



**OKUL ÖNCESİ DÖNEMDEKİ ÇOCUKLARA
İNGİLİZCE ÖĞRETİMİNDE PROJE
TABANLI ÖĞRETİM YÖNTEMİNİN ETKİSİ**

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OKUL ÖNCESİ DÖNEMDEKİ ÇOCUKLARA İNGİLİZCE
ÖĞRETİMİNDE PROJE TABANLI ÖĞRETİM YÖNTEMİNİN ETKİSİ
(The Effect of Project Based Learning in Teaching English language to Children
in Preschool Education)

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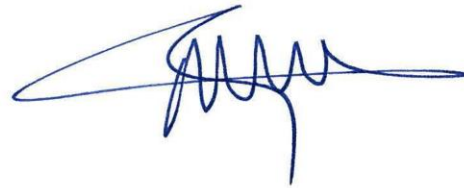
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26/05/2017


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ÖZET

DOKTORA TEZİ

OKUL ÖNCESİ DÖNEMDEKİ ÇOCUKLARA İNGİLİZCE ÖĞRETİMİNDE PROJE TABANLI ÖĞRETİM YÖNTEMİNİN ETKİSİ

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Bu çalışmanın amacı, Türkiye’ de okul öncesi dönemde eğitim görmekte olan çocuklara geleneksel yöntemlere kıyasla Proje Tabanlı Öğretim Yöntemi kullanılarak İngilizce kelime öğretiminin etkililiğini araştırmaktır. Çalışma, karma araştırma deseni üzerine kurulmuştur. Katılımcılar, Bayburt ve Kayseri illerinde bir okul öncesi kurumunda eğitim görmekte olan toplam 28 çocuk, okul öncesi çocuklarına eğitim vermekte olan 150 İngilizce öğretmeni, 30 okul öncesi eğitim kurumu idarecisi ve çocukları okul öncesi dönemde İngilizce öğrenmekte olan 56 veliden oluşmaktadır. Araştırmada nicel ve nitel veri toplama tekniklerinden yararlanılmıştır. Nicel veriler, deneysel yöntem yoluyla toplanmıştır. Araştırmanın nitel verileri ise 30 okul öncesi eğitim kurumuyla yapılan telefon görüşmeleri, internet üzerinden İngilizce öğretmenleri ile yapılan anketler ve velilerle yapılan anketler yoluyla toplanmıştır. Veri çeşitlemesi, nicel ve nitel verinin birbirini desteklediğini göstermektedir. Sonuç olarak, nitel ve nicel bulgulara dayanarak, okul öncesi dönemdeki çocuklara İngilizce öğretiminde daha çok geleneksel yöntem ve tekniklerin kullanıldığı, Türkiye’deki okul öncesi eğitim kurumlarında düzenli ve sistemli bir İngilizce eğitiminin olmadığı, okul öncesi çocuklarına proje tabanlı öğretim yöntemi ile İngilizce kelime öğretiminin, geleneksel yöntemler kullanılarak öğretilenden daha etkili olduğu ve ayrıca çalışmaya katılan velilerin çoğunlukla okul öncesinde İngilizce eğitimini desteklediği bulgularına ulaşılmıştır. Çalışmanın sonucunda, okul öncesi dönemde İngilizce eğitiminde proje tabanlı öğretim yönteminin kullanılmasına yönelik bazı öneriler sunulmuştur. Çalışmanın alana okul öncesinde İngilizce öğretimi konusunda katkıda bulunması beklenmektedir. Çalışmanın, okul öncesi dönemdeki çocuklara İngilizce öğretiminde proje tabanlı öğretim yönteminin etkililiğini göstermesi ve bu amaçla farkındalık yaratması amaçlamaktadır.

Anahtar Sözcükler: okul öncesi eğitim, çocuklara yabancı dil öğretimi, proje tabanlı öğrenme

ABSTRACT

DOCTORAL DISSERTATION (Ph. D.)

THE EFFECT OF PROJECT BASED LEARNING IN TEACHING ENGLISH LANGUAGE TO CHILDREN IN PRESCHOOL EDUCATION

Fatma KİMSESİZ

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The purpose of this study is to investigate the effectiveness teaching English vocabulary to children who attend to pre-primary schools in Turkey by using Project based learning compared to traditional methods and techniques. The study was based on a mixed methods research design. The participants of the study were 28 children attending to pre-primary schools in Bayburt and Kayseri, 30 head masters of pre-primary schools, 150 English language teachers who teach to pre-school children and 56 parents whose children learn English at preschool period. Both qualitative and quantitative data collection procedures were used. Quantitative data were obtained by experimental research design. The qualitative data were collected by telephone interview directed to 30 pre-primary schools, the questionnaire applied to English teachers on an online site, and questionnaire applied to parents. Data triangulation revealed that qualitative and quantitative findings were mostly consistent with each other. As a result, based on the qualitative and quantitative findings, it is revealed that mostly traditional methods and techniques are used in teaching English to pre-school children in Turkey, there is not a systematic and consistent English teaching at pre-primary schools in Turkey, teaching English vocabulary to preschool children by the use of Project based approach is more effective in teaching by the use of more traditional methods and techniques, and most of the parents who took part in the study are in favor of English teaching at pre-school period. At the end of the study, some suggestions were made on the use of Project based learning in teaching English at preschool period. It is expected that the study may contribute to the field on teaching English at preschool period. By the study it is aimed to show the effectiveness of Project based learning in teaching English to preschool children and to maintain recognition with this aim.

Key Words: preschool education, teaching foreign language to young learners, Project based learning

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ABBREVIATIONS

ALM	: Audiolingual Method
CELF	: the Common European Language Framework
CLL	: Community Language Learning
DLAB	: Defense Language Aptitude Battery
EFL	: English as a Foreign Language
ELT	: English Language Teaching
EQ	: Emotional Quotient
GTM	: Grammar Translation Method
IQ	: Intelligence Quotient
L1	: First Language
L2	: Second Language
L3	: Third Language
MI	: Multiple Intelligences
MLAT	: Modern Language Aptitude Test
MME	: Micro-Momentary Expression
PBL	: Project Based Learning
PDP	: Parallel distributed processing
PLAB	: Pimsleur Language Aptitude Battery
SLA	: Second Language Acquisition
The CANAL – F	: Cognitive Ability for Novelty in Acquisition of Language-Foreign
The CPH	: The Critical Period Hypothesis
TPR	: Total Physical Response
WTC	: Willingness to Communicate
ZPD	: The zone of proximal development

CHAPTER ONE

1. INTRODUCTION

1.1. Introduction

Foreign language learning is an essential and integral part of education all around the world. It refers to learning of a non-native language in the native language environment of the learner (Gass,2013). Foreign language learning generally takes place in a formal classroom situation in which the native language is spoken -Turkish students learning English in Turkey for instance.

Learning a foreign language may start in childhood, in primary education and continue through the whole educational or occupational life of a learner. Learning of a foreign language proceeds parallel with the necessities and goals of the learner. A learner can improve his foreign language on condition that the learner has motivation for learning and takes proper education for his/her purposes for learning a foreign language. As Brown (2007) explains, foreign language learning necessitates a learner who is totally committed to learning and involvement physically, intellectually and emotionally in order to send and receive messages successfully in learning a foreign language.

As in all pedagogical areas, there are some approaches used for teaching a foreign language. These approaches are used according to the ability of the teacher to integrate theoretical field knowledge with teaching profession knowledge. Brown (2007) suggests that using a cautious, enlightened, eclectic approach, the teacher can build a set of foundation stones based on principles of second language learning and teaching.

There are some common areas which need to be involved in the process of teaching a foreign language. According to Brown (2007), these areas include the characteristics of the learners, linguistic factors, processes of learning, age and acquisition, instructional variables, context and purpose. These areas shape the

curriculum in a formal education and linguists and language teachers are expected to take them into account for successful practical applications of teaching a foreign language. Believing that the learning process is a mixture of the language and the learners, Nunan (2001) suggests to start with the analysis of the language, information about the learner, beliefs about the learning process and a combination of these.

Realising the distinction between young learners and adult learners, teaching a foreign language to children who are illiterate and teaching it to adults who desire academic studies for their occupational reasons are regarded as different ends of a continuum (Ellis, 2008; Gass, 2013). Teaching a foreign language to young learners necessitates a combination of various pedagogical areas. The language teacher who is expected to teach a foreign language to children needs to combine the pedagogies of teaching a foreign language and teaching to young learners (Demircan, 2005).

The early years of a child are regarded as important years for all aspects of development. The children learn better when they take parts in the activities. That they have an opportunity to experience active, engaged learning is important for their development (Helm and Katz, 2001).

Being one of the constructivist approaches, Project based learning (PBL) is one of the student-centred approaches in which students are involved intellectually to a greater degree than the experiences coming from teacher –prepared units or themes. (Helm and Katz, 2001). Project-based learning (PBL) organizes learning around projects and involves promoting a driving question and designing activities as a solution for the problem. A product emerges at the end and it is presented to real audiences (Thomas, 2000).

In teaching a foreign language, project based teaching is expected to present an authentic model in which language is taught naturally by integrating children to the process and by producing an artifact as a representative of the learning process.

1.2. Background of the Study

English as a foreign language is among the compulsory courses in the education curriculum of Ministry of National Education in Turkey. Teaching English as a foreign language had been compulsory for four grades in the primary education since 2003-

2004 academic year. However, regulations about foreign language teaching have been changed and teaching a foreign language in public schools has been compulsory for second grades in the primary education since 2012-2013 academic year in Turkey. While students attending to public schools start learning a foreign language at the second grade, most private schools and private preschools have been teaching a foreign language to children who are at the pre-school period. Although there is a common syllabus for English courses at private pre-schools in Turkey, the syllabus is not implemented in public pre-schools if they do not include English courses for their children. Then, there may appear instability between children who learn foreign language at private pre-schools and who do not learn at public pre-schools.

It is revealed that in 2014-2015 education year, the pre-schooling rate was %45.1 (The Ministry of Basic Education). According to the regulation which came in force in 2014, preschool education involves 36-66 months old children.

While preschool education develops, the need for pre-school teachers increases correspondingly. As the need for pre-school teachers is not completely supplied by the graduates of pre-school teaching departments, some of the private pre-schools may opt to employ teachers that graduated from vocational high schools in the country. Most private pre-schools offer different educational opportunities for children and including a foreign language teaching course is one of these opportunities. However, those teachers who teach a foreign language to pre-schoolers need to have the necessary pedagogical content knowledge about teaching to young learners.

Teaching a foreign language to young learners is quite different from teaching to adults or adolescents. Cameron (2001) states that different conditions of linguistic, psychological and social development of the learners may cause important differences , and as a result, the teachers need to adjust classroom activities they have been using to teach a foreign language.

Focusing on the distinction between young learners and adult learners, Gass (2013, p.434) stated that “children are known better language learners than adults, in the sense that young children typically can gain mastery of an L2, whereas adults cannot”. Children also have better phonology than adults. The critical period hypothesis also reflects this view. Birdsong (1999, p.1) defines CPH as follows: “the CPH states that

there is a limited developmental period during which it is possible to acquire a language be it L1 or L2, to normal native like levels. Once this window of opportunity is passed, however the ability to learn language declines". Thus, it can be concluded that it is better for children to start learning a foreign language as early as possible, during the critical period.

According to Cameron (2001), children are enthusiastic and lively learners. However, they are liable to lose their interest more quickly than adult learners and they need to be motivated when tasks seem difficult. Hence, language teachers should use activities that arouse their attention. In most recent student-centred constructivist approaches, learning is seen as an active and social process, the teachers are facilitators, and there is collaboration among learners.

One of the student centred approaches is project based learning in which children and teachers collaboratively work for the project. They select the project, plan the activities and decide what materials are needed. After the completion of the project children and teachers evaluate the project. They make an evaluation of what they have done, what they have learned and what they will do next. Then, the project is presented to real audiences (Thomas, 2000).

Although maintaining a project based teaching is not new, using a project based approach for teaching a foreign language is a recent trend in language teaching studies. In a case study, Beckett (1999) implemented project based instruction in ESL classes in a Canadian secondary school through interviews with Canadian ESL teachers and Chinese ESL students, observations of two projects in action and examination of students' written work, and school, school board and Ministry of Education documents. As a result, the teachers evaluated project based instruction positively, and researcher's observations support the teachers' evaluations. However, a number of students evaluated project based instruction negatively despite teachers' and students' successes. Thus, the researcher pointed out a necessity for an examination of the processes of project based instruction, identifying the points of difficulty and success with promising strategies.

