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TEACHER'S ROLE

in

TEACHING ENGLISH to YOUNG LEARNERS

MASTER THESIS

THESIS SUPERVISOR

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ERZURUM-2004

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ABSTRACT

MASTER THESIS

TEACHER'S ROLE in TEACHING ENGLISH to YOUNG LEARNERS

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This study is aimed to find out the answer of the question 'what is the role of the language teacher in teaching English to young learners?' -focussing on the age factor of this group- and while answering this, it is aimed to present concrete and experienced tips for the language teachers of English in terms of the age factor and the general characteristics of the young learners- specified on 4 to 11 year old kids. For this purpose, first of all a literatue research was done and presented in the first chapter as the 'theoretical framework of the research' dealing with the teacher's role in language classroom with the references of literature review and sample observation results of the study. Then a questionnaire on the 'ideal teacher features' is applied to a sample group consisting of different ages of the young learners in Dubai, UAE. Besides, a 'self observation' method is used to reveal the effect of the teacher in English teaching. The findings of these observations are presented in the second chapter of the study.

ÖZET**YÜKSEK LİSANS TEZİ****ÇOCUKLARA İNGİLİZCE ÖĞRETİMİNDE
ÖĞRETMENİN ROLÜ****Hülya YAĞMUR SARI****Danışman : Yard.Doç.Dr. Suna AKALIN****2004-SAYFA :82****Jüri : Prof.Dr.Kemalettin YİĞİTER****Yard.Doç.Dr. Suna AKALIN****Yard.Doç.Dr. Şerafettin KARAKAYA**

Bu çalışmanın amacı ‘çocuklara İngilizce öğretiminde – bu yaş grubu özellikleri de dikkate alınarak- dil öğretmenin rolü nasıl olmalıdır?’ sorusuna cevap bulmaktır. Bunu cevaplandırırken de 4-12 yaş arası çocuklar olarak belirlenen bu grubun yaş faktörü ve genel özelliklerinin dil öğretimindeki avantajları çerçevesinde dil öğretmenlerine somut ve yaşanmış ip uçları sunmaktır. Bu amaçla öncelikle bu araştırmanın genel taslağı olarak literatür taraması yapılmış ve referanslar ve gözlem sonuçlarından örneklerle dil öğretmenin sınıf içindeki rolü ele alınarak 1.bölümde sunulmuştur. Ayrıca bu yaştaki çocukları içeren örnek bir öğrenci grubuna Birleşik Arap Emirlikleri, Dubai’de ‘ideal öğretmenin özellikleri’ konulu bir anket uygulanmıştır. Bunun yanı sıra İngilizce öğretiminde öğretmenin etkisini göstermek için ‘gözlem’ metodu kullanılmıştır. Gözlem bulguları çalışmanın 2. bölümünde sunulmuştur.

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In this study besides learning a lot about searching, I got a great taste much more than I thought. It was wonderful to work on a subject that you really wonder and can improve yourself.

However I must say that I recognized that no matter how much you work you do not feel you have finished. If the time was not that limited it would last longer. Thus this study is just the beginning or can be considered as the continuation of the others and I do believe that it will be maintained by the coming researchers. Learning and searching do not have an end.

As a conclusion, I would like to thank my supervisor Assistant Prof.Dr. Suna AKALIN for all her tolerance and help; to Prof.Dr. Kemalettin YİĞİTER for his sympathy, to Assistant Prof.Dr.Şerafettin KARAKAYA for his advices and to Assistant Prof.Dr.Yavuz KONCA for all his support and efforts. Also I'm really thankful to my husband, my sister and brother with all my family for their motivation and support .Besides I can not ignore Mr.Atakan İnce's –who has also been my university teacher for a while- efforts to access his help from kilometers away to Dubai.Thank you all .

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**Hulya YAGMUR
SARI**

ABBREVIATIONS :

L1 : Mother tongue that refers to the language you use at home.

L2 : The second language or other languages you speak means not your first language.

T : Teacher

S : Student

Ss : Students

P : Pupil

Pp : Pupils

EFL : English as a Foreign Language (App 8)

ESL : English as a Second Language(App 9)

Esp : Especially

Info : Information

UAE :United Arab Emirates

KG : Kinder Garten

Q : Questionnaire

INTRODUCTION

This study is aimed to find out the ideal teacher's role in teaching English to 'young learners' (children-) in terms of advantages of their age and the characteristics in learning English and to reveal these findings to TESL and TEFL. To achieve this, first of all a literature research has been done on the teacher's role and attitude in teaching English. Besides, a questionnaire is applied to view the young learners' point of view about their 'ideal teacher's role'. Then having a considerable place in the study, self observations are done and findings coming from this age group's characteristics and expremented tips are presented in the last chapter .

Actually the children have different characteristics in each year of age since they are still growing and changing. As they are growing, their way of thinking, perception of life, learning capacity, interests and needs.....etc. change (see App.11-It will be very helpful to understand the abilities of the kids by age - (Sussman:1993)). On the other hand they are children and have general characteristics that are similar among most of them. So it will be beneficial to get an overall view of the young learners to be able achieve good results in teaching them. To prevent a confusion in this study the young learner group is specified just on the children of 4 to 11 years of age. Throughout the study a view of 'a language teacher' is introduced , presenting and combining the literatue review, questionnaire and the observation results.

CHAPTER ONE

1.THEORITICAL FRAMEWORK OF THE RESEARCH

1.1. TEACHER'S ROLE

Teacher (T) has a broad and educational role both in teaching and constructing a good and warm relation with the learners. Classroom management, teaching, planning, testing, organising the classroom, material selection...etc.all give the teacher different roles. What is more teacher has to shape these roles according to the age, character, needs and interests... of the learner groups that s/he is dealing with. As this study is focused on the young learner group of 4 to 11 year old kids, teacher's role is taken focussing on the characteristics of this age group.

For the young learners teacher means everything. They are ready to attach a lot to their teacher. First of all they look for **security** from the teacher just as they require the same things from their parents at these ages. **Wardle**(undated) stresses the critical role of the teacher in child's life and explains that "*children depend on teachers to be their confidant, colleague, model, instructor, and nurturer of educational experiences.*"

Here are some general roles of teacher :

1.1.1. Motivator:

It is widely agreed that motivation has a great effect on a student's capacity to learn. Normally they have two kinds of motivation according to **Joanna Budden** (undated) -from British Council in Spain- **intrinsic motivation** that comes from within the learner, who wants to learn for the sake of learning ; and **extrinsic motivation** that comes from external sources such as wanting to pass an exam, please their parents or to be able to communicate with people speaking that language. There are a lot of things to increase extrinsic motivation in the class.

For the school kids teacher's personal life increases their interest and curiosity and help them feel engaged with the language and the T as **Budden** (undated) suggests :

'Using photos can really help to spark genuine interest and generate a lot of language. Topics that lend themselves to the use of photos are describing people, family, holidays or describing places.' And she indicates :

'How much more interesting to describe a photo of the teacher's friend or sister than to describe a photo of a random unknown man in a book?'

Observation 1:

For the research group C and D, the T first used the picture of the family given on the book to teach '*describing the family members*' under the topic 'My Family'. For the beginning, it is observed that the students had difficulty in getting the differences in the meanings of the new words given through the family relations of unknown people in the book. So they lost interest very quickly. Then the T skipped her own photos and introduced her family showing their pictures and tacking them on the board (It was used as a warm up activity before starting the new chapter). This time the pupils showed much more interest and started asking questions in amazement and motivation. It proved to be easier to get the meaning as they had already knowledge from their personal life.

As a result it was observed that T's sharings about her own life is a good motivator and makes it easier to make the pupils learn and participate.

Music is another motivator that children of all ages are eager to listen and sing songs. It can be used as background tune while students are working on their own. And it will give a democratic atmosphere to choose the music together including all types of tastes. There are a variety of activities with songs which will be a great source of language use in an entertaining way.

As this is the Age of Technology **internet** has a great place in all the people's life starting from the age of 5. As a result some internet sites (learning sites, fun activity sites in English) can be suggested to make them be in relation with English. **Kieran Donaghy** (undated) claims the same idea in her article that the internet is a highly motivating teaching and learning tool, may well be justified (see the link for further

reading). It will make the pupils alert about searching and having fun while learning English.

1.1.2. Guide :

Teacher's first role is being a 'guide' for anything in the classroom. While teaching T needs to try to lead the pupils find their own way of learning instead of showing it. Whenever they are unable and need help, the T is there to guide them. For example when they ask something that they were already introduced and what they need to do is thinking in a different way using various strategies. By asking clue questions, T can make them remember and figure out on their own.

1.1.3. Inventor and creator :

"Since it is almost impossible to cater to the interest of about 20 young individuals, the teacher to be 'inventive' in selecting interesting activities and must provide a variety of them" (Kerstein: undated) . Sure the resources will be ready like course books, practice books including the tapes and video....etc. in accordance with curriculum but not always the same materials have to be followed .Sometimes there will be irrelevant topics or activities that the kids will not be willing to respond. So it must be considered beforehand and different sources and activities should be prepared to catch the learners' attention and the needs. It will also be very beneficial to break the every day routine of the lesson and make it more lively.

1.1.4. Organiser :

Teacher is the organiser of the classroom materials , seating of the learners, learning materials, application of the activities, plans. However for possible unusual inhibitions it will be needed to be fixed again not to lose time and miss anything that should be done. These kind of handicaps are actually normal as teaching is all about human -no matter young or adult-.

1.1.5. Planner :

Every teacher needs his/ her own programme as s/he is the one to apply it. With a good and flexible plan teaching can be achieved well. Everything needs to be ready before the lesson starts. However for sure there will be extraordinary situations that may prevent to present the lesson as it is planned like the stereo tape may not work, the copies may not be ready or may be the wrong ones,etc. The teacher needs to be ready for all these problems.

1.1.6. Model :

Teachers are the very first models for the pupils. From pronunciation to the way of using language and mimicry, the pupils will model the teacher. If they are admiring the T –at these early ages most probably they will- not only the teacher's characteristics but they also model his/her view of the world, moral features, manners, behaviours, habits...etc. So what T needs to do is to be a good model of a human being and then a teacher. This will also help to gain their hearts.

1.1.7. Helper :

Joyce Mandell (2002) has an another view when compared with the classical role of the teacher which gives the duty to the teacher as a helper of the pupils in learning, figuring out the things they are incapable. At one of his conferences in USA he conveys his thoughts with these words :

"I love the concept of the teacher's role being the one who moves the obstacles to students' learning out of the way; the clearer of the path, the one who helps separate out the tangled strands of thread that impede comprehension. The student is really going to do the learning and needs to be in charge, and the teacher is the helper. "

1.2. PARTNERSHIP FOR EDUCATION

Learning does not finish in the classroom and can not be efficient just with the teacher's and the pupil's efforts. Parents have a great role in teaching and learning. Thus teacher and parent contact and cooperation is unavoidable. Pupils need to feel interest of their parents on their improvement but without the feel of pressure.

Wardle(undated) stresses that: *"Young children would like to feel sense of importance and signifance from the olders."*

This includes their parents and teacher. Sometimes they may feel they are loosing attention from their T so may act in different way like ignoring their duties or doing wrong on purpose. At this point here is an observation:

Observation 2:

Research group A was observed throughout the academic year. The notes are taken daily about the each child's development proved that one of the very brilliant kids who appears to be very easy-going and good at the activities -named Sarah from Jordan- had great changes after a while. She showed unacceptable behaviours like breaking the rules and being a problem child resisting to do her duties and to participate in the activities properly.

When it is noticed, her parents were contacted to ask if they had felt such kind of changes and if there was any problem at home. They declared that the kid was a bit bored at school and was complaining that the T did not love her. By the way it was noticed that those behaviours appeared when the teacher was too busy with the low-ability kids because of the absence of the assistant teacher. She also confessed ignoring the high ability kids who would be able to do things well on their own.

As a result it is obvious that pupils like to feel the interest of the T simultaneously and wait to be praised. It can be done at least with a kiss or a nice word. For the early stages using candies, stickers, putting a star next to their name, gettingt a plus has a great value for them. But they will also like to share their success with their parents. Thus sending their works after evaluating and by the way informing the parents about their child's development are ceratinly beneficial.

Children like to feel teacher's interest simultaneously and wait to be praised at least with a kiss or a nice word. For the early stages using candies, stickers, putting star next to their name has a great value for them. But they will also like to share their success with their parents. Thus their works can be sent after evaluating and by the way the parents will be informed about their child's development.

In addition, some kids may need help and guidance at home and the parents need to be capable of answering their questions.

"T should be in relation with the families and help improve their awareness in learning and teaching strategies for their kids with a positive approach towards...." (Ellis ; 2000) .

Thus calling parents periodically and explaining what they can do with their child in accordance with their needs appears to be a crucial role of the T.

Observation 3 :

Parents of group A were contacted at the beginning of the term and what they can do for their kids to help them develop were explained. But not all the parents were interested and after a while only several parents kept in touch with the T. Those kids were: Moazzaz (Syrian girl), Mohammad (a Syrian boy), Mariam (a local girl), Ali (a local boy), Orkun (a Turkish boy), Iman (a local girl). Day by day it is observed that these kids had a lot of improvement considerably much more than the others. It was concluded that they were the most brilliant kids of the class, their understanding and keeping in memory was stronger and fast. They were more skillful at using pencil, brush and paper, recognizing the differences between the objects, understanding of the world, speaking, drawing, writing letters and numbers. Also they showed great effort to be loyal to their duties that they would not give any undone work. On the other hand some other kids incapable of coloring inside the lines and remembering the most frequent objects' names and the letters, shapes and numbers were the ones whose parents were ignoring the T's suggestions on a partnership. It was observed that they were also clever ones but not motivated at all and with some special care and help they also had improvements.

