do you see yourself and your lessons in designing and implementing the activities for children?

YOUNG LEARNERS AND THEIR PARENTS

13. What do you think about your students' readiness to learn English? How is the language viewed by young learners?

14. How do you deal with children having different levels of ability?

15. What do you think on your learners' parents' awareness for learning a language? How their attitudes towards learning English affect your teaching?

TEACHING CONTEXT

16. How would you describe teaching English in your YLL classes?

17. What is the nature of student-teacher interaction in the classroom?

18. How does peer-learning affect your teaching? (Please give examples)

CONCLUDING THE INTERVIEW

19. What would you change about the current way of English teaching in your own lessons?

20. Would you like to discuss any other issue that you think would be relevant forme?

Thank you for time

Appendix 2: Consent Forms

Appendix B.1 Information sheet and consent form for teachers

TEACHER'S INFORMATION SHEET

You are being invited to participate in a research project. Before you accept it is important for you to see why the research is being conducted and what it will concern. Please devote time to read the following information carefully and you can talk about it with others if you want. Also you can ask me if there is anything that is confusing or if you would like more details. You have time to decide whether or not you wish to participate. Thank you for reading this.

I would like to invite you to take part in a project which main objective is to find out the frustrating experiences/ realities of English teachers and which of them hamper their succesful teaching in young learner language classes.

Your class represents a good example of a Turkish primary class learning English as part of the curriculum. You will be one of the 14 teachers who will be interviewed for the project in the Kepez District.

It is up to your decision whether or not to accept taking part. If you accept to take part you will be provided this information sheet to keep (and be asked to sign a consent form) and you can still retreat at any time without giving any reason.

All the information that we collect about you during the interviews will be kept strictly confidential. Your identity will be protected by nick names and your school name will be changed or removed. Thus, you won't be mentioned in any reports or publications. I will also protect your answers; therefore, I will not share them with anybody from your school. Your confidentiality will be assured in this way.

I would like to make audio recordings of your interview. The audio recordings of your interview in this research will be used only for analysis and for illustration in conference presentations and lectures. They won't be used for any other platforms without your written permission, and no one out of the project will have access to the original recordings.

I will be able to inform you with my findings after I have finished my degree. Besides, during the analysis I will send you your extracts and my implementations on them.

This project is part of a master thesis research from the School of English Language Teaching at the University of Akdeniz, Turkey. I will provide you a consent form in which you will point out whether you agree on participating in the research. You will also have a copy.

If you have any questions, please do not hesitate in contacting me by phone or email. I will really appreciate your participation. Thank you very much for your time.

TEACHER'S INFORMED CONSENT FORM

Thank you for accepting taking part of this master research project about the frustrating realities of English teachers and which of these factors hamper their successful teaching in young learner language classes.

I am planning to use the data (interview audio files and their transcriptions) essentially for research purposes analysing and identifying the frustrating experiences of English teachers as well as which of them hamper their succesful teaching.

I will follow common ways of anonymity; therefore, pseudonyms will be used instead of real names of people and schools names won't be mentioned. In the same way, all the audio recordings will be kept and organised by a code and will be stored in private; thus, your personal identity will not be declared in any reports or publications. In this way, confidentiality and anonymity is ensured.

You will be informed about the research results in time.

Thank you very much for your participation and precious time.

If you have any questions on the project, please contact me by phone or email
Nurşen Kaya
Email address: ozkannursen@hotmail.com
Mobile: 0534 920 87 78

I want to have a written form of your consent, so please tick the boxes and sign it and write the date at the end of the document.

☐   I consent to being audio recorded during the interview.

☐   I consent to the recordings being analysed for research purposes and understand that anonymity will be preserved if extracts are included in research publications or reports.

☐   I understand that I am free to withdraw whenever I wish.

NAME:………………………………...

SIGNATURE:………………………….

DATE:………………………………..

Appendix 3: Code Evaluation Form

Expert evaluation of codes definition

As expert, you are asked to assess the correspondence between each theme, its categories and sub-categories. To perform this, you are asked to cross, (+) or (x) the alternative that best represents your opinion according to one of these choices:

Accurate	Partially accurate	Inaccurate
The definition clearly explains what the code represents.	The definition indirectly or incompletely relates to the code it represents.	The definition does not relate to the code it represents.

Table 1
Summary of Themes and Analytical Categories

Themes	Category	Sub-Category	Data source
Classroom Settings for YLL and Effective Materials	1)Classroom and materials	Suitable classroom design for children Suitable furniture for children Availability of the materials Useful state course Support from the school	Interview
YLLs and Cooperation with Parents	2)Involving the students	Parent awareness Different ability levels Readiness for English	Interview
English Teachers of YLL and Their Professional Development	3)Teaching	Designing and Implementation Educational Background Evaluation Methods In- Service trainings Peer- Learning Keeping the student-teacher interaction Teaching competence	Interview
English Syllabus and Methods/ Techniques	4) Curriculum	Teaching context for YLL Teaching methods for YLL	Interview

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı- Soyadı : Nurşen KAYA

Doğum Yeri ve Tarihi: Şanlıurfa, 1983

Eğitim Durumu
Lisans : Gazi Üniversitesi – İngilizce Öğretmenliği

Bildiği Yabancı Diller: İngilizce (İyi)
Almanca (Orta)

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- Sivas Alahacı İlköğretim Okulu (İngilizce Öğretmeni)
- Sivas Atatürk Anadolu Meslek Lisesi (İngilizce Öğretmeni)
- Antalya Yukarı Karaman İlköğretim Okulu (İngilizce Öğretmeni)
- Antalya Süleyman Demirel Ortaokulu (İngilizce Öğretmeni)

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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01/07/2019

Nurşen Kaya

İNTİHAL RAPORU

31.05.2019

Turnitin

Turnitin Orijinallik Raporu

İşleme konuldu: 31-May-2019 00:31 +03
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Kelime Sayısı: 48693
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