In a study exploring both the benefits and difficulties of using the Project Approach, Beneke (2000) studied with five teachers in three different types of part-time

early childhood education program. The study included the experiences of the teachers after they took one-credit course in the Project Approach. The study revealed that at the end of the process the teachers remained enthusiastic about the approach and had been fairly consistent in involving the approach in their curriculum. Moreover, the approach lent direction to their lesson planning, involved parents, helped with collection of samples for assessment, challenged children with diverse abilities, and provided for well-rounded 'hands on curriculum'. Thus, the approach was found to be valuable by the teachers.

Linking theory with practice, in their study Fragoulis and Tsiplakides (2009) implemented project work in teaching of English as a foreign language in state primary schools in Greece. The study included fifteen 6th grade primary school students working for two hours per week during six months. The practitioners were provided with a tool for implementing project-based learning effectively in foreign language learning environment in the framework of day long school. As a result, the teachers who implemented the project appreciated the experience they gained.

In a study in order to give an example of a well prepared project that is applicable to every grades, and to offer ways for the integration of the project approach into Turkish Kindergarten Curriculum, Çabuk and Haktanır (2010) studied project based learning with preschool children. The study included 23 children in a kindergarten and nursery school in Ankara, and a group of 3 pre-service teachers who are senior students of Ankara University as the project implementers. The study was implemented about a selected topic 'buildings' in three phases. The first phase included the determination of the research questions, the second phase included data collection through first-hand observations, expert interviews and other age-appropriate information gathering tasks. In the last phase discovers were questioned and preparations of reports were developed to share with families. As a result, the researchers and teachers in the project were amazed at children's long lasting interest in investigating the topic, which also showed that success is associated to interest, experience and environment in terms of children. According to the observations, children's knowledge of this topic improved definitely. The researchers also reported that active participation of children developed and parents had a better recognition of their own children.

Viewing the related studies on PBL, it is seen that, project based approach provides profitable outcomes in teaching a foreign language to learners in different levels. The project approach necessitates a systematic planning in which both the students and the implementers take on responsibilities. Starting with a driving question, the stages in the project are completed, the teachers and the students evaluate the process, an artifact is produced at the end, and it is represented to real audiences (Beckett, 1999).

Teachers who implement project based approach in their classes generally report that project based approach is benefitable in terms of instruction and students. When the topics arouse students' interest, students are motivated for active engagement and investigation. Hence they participate actively in the projects performing in a learner-centred environment.

In Turkey, where foreign language teaching age have been decreasing in previous years and interactions about diminishing it to pre-school education is going on in state organizations that are responsible for educational innovations, multi-dimensional studies about teaching a foreign language to young learners is needed to pioneer using modern teaching approaches.

Taking into the findings of the studies into account, recent research reveals positive outcomes in terms of the use of project- based approach in foreign language classes which requires the combination of both fields by adjusting the activities according to the learners. As for teaching a foreign language to young learners, it also necessitates having the ability to combine all factors in practice. Especially, due to the fact that those young learners are illiterate at the preschool period; the implementation, evaluation and assessment of the approach gain a different point of view. Although it is reported that project based approach proves to be contributory in the short run, more research is needed about the effects of using the approach in teaching a foreign language to young learners on a longitudinal implementation. This study aims to fill this gap in the literature.

1.3. Purpose of the Study

This dissertation aims to explore and evaluate the effects of using Project based approach in teaching English vocabulary in foreign language teaching to young learners compared to using traditional methods and techniques used for the same purpose by taking the necessary conditions into consideration.

1.4. Significance of the Study

Pre-school is the basic stone of education lives of individuals, hence it has been an area that involves many studies on different parts of pre-school education. The conditions of the individuals are essential in pre-school education in which cognitive, physical, emotional and language development provide children different abilities and learning opportunities. Preschool education which has a very important mission in education and development of the individual should be realized through a well-designed curriculum (İnan, 2012).

As the importance of pre-school education is proved, goals about basic abilities of children are incorporated in pre-school curriculum. In most of the private kindergartens, the pre-school curriculum also includes foreign language teaching courses for children as starting foreign language education in childhood is believed to provide better solutions in terms of effective and successful language learning. Krashen, Long & Scarcella (1979) generalize foreign language education in 3 parts. These parts reveal what kind of results occur syntactically and morphologically if time and exposure are held constant or if learners are naturally exposed to second language in early childhood. Thus, these parts reveal that time and exposure have impacts on learning a foreign language in syntactic, morphological or any other levels connected with language learning.

Furthermore, foreign language learning still continues to improve after the critical period; however, pronunciation cannot be native-like. Although, adult learners can learn faster than young learners, (Gass,2013); speed of learning does not reflect ultimate attainment.(Larsen- Freeman & Long,1991). Children use the same strategies while learning both L1 and L2 and they have better phonology in L2 acquisition than

adults. Thus, younger learners have higher language proficiency in the long term (Krashen, 2006).

On viewing the research on the related issue in Turkey, it is clear that studies on teaching a foreign language to young learners in Turkey is scarce and this area needs more research with modern methods which are especially learner centred. Although in many studies it is reported that Project based approach is useful in teaching in-depth understanding of the topic, more research is needed about its contributions on teaching a foreign language. As the principles of project based approach and techniques that should be used in preschool period comply with, it is supposed that project based approach will lead to essential and useful results in terms of teaching vocabulary with theme based approach in English as a foreign language (EFL) classes.

In addition, foreign language education during pre-school education is one of the popular trends in educational researches and the ways for improving the foreign language teaching is investigated in these studies. However, studies about teaching a foreign language to young learners in Turkey is scarce and this area needs more research with methods which are especially learner centred. This study aims to fill this gap in the literature in terms of teaching vocabulary to pre-school children in EFL classes.

Moreover, during pre-school education, children learn better when they are active in classes. Project based approach also provides students with active engagement and authentic learning opportunities during the courses. However, in Turkey studies about the use of project based approach in preschool education especially in teaching a foreign language is rare. Hence, the study also aims to fill this gap by using project based approach in teaching vocabulary in English classes in pre-schools to 5-6 year-old student groups.

Hypothesizing that PBL can be used as an effective approach in teaching English to young learners, the study also aims to identify how a foreign language is taught at preschools in Turkey. Aiming to investigate the methods, techniques, and materials used in Preschools for foreign language teaching to young learners, the study also investigates the views of parents on foreign language teaching during Preschool

education. Thus, the study is essential as it combines the findings of the related goals of the research and makes suggestions in accordance with the directions of the study.

1.5. Statement of the Problem

Although foreign language teaching in preschool education is not compulsory for children, most of the private preschools may include foreign language courses for their students. As the governmental regulations free them on their selection of methods, techniques, materials and even on language teachers, they may use a variety of different methods, techniques, and materials and may employ classroom teachers for foreign language teaching. Under these circumstances, the stance of parents who send their children to private preschools is also essential for the maintenance of foreign language teaching in preschool education in Turkey.

Requiring active engagement of students during the activities, PBL provides real life challenges with an evaluation of the process that involves feedback and revision. Students need to work in collaborative groups and be involved in a constructive investigation. At the end, the project is presented to real audiences. Similarly, in preschool education, children participate actively in activities, and learn better when they are incorporated into the activities. With reference to teaching a foreign language to young learners, the process requires a natural environment for exposure to the target language. When children are exposed to a foreign language during activities in which they are active, it is anticipated that the active engagement of children provides better outcomes in terms of learning the target language.

Thus in this study, it is expected to identify how EFL is taught to young learners at preschools in Turkey, what parents think about foreign language learning process regarding their children attending to preschools or kindergartens in Turkey, and compared to traditional methods and techniques, how effective PBL is in teaching English vocabulary to young learners at preschools or kindergartens in Turkey.

1.6. Research Questions

The study as a mixed method study combines both the uses of quantitative and qualitative data collection procedures to understand the effects of using project based

approach for teaching English to 28 pre-school children in total both in a special kindergarten setting called Sevgi Çiçeği Kindergarten and Nursery School, certified by Family and Social Policies Minister in Bayburt and in a public school called Ertuğrul Gazi Kindergarten in Kayseri. The study investigates how PBL contributes to the foreign language development of pre-school children by using experimental procedures and observing the classroom environment. In order to achieve this aim, the following questions are tried to be answered during the study:

The research questions that prompted the study are:

1. Which methods and techniques are commonly used while teaching EFL to young learners in preschool education in Turkey regarding survey and telephone interviews?
2. Is there a relationship between observation scores and exam scores? If so, is there a difference between learner performance between experimental and control groups regarding observation checklist?
3. Is there a statistical significance between control and experimental group in terms of exam scores and EFL development in 8 weeks?
4. What do families think about age of starting English and what are their stances towards learning English in early ages?
5. What are the expectations of parents from teaching EFL to young learners at early ages at pre-primary education?

1.7. Assumptions

Theorising that it will contribute to foreign language research and methodological practices in foreign language teaching, the study also assumes that Project based approach is an applicable method for teaching foreign language vocabulary to young learners in preschool education. Therefore, the findings are assumed to further developments in foreign language teaching to young learners in Turkey.

1.8. The limitations of the Study

In this study, the survey on the use of methods, techniques, and materials included 150 English teachers as participants. The interview included 30 masters of the private preschools in four cities in Turkey. Similarly, the participants who took the questionnaire were 56 parents whose children attend to private preschools or kindergartens in Turkey. Considering the amount of the participants, it is possible to suggest that it would bear more profitable and more reliable results if the number of the participants who took the survey, interview and questionnaire were higher.

Moreover, in this study, the contributions of project based approach are investigated only with young learners in preschool education. As the schools are kindergarten and nursery schools, the class size is small. So, the results of this study can only be transferred to pre-schools which include English classes for their students.

The duration of the implementation for project based learning took 8 weeks with just 8 projects included. The duration would have been longer and more projects would be implemented in order to get more detailed results.

As the children are illiterate, they could not be tested in written forms. Thus, the results of the study are obtained through observation during courses and tests that are applicable to pre-school education.

1.9. Definition of key Terms

Foreign language learning: “It takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom” (Ellis, 2008, p.6)

Pre-school children: Children between the ages 3 -6. They are also referred as very young learners.

Pre-school education: Pre-school education is the basic stone of educational lives of individuals. It requires wide-ranging designations that need to be appropriate for children in order to provide related cognitive, psychological, emotional, physical and social development.

Project based learning (PBL): PBL is a student- centred teaching approach that involves promoting a driving question and designing activities as a solution for the problem with a product (project) designed by the learners and presented to real audiences.

Second language acquisition: “In general SLA refers to the process of learning another language after the native language has been learnt. The second language is commonly referred as the L2. L2 can refer to any language learnt after the L1 (mother tongue) whether it the second, the third or fourth language” (Gass, 2013, p.4).



CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

Foreign language teaching has kept its position as an area branching out in the fields of language learning and acquisition. Not only the field has attracted attention from linguists, but it has also interested the psychologists and methodologists on the identification of effective foreign language teaching. This chapter firstly offers definitions to the concepts of foreign language learning and teaching, and gives explanatory details on age factor in foreign language teaching. Then, centring upon Project based learning, approaches and methods in foreign language teaching is briefly described. After presenting information about preschool education, foreign language teaching and assessment at early ages, the chapter is concluded with the description of the related studies in the area in Turkey.

2.2. First Language Acquisition And Foreign Language Learning And Teaching

2.2.1. First language acquisition

From Piaget to Chomsky, the natural acquisition movement of language has been demonstrated by a large number of linguists and psychologists who introduced merging and diverging approaches. Many linguists and psychologists have described the acquisition of a native language which also caused drawing on concepts from that area to understand second language phenomena (Brown, 2007; Ellis, 2008; Fromkin, Rodman & Hyams, 2003; Gass, 2013 Lightown & Spada, 2013). Although general patterns of language exist, the researchers viewed language acquisition with various perspectives trying to explain how human beings learn that amazing feat- language.

Although individual differences may be seen in the acquisition of mother tongue, there are some definite developmental sequences which have resemblance in

children's early language acquisition process around the world. (Lightbown & Spada, 2013). Crying, gurgling, and babbling are regarded as the earliest vocalizations of babies and they address a great number of messages vocally and nonvocally besides receiving even more messages (Brown, 2007). At approximately six months of age, when infants commonly babble as "ba-ba-ba" or "da-da-da", parents or caregivers generally regard these consonant-vowel sequences as intentional words (Gass, 2013). In fact, these vocalizations may not make any sense, and they pattern nothing more than sounds. However, some vocalizations may stand for meaningful items in a language, and they can be regarded as voluntary sounds. For example; in English and German, "ma-ma" is frequently construed as "baby's mother", and in Turkish it means "baby food".