1.3. CLASSROOM MANAGEMENT

Classroom management gives new roles to the T. To be able to teach something, a well organised classroom atmosphere in which everyone knows their responsibilities should be set. When T and the pupils come face to face behind the doors of the class everything considers the T from cleaning to the classroom organisation.

T needs to control everything in the class but it doesn't mean to be the '*ruler*' with a list of strict rules banning everything. First of all good and efficient learning conditions in a warm atmosphere should be prepared and maintained.

These conditions include :

1. Positive T-P relationship and a warm and lovely atmosphere.
2. Effective T-P and P-P interaction.
3. Sufficient support and motivation for the Pp.

To be able to achieve these above **Helene Jarmol Uchida** (undated) reminds some crucial tips :

"Remember the students' names the first time you meet them. Encourage all students to remember their classmates' names. Use their names often when teaching...

•Use eye contact to communicate your praise and disappointment.

•Always be pleasantly surprised when students interact with each other or you in English."

4. Good and affective organization of pupils and learning resources.
5. Interesting, stimulating and enjoyable learning materials and activities.
6. Effective and flexible teaching plan suitable for the age, needs and level of the learners.

Every teacher has his/her own way of teaching. That means each teacher is different in managing the classroom. Even one's own style will change according to the classrooms' profile that s/he enters. Because in each class many kinds of pupils will be encountered. The pupils' characters present great importance in the approach towards them.

While considering the way of managing the classroom T has to decide what kind of a manager s/he wants to be. In this decision, experiences of previous learnings

will be helpful. Besides the learning experiences, the other teachers' experiences and personal experiences as a teacher will also be a good source.

Furthermore what kind of a teacher is more appreciated by the pupils should be considered. To achieve this these factors should be kept in balance for the classroom management :

1. discipline

2. tolerance

3. humour

4. patience

5. support

Teacher has to be sometimes strict, sometimes cool and indifferent, sometimes tolerant and patient, sometimes humourous, but always in balance. Too much discipline or too much tolerance will not be a good choice. Otherwise tolerance may be taken as the T's weakness by the children and they make use of it and escape from their responsibilities. They are always ready to benefit from this tolerance. Also too much discipline will make them bored and will cause an uneasy atmosphere, too.

On the other hand 'patience' is the hardest but a vital characteristic of a teacher. T should never lose his/her temper easily. Otherwise it will make the learners nervous and obstruct their concentration. Inside the class nothing is always perfect. There will always be active, talkative, unmanageable, noisy and weak pupils causing trouble frequently. What is more they are children on their way to growing and changing in mood, behaviour and cognition.

It is better to inform the kids about the classroom rules clearly at the beginning before they break them. Besides involving the kids on deciding the rules will help to share the responsibility with the kids which will make them feel important. Because sometimes they may feel that the rules they are exposed are ridiculous and unnecessary. So the reasons and the results of the rules can be discussed together. By this way they will comprehend what they are supposed to do or not to do in the classroom and whenever someone breaks the rules, before T they warn immediately reminding it. At this occasion it is not possible with young learners about the age of 4 to 8. But for this age explaining the reason of the rule will be useful whenever they do not want to obey. Or while punishing the disobedient one asking the others' agreement will be very

effective. As it can be concluded from the application of this idea with the research group A:

Observation 4 :

During an English class while new letters and the words being were explained one of the pupils named Sulaiman did not listen to the teacher and walked around, jumped, tried to make the others talk. What is more he kept on his bad manners despite the T's warnings. Then the T cut the lesson off and called Sulaiman while all the others were on their seats in silence and talked to him:

T: 'Look Salloom(nickname), everyone is silent and on their seats and you did not listen to my warnings. So I have to put an X next to your name on our manner list.'

Then turning to the classroom she asked:

T: 'Do you all want me to put an X for Salloom?'

Pp: 'yeeeah' said the kids.

T: 'you see Salloom? You disturbed them. Do you want me punish you that way or will you say sorry and take your seat?'

P: 'I'm sorry' 'OK I'm a good boy ,don't want X' and he went back to his seat and stopped being a trouble for the day long.

At the end of the day, with all the other kids he got a STAR obeying the rules.

It is concluded that talking and deciding together with the class has good results.

About managing young learners **Leclere** (undated) reminds another point to establish some routines to fix some roles to the pupils like : *"..always sit round the board to begin, play a game touching heads when taking the register, ..."*

Delaney(undated) indicates the same idea with these words *"...by setting up routines in the classroom we can make our lives a lot easier. Once teachers know what is acceptable behaviour in the class and what isn't, it makes things a lot easier."*

Observation 5:

For the group A some routines were set up to fix some rules that help managing the kids. After the time was up for playing in the playground the T was having difficulty to get them back to the classroom on time. Thus firstly the children were told to keep in line until they hear the first whistle of the T and with the second

whistle they had to make a line in front of the gate and get ready to go back to the classroom. Everyday first they were explained what to do in the classroom and then taken out to apply it. It was repeated during a week and the next week just the ones who forgot or did not mind were reminded . The second routine was the most fun side of it as the kids would perform the rhym 'we are we are KG1-B, until all their friends come to the line after the second whistle. The result was very good, they all enjoyed it and it was easier instead of calling one by one by name as they would not mind they were so concentrated on playing. This way they enjoyed a lot with the motivating rhym and knowing what to do exactly. While fixing the routine the kids who came first to the line were announced to be the first and the 'leader', the second the third... and were welcomed with a happy face and exclamation like 'wow,brawo Sheikha you are first todaaay!' .Thus the kids were even in competition with eachother to be the first and the leader of the group .(For more examples about managing ideas see App.12)

Sometimes Pair-Work and Group-Work activities may cause problems like making a lot of noise. Thus before starting those kinds of activities instructions should be given clearly and the rules of the activity should be explained like **turn-taking** (mostly they are so impatient about listening to the others and ignore them), talking in a **low voice, taking permission to talk...etc.**

At that point preschool kids : are mostly asked to do activities that require them to sit still for long periods of time or do things such as sentence writing or cutting and sticking which may be cognitively beyond their capacity. T has to be constantly aware of what the children are capable of doing in their own language(Lo:undated).

Even they are the children of the same age in one class, they are **not** all the **same type**. That means they are not a class of 20(or whatever) kids but they are 20 separate individuals with mixed ability:

They have different cultural backgrounds, cognitive and language levels, interests, needs, attitudes, beliefs, abilities, motivation, experience of the world, perception of language, relations with the teacher. For those classes consisting of "*very mixed levels, possibly ranging from beginner to bilingual ,teachers therefore have to develop a range of skills and the flexibility to accommodate the needs of all those children in one class*" says Ellis (2000).

We can achieve this with:

➤ **Differentiated activities for different levels and interests:** while most boys are interested in an activity about types of cars, girls will not be that much interested. You may have some weak pupils who are not good at the words or structure of the language needed for the activities.

➤ **Give enough time for each group:** some groups of kids may not be as fast as the others.

➤ **Different topics and materials .**

➤ **Group teaching:** may be helpful for the underachieving pupils .The weak kids may be involved in a group with high ability kids. But T should be alert for the high ability kids not doing all the work alone...etc.

➤ **Extra explanation :** may be useful for the weak learners. This can be done in different ways: giving more pictures or visuals, giving some clues, providing a sample frame work (like fill in the blanks..).

1.4. THE EFFECT OF PUPILS' ATTITUDE IN ENGLISH LEARNING

The children come to the language class with attitudes shaped by :

- the social environment around them,
- their parents or family members (sometimes it may appear as pressure by the parents),
- previous teaching methods,
- seeing a real need for English outside school (like the children living in a foreign country of which the medium language is English, or the ones who consider it as an important school subject, or the ones who feel the need to be able to understand the computer games.....)
- Etc..

The pupils' attitudes -whether positive or not- influence their desire, motivation and success of learning English. Thus teachers again have a crucial role to change the negative attitudes and maintain positive ones.

However children possess complex emotions as much as adults. Even if they have positive attitudes it may change through time as they change emotionally,

cognitively or physically. Thus teacher has an important role to be alert to all these changes and may talk to the pupils individually or may have questionnaires, opinion charts. Especially talking individually will make them feel honored with the interest of the T on themselves also will start a friendly relationship. By this way the actual problem to be solved will be learnt.

Furthermore teaching method, activities, topic, materials, course books, projects, the relationship with classmates and above all, T's attitude has a great effect on pupils' attitudes. If they are not interested in them, if they always feel bored or have great difficulty understanding the level, soon they are going to be exhausted and give up. To overcome this, differentiating and making the materials and the activities more attractive, changing the teaching style accordingly and motivating them to talk about the necessary and fun sides of language learning will be beneficial.

Another point of view esp. for early learners (like preschool kids) is from **Sylvia Chard**:

"...children have fewer negative attitudes to foreign languages and cultures – are better motivated" (2001).

1.5. THE EFFECT of TEACHER'S ATTITUDE on CHILDREN'S LEARNING

In the classroom atmosphere, the teacher's approach towards the lesson, the coursebook and the pupils, directly effect learning either in a possitive or negative way. For instance, pupils feel the teacher's excitement and enthusiasm for teaching and are motivated unconsciously by that. On the other hand, if the teacher is feeling uneasy in the class or unwilling to teach or somehow has prejudices about the coursebook and the curriculum this easily breaks their motivation. Furthermore T.'s aggressive and over-strict attitude makes everything worse as it will take much longer to gain them back because they will have prejudices about T and the language they are learning. **Titone** (undated) has suggestions about the attitudes of the T :

" 1. Do NOT pressure them to speak in English.

2. *Do NOT test them. If you must test them, he should not be aware of being tested. If tested he may answer wrong deliberately.*
3. *Do NOT try to correct your child's accent, even if she confuses sounds. Do believe in your child!*
4. *Encourage and praise her enthusiastically when she deserves it and at every opportunity!*
5. *Put the emphasis on fun, both for you and your child. Enjoying your experience will make your teaching most effective."*

Rogers outlines teacher's attitudes : "*3 attitudinal qualities that a teacher should have to assist the learning process: Emphaty, Authenticity, Acceptence*" (1957: in Budden et.al).

Empathy (seeing things from the students' view point) : this will help you predict their reaction to the activities and the resources while you are collecting and preparing them.

Authenticity (being yourself) : They totally feel comfortable with intimate teachers and feel attached to them.

Acceptance (of students' ideas and opinions): You should never forget to treat learners as they are individuals who can decide about anything regarding them. Thus involve the learners as much as possible in choosing and deciding about the topics, activities, even the rules (see 'classroom managment')..etc. When they decide about something they will participate voluntarily.

Labeling some pupils with T.'s or other pupils' prejudice will cause them behave as they are expected to be. This means if T thinks a child is weak s/he gives more support for answering so they start not challenging to be more successful. Thus they need to be expected the best from them. That means T should not negglet the middle range and quiet, underachieving ones but encourage them also not always praising the extreme ones. Warning each one about their deficiency and what they need to do and giving chance to the low-ability pupils is better.

1.6.TEACHING HOW TO LEARN AND WHY TO LEARN

Teachers have a lot of roles to be performed; one of which is 'guidance' for the children who need help to learn about studying strategies. For TESL and TEFL it is much more important. They are at the beginning of their school life and do not have enough knowledge and experience about how to study a foreign language. So the T should help to develop their potential of learning and become autonomous learners.

To achieve this, starting with the awareness of personal teaching style will be helpful for the pupils to comprehend their tasks more easily, know what and why they are to do during the activities. When their tasks appear to be meaningful in their mind they feel more comfortable and participate voluntarily.

It is better to say: *'today we will color pictures to learn the animal names; we will watch video to learn what to say at shopping and we will play a game to practice animal names'* than *'today we will watch video, play a game and do some coloring'* says Ellis (2000).

For instance while explaining their homework some tips and examples may be given about how to do and make them aware of '**learning strategies**'. It will lead them to be active and alert in their own learning and they will be able to maintain learning outside the classroom.

Even they may need to learn how to use dictionary efficiently which is crucial for them (how to find a word easily, the meaning of the abbreviations in the dictionary, how to learn the pronunciation of the words...etc.) will help them a lot. Introducing some fun games and tips to learn words or even doing some of them in the classroom will make them feel relaxed and enjoy learning. Besides putting some learning tips on the classroom bulletin board or for younger learners illustrating the new words and hanging them somewhere in the class will help them remember, too.

1.7.TEACHER'S ROLE in CREATING and SELECTING MATERIALS

Material design is another crucial factor in teaching language and depends on the needs, level and the age of the learners.

The materials should be designed to develop all the 'intelligencies' of language learners as there will be different levels in the same class. Also sex of the pupils have importance due to the effects on their interests. Recently it is possible with the awareness of the publishers. Plenty of sources of materials designed for all intelligencies, levels and interests of learners can be found.

Today there are now over 20 thousand handbook titles ranging from more academic to practical titles. These publications represent a wealth and variety of resources for the teacher to choose...and with the possibility of on-line purchasing they are easily available (Ellis :2000). What's more internet recently has been offering interesting and fun sources and ideas both for the children and teachers (see App 5 for the links for young learners).

Absolutely selecting materials -suitable for your learners – from those numerous choices may seem to be a hard work. To be able to do, this plenty of knowledge about the learners is needed. For example preschool children are excited to learn about the outside world, school and environment (animals, plants). They enjoy listening to stories with both real and extraordinary characters (animals, fancy characters.) and that allow them repeat the words and rhythm with exciting brightly colored pictures. So the chosen books and other teaching aids need to correspond these characteristics. By the way Dorell (undated) reminds :

"Preschoolers should have exposure to a variety of different types of books like folktales, more detailed stories, fact-filled nonfiction books and books about topics that interest them."