Researchers have also demonstrated that infants are capable of very fine auditory discrimination between phonemic sounds existing in other languages and non-existent in the language spoken around them (Lightbown & Spada, 2013). Fromkin, et al. (2003) claimed that when children are exposed to any human language, they can acquire it with ease, following almost the same patterns with other children all around the world. When babies are about six-months old, they lose their ability to discriminate between phonemic sounds in the language(s) they are exposed. They both seem to perceive the language spoken around their mother before they were born, and they also differentiate the voice of their mothers from other speakers (Lightbown & Spada, 2013). Hence, the linguistic environment where the infants are brought up with interaction shapes their initial perceptions about language. As an instance, whereas Japanese infants cannot discriminate between the sounds 'r' and 'l' as these sounds do not contrast in Japanese, English infants are able to retain this perception (Fromkin et al., 2003). Although they appear to notice the sounds of human language in general, they purely learn the sounds that are phonemic in the language spoken around them.

When brought up in a humanistic environment and bestowed with essential biological endowments, all children acquire their first languages naturally- without special instruction and attention to language in addition to using the language fluently and efficiently (Brown, 2007).

Through the end of the first year, children's first utterances are formed by their specific attempts to imitate words and speech sounds (Brown, 2007). These first utterances function as holophrases (expressing whole propositions) (Ellis, 2008). Through the end of the second year, they are able to produce two-word and three-word combinations which are generally described as "telegraphic" utterances due to the fact that articles, prepositions, and auxiliary verbs are left out in these articulations (Lightbown & Spada, 2013).

According to Lightbown & Spada (2013), these telegraphic utterances are recognized as sentences because the reflection of word order represents the word order of the language they hear. Moreover, the attached meaning to the combined words makes them more than just a list of words. Thus, for an English speaking child 'kiss baby' does not amount to 'baby kiss'. Their two and three word sentences show the evidence of creatively combined words. Depending on the situation, 'Daddy uh-oh' might mean 'daddy fell down' or 'Daddy dropped something' or even 'daddy please do that funny thing where you pretend to drop me off your lap'.

By two years of age, children's language repertoire develops even to forming questions and negatives (Clark, 2003). As Lightbown and Spada (2013) reveal, they accurately produce at least fifty different words and some produce many more. They can comprehend more sophisticated language and they start forming negatives and interrogatives.

By about age three, children are found to be speakers of the language they have been exposed to, capable of comprehending an amazing variety of linguistic input. They not only understand what others mean, but also they communicate with incessant questions, desires, and exclamations. They can understand an amazing quantity of linguistic input. They develop their speech and comprehension capacity corresponding to increase in their conversational output.

By the age of four, most children are found to be native speakers of their native languages as they have become acquainted with the nature of language. They are able to ask questions, give orders, express their wills, announce real events, and create imaginary stories, composing grammatically correct sentences (Lightbown & Spada, 2013).

Gass (2013) explains that they continue to learning more vocabulary and begin to acquire less frequently used and more complex linguistic structures such as relative clauses and passive sentences. Their interaction with the language increases as they use the language in a variety of cases. They participate in conversation, they are asked to do something, they are read stories and tales, and they watch cartoons and sing songs. They can talk on the telephone to their invisible grandparents, they can defend their toys by using an aggressive language and they can even make jokes to make you laugh.

Although preschool children can show multiple knowledge and skills for language and language use, the school setting brings new opportunities to children for language use and linguistic development (Gass, 2013). They not only learn what to say, but what not to say. In other words, they master the social functions of their language. Being unable to utilize the written items, children's cognitive and linguistic development is maintained by speaking and listening abilities, provided with audio-visual materials as well.

2.2.2.1. Explaining first language acquisition

Since the middle of the 20th century, three main theoretical foundations have been proposed to explain the development of language. These are behaviourist, innatist and functional perspectives that have been advanced to demonstrate how languages are acquired by human beings.

2.2.2.1.1. The behaviourist perspective

Behaviourism is a learning theory that was dominant in the 1940s and 1950s. B.F. Skinner (1957) was the best known proponent of this psychological theory with regard to language learning. According to traditional behaviourists, (Bloomfield, 1933, as cited in Brown; Skinner, 1957; Thorndike, 1932; as cited in Brown, 2007) children are born with a tabula rasa – an empty slate that bears no preconceived notions about the world or about language. When children imitate the items they hear in their mother tongue, they receive positive reinforcement. As a result, they continue to imitate and practice these items (sounds, utterances, or words) until they form habits of correct language use. Language learning is seen as habit formation like any other kinds of

learning. The source of everything essential for children's lingual development is presented them in their environment. Both the quality and the quantity of the linguistic items and the consistency of the reinforcement offered by other speakers in the environment frame the language behaviour of children.

In behaviouristic models, reinforcement is built up with the creation of stimulus–response pairings. Imitation and the practice are considered as the primary processes in language development. As a matter of fact, traditional behaviourists believed that imitation, practice, feedback on success, and habit formation culminate in language learning.

According to Skinner (1957), like other behaviours, verbal behaviour is controlled by its consequences. If these consequences are rewarding, the behaviour is maintained and strengthened. On condition that the behaviours are punished or are notreinforced, then the behaviour is weakened and consequently extinguished.

However, imitation and practice alone fall short of explaining some of the forms created by children. All the expressions uttered by children are not merely repetitions of sentences that they have heard from adults. Rather, there is evidence that children perceive patterns and generalize them to new situations. Their new sentences are usually conceivable and often correct.

Essentially, Behaviouristic psychology could explain the miracle of language acquisition depending on empirical observation and scientific methodology. Although Behaviorism gets over to explain the sorts of overgeneralization made by children; it fails to satisfactorily explain the acquisition of the more complex grammar that children manage. Thus, these limitations pushed researchers to search for different explanations about how language is acquired. However, these explanations opened new doors to new approaches for language acquisition, with the tools of cognitive psychology, emphasizing the importance of innate properties of language, and social interaction in child first language acquisition.

After all, language gained recognition not as a set of automatic habits, but as a set of structured rules, learnt by active formulation on the basis of innate principles, as well as on the basis of exposure to the language being learned (Gass, 2013).

2.2.2.1.2. The Innatist view

As Behaviouristic theories failed to explain some of the important factors in language acquisition, they attracted a number of critics. Noam Chomsky (1959), who is one of those critics, wrote a highly critical review of Skinner's Verbal Behaviour, strongly claiming that language is innate.

According to Chomsky (1959), neither imitation nor reinforcement can account a sufficient explanation for a child's linguistic behaviour. He argued that the behaviourist theory failed to explain the logical problem of language acquisition. In other words, it remained unanswered how children come to know more about the structure of the language they learn rather than they could reasonably be expected to learn depending on the samples of the language they are exposed to.

Claiming that children are biologically programmed for language, Chomsky (1959) resembles the development of child's language to other biological developments. Therefore, Chomsky's innatist view claims that all human languages are based on some innate universal principles. According to this view, children are born with very specific innate knowledge, predispositions, and biological timetables. This specific innate ability enables them to notice the basic rules of the language system with the help of the samples of the natural language they are exposed to. Hence, it can be viewed as a sort of template, containing universal principles in all human languages. This universal grammar prevents the child from following all sorts of wrong hypotheses about the function of language systems. The children need to learn the ways in which their language makes use of these universal principles if they are pre-equipped with Universal Grammar.

Chomsky claims that the innate knowledge required for the language acquisition is placed in a metaphorical little black box in the brain, that he called 'a language acquisition device' (LAD). McNeill (1966) reveals four innate linguistic properties of LAD (McNeill - 1966) based on some abilities needed for language learning. These abilities involve distinguishing speech sounds from other sounds in the environment, organizing linguistic data to be refined later, the knowledge of only a definite kind of linguistic system, but not of other kinds, and engaging in constant evaluation of the

developing linguistic system in order to produce the simplest system out of the available linguistic data.

Actually, the basic evidence of the innatist view is that there is a critical period for language acquisition and this period is also viewed as an explanation for the logical problem of language acquisition. Substantially, the innatist perspective depends on the fact that almost all children are able to acquire their native language or more than one language when they are exposed to. Moreover, on condition that they are exposed to a sign language, even deaf children can learn it and progress in a similar way as that of hearing children who learn their native language. Children who have limited cognitive ability can also develop quite complex language systems if they are brought up in interactive environments.

2.2.2.1.3. Functional approaches

More recently, there have been some changes in the research patterns of the area of language learning studies with an increase in constructivist perspectives. These changes have not receded from the cognitive side of the process, but directed the studies to the deeper essence of language.

The nativist framework just proposed the generative rules related with the forms of language but not with the functional properties of language constructed from social interaction. However, the forms (morphemes, words, sentences, and the rules that govern them) work for the expression of the meaning. Chomsky's generative "rule-governed" model was challenged by Spolsky (1989) with a different perspective known as the parallel distributed processing (PDP) model which is based on the claim that information is processed simultaneously at several levels of attention.

Some researchers (Budwig, 1995; Kuczaj, 1984) have focused on the function of language discourse due to its use for interactive communication. Holzman (1984) proposed that there is a reciprocal behavioural system that acts as a socializing and teaching role between the language-developing –infant child and the competent adult language user.

Development and cognitive psychologists (Bloom, 1971; Slobin, 1986) have focused on the connection between children's innate learning ability and their

environment. Language acquisition is viewed as a system similar to and influenced by the acquisition of other kinds of skill and knowledge. The developments in child's language depend on the child's experience and cognitive development. Slobin (1986-1997) demonstrated that in all languages semantic learning is based on cognitive development which is determined more by semantic complexity than by structural complexity.

Claiming that social interaction develops language acquisition, Vygotsky (1978) argued that children are able to advance to higher levels of knowledge and performance in a supportive and interactive learning environment. Vygotsky (1978) also asserted that there is a distance between the actual developmental level that is determined by independent problem solving and the level of potential development that is determined through guidance from adults or more capable peers. He referred this distance as the zone of proximal development (ZPD) in which the language of children is shaped by the help of adult or peer speakers. Thus, within ZPD, scaffolding, a modified interaction between children and adults, enables learners to perform any specific task which would be difficult to perform individually (Saville- Troike, 2006).

Two major pacesetters to language development are grouped as functional and formal levels of language development. On the functional level, language development is enabled by the the growth of conceptual and communicative capacities, operating in conjunction with innate schemas of cognition, and on the formal level, language development is enabled by the growth of perceptual and information-processing capacities operating in conjunction with innate schemas of grammar.

As displayed in Figure 2.1., theories of first language acquisition handle the issue from different points of view. Although child language acquisition research has gained some enormous demonstration; a complete and unified theory of 1st language acquisition has not yet been claimed. Moreover even if all the questions are answered with evidence, more and more questions are possible to be asked (Brown,2007).

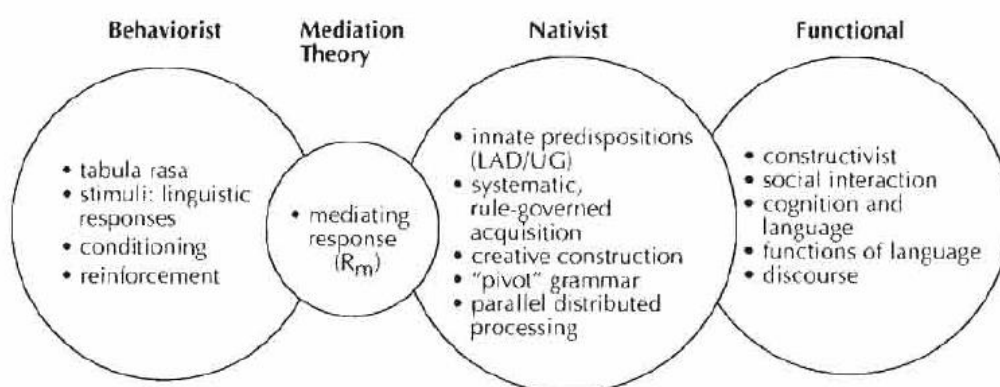


Figure 2.1. Theories of first language acquisition (Brown,2013,p.35)

2.2.2. Second language versus foreign language

Second Language Acquisition (SLA) refers to the study and process of learning a language after the acquisition of first language (Saville-Troike, 2006). A second language is basically an official or societally dominant language used for different purposes such as education and employment. It is usually acquired by minority group members or immigrants whose native language is different from the target language.

A foreign language is studied as a curricular requirement or elective in school, generally with a lack of practical application as it is studied in the native land of the learners.

In its general sense, second and foreign language learning research involves the investigation of what is learned in a foreign language, how that language is learned and, why some L2 (second language) learners are more successful than others.

2.2.3. Age and learning

2.2.3.1. The critical period hypothesis (CPH)

The CPH claims that there are specific time periods in the life of all creatures which provide them to acquire certain kinds of knowledge or skill. Beyond those critical periods, acquiring the skill would become more difficult or impossible.

In language learning, the CPH claims that language can be acquired more easily during a biologically determined period of life and beyond that period language is increasingly difficult to be learned (Brown, 2007). According to the definition of Birdsong (1999), the CPH states that any language (whether it is a first or second language of the learner) can be acquired during a limited developmental period. However, language learning ability declines once this period is passed.

The CPH also suggests that if children are grown deprived of exposure to a language because of health or social problems during infancy or early childhood, it may become impossible for them to acquire the language as in the instances of Genie who was an abused girl, and Victor who was found in the woods. According to the documents, although they could learn many words, both Genie and Victor were unable to acquire grammar even after years of exposure. (Fromkin et al., 2003)

In recent years, some researchers (Birdsong, 1999; Hyltenstam & Abrahamsson, 2003; Ioup, 2005; Moyer, 2004; Scovel, 2000; Singleton & Ryan, 2004) have shown that a critical point for foreign language learning occurs around puberty, beyond which it seems difficult to learn a foreign language. Although it is assumed that the critical period is around the age of 12 or 13 for a second or foreign language, what it means to be a successful language learner needs to be viewed in terms of neurological, phonological, cognitive, affective, and linguistic considerations.

2.2.3.2. Neurobiological considerations

The study of the brain's function during the process of language learning has always been one of the most encouraging areas of inquiry in age and acquisition. (Oblor & Gjerlow, 1999; Schumann & Wood 2004, Singleton & Ryan, 2004).

It has been found that as the brain matures; certain functions are lateralized, i.e. some of the definite functions are assigned to the left hemisphere of the brain and some other functions to the right hemisphere. The left hemisphere largely involves intellectual, logical and analytic functions whereas the right hemisphere controls emotional and social functions.

2.2.3.2.1. Hemispheric lateralization

Although the left hemisphere is innately inclined to specialize for language, many of the language functions that would normally be maintained by the left hemisphere can be taken over by the right hemisphere. This shows the evidence of plasticity of the brain (i.e. flexibility) in language. It is proved that in hemispherectomy, in which one hemisphere of the brain is surgically taken off, the status of language acquisition plays a great role in the language.

There is evidence that children are able to reacquire their normal language in cases of left hemispherectomy. Curtiss and her colleagues (cited in Fromkin et al., 2003) hypothesize that by the removal of the left hemisphere, the latent linguistic ability of the right hemisphere comes into play.

However in adults, who have had their left hemispheres surgically removed, problems may occur in language functions, whereas in adults who have had their right hemisphere removed operationally; linguistic abilities can be retained. This shows that the plasticity of the brain decreases with age while specialization of the different hemispheres and regions of the brain may improve.

Scovel (1969) suggested that children are able to acquire not only their first language, but also a foreign language thanks to the plasticity of the brain. Scovel (1969) also claimed that it becomes difficult for people to manage fluent control of a foreign language, i.e. with authentic (nativelike) pronunciation because of the completion of lateralization. Other researches (Singleton & Ryan, 2004) have shown that the critical period for language stands both for first language acquisition and foreign language learning. It is suggested that lateralization is completed around puberty (Lenneberg,1967), or around age 5 (Krashen,1973). Scovel (1984) suggests that lateralization is completed by age 5, cautioning that emergence of lateralization (at birth, but quite evident at 5) and completion of lateralization (only evident at about puberty) need to be distinguished.

2.2.3.2.2. Biological time tables

The existence of a sociobiological critical period in various species of animals has been claimed by many researchers. Scovel (1988) suggested that species develop a socially bonding accent at puberty that enables species to form an identity with their own community and to attract their mates instinctively to preserve their own species. Hence Brown (2007) concludes that accents acquired after puberty may be a genetic remnant that is no longer essential for the maintenance of the human species in the widespread human practice of mating across dialectal, linguistic, and racial barriers.

Singleton & Ryan (2004) also support for a critical period that is neurologically based for the acquisition of an authentic accent rather than the acquisition of communicative fluency and other high order processes.

2.2.3.2.3. Right-hemispheric participation

According to Obler (1981) there is significant right hemispheric participation which is particularly active during the early stages of learning a foreign language. Thus, Brown (2007) suggests that language teachers need to provide especially adult learners with a healthy dose of right-brain-oriented activities in foreign language classrooms.

2.2.4. The significance of accent

In the articulation of human speech, several hundred muscles (throat, larynx, mouth, lips, tongue and others) are used to enable a native speaker of a language to speak fluently. It is indicated that people are not able to acquire an authentic pronunciation of a foreign language after puberty. This failure may be said to result from neuromuscular plasticity, cerebral development, sociobiological programs, and the environment of sociocultural influences.

It is clear that achieving a scientifically verifiable authentic native accent is of little chance for individuals starting a foreign language after puberty (Scovel, 1988). Brown (2007) noted that the native like pronunciation is not regarded as the main criteria for a good language learner. There may be some learners who have excellent and fluent control of a foreign language without a perfect pronunciation. They may even be better language users than many of the native speakers. Arnold Schwarzenegger is

one of those instances of being a proficient speaker in a foreign language (American English) with his noticeable native accent -German.

Cook (2013) objects to regarding native accents as the central criteria for evaluating the success of a foreign language learner. Marinova-Todd, Marshall & Snow (2000) also suggest refraining from “a misemphasis on poor adult learners and an underemphasis on adults who master L2s to nativelike levels”. Hence, the accomplishments of learners should be concerned instead of failures in learning a foreign language; especially in an area -such as nativelike pronunciation- that would be impossible to alter after a critical period (Brown, 2007).

2.2.5. Cognitive considerations

Jean Piaget (1972) framed a child’s intellectual development process through various stages. These are sensorimotor stage (birth to 2), preoperational stage (ages 2 to 7), and operational stage (ages 7 to 16).

According to the Piaget’s outline, the effects of age on foreign language acquisition appear to occur at puberty. At this time an individual becomes capable of abstraction, of formal thinking, and direct perception. Then, it is possible to connect language acquisition and concrete/ formal stage for a critical period of language acquisition. However Singleton & Ryan (2004) objected to connecting Piagetian stages of development with critical period arguments, stating that there is vagueness and lack of empirical data in Piaget’s theory.

Ausubel (1964) claimed that while learning a foreign language, adults can benefit from certain grammatical explanations and deductive thinking which cannot be maintained by children. However the efficiency of the explanation, the teacher, or the context has an effect on the progress in foreign language learning. It has been observed that children learn a second / foreign language without the benefit or hindrance of formal operational thought. Children are generally not aware of the acquisition of a first language or learning a foreign language and of societal values and attitudes placed on one language or another.

In his studies, DeKeyser (2000) found that some adult learners could use explicit learning mechanisms not to use implicit mechanisms that are proved to be inefficient.

He concluded that the critical period really exists depending on the fact that somewhere between the ages of 6-7 and 16-17, people lose their mental equipment that is needed for the implicit induction of the abstract patterns underlying a human language.

Piaget's notion of equilibration should also be considered in the examination of the cognitive domain. Piaget (1970) claimed that conceptual development involves a process of progressively moving from states of disequilibrium to equilibrium. Cognition develops as a process of moving from disequilibrium states (doubt and uncertainty) to equilibrium states (resolution and certainty) and again to disequilibrium which is also resolved in time. So the cycle goes on. Disequilibrium states are experienced up through age 14 or 15 after which adults organize formal operations and reach equilibrium states.

Finally, Ausubel's distinction between rote and meaningful learning worths mentioning. Ausubel claimed that most items are acquired by meaningful learning, rather than rote learning. Children's practice and imitation are regarded as meaningful activities. Although adults' ability for rote learning is greater than that of children, they generally use it only for short term memory. Thus, it can be inferred that the foreign language classroom should not become a space for rote learning activities which are also denied by the context of meaningful communication (Brown,2007).

Brown (2007) also criticizes the comparison of children's and adults' language learning. When children who learn a language in natural untutored learning are compared with adults who have already established a mother tongue but who learn a foreign language in classroom contexts, the children's learning will seem to be superior. Then, it is asserted that this superiority not only results from the age of the person, but also from the context of learning. The child learns meaningfully, but the adult does not.

2.2.6. Affective considerations

The affective domain includes many factors such as motivation, empathy, self-esteem, extroversion, inhibition, anxiety, and attitudes towards language learning. Egocentricity in human development plays a great role in the variety of affective factors. Although very young children are highly egocentric at the beginning, they become more aware of themselves and more self-conscious as they grow older. If they develop inhibitions during preadolescents, they undergo critical physical, cognitive, and

emotional changes at puberty. Thus, acquiring a totally new physical, cognitive, and emotional identity is necessary for adolescents.

The language ego, proposed by Guiora et al. (1972) has been accounted for the identity a person develops in reference to the language spoken. The language ego is composed of the interaction of native language and ego development for any monolingual individual. The language that a person speaks is completely bound up with his identity. Thus, Guiora et al. (1972) stated that the language ego may be blamed for the difficulties that adults have in foreign language learning. As a part of self-identity, the language ego is threatened in case of foreign language learning. It necessitates trial-and-error struggle for speaking and understanding of a foreign language. Being less aware of language forms, younger children are less frightened and the possibility of making mistakes does not concern them greatly.

Another variable in the affective domain is the role of attitudes in language. It seems clear that achievement in learning a foreign language can be affected by negative attitudes towards learning. Although most of the attitudes toward races, cultures, ethnic groups, classes of people, and languages are learned consciously or unconsciously by parents, adults, or peers; negative attitudes toward the native speakers of the foreign language or the foreign language itself also affect the success of language learning (Brown, 2007).

Acquiring a new language ego is a heavy responsibility for adolescents and adults as they have grown comfortably in their own identities. They also have inhibition that serves as wall of defensive protection around the ego. Thus, it is inferred that the successful adult language learner should be able to bridge the affective gap. Learning a third language does not much represent threat for a person who has already learned a second one in bilingual setting.

2.2.7. Linguistic considerations

2.2.7.1. Bilingualism

Bilingualism is a broad term with many forms and considerations. In its general sense, bilingualism refers to the status of being able to use two languages, one of them

or both being the native language(s). But some researchers may focus on different aspects of it. For instance, Edwards (2006) regards those people who know anything in another language as bilinguals, whereas Bhatia (2006) focuses on the end point of acquiring two languages as bilingualism. According to Gass (2003), bilingual refers to a person who has learned and now knows two languages.

In cases of bilingualism, where a family moves to a country where a foreign language is spoken, the children growing in the environment acquire both the language that their parents use and the language in the environment, sometimes the foreign language becoming their native language. This may cause a gap between two generations turning out to be a disadvantage (Baker & Prys Jones, 1998). However there are also some evident advantages of bilingualism. Bialystok (2001) found bilingual children having superior abilities than monolingual children in terms of grammatical accuracy. Bilingualism also enables children to have divergent and creative thinking, and metalinguistic awareness.

Code-switching, the use of more than one language in the course of a conversation is encountered among bilinguals especially due to the lack of a concept in one language. The native language is the one that controls the linguistic activities, the other language being low-to-high activation, depending on the context (Gass, 2003). According to Cook (1995), bilinguals are not two monolinguals in one head. Thus, regardless of the separateness of contexts for use of languages, children generally do not have problems in mixing up languages.

2.2.7.2. Interference between first and second languages

The interfering effects of the first and second languages in young children and adults have been investigated. It is confirmed that children follow a similar path as in the first language acquisition while learning a foreign language. Dulay & Burt (1974) and Hansen-Bede (1975) in their studies on small children found no interference effect of the first language on the foreign language.

However the processes that adult foreign language learners experience are not the same as that of young children. Adults approach the foreign language systematically regardless of the environment- be it classroom or a natural context- attempting to

formulate linguistic rules on the basis of available linguistic information to them: teachers, classmates, peers (Brown, 2007).

2.2.7.3. Order of acquisition

The morpheme order studies which were influential in the early 1970s, were highly influential in the field of foreign language learning. These studies were based on the idea that the processes in child foreign language learning are similar to the processes in first language acquisition. (Dulay & Burt, 1974; 1975). This has been known as the L1=L2 hypothesis. Dulay and Burt detected an order of acquisition which is common among children of several native language backgrounds.

More recently, Goldschneider and DeKeyser (2001, 2005) proposed five determinants of acquisition order across numerous languages:

1. perceptual salience (how easily a given structure is seen or heard)
2. semantic complexity (how many meanings a particular form refers)
3. morpho-phonological regularity (how degree to which phonological environment affects language forms)
4. syntactic category (grammatical features of forms)
5. frequency in the input (the frequency of the structure occurring in speech addressed to the learner.)

Further Goldschneider and DeKeyser (2005) suggested language teachers that predictors can be made to work for them and by presenting material on functors, the rate of acquisition can be increased.

2.2.8. Human learning

2.2.8.1. Transfer, interference and overgeneralization

In the literature on language learning processes, transfer, interference, and overgeneralization have commonly been externalized for explanation. In essence, they all result from the interaction of previously learned items with a present learning event.