In addition to **high quality books** for children you need plenty of **audio visual aids** like video or CD roms and tapes introducing variety of rhymes, songs, tongue twisters. Cartoons are also good, colorful materials no matter if they are related to the topic or not.

While choosing material :

Authenticity should not be ignored. That means selecting grammar and vocabulary sources and the topics in terms of familiarity with pupils' own context (culture and environment) so they can map what they know in their own language on to the new one. It does not mean that materials should be based on just their own culture

but should include samples and they should be familiar to them. Otherwise they will have great difficulty in understanding and loose interest.

Observation 6 :

It was observed that group B also had difficulties with their 'phonics' book which was not wholly appropriate for the Arabic culture in Dubai as it was based on American culture and environment. In every page the children would encountered some kind of objects that they had never seen before and would not see if they did not enter an American community. For example, there is not such toys like *jigsaws, jags, Jack-in the box* , foods like *yam*, the animals like *anteater, racoon* and some ocasions like *Valentine's day* and *Halloween Day*..... etc. in their culture and environment. Mostly they had difficulty in remembering the names of those words when they saw the picture. In this case **Nunan**(undated) advices ***Schema Theory*** with these words:

"In syllabus design and selecting MATERIAL schema theory maybe beneficial."

For this the objects and the situations around the learner group need to be sequenced starting from the closer to farther then can be introduced first in the target language.

➤ **Using songs:** Songs are great materials in teaching, with a wide range of song collection appropriate with their ages various purposes can be achieved in a fun way such as for managing classroom, motivating, introducing new forms, vocabulary and conversational rythm and tune of language (For example while teaching animals a song full of animal names or for teaching some grammatical items like 'Past Tense' songs that have past forms can be used creatively with the help of the T's imagination....etc).

At this point **Cakir** (undated) from Gazi University introduces an original way of using songs in teaching natural intonation:

"Carolyn Graham designed Jazz Chants to teach the natural rhythm, stress and intonation patterns of conversational American English" (Also **Cakir** has different ideas about musical activities. For more info.see the site)

Use of posters, real life objects, flash cards(just a picture or with the name of the picture), spelling cards, board, bulletin board, magnets, classroom objects, ready

made lesson devices, head projector, slights, puppets, cinevision, stickers, toys, play dough, CDs will help language lessons to be rich and colorful. With the imagination and good program all these materials can be used efficiently. **Simon Mumford** (undated) stresses the same point for using pictures(see the link for further info.) :

"With a little imagination, pictures can be used in many more teaching situations than those we are generally familiar with. "

Observation 7 :

The kids of the research group A were shy to speak in English. In order to make them practice speaking something different was tried with just a few materials: little stickers that have different face pictures on them. An activity was applied to group A in December when the pupils had just started speaking English. First of all, the stickers were shown to the classroom explaining and demonstrating what to do. Then the T and the assistant put the stickers on their thumbsters and made them talk to each other about silly daily things. All the kids were so impressed and looking in amazement with a happy smile on their faces. After all the ones who wanted to speak their **finger puppets** did their actions. It is observed that just several kids wanted to speak in front of the class which is normal for their age. Then not forcing them all the kids are let to choose their finger puppet stickers and they spoke with each other or played on their own. As a result the kids were participated in the activity and had a good speaking practice enjoying a lot.

To get rid of the everyday routines; slides, head projector, or such different and interesting objects and toys can be used regarding the topic (esp. if there is no time for writing on the board or something can not be presented on the board, head projector will make it easy.) They will be amazed with these kinds of changes.

➤ Using **board** is also very important. Especially for the young learners everything needs to be written clearly and important items should be highlighted with colored markers or with a different writing character. For the early ages, dictating in a short time is difficult for them as they are new at writing so dittoes will be helpful for the exercises or the instruction to be given in the classroom. In any case even after giving dittoes, board should be used to indicate important parts for better understanding. The board is just in front of them and will help them remember, after learning.

- For preschool children soft and flexible materials are needed:

"*Sand, water, grass, rugs and pillows, and the lap of a caregiver respond to a child's basic physical needs*" says Prescott (1994:9-15). These are really useful and accessible materials for these ages.

A big sand-box table or if possible a room as a play-ground decorated with sand will be useful.

Observation 8 :

Group A and B were supplied with a big playground of sand out in the garden. Being in a hot country (except the several over-heating summer days) every day of the year the playground could be used to play and have fun. They were able to write the words, letters, numbers that they learnt recently and draw pictures, make castles, birthday cakes, houses, bridges... etc. It was observed that playing with the sand was a great cheap, amazing and fun source for the children which helps to develop their imagination and creativity.

CHAPTER TWO

METHODOLOGY

2.1. INTRODUCTION :

In this study literature research, observation and questionnaire techniques are used to reveal the teacher's role in teaching English to young learners. To be able to reach this aim, the focus is on the learners as the T's roles and attitudes are shaped by the learner group that s/he is dealing with. That means, to be able to get good and reliable results, the learner group should be known in detail (their needs, psychology, potencial, capability, cognitive and physical development, view of the world, culture...etc.). Thus the observations have a considerable place in the study with the findings gained by to reveal the important roles and attitudes of the T.

In addition, a questionnaire is included which is aimed to get a general idea about 'the ideal teacher's roles and attitudes ' from the young children's own point of view and to reflect these results into TESL and TEFL. By this way the only sources who can tell what roles they expect from their teachers could be presented. Thus this time the children are asked to express their feelings and needs. It is supposed that the results of such a questionnaire will give clues about effective classroom management and teacher roles for the teachers of ESL and EFL. The detailed information is given in the following lines.

2.2. SUBJECTS :

The questionnaire and the observations were not applied to the same sample group as both the learners and the time was not suitable. Especially observations needed a long time of the 4 sample groups which took two and a half years to get the results. Understanding and interpreting the children's different behaviours, comparing and contrasting them with their past actions required a closed relation spread in a long time. As the case of the study is 4 to 11 year-old kids, it is needed to reach as many sample

age groups as possible. As a result, the observations were done on 4, 5, 6, 9, 10 and 11 years old children which took about one academic year for each group.

Not to cause confusion the groups are named with a letter :

Sample Group A : KG-1 students of 3 and 4 year-old little kids in the KG1B class in a private school in Dubai named 'Al Andalus Private School'. This sample group consisted of 12 boys and 11 girls, 23 kids as a whole. Except one Turkish, one Russian and one Iranian boys all the others have the Arabic origin but at the end nearly all of them have the Assian muslim culture. Some of the kids have nannies from different Far Eastern countries, mostly they come from rich or middle range families. The observation was done from September 2003 until April 2004.

Sample Group B : KG2 students of 5-6 year-old kids in KG2C class in Al Andalus P.S. in Dubai consisting of 11 boys and 16 girls of 27 kids as a whole. This group also has all the kids from Arabic origin and has the same cultural background. The observation was done from September 2003 until April 2004 at the same time with the other group.

Sample Group C : Grade 4 students of the class 4C in Pendik Ataturk Ilkogretim Okulu in Turkey consisting 9-10 year-old kids with 17 boys and 21 girls, 38 in total. 70% of them come from Yugoslavian origin but the 2nd generation born in Turkey coming from middle range families.

Sample Group D : Grade 5 students of the class 5E in Pendik Ataturk Ilkogretim Okulu in Turkey consisting 10-11 year-old kids, 19 girls, 22 boys, 41 totally. 90% of the kids coming from Yugoslavian origin but again the 2nd generation in Turkey after their parents.

Sample Group E : This is the questionnaire group of different ages. This sample group consists of 46 students from a private school in Dubai which is an international school with numbers of different nationalities. They are chosen from different sexes including 2nd, 3th, 4th, and 5th grade students aged from 8 to 11 years. 13 of them are from UAE, 2 of them from USA, 10 Syrian, 2 Iranian, 1 Turkish, 7 from Jordan, 2 from Sudan, 3 Labenese, 1 Algerian and 5 from Palestain. As it can be concluded, most of them has the Arabic origin and their mother tongue is Arabic except the Iranian, American and Turkish ones (see the Table1 below for further info).

Table 1. Questionnaire group profile

Age Group	School Grade	Number of the Kids Involved	Nationalities
8 years old	2	12	UAE,USA,Syria,Iran,
9 years old	3	14	Turkey,Jordan,
10 years old	4	14	Sudan,Lebanon,
11 years old	5	6	Algeria,Palestain

Total number of the kids involved in the questionnaire: 46

2.3. SETTING :

Group E,A and B : Al Andalus Private School Dubai in United Arab Emirates(an Arabic country 66% of which consists of foreigners and where the medium language is English).The school has two different sections; in one section the curriculum is based on American Education System –that each lesson is presented in English- and in the other, Arabic System. This group was chosen at random to be able to reach representatives of different learner categories.

Group C and D : Turkey, and official school the curriculum of which is based on the Turkish National Education Ministry(MEB) system and have 3 periods of English per week.

2.4. INSTRUMENTS:

For the research ‘questionnaire’ (Q) is chosen as the instrument to get a general idea about the ideal teacher of the young learner group (see App.15 for sample of the survey). This kind of research model is used because questionnaire is also a quantitative research model that allows to compare and contrast the data viewing the percentages. It also helps to collect some general data of the subject group.The answers of the subject group give information about their attitudinal and perspective aspects. The idea of this research was inspired by Moon (2000: 44) but was changed totally.

The Q consists of 8 characteristics to describe a teacher some of which are the opposite of each other (rude-kind, tolerant-strict) and these characteristics are ranged

with the categories 'always', 'sometimes' and 'never' to view the frequency the learners expect from their ideal teacher.

With the age and grade of the sample group, sex and the nationality information are also included in the Q (see App 15 for the sample sheet of the questionnaire that was applied).

In addition to the Q, observation technique was used as this way the teacher's role in teaching English to children could be concluded directly. The observations were done throughout the whole academic year for each couple of the sample group A, B and C, D. During this time the children were observed while teaching them English (including writing, speaking skills plus art craft studies and singing songs...etc) every improvement, change and problem were reported in a journal. Some observations were applied and the results were noted in the same journal. At the end all the data were picked up in an outline and presented with the supporting literature review in the 'Findings and Recommendations' section.

2.5. PROCEDURE :

For the application of the Q the school administration was contacted to get permission. The aim of the research was explained and the Q was applied by several 8th and 9th grade students (under supervision) who can speak both Arabic and English to explain when necessary. It was important as the language of the Q might not be clear enough to understand for the sample group since they were too young and not capable enough to understand English.

The Q was limited with the age group from 8,9,10 and 11 and the time was limited with the 5 minutes-break times by the school principle. Thus it took about two months to finish the survey.

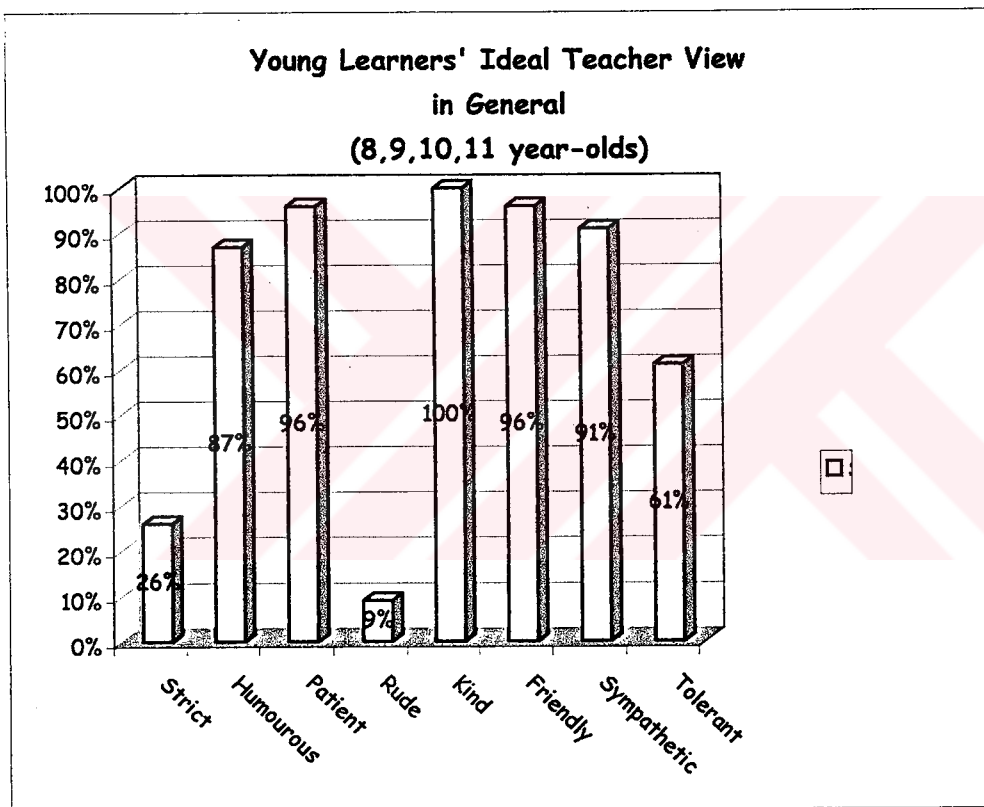
After the application of the Q, the papers were collected from the helpers and the results were analyzed statistically and shown in the graphics under the title of 'Data Analysis'.

The observations were done at the schools at the position of an English teacher without any problem but took a long time like two and a half years totally (from Sept.2001 to Jan.2003 in Turkey and from Sept 2003 to App.2004 in Dubai in UAE).

2.6.DATA ANALYSIS:

2.6.1. The Results of The Questionnaire:

Table 2.Total number of young learners' ideal teacher graphic.



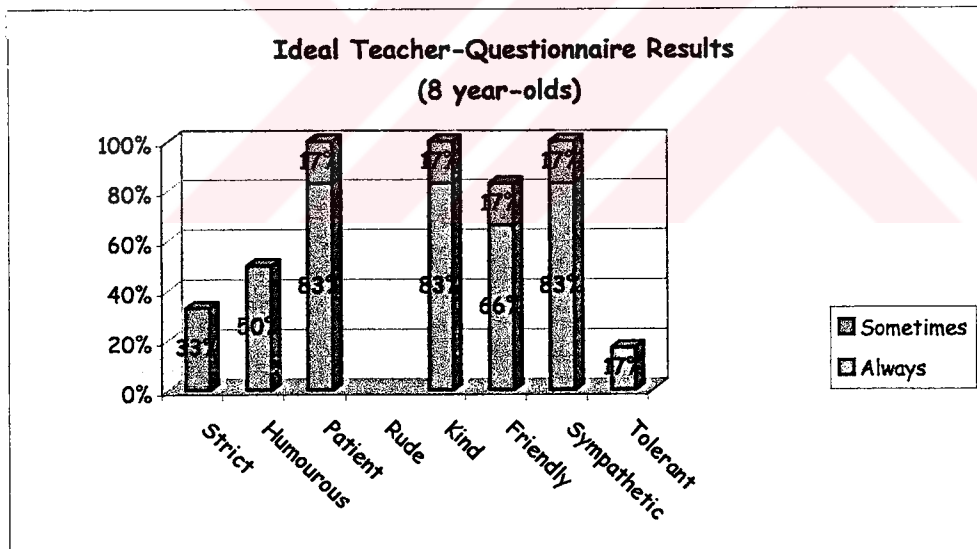
As seen above, generally young learners have similar views about their teachers. 100% of the kids naturally want their teachers to be '*kind*'. Then comes '*friendly*' and '*patient*' with 96% followed by '*sympathetic*' with 91% which is a big deal. These four characteristics give the T crucial roles while teaching young learners. The most wanted characteristics '*kind*', '*patient*', '*friendly*' and '*sympathetic*' can be interpreted that they need somebody very positive, who can understand and listen to them, who can be open

to their world without judging them. As a result young learners want not a ruler but somebody to be their *guide, helper, confidant* and *organiser* to create a warm and lovely atmosphere. In addition to these 'humourous' is also a very populated characteristic with 87% and shows that children like to enjoy and have fun while learning. It is because sense of humour breaks the overserious atmosphere and the stress in the classroom helping to create a warm and happy atmosphere.

Last comes 'humourous' with 87% which still means it is an important part of teaching. It shows that they like to enjoy learning and have fun with you. These results support using acceptable dosage of humour. It is experienced that it breaks the stress of learning in the classroom and helps to create warm and happy atmosphere.

Obviously the characteristics 'rude' and 'strict' come last but it is also interesting that 26% (which is a considerable amount) of the kids accepted their T being a bit 'strict' which may seem to them like the image of discipline. Thus they are aware that they need somebody to construct discipline and organization.

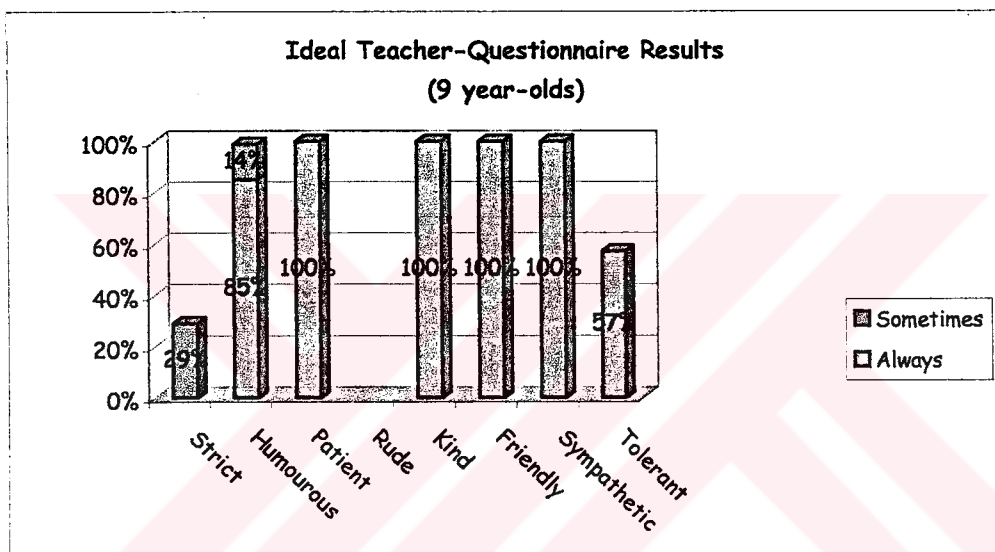
Table 4. 8 year-old learners' point of view.



When 8 year-old sample group are compared with the general graphic there are differences as the 8 year-old learner group totally resist 'rude' teachers and just a few of them agree on 'strict' teachers(33%). Another interesting point is 'tolerance' with just 17% that may be interpreted as they may suppose it abusing their responsibilities and breaking discipline.

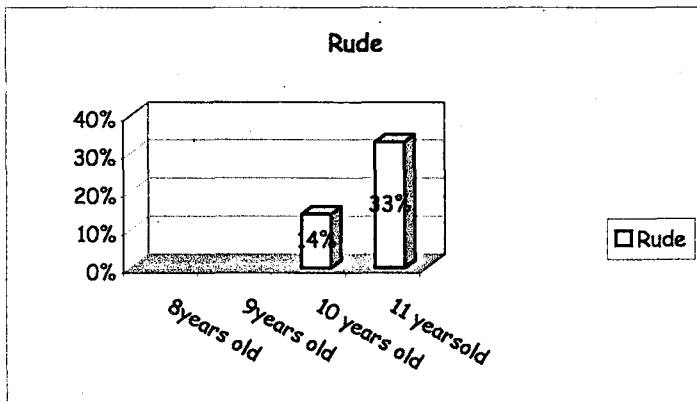
Again it can be concluded that they are conscious about the concept of 'discipline' and feel the need of it but in an acceptable and possitive way. Because they like their teacher to be 100% '*patient*', '*kind*' and '*sympathetic*'. These results support the ideas about the need of warm, secure and relaxed attitude of teacher and learning atmosphere for young learners. The feature '*friendly*' seems comperatively fewer as the teacher has much more higher position than a friend from their point of view. At those ages they consider their teacher as someone to be admired and respected, without doubt.

Table 5. 9 year-old kids' point of view.



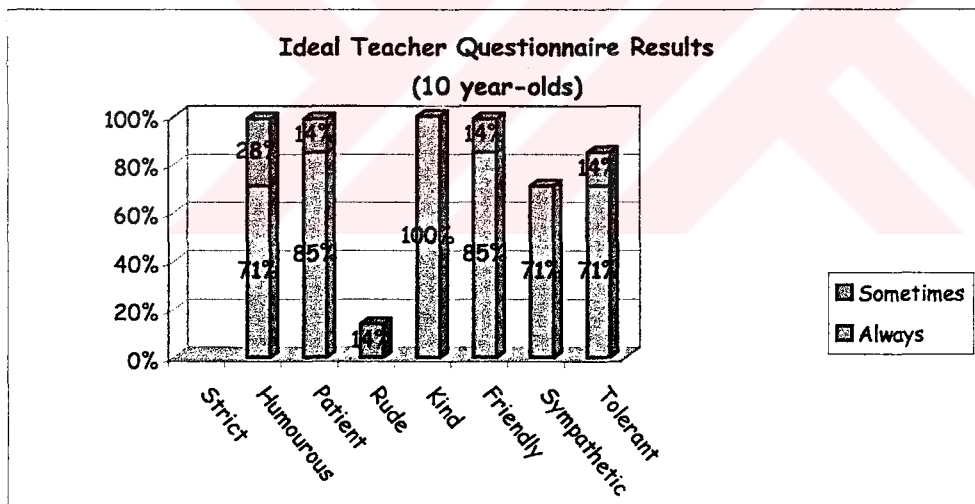
9 year-old learners' graphic shows that there is a rapid increase for '*humourous*' and '*tolerant*' (from 50% to 100% for humourous and from 17% to 57% for tolerant). Accordingly 100% of the kids agree at the same characteristics without doubt, choosing '*always*' for '*patient*', '*kind*', '*friendly*' and '*sympathetic*'. Here again they are totally against '*rude*' teachers like 8 years old young learners (see the Table 6). That shows that still they need a warm and lovely care ressing '*rude*' treatment totally which is very normal for all ages (see the Table 6 and 12). It seems that their sense of humour is fixing at those ages as they grow up. Also they feel the need of tolerance from the teachers about their actions as sometimes they may be overloaded without considering their capacity and in case of incapability they need tolerance.

Table 6.



The characteristic 'rude' shows a gradual increase from young to the older ages. Even though, still 33% is not an important but considerable amount to show that some of the kids feel the teacher should be 'rude'. As it was mentioned before they probably accept 'rude' Ts since they think some of their friends deserve some kind of rude treatment as a result of their bad and disturbing behaviours.

Table 7. 10 year-old young learners' point of view.

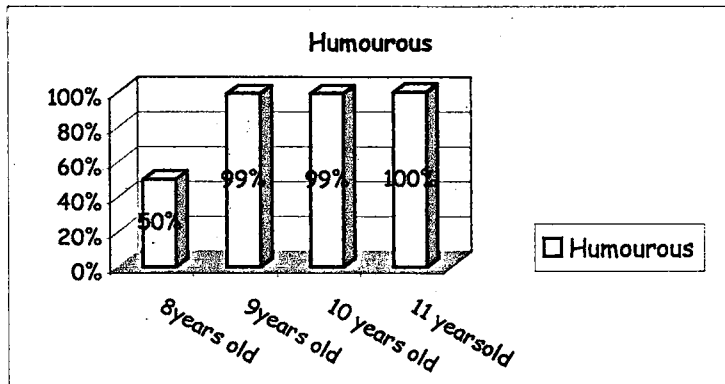


While a few of the pupils are accepting the characteristic of 'rude' no one accepts 'strict' in contrast with 8 year-old learners (see the Table 9). Most probably this small group think that some of the kids may deserve rude behaviour - the ones who disturb them and break the classroom rules- from the teacher as the class-manager.

On the other hand the characteristic 'tolerant' is increasing gradually by age.(from 17% to 57 % until 85 % : see Table 14) when it is compared with younger

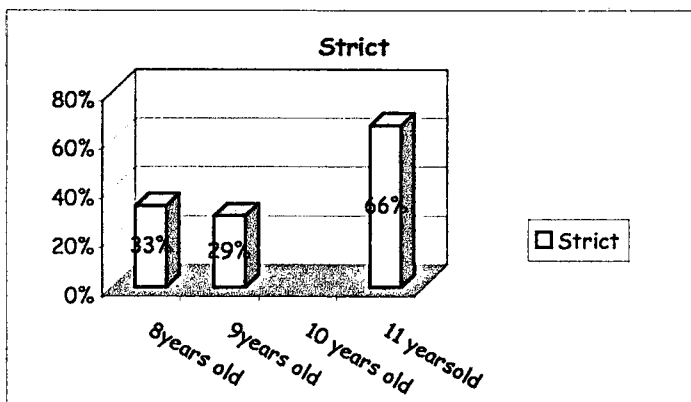
ones. Again approximately 99% of the kids like to have *humourous, patient, kind, friendly* and *tolerant* teachers (see the Table 7) that means they require warm and happy relations from their teachers. As they grow more conscious, they are able to question their relations and the treatment of their Ts.

Table 8.



In order to see the difference between the 8 year-old young learners and the others, this table helps extremely. As it is concluded, 50% of this sample group give a humorous role to their teachers while 100% of all the other ages like humorous Ts. The gap between them is a high one which means that their teacher view is a bit more serious and may be a strict one and they do not even question and prefer any other types as they are too young .

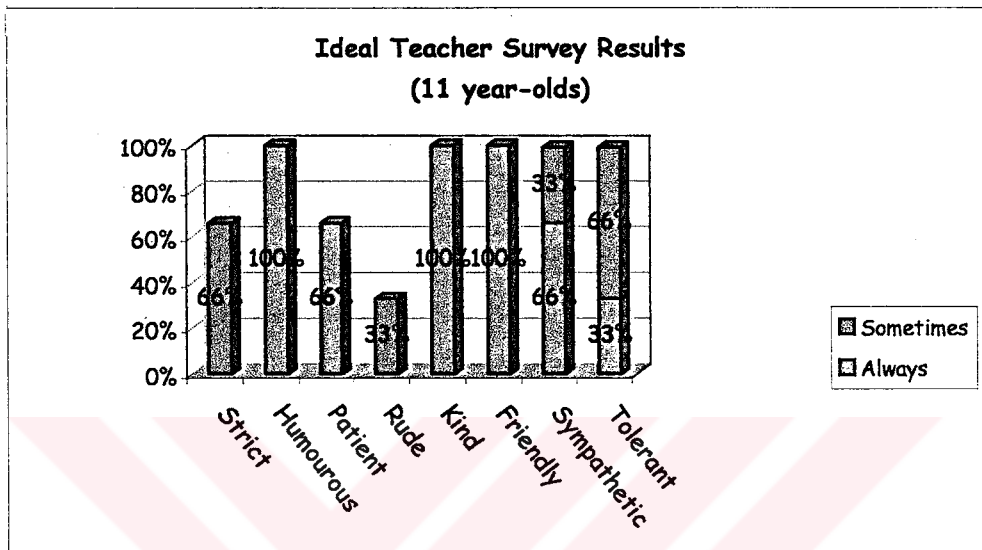
Table 9.