Transfer is a general term in which previous performance or knowledge facilitates or interferes with subsequent learning. When previous knowledge facilitates subsequent learning, it is called positive transfer; however when the previous knowledge interferes with the subsequent one, it is called as negative transfer or interference. In interference a previously learnt item is incorrectly transferred or associated with an item to be learned.

In general, the interference effects of the native language on the target language are stressed in foreign language teaching due to the fact that interference is regarded as the source of error among foreign language learners. In learning a foreign language, native language stands for previously learned knowledge that facilitates the foreign language learning process. When native language is transferred incorrectly, then interference occurs.

Generalization, another form of transfer, is a permeating strategy in human learning. Generalization means inferring or deriving a rule, a law, or a conclusion from the observation of particular instances. According to Ausubel's concept of meaningful learning, which implies generalization, items are classified under high- order categories for meaningful retention.

In foreign language learning, overgeneralization is indicated as a process as the foreign language learner acts within the target language, generalizing a particular rule or item in the foreign language beyond legitimate bounds. It has been observed in students learning English as a foreign language that, regular past tense endings (played, walked) are applied to all past tense forms (goed, flied) until irregular verbs are recognized.

As it is seen on the figure, interference and overgeneralization are the negative correspondents of transfer. They also represent fundamental or interrelated components of all human learning, and simply extensions of general psychological principles in foreign language learning. As Brown (2007) sums them up, there is some transfer in all generalizations, some generalization in all transfers. Figure 2.2. shows the types of transfer depending on the impacts of L1 and L2.

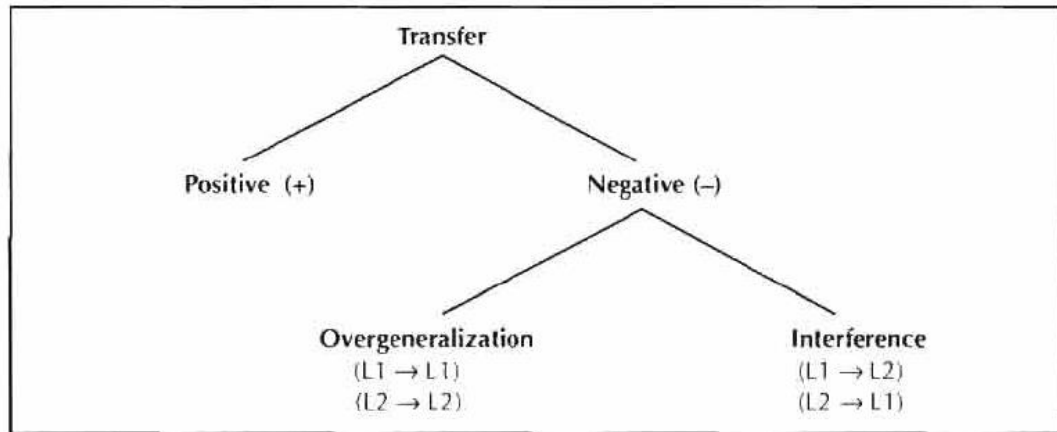


Figure 2.2. Types of transfer

2.2.8.2. Language aptitude

Due to the identification of a number of characteristics of successful language learners, researchers considered to investigate a variety of causal factors. Language aptitude is one of these factors that is measured by constructed tests such as the Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1958), Pimsleur Language Aptitude Battery (PLAB) (Pimsleur, 1966), and Defense Language Aptitude Battery (DLAB) (Peterson & Al Haik, 1976). However, later these tests waned steadily due to the fact that they just involved context-reduced activities apart from context-embedded situations. These tests also revealed test results as successful or unsuccessful which biases both teachers and students.

Recently a new aptitude battery, Cognitive Ability for Novelty in Acquisition of Language-Foreign, the CANAL-F test has been proposed by Grigorenko, Sternberg & Ehrman (2000). This test involves the test taker in a process of learning a simulated language embedded in a multifaceted language context.

Although these tests seem to measure the existence of language aptitude in language learners, some researchers also commented that various factors may contribute to the construction of a language aptitude. Dörnyei & Skehan (2003) conclude that aptitude is relevant to implicit learning (in natural contexts) besides conventional, explicit, rule focused contexts. Moreover, Robinson (2005) suggests that aptitude is a complex of abilities including processing speed, short- and long- term memory, rote memory, pragmatic abilities, interactional and emotional intelligence, and self-efficacy.

2.2.8.3. Intelligence and language learning

Linguistic and mathematic abilities have constituted the traditional definition and measure of intelligence. The testing of these two domains on several generations forms the Intelligence Quotient (IQ). In general high IQ is correlated with success in education and social life.

Gardner (1983) described seven different intelligences (later added, the eighth-naturalist intelligence in 1999) that provided a more extensive picture of intelligence. Beyond the traditional linguistic and logical- mathematical intelligence, Gardner listed other different intelligence types as musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal.

Sternberg (1985,1988) proposed three types of ‘smartness’ in his triarchic view of intelligence including componential ability for analytic thinking, experiential ability to deal with creative thinking, and contextual ability which enables people to manipulate their environments.

Finally, Goleman (1995) introduced another intelligence type called as Emotional Intelligence or Emotional Quotient (EQ). According to the EQ, mental or cognitive processing are driven and controlled by the management of core emotions such as anger, fear, enjoyment, love, disgust, shame, and others.

In the area of foreign language learning these types of intelligence are said to shape the language learning process. In traditional form, intelligence may not be accounted for success in foreign language learning. However, Gardner attaches other important attributes that could be essential for foreign language success in the notion of intelligence. Musical intelligence may ease distinguishing and producing the intonation patterns of a language, bodily-kinesthetic modes are connected with phonology of a language. Moreover interpersonal intelligence is important in communication. Finally, the EQ can account for foreign language success both in classrooms environment and natural contexts.

A high IQ may imply high academic test scores, but may not be a sign of success in business, marketing, art, communication, etc. Thus, Gardner’s Multiple Intelligences, which involve various types of intelligence, are incorporated into the school-oriented

contexts by educational institutions. Christison (1999, 2005) and others have shown the relevance of intelligence and certain demands in the classroom by the application of multiple intelligences to teaching English as a foreign language.

2.2.9. Personality factors

The success and failure in language learning can be predicted by individual differences inherent in the learner (Lightbown & Spada, 2013). In foreign language learning process, the effects of the emotional side of human behaviour are investigated containing a large number of variables. Abstract concepts such as empathy, motivation, or extraversion are difficult concept to be explained empirically in terms of their effects on learning. Yet, the language learning process has been explicated greatly and new language teaching designs have been introduced due to careful and systematic study of the personality factors in foreign language learning (Brown, 2007).

A variety of personality factors are involved in the development of affective states or feelings both about people and their interlocutors. Bloom and his colleagues (Krathwohl, Bloom & Masia, 1964) defined the affective domain in a taxonomy as receiving, responding, valuing, organization of values, and constructing their own value systems. Although Bloom devised the taxonomy for educational purposes, it is also used to understand affective domain in human behaviour. Brown (2007) states that in foreign language learning, learners need to be receptive both to the language and to their interlocutors, willingly responsive to the communication context, placing a certain value on the communication atmosphere.

2.2.9.1. Self-esteem

Brown (2007) claims that it is impossible to maintain a successful cognitive and affective activity without some degree of self-esteem, self-confidence, and knowledge of yourself. He describes three levels of self-esteem to reveal its multidimensionality. First, general or global self-esteem is said to be resistant to change as it is attained after a number of situations. Second, situational self-esteem is associated with one's self-appraisals in particular life situations such as work, education, social life, etc. Third, task self-esteem has to do with particular tasks within specific situations. Taking an

exam, fulfilling a task at work, or pitching in a baseball would be regarded as instances of task-esteem.

2.2.9.2. Attribution theory and self-efficacy

In foreign language learning process, attributions are the explanations learners give for their progress in learning an L2. Weiner's attribution theory centres upon the explanations of people for their own successes and failures. According to Ellis (2008), the key attributions are ability and effort. Weiner adds two more to these attributions – perceived difficulty of a task and luck.

In a study carried out via interviews with adult Irish learners of French to investigate factors enabling these learners to maintain a positive self-concept and their belief in their capacity to learn French, Ushioda (2003) identified two categories of attributional patterns. In the first category, personal ability and /or effort brings about positive L2 outcomes. In the second category, which is in fact surmountable, temporary shortcomings such as lack of effort or of opportunity for learning are blamed for negative L2 outcomes.

A proper degree of effort may be responsible for success if a learner has a high sense of self-efficacy (Brown, 2007). Conversely, learners with low self-efficacy might attribute failure to external and internal factors. Thus, Brown (2007) suggests language teachers that they should facilitate high levels of self-efficacy in their students and help them believe in themselves.

Ellis (2008) relates self-efficacy to motivation and claims that motivation can be maintained by the help of perceived success in achieving L3 goals. If learners think that their failure results from unalterable factors, their low achievement results in a vicious circle of low motivation.

2.2.9.3. Willingness to communicate (WTC)

WTC is defined as an underlying continuum that is the representation of the disposition toward or away from communicating (MacIntyre, Baker, Clement & Donovan, 2002). According to MacIntyre et al. (2002) a high WTC does not stand for a high level of communicative ability. Rather they propose that a high WTC may arise

from a number of cognitive and affective factors such as motivation, personality, intergroup climate, and two levels of self-confidence.

Lightbown & Spada (2013) indicate that the number of people, the matter of conversation, the formality in the environment, and even the moods of the speakers have influence on WTC.

Focusing on the interests of students at foreign language classes, Ellis (2008) concludes that the personality of the learners and their intrinsic motivation to perform specific activities in the classroom form their desire for communication. Approaches involving communicative activities are more suitable for students who have a strong WTC, while traditional instructional approaches are more appropriate for those students who have not.

2.2.9.4. Inhibition

Language ego referred by Guiora et al. (1972) and Ehrman (1996) is the very personal, egoistic nature of foreign language learning. Taking on a new identity with their newly acquired competence, language learners come across with some degree of identity conflict that hinders meaningful language learning. According to Brown (2007), those inhibitions which impede success may be lowered by an adaptive language ego.

In their studies designed to measure the effect of empathy but highlighted inhibition, Guiora et al. (1972) designed an experiment on an experimental group of subjects using small quantities of alcohol with an aim of inducing temporary states of less-than normal inhibition. The performance of the subjects that were given alcohol was better than the performance of a control group on a pronunciation test. Thus, Guiora and his colleagues (1972) concluded that in a foreign language, there is a connection between empathy and pronunciation ability.

The importance of language ego was also supported by Ehrman (1999) in his studies. He suggested that those learners with thin ego boundaries are more successful in language learning than those with thick ego boundaries. Showing tolerance of ambiguity facilitates learning contrary to approaching language learning in a perfectionist manner.

Such findings have increased the steps taken in practices to create techniques which reduce inhibition in foreign language classes. Brown (2007) suggests that a language learning environment where inhibition is reduced, learners are encouraged to take risks and make mistakes, and make reluctant learners willing to communicate should be created.

2.2.9.6. Risk taking

Risk taking is seen as an important feature of successful learning of a foreign language (Beebe, 1983; Brown, 2007; Ellis,2008, Gass & Selinker,2008). Learners are expected to be willing to try intuitions and to take the risk of making mistakes. Their ability to take risks has been considered as a predictor variable of success in foreign language learning (Gass & Selinker, 2008).

Brown (2007) claims that self-esteem is closely connected to risk taking ,in that learners with high global self-esteem does not fear to be laughed at lest they make foolish mistakes. For that reason, he noted that, teachers need to encourage students to make predictions more willingly than the usual case and value them as risk takers.

According to Beebe (1983) a lack of willingness to take risks may cause fossilization, the permanent incorporation of certain patterns of error. Dufeu (1994) suggests that an acceptance climate that will stimulate self-confidence, and urge learners to try out insights and to discover the target language should be created to make learners feel more comfortable in the foreign language environment, allowing them to take risks without feeling embarrassed.

Cervantes (2013) concludes that it is possible to enhance language learning process of learners if language teachers encourage them to take risks during language activities. Learners may be provided with contexts in which they can take risks to develop a positive attitude toward errors.

2.2.9.7. Anxiety

Learner anxiety is the feeling of apprehension, nervousness, and stress experienced by most of the learners while learning a foreign language (Lightbown & Spada, 2013). According to Gardner & MacIntyre (1991), language anxiety is the fear

or worry that learners experience when they are expected to perform in a foreign language.