For the characteristic '*strict*' each group has different view. While all the 10 year-olds resist '*strict*' teachers, 65% of 11 year-olds accept which is a considerable

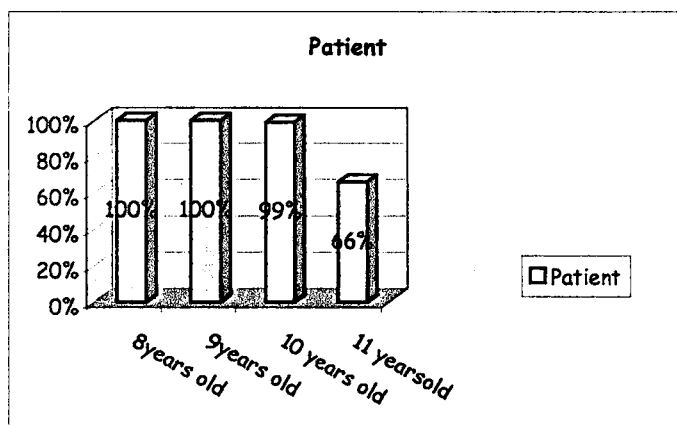
popularity. On the other hand approximately 30% of 8 and 9 year-old kids also accept 'strict' Ts. These results show that sometimes they need to be treated firmly in order to fix some principles (like homework checking, being punctual for the lessons and duties...).

Table 10. 11 year-old kids' point of view.



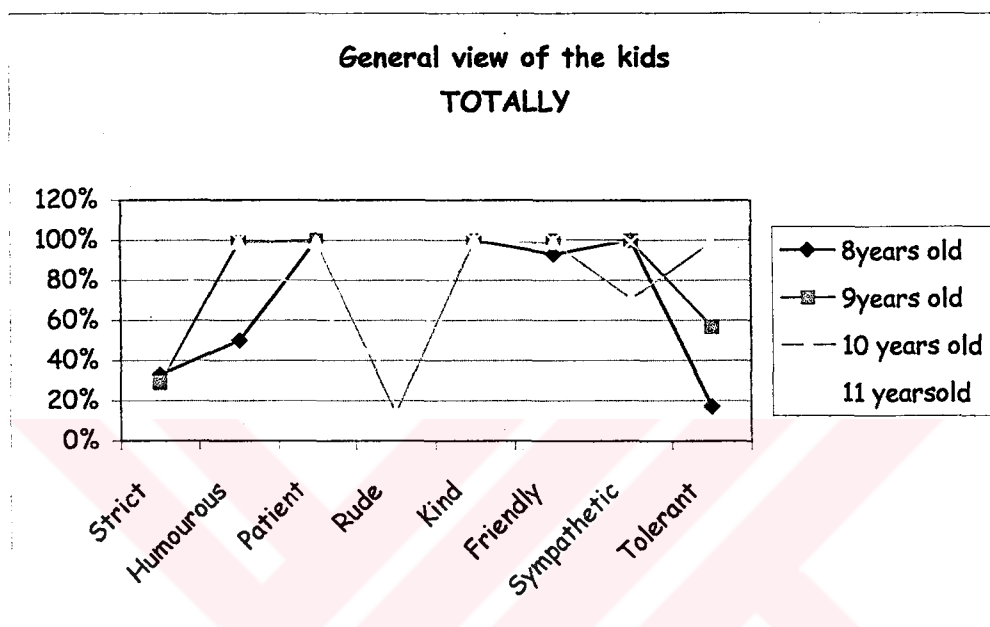
Age of 11 has a surprising result which seems not to be coherent in itself: While 33% of the learners accept 'sometimes rude', 100% accepts 'always kind'. Like younger learner groups they also want always 'friendly', 'humorous' 'kind' and 'sympathetic' teachers (33% sometimes, 66% always). On the other hand when they are compared with the younger groups the characteristic of 'patient' is less populated (for a contrastive graphic see the Table 10 and 11).

Table 11.



While first 3 age groups 8,9 and 10 year-olds have approximately the same results with 100% of whom want their T to be patient, the percentage decreases for the 11 year-old kids with 66%. This 66% of the sample group is the one who do not accept 'rude' unlike that 33% of the 11 year-olds.

Table 12.General View of the kids totally.

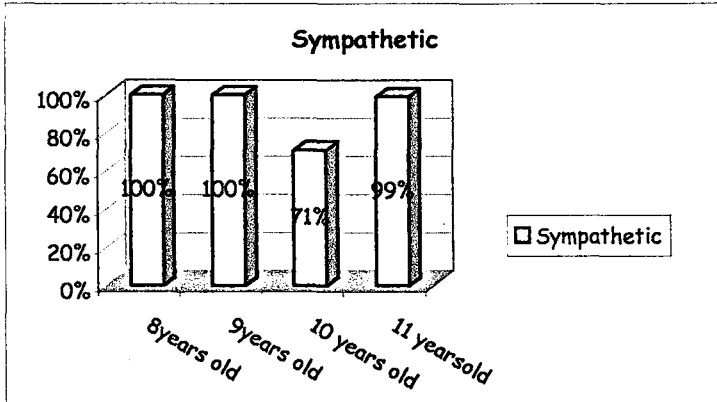


It is clear that this questionnaire gives enough idea about T's attitude towards the kids and the lesson. Whatever happens the teacher should be the kindest and sympathetic one, being a **model** of the manners for the pupils. Furthermore being '*always kind*' requires '*patience*' as the prior feature of a teacher who has to be with many young learners in one class (talkative, curious, naughty, lively and active). *Sense of humour* will be helpful to achieve this as sometimes it is easier and even more effective to **warn** children in a humorous way. Besides, talking in a friendly manner to a whole class or individually will have the same positive effect on the young learners and it sure is better than the rude and blaming way (dressing down and blaming are the easiest ways but not long-lasting one, since, after a while it will not work and possibly will cause losing the heart and interest of the children about your lesson.)

'*Sympathetic*' is also the most wanted teacher characteristic chosen by 91% of the children. It proves that they do not need someone for only tutoring but they need

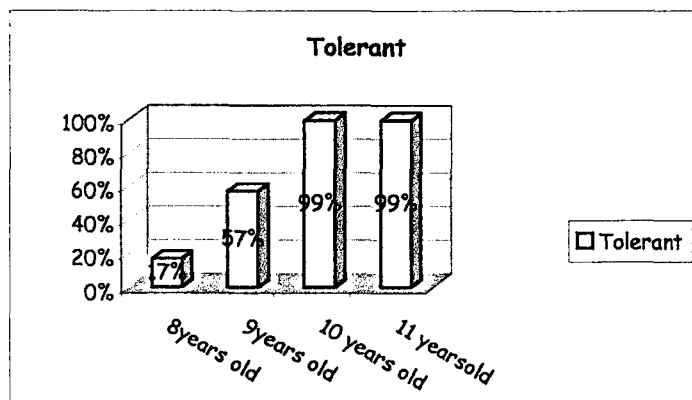
also someone who may listen to their problems and feelings about anything including learning problems and who is open to their different ideas(see the Table 13).

Table 13.



Another unexpected result is the 8 and 9 years old young learners' vote about the '*tolerant*' role of the teacher(see the Table 14). In contrast with the 10 and 11 years old, 8 and 9 years old learners expect less tolerant teachers. It must be because of the same results with the characteristic '*rude*'. With the influence of Asian culture of the sample group they may think tolerance would disturb the learning atmosphere and cause chaos. These younger ones may also think that the naughty and lazy pupils may need to be punished any time they break the classroom rules.

Table 14.



2.7. FINDINGS and RECOMMENDATIONS

2.7.1. They learn best in a positive, warm and secure environment

(atmosphere) :

It is concluded that being secure means a lot for children. Especially early learners, like preschool and the first graders need so much more security since they are too attached to their mothers and home as Margaret Lo mentions in her interview about '*Teacher's Attitude towards Young Learners*'. They feel comfortable with lovely and smiling people around and would prefer being away from tense atmosphere (see the explanation of Table 3.G.2 in 'Data Analysis' of Chapter 3). They are more likely to express and adapt themselves and participate if they feel secure as at home. The questionnaire results also show that children want language teachers to be very sensitive about their feelings. It is easy to guess that this may affect their motivation and concentration.

According to **Jim Greenman (1988)**, a **warm and well qualified calssroom environment** (esp. for early childhood) **needs:**

- **Rich in Experience:** Children need to explore, experiment and learn basic knowledge through direct experience (experiencing physical world like the feel of water, heat, tastes...).
- **Rich in Play :** The classroom can be decorated (or a specific corner for playing) with different educating toys.
- **Rich in Teaching.**
- **Rich with People:** Children -being social individuals- need lots of exposure to the diverse group of people (baker, farmer, gardener, carpenter, piano tuner, bricklayer, painter, etc.)
- **Significant to Children:** Children need to feel that what they do is meaningful to someone besides themselves.
- **Places Children Can Call Their Own :** A basic human need is the need to belong. For instance their own crayons, seat or shelf to put things on will make them to be a part of that classroom.

Observation 9 : This idea is experimented with the sample group A in December 2003 in Dubai. Until 3 months after the beginning of the school none of the kids had their specific belongings in the classroom. Besides even after two months still there were 2 boys and a girl who could not get used to the classroom and often were crying for mom. In the first days of December the chairs and the tables were named together. Each kid stuck their name card to their table and the chair with the help of the T. It is observed that they felt great happiness. Everyone showed great pleasure when they are called to take their name, stick and get their seats on their own. During the time they all had fun and showed each other their places proudly. The next and following days proved that they feel much more belonging to the class. They treat each other and the classroom materials better. For instance when any of them used the other's chair and table or whenever one of them did harm to their name cards, they warned and complained about it. What is more they showed great performance to keep their seats clean with the help of rewarding with a candy or a star sticker by the teacher.

Here are some **tips** to create a warm and secure atmosphere:

➤ **Make classroom lively and lovely with wall displays, posters, a book corner, a colorful word-board with their pictures :**For instance for lower grades shapes, numbers, letters, flower and animal names are initial subjects to be taught and the classroom may be turned into a colorful environment with the pictures of all these objects . Teacher can prepare a wall display of flower pictures with their names and or the kids' photos on them. These flowers maybe designed in a poster style or in a natural context such as a landscape with butterflies, bugs and trees, animals, country houses, clouds and sun...

However those posters or whatever around should be changed periodically or some of them may be taken away. Because children need change much more than adults as they can take the picture of whatever they see in their mind and do not forget easily even they do not know them all. Thus changing the objects and the material(toys,decorational objects..) around will help them develop their view of the outside world. **Francis Wardle** (undated) supports this idea with these words :

"Children seek out a constant change of stimuli - scenery, textures, colors, social groups, activities, environments, sounds, and smells. As our children spend more time in our programs, the more variation and stimulation they need."

Even more, T can create his/her own posters with a group-work activity in the classroom or a project to be done as homework (for school kids). Most probably it would be more enjoyable and profitable for the kids as by the time they are working on it they will start learning unconsciously. This kind of tasks were experimented on the young learners and came out with positive results in learning English :

Observation 10 :

A project work was done in Turkey with the sample group D in October 2002. The title of the project was the 'animal names' and 'what they can do'. First a sample project was drawn on the board to make the learners comprehend their tasks. What they needed to do was to put a picture of an animal they like from the ones they learnt lately and introduce it with 2 or 3 simple sentences. For instance : *'It is a lion. It has an orange color. Lions like meat and liver.'*

The result was incredible. Some kids painted their own pictures, some did copy-paste, some downloaded pictures from the internet (all the same size as required). At the end the projects were collected in one poster and hung on the classroom bulletin board. Apparently they would never forget what they did and time proved it: In the following evaluation no one failed at that subject. What is more they had great pleasure of achieving something together which also helped them doing well with group work. The children also expressed their joy and excitement asking to do another one.

➤ **Motivate them with interesting and enjoyable activities:** Educational games can be played, handcraft activities can be done with any kind of material, using play-dough or construction papersetc. which will be fun and help both creating a warm and secure atmosphere and develop their imagination.

For preschool kids and early school kids different parts of the classroom can be used for different purposes such as '*story reading/telling corner*', '*toys corner*', '*activity corner*', '*tutoring corner*' (in front of the board) and so on. This way soon they

learn the purposes of the corners when they are asked to go to that corner, they will be motivated and ready for that activity before we start.

It is also supported with the applications on sample groups A and B:

Observation 11:

During the first month of the school everyday Group A and B kids were asked to sit around the tables and they were introduced with the letters or the numbers whatever should be taught. After that they were asked to sit by the window in a range to practice counting and singing. After a while some of the kids learnt what to do in each place and then in 2 or 3 weeks all of them learnt the purposes of the places and the sequences of the activities.

➤ **Create a warm, happy and relaxed atmosphere:** It is not lovely to start and finish the lesson with your serious bussiness -like expression of face. Absolutely discipline is important, the pupils should be aware that we are the teacher and they should act accordingly. But sometimes being one of them, having fun together, sharing feelings will construct good relations, a warm and happy atmosphere. So let them laugh and enjoy themselves from time to time.

"Since most early childhood philosophies stress the importance of play, hands-on-learning, and whole child development, a good early childhood environment supports these activities.." (Wardle-undated)

For preschool kids it is concluded that they have a great sense of humour. So T can play *finger games* and make them laugh easily (see App 14 for some games from **Judi Millard-undated**). By this way they will memorize the rhym even if they do not understand first but through time they will catch the meaning step by step.

The observations of the groups A and B show that the children would listen and participate in the lesson voluntarily especially when the T makes them laugh and play. Otherwise they would not listen or do whatever they were asked.

Observation 12:

One day the T was so serious and unhappy but trying to go on teaching on the board in the same way she was used to. But most of them were making noise, some

trying to eat something, some walking around, some giggling with friends and mostly not interested in what was told. Another day the T was so cheerful and teaching in an enjoyable way involving them like:

T: 'hey ,who will say what's the sound of this letter?

T: Ahmad?

P: L –Lion!

T:is that the sound L?

Pp: yeaay!

T: great Ahmad, it is the sound L.Then give me a five !

....

Alltogether: yeaah! Everyone was listening and participating with a small smile on their face.

Sometimes even the children do make jokes with their little English.They should be encouraged if it makes sense and does not break control of the class. Certainly T's joking and chuckling with them will make them relaxed but it should be kept short as time is limited and the kids may loose concentration quickly . With the teacher's smallest glance and sign they should come to themselves and take the studying and listening position again.

Praising and thanking should never be forgotten. Their mistakes should never be the subject of laughing and mocking in the way of embarrassing them. Otherwise the pupil may totally be lost forever.

➤ **Help them develop personal reasons to learn English:** If they feel there is no sensible reason to learn English most probably they will not be able to learn it easily. For the second language learners it may not be needed as they already feel the urgent need of learning English but for the foreign learners they need a guide many times. Thus with the help of their parents, teacher should direct them with classroom activities which will force them to use the language by finding penpals from English speaking countries, giving projects, reading interesting and different stories.

➤ **Help them develop strategies for better learning and studying:** Children may need a guide for how to study a language. So some occasions should be

created to introduce some kind of learning strategies. Some clues may be given to learn vocabulary and some kind of simple games to learn words which they can play

2.7. 2. They possess natural abilities and characteristics for learning language :

Actually in this case there are a lot of different and opposite claims but it is all admitted that there is a great difference in achieving more native like usage of language between the ones who start at early ages and the ones later -especially after puberty-.

Titone says :

"Research has proven that by the age of six , the human brain achieves all significant growth. So in the very first six years the brain absorbs facts and information and stores them in its memory including complexity of learning language process. A child can master one or more languages by the age of three. " (undated)

At this point **Cameron** claims:

"it is because their brains are still able to use the mechanism that assisted first language acquisition. The Critical Period Hypothesis is the name given to the idea that young children can learn a second language particularly effectively before puberty"(2001: 13-14).

She also adds that *"the other studies against this hypothesis provide evidence that there is no such cut –off point for language learning."* But they also suggest that *"where native-like proficiency in a second language is the goal, then learning benefits from an early start."* which actually supports the previous ideas.

In addition to these, **Robert Ledo** (1961: 16-17) agrees on young learners' this beneficial characteristic of learning by saying:

"as young as three or four years old, have great facility imitating foreign sounds and remembering them. "

But at this point, what is crucial for the learners (learning language at school) is that they need to be exposed to real use of language with adequate, well organized resources at a plenty of time. Here the teacher has extremely important role who must be well educated and have especially native or native –like accent . **David Nunan** from The University of Hong Kong indicates this point strongly in one of his interviews

and adds that in any case L2 learners can never achieve full mastery of language as good as L1:

"Learning an L2 is different from learning an L1... Certain forms 'fossilize' or 'stabilise', these are usually communicatively redundant, or their use is subtle, e.g. my secretary, whose English is fantastic uses certain past tense forms inappropriately, e.g. she tends to overuse the past perfect. This does not obscure her meaning, but just sounds slightly odd. 'Non-native-speaker-like.'" (undated)

Observation 13:

Group A and B observations show that children have a lot of fun imitating the T A 4 year- old girl named Arwa who was one of the weak speakers of English but on the other hand was good at repeating Ts' talking as a lovely game of her own. For example when the T says 'let's go Arwa ,let's go,we are late!' and she would imitate even the T's tone saying 'let's go Mrs Hulya let's go' and taking her hand and pulling her out. In some occasions even when the T is angry yelling at the kids 'What's this mess?! Come on, clean up,now!' they would all start cleaning and some imitating the T's words giggling which calm her down and make her smile.

➤ **Titone** (undated) takes attention to another point of view about the positive side of teaching English as early as possible:

*"Children who start to learn a foreign language early in life can better understand their native language as they become **conscious** of the existence of language as a phenomenon. Their cultural outlook is wider than that of monolingual children who often believe that their own culture, their language and their customs are the only ones that matter in the world."*

➤ They use language **creatively**. They do not just immitate, repeat and memorize but they use what they learn creatively even it is grammatical or not. Here are some examples from 4 year-old KG-1 kids in UAE talking to the teacher below.

Observation 14:

March 2004 Group B:

T: *Who wants candy?*

Pp: *Me want Mrs Hulya!*

T: *Not 'me' 'I do' or 'I want'.*

PP: *I do!*

.....

T: *I don't have a sharpener, who has?*

P(Jousef from Sudan): *Mariam have sharpener!*

.....

T: *Who has a car at home?*

Pp(Sarah from Jordan): *I have many toy cars, blue and my father have big car!*

➤ They can **play with the language** until they can utter the **meaning**. They use what they can remember to express the meaning. Also they use their gestures at a time. Here is an example encountered during the observations of group B :

Observation 15:

'My father have w (double u) car.'

Here the kid uses 'have' because he encounters 'have' a lot at the beginning of learning. Even because at this years of age they are mostly self-centred.

Another example is from one of the group A kids Mariam(4 year-old Syrian girl):

'Ene (means 'I am' in Arabic) not baby.'

At this point Moon indicates:

"...they work out the meaning first and tend not to pay attention to the words that are used to express the meaning. As they get older, they begin to pay more attention to the words. This ability to work out meaning is a very useful one in language learning as it allows children to work out what is happening in the situation, eg a story, video, a conversation, and this then helps them to attach meaning to the words used." (2000:5)

➤ They can **work out** the the **rules** from situations .But sometimes they need support to do it by themselves.

Observation 16:

A lively example from group D observations:

In this situation a pupil(Vedat) tries to tell the class what he and his classmate like and do not like, looking at the pictures given:

P:I like french fries and Ali like,too.

T:You like and he like?(!with an unsatisfied mimicry)

P:Yes, he like..

T:Does he like?

P:Yes,he like

T:**Does**(with stress)he?

P:Oh, yeah, he likes!

In consideration of this main feature of the young learners these tips will be helpful:

- **Ask questions to provide opportunities to use the language creatively in a favourable atmosphere.**
- **Do not correct each small mistake immediately during speaking, just give time and lead them to find it themselves (as you can see in the sample conversation above) .This way they will be careful about this mistake for the later talks. Otherwise correcting them frequently may cause embarrassment and discourage them to talk in English in case of making mistake and Moon supports this theory with these words:**

"Accuracy is, ofcourse ,important but it can be dealt with later once they are familiar with the meaning "(2000:5).
- **The use of communication games, drama, project work, story telling and practical activities(in real -like atmosphere) in teaching will allow them to make use of these natural abilities.**

2.7. 3. They make use of the ready-made phrases of language :

When they are introduced to the phrases and clusters like *'bye, see you, ofcourse, come on, actually, I don't know, OK, allright, for example, by the way, anyway, let's go ...etc.'* that are used a lot during daily use of English, the children can unconsciously pick them up and utter these kinds of phrases very naturally even at the beginning of learning. Besides they make use of these clusters even while speaking their

mother tongue. What is good is that at the further stages of learning they start to break down those phrases and recombine in new ways like:

' I don't know ' — ' I don't know this ' — ' you don't know '

Observation 17:

The observations of the sample group A and B proved that young learners are incredibly great getting what is said so often and sometimes they use exactly the right way but sometimes wrong :

'Let's go, come on, OK, bye, I don't want, I want...' were the most frequent clusters the kids used .

' come on, eatin' time' (dropping the 'g' sound of 'eating' with a weird intonation.)

'I want wash your hands' (most of them were making the same funny mistake, 'your' instead of 'my' because we were telling them 'wash your hands now!' everytime they finish eating or come from playground.

2.7. 4. They have great capacity to enjoy themselves and having fun:

Children are eager to play and have fun of everything at any time. So using games for introducing new subjects or practising will obviously be useful. Throughout the game they will be concentrated on the game and they will not stop the game for a while thus will have more opportunity to talk and use the target language. By this way some will even forget their prejudices about speaking and struggle for it and achieve just to be able to join the game. Besides the joy they have gained, they will create a positive view of the language. It will prove to be an enjoyable and lovely side of learning a language which will attract most of the pupils.

What is important here is that the game should be enjoyable, suitable for their age (each age has different tastes and interest as well as level of understanding) and clear enough to be applied easily.

As well as games, using mimicry, using senses in a fun and exaggerated way of talking will lead fun times during learning. Here is an example:

Observation 18:

Group A: reading a story book named 'Jungle Ride' telling a simple adventurous walking of a little girl in a jungle:

The teacher showed the picture of the big story book (classroom size as everyone can see the pictures well) to the kids and started:

'Heey look at the lion !'(opening her eyes and mouth says in a surprised tune of voice.)

'Roarrrrrrr roarrrrr says the lionnn aaaaand the girl scares!'(exaggared movements of the eyes and shows her hands like a 'paw').

'She runs, runs, and runs.' (acting as if running with an expression of a scared face)

The T tells the story sometimes with a loud voice, sometimes low, shows scarey, happy, astonished, admired, sad expressions when needed.

During the story telling it was observed that the kids were extremely interested in the story. On the other hand when the same story eas just opened and read showing the sentences, not all the kids were so interested. In contrast with this, most of them were doing something else and walking around in the class.

2. 7. 5. They are curious and enthusiastic about learning :

It is well known that children are curious creatures who are trying to discover the world outside them:

"Children are naturally curious and active .They eagerly explore their environment and interact people,which will help them to construct their understanding of the world they live in " (Moon ;2000:7).

Their curiosity leads them to discover their environment just jumping in and experiencing it. 90% of the kids do not regret to join the life around sooner or later especially if they have friends of similar ages to imitate .

Like adults they would never forget the things they live, the things they touch and the things they do on their own :

Observation 19:

Among the sample group A, the assistant teacher painted a poster for the coming lesson while the children were playing with the toys. Then one by one children came around her table and started watching her. After a short time they started asking to take the brush and try painting. But the T did not let them. Some of them insisted on trying and some showed aggressive reactions. This time T said 'no' and explained that it was not time for it but the next day if they like she would bring enough brush and color to do some painting. All of them cried out happily with agreement.

The next day when they did painting all the kids were enjoying themselves with the expression of victory on their faces.

Thus what the teacher should do is to find the activities, the materials and objects which will take the children's attention and provide enough opportunities to let them perform themselves. By this way a fabulous feature of the young learners (being curious and eager to learn anything) can be easily used for teaching.

2.7. 6. Their physical world is dominant:

They can best learn the things when they actively live. They would like to touch, smell, hear, see and even taste. Whatever they experienced with their senses will certainly be memorable. It is the same even for adult learners but sure not as crucial as the young ones.

Observation 20:

The following experience with the sample group A will support the importance of using five senses (physical world) in teaching English to children:

The aim of the lesson was teaching the letter 'o' and the name of the fruit 'orange'. For this purpose the T brought several oranges to the classroom with a plate and a knife. Then showing them to the kids said:

T: *Hey kids! Look what we have today!* Do you know what they are?

Pp.: *borthakaal!* (orange in Arabic) (in a loud and happy voice)

T: *No, in English?*

Pp:(no response)

T: *These are ORANGES ! What?*

Pp : *ORANGES !*

T: *What are they ?*

Pp : *ORANGES !*

T : *Good ! Do you wanna smell them?*

Pp: *Yeay!*

And the teacher let each kid smell it and asks again:

T: *Now ,do you wanna taste an orange ? Do you wanna eat them?*

Pp: *Yees! (with joy)*

Then the teacher sliced the oranges in front of them making a yummy sound 'mmm, its so sweet ' and put in a plate and served.

While they were eating, the teacher asked again and again to each kid:

T: *what's that?.....*

The next day when they were asked showing the picture and the phonemic sound of 'o' the whole class answered correctly.

Observation 21:

Another case was done with the group D. The subject of the lesson is 'proficiency names' :

Acting the jobs first, T introduced children the words and for the next lesson asked them to wear some symbolic clothes or bring the objects of the proficiency they would like to choose in future. Also they needed to write their proficiency on a big construction paper with big fonts.They looked very excited and happy to do such an activity. Every moment they saw the T they started asking questions about the task. The next lesson each of them came to the board and answered small simple questions about their job showing the spelling on the card. Later on those cards were used for classroom games like 'GUESS WHAT? '.

As a result it is concluded that the children do not forget the things they are involved by acting in it.It may be talking, singing, eating, touching, demonstrating, painting, ...etc. At this point we can use *Physical Activities*, like making things(with play dough, papers, recycling objects, cookies, kites, ...etc-see App1) ,action songs (see

App. 2), games(see App. 3), drawing, rhymes (see App.4), drama(requires speaking talent which can not be useful for the beginners).