Anxiety can take various forms depending on the duration of the feelings. A state anxiety is temporary and is felt in relation to some particular event or act while trait anxiety is a more permanent predisposition to be anxious (Oxford, 1999). In foreign language learning process, state anxiety is expected to diminish over time. Otherwise, it becomes trait anxiety which affects language learning and language learning performance (Gardner & MacIntyre, 1991). According to Oxford (1999) anxiety can be harmful or helpful -what Scovel (1978) called ‘debilitative’ and ‘facilitative’ in terms of its effects on language learning performance. It may harm the performance of the learners in many ways, both directly by reducing participation and causing explicit eschewing of the language and indirectly through apprehension and self-doubt. On the contrary, helpful anxiety acts in a facilitating role providing language learners with high language proficiency and self-confidence.

More recently, Spielmann & Radnofsky (2001) referred tension as a more neutral concept to describe the possibility of both detrimental “dysphoric” and beneficial “euphoric” effect in foreign language learning. Although anxiety may sound a negative factor, considering the effects of facilitative anxiety or beneficial tension, it may be regarded as a positive factor. In Bailey’s (1983) study of competitiveness and anxiety in foreign language learning, facilitative anxiety proved to be road to success.

2.2.9.8. Empathy

Guiora et al. (1972b, p.142) defined empathy as “a process of comprehending in which a temporary fusion of self- object boundaries permits an immediate emotional apprehension of the affective experience of another”. Brown (2007) defines empathy as “the projection of one’s own personality of another in order to understand him or her better”.

Brown (2007) claims that a person needs to understand the affective and cognitive states of another individual to achieve effective communication. On presupposing or assuming the states of other people incorrectly, communication may

break down. A learner- speaker should properly identify cognitive and effective sets in the interlocutor in a foreign language learning situation.

In a study by Guiora and his colleagues (1972), the authenticity of pronunciation of a foreign language was predicted successfully by Micro-Momentary Expression (MME) test that claims to measure degrees of empathy. However, in another study by Naiman, Fröhlich, Stern & Todesco (1978) empathy and language success had no substantial correlation. As these tests cannot distinguish the vast normal population, it is stated that the accuracy of the tests measuring traits may prove problematic.

Brown (2007) concludes that essentially empathy should be defined cross-culturally to understand the expression of empathy by different cultures.

2.2.9.9. Extroversion

Brown (2007) defines extroversion as “the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself”. Contrary to popular belief that extroverts are talkative; they may be timid, but they still need the confirmation of others. On the other hand introversion is “the extent to which a person derives a sense of wholeness and fulfilment apart from a reflection of this self from other people” (Brown, 2007). Introverts can have a stronger inner character than extroverts have.

Whether extroversion or introversion facilitates or obstructs foreign language learning remains unclear. Extroverts are thought to be good language learners as language learning necessitates oral communication, studies show various findings. Busch (1982) investigated the connection between extroversion and introversion in adult Japanese learners of English in Japan. She hypothesized that extroverted students would be more proficient than introverts. However her findings did not support her hypothesis because of the fact that in pronunciation, introverts performed better than extroverts. Thus the study suggests that introverts may have more clear articulation in a foreign language. Naiman et al. (1996) did not find any significant effect for extroversion in their Toronto study to define the good language learner. In Fillmore’s (1983) study of 48 children on personality types, the most successful students had one

of two personality types. The first types of the successful L2 learners were highly social and extraverted students, seeking opportunities in order to use the target language among peer group. The other types of the successful L2 learners were shy and not sociable, but they demonstrated cognitive abilities and attentiveness to the teacher in the classroom.

Brown (2007) reveals that cross-cultural norms or verbal and nonverbal interaction may be varied in different cultures. For example, something that appears introversion in the United States may be regarded as respect and politeness in Japan. Even so, the facilitation or interference effects of some teaching approaches should be taken into consideration in order to eliminate extroversion.

In foreign language learning, cultural norms should be cared. The language teacher should be sensitive to a student's willingness to speak out in class, and to proper points between extreme introversion and extroversion that are experienced differently by all students.

2.2.9.10. Motivation

Motivation is a sociopsychological factor commonly used to explain different success outcomes in foreign language learning (Gass, 2013). Motivated individuals are said to be more successful or faster in language learning. Recently, with numerous reviews and book-length treatments of the topic, a resurgence of interest in motivation research has occurred. (Dörnyei, 2001; Dörnyei & Ushioda, 2009; Gardner & MacIntyre, 1991).

Motivation research in foreign language was commenced by social psychologists Wallace Lambert, Robert Gardner, and their associates. They viewed motivation in foreign language learning to be responsible for improving or inhibiting intercultural communication and relationship.

Gardner (1985) stated that motivation is composed of some aspects that lead learners to success. These are a goal, an effortful behaviour, a desire to achieve the goal, and favourable attitudes toward learning activity in question.

Gardner & Lambert (1972, cited in Lightbown & Spada, 2013) referred to terms instrumental motivation and integrative motivation to describe the extent of motivation

in foreign language learning. Instrumental motivation refers to learning a language for immediate or practical aims while integrative motivation refers to learning a language for personal enlightenment and cultural enrichment through interaction with the speakers of other language. According to Gass (2013), a combination of various factors such as integrative motivation, instrumental motivation, aptitude or attitudes towards learning enables achievement in foreign language learning. Motivation is viewed in relation to other constructs as seen in Gardner's model (taken from Gass (2013, p.454).

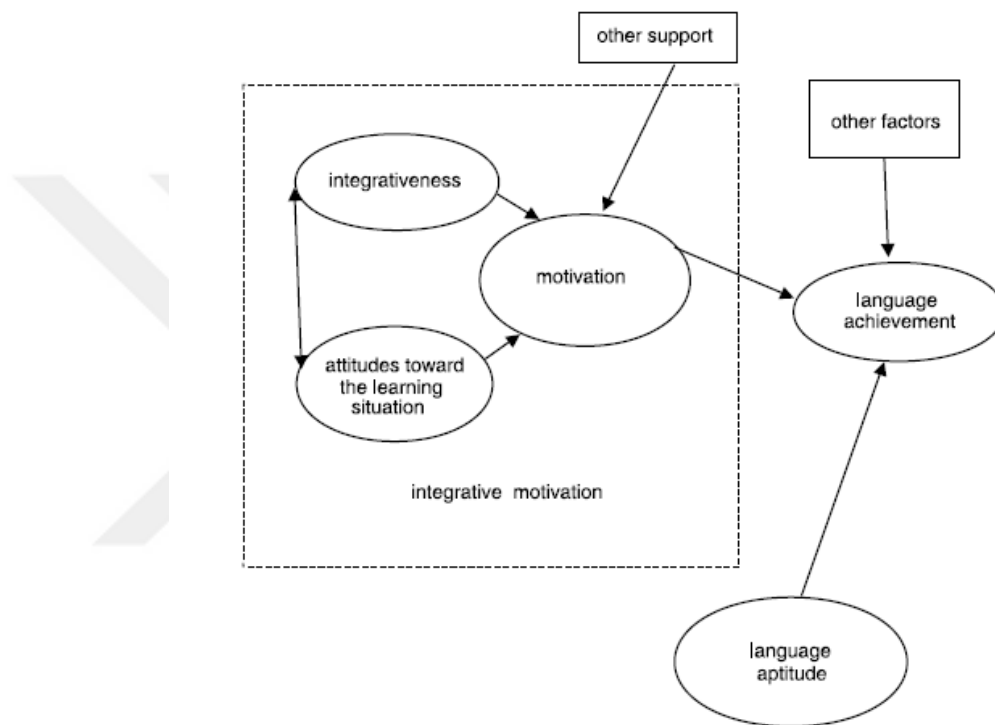


Figure 2.3. Basic model of the role of aptitude and motivation in second language learning

According to Dörnyei (2008), integrative motivation is constituted of three main components as integrativeness, attitudes toward learning situation, and motivation. As Dörnyei & Ushioda (2009) identify, when learners have integrative motivation for a foreign language, they aspire for learning the native language of a valued community in order to interact with the members of the community and sometimes even behave like them. Stating that integrative motivation is ambiguous in that in a multicultural setting where the foreign language is learned, Dörnyei & Ushioda (2009) find integrativeness worth mentioning, however in classroom settings where foreign language learners has no contact with native speakers, they also claim that integrative metaphor may not have

any obvious sense. Regarding this, Noels, Pelletier, Clement & Vallerand (2000) stated that it has relevance only in specific contexts.

Dörnyei (2001) refers to another term ‘demotivation’ that concerns various negative influences that counteract existing motivation. *Demotivation* is “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, 2001b, p. 143).

In other words, positive motivation which existed at the beginning may later be diminished by some other factors especially during classroom activities (Gass, 2013). Thus, a ‘demotivated’ learner denotes someone who has lost his/her commitment for some reason. Demotivation is the resultant force that includes a strong negative component with some other positive motives still remaining operational (Dörnyei, 2001).

Self-determination theory (Deci & Ryan, 1985), deals with different types of *intrinsic* and *extrinsic motives*. Brown (1994) argued that traditional classroom atmosphere grows extrinsic motivation, which, over the long haul, “focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration” (Brown, 1994, p. 40).

According to Attribution Theory (Weiner, 1992), (cited in Dörnyei, 2008) past successes or failures of the individual shape his/her future action. If past failures are attributed to low ability in particular tasks on the part of the learner, the activity will not be tried again, while, if the problem is attributed to inadequate effort or improper learning strategies on the part of the learner, then the activity is most likely to be tried again.

Another feature of motivation is that it is dynamic, constantly changing over time, depending on the context. Thus, Dörnyei (2001) suggested some motivational strategies that need to be used by the language teacher in the classroom in order to maintain motivation during the language learning process. These strategies urge language teachers to demonstrate and talk about their own enthusiasm for the course material and its effects on themselves, to take students very seriously during learning activities, to develop rapport with students and work collaboratively with the parents of

the students, to create a supportive atmosphere in the classroom, to promote the development and collaboration among group cohesiveness in an explicitly formed group environment.

2.3. Foreign Language Learning in Children

2.3.1. Introduction

How children learn languages has attracted many researchers in order to discover the process of first language acquisition and foreign language learning. The acquisition of a first language is accomplished in natural contexts through almost definite developmental patterns all around the world, however foreign language learning takes place in different contexts with various factors affecting the learning continuum.

Learning another language apart from the mother tongue is realised in various conditions. Although the terms ‘second language’ and ‘foreign language’ do not mean different things, they are distinguished terminologically depending on the environment of learning.

According to the definition proposed by Saville-Troike (2006), second language acquisition (SLA) refers to “*the study of learning a language subsequent to the mother tongue*”. It is also referred as target language, the language that the learner aims to learn. On the other hand, foreign language learning refers to learning a non-native language in the native language environment of individuals. It is most commonly studied as a course within the classroom context (Gass, 2013).

To light up the distinction between formal and informal L2 learning, Gass (2013) makes a comparison between them stating that informal L2 learning is more natural than formal L2 learning. Formal L2 learning takes place in classrooms, by the application of different methods and techniques, generally with a lack of natural environment to communicate with native speakers whereas informal L2 learning takes place in natural environment in which the learner interacts with native speakers learning the language unconsciously.

One of the issues worth mentioning is the description of simultaneous bilingualism and sequential bilingualism. As the environment and beginning time of

learning a foreign language determine the sequence of the languages being learnt, these terms are born out. To put them in simple terms, children who learn more than one language during early childhood are referred as simultaneous bilinguals while those who learn another language after the settlement of first language are referred as sequential bilinguals (Gass, 2013; Lightbown & Spada, 2013). Upon the same issue, Saville-Troike (2006) stated that sequential bilingualism is more common than simultaneous bilingualism which results in the acquisition of more than one native language for an individual.

McLaughlin (1978) made a distinction between child SLA and bilingual first language acquisition. Child SLA refers to the successive acquisition of a second language by children whereas bilingual first language acquisition refers to the simultaneous acquisition of two languages.

Although there is a general misapprehension that children can be confused while learning more than one language simultaneously, it is shown by the researches that children are able to learn more than one language at the same time. Moreover it is stated that there is a direct relation between bilingual proficiency and children's academic success (Bialystok, 2001; cited in Lightbown & Spada, 2013).

One aspect that is encountered in bilinguals is code –switching, that is the use of words or phrases from more than one language within a conversation (Lightbown & Spada, 2013). Code-switching may result from the absence of a particular word or expression or it may be the intentional use of phrases for a variety of interactional purposes. Even high proficient language speakers use code-switching due to different motivation, from expressing solidarity to making a joke. Bialystok (2009) identifies code –switching as contributing to cognitive flexibility throughout life.

Basically, bilingualism can furnish occasions for personal, social, and economic opportunities. These opportunities for cross-cultural interaction and economic collaboration among people can be increased by bilingualism. Furthermore, the ability to use more than one language may facilitate the educational and social life of individuals.

2.3.2. Who are young learners?

As a description on the child development, Morrison (2004) categorizes children according to their age:

Table 2.1.