Another kind of activity will be useful which we can call '*Listen and Do*' or '*Listen and Make Activity*'. For these activities the kids are not to speak but what they will do is to show that they understand :

Observation 22:

Group D : teaching Present Continuous Tense:

T: (shows a sentence card 'I am drinking',or whispers it in his ear)

P: (acts the verb given, using his hand as if drinking something and asks)

'*what am I doing?*'

P 2: *Eating ice-cream.*

T: *Is he ?* (with an unsatisfied expression)

P3: *No,he is drinking!*

The activity goes on with different kids and different actions. It was observed that the next lesson during the revision part at the beginig of the lesson most of the kids remembered how to construct a present continuous sentence when they were asked.

2.7.7. They are active and lively learners who are mostly talkative:

All the children enjoy talking with other people and showing themselves off. They feel satisfied with the people listening to them in their mother tongue. It may come to mind 'are they as enthusiastic in the foreign language as in their mother language?' In this occasion Moon says:

"In general young children (aged 5 to 10year-olds) tend to be more enthusiastic and willing to talk in the class than older children....Children's desire to communicate is very powerful and this carries over into foreign language learnin." (2000:8).

When children learn something new they are impatient to use it especially as they consider the different languages interesting and amazing.The observation of the groups A,B (ages 4 to 6) and C,D(10 to 11 ages) has shown that these groups are

willing to talk in the classroom and they are far more active and attentive at the classroom than the upper graders. What is more whenever they see the T out of the class they would try to talk in English or ask questions about the lesson

To activate this feature of the kids in the language classroom what the teachers should do is to arrange **classroom activities** creating and offering **talking opportunities** as much as possible . If the children are engaged in an interesting and amazing activity they will talk and try to express their feelings happily. By this way they will be provided with plenty of practice in using the language. What is important is that T should find an interesting activity which will keep their attention and will attract them to talk(*see in detail in Material Selection Part*). It may be sometimes very difficult to find plenty of interesting and fun topics and activities, but at the same time there are lots of fine materials and activities published that are suitable for all age groups. Besides meaningful dialogs,illustrated stories based on dialogs, dramas...would be helpful and the internet web sites are beneficial to have an idea (see App.5).

However it is also experienced that as the children grow up , their willingness for talking decrease especially during puberty and they avoid talking in a language of which they are not capable as much as their mother tongue. This is also because they apparently have fear of embarrassment in front of other people.

2.7. 8. Children's foreign language learning depends on what they experienced :

Children are "... active learner and thinkers constructing his or her own knowledge from working with objects or ideas ." says **Cameron** and adds:

"...their sense making is limited by their experiences" (2001:4).

That means they can use the language functions only the ones to which they are introduced and exposed which is very natural. If we have never seen a red color we can not have the image of 'red' in our minds and we can not say that is 'red' what we see. Language is the same; if the children are not introduced with different words and different ways of speaking they may not be able to speak and understand that way.

While learning a language they work out on the words and construction of the sentences. They ask questions, try to understand and distinguish the differences they

encounter. They consciously try to work it out to learn the language. 'What is this?' and 'why?' are the very first frequent questions they learn both in their mother tongue and the foreign language. They seek out to learn more and more with these simple questions.

Donaldson indicates the same idea with these words:

"... a child actively tries to make sense of the world...asks questions,...wants to know...Also from a very early stage, the child has purposes and intentions: he wants to do" (1978:86).

What the teachers should do is clear: provide as much opportunity as possible to make the kids experience numerous occasions of different language use. For example 'apologizing, asking for advice, giving suggestions, requests.... etc.' This is the function of the language. To encode our message we use different forms of language. Thus T should try to provide different forms of the language in a realistic context and with enjoyable variety of activities such as **drama, role play, songs, reading stories, dialogs, games, watching cartoons and films, listening to songs and rhymes, ...etc.** **Cameron** underlines the same gist here:

"The central characteristic of foreign language learning lie in the amount and type of exposure to the language: There will be very little experience of the language outside the classroom, and encounters with the language will be through several hours of teaching in the school week. In case of a global language like English, however, even every young child will encounter the language in use on video, TV and computers and film" (2001:11).

From this point of view 'foreign language learners' may not have plenty of exposure but it can be increased with the teacher's efforts. At this point it seems 'second language learners' are luckier than the others as it was observed with the kids in UAE (group A and B). What is more here they use some Arabic words as if they were the part of English while they are speaking English and English words while they are speaking Arabic. As for the young learners %90 of the kids have nannies of different nationalities who speak English as a medium of communication and they do experience language in everyday life which helps them learn much more quickly. But it should not be ignored that those speakers have very rough and weird accent because of the foreign speakers-with poor accent - around them.

2.7. 9. They want to please teacher rather than their peer group :

When young learners are compared with adults it can be seen that they care about their teacher much more than their friends. They would like to learn every detail of their homework to make it one of the best, they are more attentive in the class to answer the questions, and take part in all the activities and always try to take attention of the teacher. Especially 5 to 11 year-old kids are likely to be attached to their teachers. They feel secure by their teacher and try to please their teacher with studying hard and trying to do their duties as well.

It is the same even among the low-ability kids. They try to take the attention of the teacher at least by doing classroom work properly and wait to be praised. Observations have shown that sample group A and B would many times compete with each other during 'cleaning up' and feel proud when their work is appreciated by the teacher. It was also observed that sometimes they used to do some activities that they are not interested just because the teacher wanted. Even the teacher's sadness makes a lot more influence on them than his/her anger. Because they are attached to the teacher by heart and s/he can influence and make them learn using the same way which leads to their heart.

2.7. 10. They can have part in an activity even they do not understand :

It is another beneficial characteristic of children that helps their learning a lot. They can sing complicated songs, play games, listen to the stories even if they do not really understand individual words but they do interpret meaning from mimics, actions and familiar sounds. For the songs what is making them sing in another language is the rhythm and different sounds of the song which appear to be fun and enjoyable to them. Especially if they are action songs for which they can involve themselves using their body, they enjoy more. By this way they will be encountered with a variety of words and phrases to be used in further learnings of language. Day by day they will hear the same word or a phrase in the song they recite out and get the meaning through time. Here are some examples:

Observation 23:

At the beginning of the first academic term of the school in Dubai the sample group A was exposed to a song 'Twinkle Little Star' (see App.9) which was new and complicated for the ones who even did not know how to say their names as they were just starting school. For most of the kids it was their first experience of a new foreign language. The song was first introduced by the T singing alone twice or thrice a day. Then the next day for about 10 minutes the song was sang by the teacher and once it was played from the recorder. Also the star shape was introduced showing the picture and repeating the word. The following days they were introduces with other songs but this song was repeated twice every day. First they just imitated the repeated words and the twinkling actions that were done by opening and closing fingers, pointing to the sky in a questioning and wondering mimicry ('how I wonder what you are?!). Through the time they learned what a 'star' is and then the words 'sky', 'little', 'what', 'how'....etc. Sure they have geat ability to interpret the meaning .The next week it was reported that 80% of the kids would sing the song as a whole.

Observation 24:

The sample group A was introduced with a game named 'Ring A' Ring O' Rossy'(see App.7) that's played with the whole group, holding hands singing a song and turning around in a circle. When the song ends with the words 'we all fall down' everyone sits down on the floor. The game was first played at the beginning of the 1st term when not any of the kids were capable of understanding the meaning of the song and the game.

When it was first performed the T showed how to make a circle holding hands and sang the song while helping them turn around(helping to make and keep in the circle). Then while singing the last line 'we all faaaaall doooooown!' the T sat down on the floor and all the kids imitated her actions.

All the kids were alert and happy and wanted to play again. The game was repeated until their attention changed (like 4-5 times).

The next time (2 days after) T again helped the kids to remember the song but they mostly knew what to do generally. Then the 3rd time most of them were able to

notice the name of the game and the song and started holding hands, making a circle, what is more most of them participated in the song word by word as they understand (no matter with meaningless pronunciation) but always with enthusiasm and eager. At the end of the song when several kids started to lie down on the floor the others imitated each other and giggle together.

2.7.11. They possess short period of attention:

It is well known that children can lose interest and motivation much more quickly-especially when they find it difficult or boring. Thus the T may take their attention on her but it is more difficult to keep their attention for a while. We need to change and refresh their attention finding a variety of activities and should not keep the same activity for so long. In case of losing attention always T needs to be ready for alternative sources. **Brewster** supports this idea with these words:

"Their attention span is limited. Therefore, tasks should be short, varied, motivating and interesting, and should offer '*concrete perceptual support*'" (1991: 6).

2.7.12. They can achieve more native-like and fluent accent :

They are less embarrassed at talking in a new language so it is more likely to get a native-like accent. What is more as it is indicated above, in early childhood they are totally open to new sounds and excellent at imitating. In contrast with young learners adult learners have difficulty at producing new and different sounds that do not exist in their first language and sometimes they consider it funny. Besides they mostly feel embarrassed to talk in a real-like accent.

In this sense introducing native or native-like speakers to young learners will be more beneficial because when the language is adapted in a wrong accent with wrong pronunciation correcting it in the future will take longer and even so will be unsuccessful.

2.7.13. They are Slow Grammar Learners :

Children learn grammar of the L2 (EFL) more slowly than the adults because they are at the early stages of learning their L1 grammar (the little ones like 4 to 8 even not aware of it). So even they start at early ages they make slow progress. It is because of the cognitive development of the young children. As **Harley** (1995: 43-71) indicates; in studies of immersion language learning, younger children (7-8years) seem to pay more attention to sounds and the music of the utterance whereas older children (12-14 years) are more attentive to the cues of word order (in terms of grammar structure).

For the school kids the way of presenting grammar is important. It is better to give grammar through context because they mostly find it unnecessary and boring. Nowadays a wide range of books of this quality is easily accessible. So what T's need is to practise grammar in a fun way: with games, different activities like 'hang man game' can be played for the grammar items. For instance to practice prepositions we can play '*hide and seek*' game with a toy or an object can be put it in different places and the learners may be asked to find it.

Observation 25:

To practise grammar 'hide and seek' game was applied to the sample group C and D .

Before the game, the practices were done just with some exercises like 'fill in the blanks', 'match', 'completion'...etc. and while doing so most of the learners complained about writing too many things and being bored.

Then apart from giving these kinds of exercises groups C and D were introduced to the 'hide and seek' game. The grammar point was 'prepositions'. One of the kids was sent outside the classroom and an object like small toy or a random pencil box was chosen. When the chosen pupil came in, each volunteer gave a tip using prepositions like 'it is near a pink book' while he was looking for the object. He had to guess what the object was and find it. When he found the object another one was chosen. The game took about 5 minutes for each kid. During the game it was observed

that even the ones who were involunteer to participate, wanted to join giving clues in English. All the kids showed great performance and joy while playing and practicing.

As a result, at the end of the lesson most of the pupils would know the most frequent prepositions as they needed them in order to play. No one was bores at all.

Bourke has another idea:

"You can create your own characters to suit the English you're teaching. Children enjoy making up silly names and giving characters a personality. You could, for instance, use a mad professor who collects things to help practise the plural of nouns (She's got two green parrots, five sharp pencils, three chairs, eighteen hats etc.) ..." (2001).

Observation 26:

As **Bourke** indicates the good sides of creating our own characters for the English lessons, sample groups C and D were introduced to a dream character called 'Jimmy' a boy of the similar ages with the sample group. The picture of it was drawn on the board by the T whenever a sample subject (a person) was needed. The first time the pupils were introduced with this character all of them responded laughing at it and commenting like:

'wow what a freak' or 'look at his untidy hair like a hedgehog!'

'heey! He is cross-eyed!'

Jimmy was first introduced to teach the subject pronoun 'he' with a similar character 'Jenny' to teach the subject pronoun 'she' like:

'He is Jimmy from Dreamland'

'He is 10 years old and he likes computer games'

They all liked Jimmy and enjoyed the image of him and talking about this naughty, weird boy accepting him one of their friends. They enjoyed lessons with him and found English colorful and interesting.

2.7. 14. The Children can Differentiate Between Languages :

Experiences have shown that learning different languages in early childhood expands the children's mental capacity. By this way they become conscious of the

existence of other cultures and people who speak different from their own. As a result they do have a wider outlook of the world than monolingual children. When second language learners are compared with the foreign language learners there is a slice difference. This gap is much bigger between the monolingual children and bilingual ones as **Titone**(undated) expresses below:

'Learning different languages at an early age expands the child's mental capacity...The younger the child, the easier and more natural it is to learn a language. The older one is, the more difficult it is to acquire a good accent and to gain native-speaker-like mastery of grammar...Learning English at an early age will help the child succeed in school English lessons and will enjoy learning the language.'

Our observations in KG and upper graders (the ages between 3 and 11) at a private school in UAE (in an international city of the people from all over the world but also including the local population) shows **Titone** (undated) is totally right:

Observation 27:

A dialog with one of the brilliant students in Group A, Moazzaz- a Syrian girl of 4 years old- at the end of the academic year will show their consciousness about other languages. She always seemed like talking to the T and other people around whatever comes to her mind with her rough baby English. On a similar occasion :

P(Moazzaz): ' I'm Suuriyah(Syria in Arabic) ,I know speak Araby (means Arabic) and you speak English.Are you English Miss Houlya?

T: 'no, I'm Turkish but I speak English'

P: ' you don't know Arabi, yes?(do you?) asked again.

T: ' No ,I do not ' .

At the end she told me proudly : *'Look Miss Houlya, I know speak Arabi and English' counting her fingers which made the T burst into laugh.*

And for older ages of the children like 7 to 12, they are already at the age of understanding different nations and languages and feel great excitement to learn another language to communicate with foreigners which seems like a miracle and makes them feel special.

2.7.15.They need plenty of repetition and revision:

Children can learn much more easily than the adult learners however they need alot of repetition and revision of the previous learnings .

Especially for young learners of 9 to 12 and olders , repetitions should be done in an interesting and meaningful way while for younger kids it is not as much a problem to take part in even nonsense drills . On the contrary it may be fun for them .



2.8. CONCLUSION of THE STUDY

In this study it is aimed to view a teacher profile (roles and attitudes) generally for the EFL teachers of young learners. For this purpose firstly the learner group's -as young learners specified from the age of 4 to 12 - overall characteristics are given with the references and supportive observations experimented on sample young learner groups. Then in the first chapter the general frame work of the study is presented with the effects of the T's *attitude* in teaching and the teacher's roles including classroom management -which also consists of a crucial role of the teacher as a manager -. Besides the literature review, the observations are included to make the meaning more concrete.

The second and the last chapter is the methodology chapter which includes a wide presentation of the research techniques used to view the '*the ideal teacher role in teaching English to young learners*' both from the learners' point of view which was done with a questionnaire and the observations of the learner's behaviour changes according to the teacher's attitude. The explanatory and technical information about the research is also included with the verbal and statistical data analysis of the some given in tables and graphics under the title of '*Findings*'.

The '*Findings*' section gives lively experienced tips about the role of the teacher while giving the characteristics of the young learners. They are supposed to have great value being beneficial examples for the teachers of ESL and EFL..

As a conclusion from the combinations of the learner group questionnaire results and the observations it is supported that the role of the teacher has great importance in effective teaching and it changes according to the learner group's needs and characteristics coming from their age factor.

It is also concluded that especially the preschool and early school kids need a teacher who has a great ability to manage with them in a balanced, friendly, kind and lovely way (Table3). They do not want too tolerant teachers as they may think that if the teacher is too much tolerant, the classroom would be in a mess -as at those ages they are not that capable of controlling their behaviours and not all of them have the sense of responsibility and the consciousness of how to act in a class. They want intimate, kind

teachers teaching in a fun way (humourous) and they resist totally being treated in rude (Table 8) way as they are too sensitive and need a warm and secure atmosphere.



APPENDIX

1. CARS with the juice packs: you can make cars,vans,busses using juice packs .You can cut out circles from the packs and fix them with a pin,put buttons for the headlights and paint them different colors.Afterall the kids may play with them.

SPIDERS with paper plates and p-pets.: Turn the plates and stick the eyes that you have already drew and cut out from papers.You may use different objects for the eyes like lentil grains...etc.

COOKIES out of biscuit ,eggs ,butter and cacao:6tsp melted butter,2tsp sugar,2tsp cacao,about 150g biscuits as much as you like. First break the biscuits into pieces(you can leave this job to the kids) and add them into the mixture of egg,sugar,butter and cacao.If you feel you need more add more biscuits.Then you can give little pieces to the kids to shape as they like. After refregerating you can eat together.(before you start make sure that the kids washed their hands,spread a plastic cover on the tables.)

2. Peanut Butter (from Westcott: undated)

Peanut butter, peanut buter, jelly, jelly.

(clap, slapknees, clap, slap knees , clap,snap knees ,clap snap knees)

(Refrain)

Frist you take the dough and knead it , knead it. (R)

(push with heels of hands)

Pop it in the oven and bake it ,bake it. (R)

(extend arms towards 'oven')

Then you take a knife and slice it ,slice it.(R)

('saw' back and forth with side of hand)

Then you take the peanuts and crack them,crack them.(R)

(pound fists together)

Put them on the floor and mash them,mash them.(R)

(push fists into palm of other hand)

Then you take a knife and spread it,spread it.(R)

(move hands back and forth as if spreading)

Next you take some grapes and squash them,squash them.(R)

(stamp feet)

Incy Wincy Spider

Incy wincy spider climbing up the water spout,

(make a climbing up movement with your fingers)

Down came the rain and washed poor Incy out,

(make a movement as if rain drops coming down)

Out came the sun shine and dried up all the rain,

(open your arms with a stretching movement for the rising sun)

And Incy Wincy spider climbing up the water spout again

(make a climbing up movement with your fingers)

3. •Duck Duck Goose (for preschool and early school kids): Make a circle holding hands and sit down,loose hands. Choose one of the kids .He will tap each kid's head saying 'duck' and he will say 'goose' for the one whom he likes and 'goose' will chase him until he sits the remaining empty place.Then the new goose will do the same.Afun game for preschool kids.

•Dictation Games: can be applied as competition

•Find Someone Who... GAME (for school kids)

Likes rock music.	Loves watching movies.	Is reading a novel.	Loves chocolate.
Loves English.	Cannot swim.	Likes to cook.	Has a pet.
Has a big family.	Likes green.	Hates durians.	Can sew
Watches TV every day.	Is having a good time.	Has visited three Countries.	Can speak two languages.

“Students have to mingle around the classroom to find whoever these statements apply to and then write their names in the appropriate places. Whoever can fill their page first will be the winner. While playing, students practice asking and answering questions.... This provides the opportunity to drill and repeat as in a conventional classroom, but with playing games it is more communicative and meaningful. Moreover, it will link students to the real world because they can actually speak like this outside the classroom.” (Deesri; undated; Games in the ESL and EFL Classes)

4. Rhymes: like Jack and Jill ,Jhony Jhony..:

Jack and Jill

Jack and Jill went up the hill
 To fetch a pail of water
 Jack fell down and broke his arm
 And Jill came thumbling after.

Johny Johny

–Johny, Johny!
 –Yes Papa.
 –Eating sugar?
 –No Papa.
 –Telling lies?
 –No Papa.

–Open your mouth

–HaHaHa.

You can use the childrens' name instead of Johnny. It motivates them a lot and make them have fun. They also enjoy helping you deciding the next name of their friends as they go on rhyming.

5. Internet links for the activities games and ideas about teaching :

- <http://www.collingsm.freemove.co.uk/8/6.htm>
- www.dltk-teach.com
- <http://www.zelo.com/family/nursery/>
- <http://www.first-school.ws/>
- <http://atozteacherstuff.com/go/jump2.cgi?ID=1326>
- www.tesol.org
- www.britishcouncil.co.uk/en/english/
- www.eslcafe.com
- www.greenville.k12.sc.us/taylorse/htm.
- www.funschool.com (games)
- www.themenuits.com/ClassKids_bk.html.
- www.iteslj.org (musical activities for young learners)
- www.cbcbooks.org (about teaching books)
- www.earlychildhood.com (activities and articles for all ages)
- www.schwablearning.org
- www.project-approach.com (project topics available)
- www.clic.es/young_learners.php
- www.eslkidstuff.com (articles)
- www.eltnews.com (anything for ELT)
- www.eslminiconf.net
- www.1-language.com/00/eslflashcards/ (printable flashcards)
- <http://www.englishforum.com/00/teachers/>
- <http://iteslj.org/Handouts/Kelly-Classmates.html>

- www.oup.com
- www.teachingenglish.org.uk (you can access variety of titles and topics about TESL/TEFL and contact with other teachers and researchers from all over the world for your teaching problems.)
- www.helendoron.com
- www.colingsm.freeseve.co.uk
- www.abcteach.com

6. Twinkle, Twinkle Little Star

Twinkle, Twinkle Little Star
 How I wonder what you are
 Up above the world so high
 Like a diamond in the sky
 Twinkle, Twinkle Little Star
 How I wonder what you are

7. Ring-A-Ring O' Roses (Game with the song)

Ring-a-ring o' roses, *(turn around holding hands in a circle)*

A pocket full of posies,

A-tishoo, a-tishoo!

We all fall down. *(sit alltogether bending knees)*

Mummy in the teapot,

Daddy in the cup,

Baby in the saucer,

We all jump up. *(jump up alltogether)*

Ring-a-ring o' roses,

A pocket full of posies,

A-tishoo, a-tishoo!

We all fall down. *(sit alltogether bending knees)*

The cows are in the meadow,

Eating buttercups,

A-tishoo, a-tishoo!

We all jump up. (*jump up alltogether*)

8. EFL: English as Foreign Language : Refers to situations where English is widely used in a particular society, eg. for education, for trade, for business... (Moon ;2000:182)

9. ESL: English as Second Language: Refers to situations where English is learned as a subject at school mainly for international communication. It is not normally spoken or used in the society... (Moon ;2000:182)

10. CLEAN UP SONG from (Barnie and Friends TV programme)

Clean up, clean up, everybody everywhere.

Clean up, clean up, everybody do your share.

11. Thinking and Learning Characteristics of Young People:

Ages: 6-8

As a thinker :

- Learns through manipulating objects.
- Believes what he or she sees.
- Can't trace steps back from a conclusion.
- Sees parts, not the whole.
- Does not understand that making physical changes in an object does not change the amount.

As a learner :

- Is expansive, adventurous, curious, eager to learn, energetic, always in motion, loud, and emotional -- has mood swings.
- Wants to please adults.
- Has difficulty controlling impulses and regulating behavior.
- Is very "me" centered. Seeks attention. Loves praise.
- Likes to work in groups, but will need assistance.

- Can sit still for 10-15 minutes; needs frequent change-of-pace.

Suggested Teaching Strategies:

- Making observations.
- Simple manipulations.
- Pictorial communications.
- Simple comparisons.

Ages : 9-11

As a thinker:

- Although still somewhat tied to seeing in order to believe, begins to understand concepts as well as objects.
- Understands hierarchical classification systems.
- Can combine, sort, multiply, substitute, divide.
- Begins to generalize, formulate hypotheses, use systematic problem-solving strategies.
- Likes to memorize, to learn facts.

As a learner :

- Understands rules and can follow them.
- Likes group activities and excursions. Is a great socializer and is eager to fit in.
- Considers fairness to be important.
- Takes initiative and is self-motivated.
- Is becoming an independent learner.
- Avoids opposite sex.
- Can sit still and listen 20-30 minutes. (Variety increases attention span.)

Suggested Strategies:

- Building relationships.
- Using space-time relationships.
- Formulating inferences.
- Drawing simple conclusions.

12. Sample ideas for **classroom management** :

- You can prepare a lovely ☺ and ☹ **CHART** for all the kids in the classroom and whenever someone does something good, you may put a ☺ face next to his/her name.
- For a change you may prefer a 'STAR'(*) & 'X' **CHART** for good and bad behaviors. IT works a lot (for preschool and early school kids like Grade 1 and 2.) But at this case be careful not to be so mean giving stars or ☺ similey as it may discourage getting too many ☹ simileys. Try to use mostly to praise.
- "Make it an honor to be chosen to "help the teacher", by giving them a badge for the day, or putting their name in a special frame for the day. Some of the kids were much stricter than I would have been! (Doesn't work after around 8 years old!)" **Maria Spelleri** (undated).

13. Mice!

Mice, mice - they're everywhere!

They're on the table and **under** my chair.

Mice, mice - **at** half past two

I saw one sitting **in** my shoe.

Mice, mice - running **along**

My garden wall, singing a song.

Mice, mice - just last week

I found them playing hide and seek.

Mice, mice - **on** Tuesday morning,
I saw one in my cupboard, yawning.

Mice, mice - beside my bed,
I felt one jump over my head!

Mice, mice - oh, why don't you
Go and live **in** North Peru?

Brouke(2001)

14.

Finger Plays

Round and Round the Garden

Round and round the garden like a teddy bear

(swirl your index finger around palm of child's hand)

One step, Two step *(walk fingers up child's arm)*

Hidden under there! *(tickle child's underarm)*

Little Turtle

There was a little turtle *(Make fist like turtle)*

That lived in a box *(Draw a box in the air)*

He swam through the puddles *(Pretend to swim)*

And climbed on the rocks *(Walk finger's across child's hair)*

He snapped at a mosquito *(Make snapping motion)*

He snapped at a flea *(Make snapping motion)*

He snapped at a minnow *(Make snapping motion)*

And he snapped at me *(Snap at yourself)*

He caught the mosquito *(Tickle child)*

He caught the flea *(Tickle child again)*

He caught the minnow *(Tickle child yet again)*

But he didn't catch me !!!!

15. Sample Questionnaire Sheet:

Name:(optional)**Nationality :****Age :****Grade :****Sex :****MY IDEAL TEACHER SHOULD BE.....**

	Always	Sometimes	Never
Strict			
Humourous			
Patient			
Rude			
Kind			
Friendly			
Sympathetic			
Tolerant			

16.

Table1. CHARACTERISICS OF YOUNG LEARNERS (from the Findings)

1. <i>Children learn best in a positive, warm and secure environment (atmosphere).</i>
2. <i>They posses natural abilities and characteristics for learning language.</i>
3. <i>They make use of the ready-made phrases of language.</i>
4. <i>Have great capacity to enjoy themselves and have fun.</i>
5. <i>They are more curious and enthusiastic about learning.</i>
6. <i>Their physical world is dominant.</i>
7. <i>They are active and lively learners who are mostly talkative.</i>
8. <i>Children's foreign lang.learning depends on what they experienced .</i>
9. <i>They want to please teacher (T)rather than their peer (friend)group</i>
10. <i>they can have part in an activity even they don't understand</i>
11. <i>They posses short period of attention.</i>
12. <i>They can achieve more native –like and fluent accent.</i>
13. <i>They are slow grammar learners .</i>
14. <i>Children can differentiate between languages.</i>
15. <i>They need plenty of repetition,practice and revision because they are more likely to forget easily.</i>
16. <i>Playing games ,animals,cartoons,colors,crayons,flowers, stickers, toys,candies ,chocolates are their most favourite objects which can be used as very effective materials.</i>
17. <i>They find it extremely difficult to sit still.(Klein 1993:14)</i>

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