The Categorization of Children According to Their Age (Morrison, 2004)

Period	Ages
Infants	0-1 age
Toddlers	1-3 ages
Preschool children	3-5 ages
Kindergarten children	5-6 ages

In reference to learning a language during childhood, Morrison (2004) noted that language acquisition is hereditary developing his view with systematic explanations. The biological laryngeal systems and human brain enables humans to acquire a language they hear around them. Thus environment is another factor that provides humans with language exposure. Infants and toddlers generally acquire the language(s) they are exposed to. The content of their language differs according to environment factors. They learn a language when reared in linguistically rich environments. Table 2.2. (adapted from Morrison, 2004) shows the language development of infants and toddlers according to natural patterns.

Table 2.2.

The Language Development of Infants and Toddlers

Months of age	Language
Birth	Crying
1 ½	Social smile
3	Cooing
5	“ah-goo”
5	Razzling
6 ½	Babbling

Table 2.2. (Continued)

8	“dada / mama” (inappropriate)
10	“dada / mama” (appropriate)
11	One word
12	Two word
14	Three word
15	Four to six words
15	Immature jargoning
18	Seven to twenty words
18	Mature jargoning
21	Two-word combinations
24	Fifty words
24	Two-word sentences
24	Pronouns

As it is obvious in the Table 2.2, the developmental patterns for language acquisition can be valid for all children of learning a mother tongue anywhere in the world. Regarding the information in the table, it is also possible to state that while the earliest vocalizations of babies seem meaningless during the first twelve months, they start to produce intentional sounds and later one word or two word utterances through the end of the second year.

On this ground, Krashen’s Acquisition / Learning Hypothesis (1982) describes the distinction in implicit learning and explicit learning. Krashen (1982) assumed that L2 learners can develop knowledge of an L2 in two independent ways: acquisition and learning. In *acquisition*, the knowledge could be internalized, whereas in *learning*, it could not. Thus, children ‘acquire’ a first or a second language implicitly when they are directly exposed to it, while it becomes ‘learning’ when the language is learnt explicitly.

2.3.3. The preschool years

Morrison (2004) states that the preschool years are regarded as the cornerstone of later learning. In essence, the preschool years play a more important role in the

education process because of the fact that preschool years are the beginning of a period that influences the lives of children by teachers and schooling.

According to the description of Morrison (2004), kindergarten children are very confident, eager to be involved and take responsibility in activities. Kindergarten is a period in which children experience a rapid intellectual development and language growth with a tremendous capacity to learn new words. They enjoy being involved in language activities. Accordingly, their verbal behaviours should be encouraged and supported with opportunities engaging them in language activities such as storytelling, singing songs, drama and reciting poetry. Moreover, they enjoy working on projects, experimenting, and working with others. At the same time, they like working solitarily and independently while improving their ability of collaborating with other children.

Preschool children are energetic children who use their energy especially in physical activities. They desire to be involved in physical activities that involve children in projects of building- such as making learning centres to resemble a store, a park, or a school.

Proposing suggestions in accordance with the necessities of children, Senemoğlu (1994) offered that the preschool education should provide opportunities for the children to recognise and accept themselves, to notice the distinction between their own cultures and other cultures. A wide range of interaction is needed by the use of language, music, dance and visual materials that enables children to socialize and develop their thinking, problem solving, aesthetics and cooperation skills among their peers.

2.3.4. The influence of age factor in learning a foreign language

With regard to the notion that children are better foreign language learners than adults in the long run, it is generally suggested that learning a foreign language should begin as early as possible. There is evidence that the setting, environment, and the exposure span influence the proficiency level of learners (Singleton & Ryan, 2004). There is also evidence that foreign language learners follow a learning route that broadly resembles to first language learning path. Similarly, the developmental patterns followed by both L1 and L2 learners coincide in the vast majority. Thus, this view also supports the L1=L2 Hypothesis as McLaughlin (1978) stated that ‘language learning is

language learning'. Taking attention to the benefits of foreign language learning at early ages, Anşın (2006) states that learning a foreign language during childhood improves the child's cognition, listening skills and sensitiveness, and fluency in thinking. Besides, the perception of the child's mother tongue improves enabling children to communicate fluently with other people from different cultures and countries.

As Rocca (2007) explains, learning a foreign language during childhood resembles a bridge between first language acquisition and adult foreign language learning. Thus, foreign language learning for children occurs within the critical period as it is learnt before puberty, however with a mother tongue already established.

Hakuta, Bialystok & Wiley (2003) suggested that there are two characteristics that a critical period involves. The first character is about the preparedness level for learning within a specific developmental period; and second character is related to the lack of preparedness outside of this developmental period. Commonly, on interpreting the critical period hypothesis, not a monotonous decline, but a significant change in learning outcome can be the demonstration of a critical period. However, some other factors such as the beginning age of learning, social and linguistic backgrounds are difficult to separate from the learning.

Claims about the age at which critical period terminates have included different views as shown in Table 2.3.:

Table 2.3.

Claims of Linguists on the end of Critical Period for Second Language Acquisition / Foreign Language Learning

Years of age	Linguists
12 years	Lenneberg (1967)
5 years	Krashen (1973)
15 years	Johnson and Newport (1989)
6 years	Pinker (1994)
5-9 ages	Gass and Selinker (2001)
0-4 /7 (phonology)	Long (2007)
0-15 (lexis and collocation)	

Regarding this, Rocca (2007) states that delimiting the age range that is essential to child foreign language learning is still possible. Although the precise beginning and end points of learning a foreign language for children are vague, Gass & Selinker (2001) assert that the ages between five and nine during which the mother tongue is mostly settled, can be taken as core to the topic.

Considering language learning composing of different areas, Long (2007) concluded that there seems to be two or more sensitive periods for learning a foreign language. First, there seems a sensitive period from birth to the age between four and seven for phonology as well as lexis and collocation; second, there seems another sensitive period from birth to the midteens for morphology and syntax.

Apparently, the divergence between the success levels of younger and older foreign language learners is attributed to a critical period. The distinction in achievement as a function of age results from the maturational changes in the brain which have impact on successful acquisition of a foreign language. Hurford (1991) suggests that the critical period, or at least a sensitive period plays an important role in language acquisition and its role ends around puberty.

Rather than focusing on the effects of a critical period, Bialystok & Hakuta (1999) advocate the advantage of a sensitive period in favour of young learners claiming that young learners find pleasure in learning a foreign language. Moreover, social factors can improve the acquisition of any foreign language providing a wide range of opportunities including “a nurturing environment, simplified input, educational opportunities, cooperative peers, and other supporting aspects of a social context”.

Based on a review of previously published studies, Long (1990) concluded that on condition that foreign language learning begins by the age of 6, the learners can speak the language with a native accent, however when learning begins after the age of 12, it is highly possible for the learners to speak with a foreign accent. In his study, Patkowsky (1990) concluded that participants who arrived in The United States after the age of 15 had foreign accent as they passed the critical period over. On this basis, beginning to learn a foreign language before versus after the critical period differs in a “fundamental, qualitative way” (Patkowsky, 1990).

Indeed, the issue of why some learners speak the foreign language with a foreign accent and why not others depends heavily on the effects of a critical period. In foreign language learning in children, learning how to pronounce the target language properly is accomplished during the critical period. If children start learning a foreign language after the critical period, then they develop a foreign accent in that language. (Flege,1999)

In a study mainly investigating the influence of age in immersion programmes, Johnson & Newport (1989), found that the earlier Chinese and Korean learners arrived in the USA, the better they were at detecting ungrammatical use of grammatical morphemes such as 'the' and plural '-s'. Moreover, those who arrived under the age of seven were the same as native speakers.

In a similar stance, Cook (2008) stated that there is a popular belief among people that children are better at learning a foreign language than adults. While immigrant parents are worried about their children in learning the foreign language, these parents are found to be complaining how much better their children speak than themselves. This superiority is believed to be resulting from the critical period hypothesis. A variety of explanations have been suggested for the obvious decrease in adults learning a foreign language. Among them, there are physical, social and cognitive factors that influence learning a foreign language. Therefore, Cook (2013) suggested that teachers should take advantage of teaching foreign language to children as early as possible.

Looking at the issue from a different angle, Flege (1999) claimed that it is linguistic and cognitive factors rather than age that cause success in learning a foreign language. Therefore, correlation between age and success are not authentic as the effects of linguistic and cognitive factors are reflected. In this sense, a distinction between the short term benefits and long term disadvantages of learning a foreign language during childhood can be discussed. According to Singleton (2001) foreign language learners whose initial learning begins around childhood eventually surpass those learners who start learning a foreign language in adulthood. However it is also admitted that initially, the latter seems to have some advantages over the former. Adults may be quick at the beginning but may slow down in time whereas children may reach a higher level despite starting more slowly (Cook, 2013). However it is important to remember that long term

research has used immigrants, particularly to the USA, whereas short term research used learners in educational environment. Thus, according to Cook (2013) whether the difference results from a physical, social, cognitive or linguistic factor stays unaccountable.

2.3.5. Teaching a foreign language to young learners

How individuals learn a foreign / second language has been an important aspect of language learning research area. It has been understood that age and environment are the core intertwine elements that form language acquisition and language learning (Morrison, 2004). Thus, in case of teaching a foreign language in tutored contexts, the environment is designed according to the age factor. Based on this perspective, it is clear that age plays a crucial role in teaching and learning pedagogies. The abilities, cognitive skills and interests of children are far more different from those of adolescents and adults. Particularly, teaching approaches, materials, classroom setting are all chosen and designed in accordance with the cognitive skills, interests and physical readiness of individuals.

Harmer (2001) with a more focus on the cognitive difference makes a distinction between young learners, adolescents and adults in terms of learning attitudes. Concerning this, Harmer (2001) states that young children respond to meaning even if some individual words are meaningless and they often learn indirectly rather than directly. They understand mostly when they see, hear, touch and interact. Similarly, they are enthusiastic for learning and curious about the world around them and they need individual attention and appraisal. They like to feel at the centre of learning and have a limited attention span. In this respect, Harmer (2001) also makes some suggestions about the classroom setting where activities take place. The classroom should be bright and colourful, enabling students to be engaged in different activities. Puzzle-like activities, drawing, games, physical movements or songs can be useful to display their imagination.

When teenagers are engaged, their capacity for learning and their potential for creativity are displayed. They are committed passionately to things they find interesting. Though they are generally observed as problematic students, it can be overcome through effective management of teachers.

As for adults, Harmer (2001) claims that they can engage with abstract thought rather than games and songs, though bearing in mind that they may be appropriate for some students. They benefit from their life experiences. They may have expectations about the learning process with their own learning patterns. Appropriately, they tend to be more disciplined than some teenagers, and they are decided to struggle against boredom. They have a clear understanding of their learning goals. Moreover, they are more liable to be motivated than teenagers to attain their goals. They can also be critical of teaching methods and they may worry that their intellectual capacity diminishes by age.

Additionally, Scott & Ytreberg (1990) explain some of the characteristics of young learners. Remarkably, young learners are able to plan activities and use their logical reasoning. They have vivid imaginations which provide them to create a fabulous world of games. Furthermore, they are able to use the intonation patterns to trick on words in their mother tongue with an understanding of direct human interaction.

When it comes to motion and language, young learners can understand the events more quickly than the language used. They can use language skills unconsciously. They best understand when they use their hands, eyes, and ears. The attention and concentration span of young learners is really short, thus repetition is needed for a consistent learning. The children can be confused on fact and fiction; thus, the fine line between the real world and imaginary world is not clear in their logic. They are happier when playing and working alone but in the company of others. (Scott and Ytreberg, 1990).

From the point of view of Cameron (2001), children are more enthusiastic and lively as learners than adults. They prefer pleasing their teacher rather than their peer group. They do not inquire why they do an activity. However they lose their interest more quickly and are less motivated on tasks they find difficult. Children seem more courageous in talking in a new language, and they are prone to getting a more native-like accent in spite of their lack of inhibition. With respect to the individual differences among children, Cameron (2001) claims that these differences arise from the linguistic, psychological and social development of the learners, thus the language teacher should adjust the classroom activities taking these differences into consideration. What is more,

Cameron (2001) thinks that the focus of effective teaching should be the knowledge of what best facilitates learning of children. Distinguishing a learning –centred teaching from a learner-centred teaching, Cameron (2001) reveals that lessons and activities should be designed according to the needs of the learners and the demands of the teachers in a learner centred environment placing the child at the centre of curriculum designation.

As a matter of fact, teachers are also responsible for creating a suitable learning environment in order to accomplish teaching goals, bearing their development period in mind. Table 2.4. summarizes what language teachers should do in order to create an encouraging atmosphere for young learners, adolescents, and adult language learners.

Table 2.4.

Suggestions for Language Teachers for Creating an Encouraging Atmosphere for Young Learners, Adolescents, and Adult Language Learners (Harmer, 2001)

For young learners	For adolescents	For adults
<p>Language teachers</p> <ul style="list-style-type: none"> - should encourage their students to get information from a variety of sources. – should organize individual and group works for the development of good relationship among students. –should design a range of activities allowing flexibility to change the activity when students are bored. - should keep their attention alert - should design the classroom with enabling space for different activities. 	<p>Language teachers</p> <ul style="list-style-type: none"> - should provoke student engagement with relevant materials. - should support students’ self-esteem and identity -should encourage students to respond to texts and situations with their own thoughts and experience. - should awaken students’ intellectual activity -should help them to be aware of contrasting ideas and concepts that they can resolve for themselves. 	<p>Language teachers</p> <ul style="list-style-type: none"> - should take individual factors into account. - should present information both directly and indirectly for adult learners. -should encourage students to benefit from their life experiences in the learning process - should try to minimise the negative effects of past learning experiences. -should offer achievable activities in order to diminish students’ fear of failure - should listen to students’ concerns and modify their actions in order to suit their learning tastes.

Adapted from: Harmer, J. (2001). *The Practice of English language teaching (3rd Ed.)*

An important aspect highlighted by Tabors (1998) is the types of programs for children whose home language is a different language. Tabors (1998) categorized language programs into three groups: First language classrooms, bilingual classroom, and foreign language classrooms. Firstly, a first language program includes the mother

tongue of the children as the medium of instruction. The first language is the only language used and it particularly aims to improve the first language skills of children. Secondly, a bilingual program involves both the use of the native language and the target language with a wide range of configurations. Children are exposed to appropriate models of both languages. Such kind of program can be seen in communities where children and teachers are from the same first-language background. Finally, in foreign language classes, children who share the same mother tongue learn a foreign language when they play together and interact. Therefore, a foreign language is considered as the main language for interaction for both the children and teachers in classroom where language is taught by the use of particular techniques available for young learners. Taking these categorizations into account, Tabors (1998) related foreign language learning process affected by various factors involving age and environment.

2.3.6. Teaching vocabulary to young learners

2.3.6.1. Introduction

Building up a useful vocabulary is at the centre of learning a foreign language. It forms an initial basement for learning a language in all aspects. Understanding what somebody says, and replying people talking around necessitate putting words together in order to make sentences (Cameron, 2001). Thus, learning words at the beginning is viewed as the first step to be taken for foreign language learning.

2.3.6.2. Knowing a word

In its broadest sense, knowing a word involves information about the meaning, lexical properties, functional and pragmatic use, pronunciation, and spelling (Cook, 2013). Contrast to the general view of rote learning of vocabulary items in lists, using the vocabulary items properly and in the correct form in a sentence and pronouncing correctly are other measures that are expected from a bilingual speaker. Similarly, Cameron (2001) notes that knowing a word includes recalling it when needed, using it with correct meaning, grammatical, collocation, orthographic, pragmatic, connotational, and metalinguistic knowledge, and cultural content of the word. Summarising his

remarks, it is possible to state that in general, knowing a word involves knowing about its form, its meaning, and its use.

Upon the issue of learning a word in terms of children, Tomasello (2003-2014) defines that 'word learning' as a kind of mini-linguistic lesson in which objects are pointed for children. The child has to associate the word with what s/he hears and what s/he sees. Another form of learning a word is that children map words onto things. They are also expected to repeat the word as they hear. In other words, pronunciation is accomplished through the language style they hear around - at home from parents or in the classroom context from peers and language teacher.

Feeling that a child cannot be regarded apart from his/her native language, Cameron (2001) offers taking the first language background of the children into account in order to know what is supportive and what may be too difficult for children, and bearing in mind that it is not a simple task to learn a new word during a short time. The process entails a wide range of techniques that will facilitate vocabulary learning and maintain it for permanent learning.

2.3.6.3. Word frequency

Cook (2013) suggests that word frequency is a criterion in choosing vocabulary to be learnt. Most textbooks designed for teaching a foreign language generally include most frequently used vocabulary items in the target language. In addition, Cook (2013) notes that while word frequency is a distinguishing measure in choosing vocabulary, the ease with which the meaning of a word can be demonstrated and its appropriateness are also important criteria for the selection of vocabulary to be learnt at the beginning.

In learning a foreign language, it is not useful to learn all the words in that language. Learning the high frequency words plays a much more important role than learning words randomly. Nation (2000, p.1) suggests language learners to consider three kinds of information to decide on how much vocabulary should be learnt – “the number of words in the language, the number of words known by native speakers, and the number of words needed to use the language”.

In respect to high frequency words for children, Tomasello (2014) states that although verbs are used with high frequency in the language that children hear, they

often learn nouns more than other types of words. Thus, based on this view, it can be inferred that children can be taught nouns at the very beginning of learning a foreign language.

2.3.6.4. Children's vocabulary development in foreign language learning

Children build up their first language vocabulary that is intimately tied up with conceptual development. In teaching foreign language vocabulary to children, their first language background should also be taken into account (Cameron, 2001). For children learning the vocabulary of a foreign language, some of the words in the foreign language may be linked to first language words and concepts. According to Paradis (2007), learning the vocabulary of an L2 is different from L1, as the child has already acquired a cognitive maturation before the process starts with an existing lexicon in their native language to draw upon insight into conceptual-lexical mappings.

Learning a word also necessitates time and exposure in different situations. As children experience more of the world in their daily lives, their conceptual knowledge grows. Maturational factors also influence the vocabulary development both in first language and foreign language learning. According to Cameron (2001), vocabulary development is both learning words and also learning formulaic phrases or chunks and realising other words inside them. The word is a key unit to build up skills and knowledge in language learning. It is possible for children to learn foreign language words when they participate in the classroom activities.

In children, vocabulary development is about learning words, but learning words is not something that is done and finished with. In the context of classroom teaching, the primary source of input is regarded as the activities that take place in L2 classroom in which children utilize this input in order to improve interaction in the classroom context (Paradis, 2007). In this respect, exposure to rich and diverse vocabulary is necessary for children to develop their L2 lexicons.

Children's knowledge and vocabulary are developed by schooling as children are introduced to formal logical thinking. It is remarkable that they learn how to sort things into sets, how to classify and label sets and categories according to characteristics, how to compare and contrast categories. Considering the effect of

training, vocabulary learning should be facilitated by exposing learners to useful words and by teaching strategies to help learners infer meanings on their own. Words that occur in a high frequency are regarded as useful words to be taught. Nation (2001) suggested that a great attention should be given to studying on the high frequency words both by teachers and students. The high frequency words essentially cover a very large amount of the common words both in written and spoken contexts. The attention to these words can be in direct forms of teaching and learning, incidental and peripheral learning, and planned meetings with the words.

Ellis (1994) makes a distinction between implicit and explicit learning. In implicit learning, the process is unconscious and is strongly affected by repetition. On the other hand, explicit learning is more conscious and may involve given rules which are applied in sentences during the learning process. In this respect Nation (2001) claims that learning of word form can be easier through explicit learning, but implicit learning is the most effective knowledge for vocabulary learning. Moreover, suitable repeated opportunities may be provided for implicit learning to occur. Table 2.5. displays an arrangement of kinds of vocabulary knowledge and the most effective kinds of learning offered by Nation (2001).

Table 2.5.

Kinds of Vocabulary Knowledge and the Most Effective Kinds of Learning (Nation, 2001, p.49)

Kinds of knowledge		Kinds of learning	Activities
Form		Implicit learning involving noticing	Repeated meetings as in repeated reading
Meaning		Strong explicit learning	Depth of processing through the use of images, elaboration, deliberate inferencing
Use	Grammar collocation	Implicit learning	Repetition
	Constrains on use	Explicit learning	Explicit guidance and feedback

Besides this point, it is impossible to close the gap between vocabulary size in the first language and in the foreign language even after many years of study. On this ground, according to Cameron (2001), for children learning a foreign language, around 500 words a year can be learnt in proper learning conditions.

As to vocabulary development in a foreign language, Cameron (2001) explains that the development in vocabulary knowledge does not happen automatically. As children experience more of the world in their daily lives, their conceptual knowledge grows that is also influenced by the maturational factors. Essentially, in foreign language learning, younger children need concrete vocabulary, using words in new contexts, basic level of words and learning words as collections.

A further issue on vocabulary learning that influences the success in learning a foreign language is the typological similarities and differences between L1 and L2. In other words, the influence of transfer is possible in foreign language learning process. Lado's (1957) Contrastive Analysis Hypothesis promotes the effect of similarities and differences between the native language and the target language. While similarities between the languages enable learning vocabulary, differences may inhibit or retard vocabulary development. There is evidence that the use of cognates can be facilitative in terms of vocabulary learning (Kimsesiz, 2012; Patterson & Pearson, 2004;).

According to Cook (2013) children are more open to learning a foreign language in informal situations. Hence, choosing an informal approach for children is more appropriate. The natural language learning situations may favour children. Using concrete objects rather than abstract units is more available for teaching children. Audiovisual and situational teaching methods are believed to be useful as they provide learners with concrete visual information via real objects, pictures, and cards etc. in the early stages of learning a foreign language.

2.3.7. Methods for teaching a foreign language

2.3.7.1. Introduction

In the area of foreign language learning and teaching, there are a number of methods and approaches. The selection of the method(s) is done according to the goals

and needs of the learners, the environment that the learning takes place- whether the target language is used out of the school or not, the age of the learners, and even the learner differences. Actually the syllabus is designed according to these principles and the methods, approaches, and techniques are selected in terms of the aims and level of the learners. The process of learning a foreign language may necessitate the use of a unique method or a combination of methods depending on the aimed skills or form in that language. Learning the structure of a foreign language, improving the abilities of speaking, reading, writing, and listening and developing vocabulary may necessitate the application of various methods and techniques in teaching a foreign language. This part gives brief information about the most popular methods and various techniques used in teaching a foreign language.

2.3.7.2. The grammar translation method

The goal of the Grammar Translation Method (GTM) in foreign language study is to learn a language in order to read its literature. In GTM, reading and writing are the major focus. However, listening and speaking are paid little or no systematic attention. Students are expected to memorize the words that are chosen from the reading texts. Similarities between L1 and L2 are considered in vocabulary learning. Vocabulary is learnt through bilingual word lists, dictionary study, and memorization. Learning the form of the language is important and grammar is taught deductively and the medium of instruction is the mother tongue of the students (Richards & Rodgers, 2001). In GTM communication is not a goal in language learning. The authority is the teacher in GTM and most of the interaction in the classroom is from teacher to student (Larsen-Freeman, 2000).

In a study to make a comparison between GTM and Communicative approach, Chang (2011) selected two classes from Applied Foreign Language Department as the experimental class and the control class. One of the classes was taught by the GTM and the other one was taught by the Communicative approach. Although at the beginning they had a similar level of the overall English proficiency, a significant difference was embodied in their grammatical competence between the two classes after the intervention. As a result, it was found that GTM is better than the Communicative approach in grammar teaching. Nevertheless, fluency is centred in the Communicative

approach and accuracy is centred in the GTM. Particularly, fluency and accuracy are the target for foreign language learning. Eventually, Chang (2011) concluded that the combination of both methods is the best way to improve the situation.

Apparently, the application of GTM can be useful in teaching the structure of a foreign language by the use of literary texts and vocabulary with a focus on reading.

2.3.7.3. Direct method

Throughout the history of language teaching, foreign language learning has been attempted to be more like first language acquisition. Accordingly, it has been thought that foreign language teaching should be without translation or the use of native language of the students. Therefore, the natural language learning principles opened the doors for natural approaches like Direct Method. That grammar translation method could not gain much influence for communicative language use opened ways for the popularity of the direct method as it enables the interactive use of the target language.

In the Direct method, the medium of instruction is the target language. Oral communication is the major focus. Vocabulary is taught through demonstration, objects, pictures, and association of ideas and it is emphasized over grammar. Moreover, grammar is taught inductively and students are expected to form direct association between L1 and L2. (Larsen-Freeman, 2000).

Regarding the Direct Method as first language teaching method to take the attention of teachers and linguists, Richards & Rodgers (2001) offered a methodology that moved language teaching into a new term. In this term which covers the period after the second part of the 21st century, different approaches and methods have been improved in order to teach a foreign language effectively, especially in accordance with communicative needs.

2.3.7.4. Total physical response (TPR)

In TPR, which was developed by Asher, coordinating speech and action are at the central of language teaching. According to Asher, there is direct relation between successful language learning and first language acquisition. In other words, as during the first language acquisition, children are generally directed commands and required to

respond these commands physically even before they begin to utter words or responses. In this sense, the skilful use of the imperative sentences enables students to learn the grammatical structure and vocabulary items of the target language (Richards & Rodgers, 2001). It was also stressed by Asher that TPR should be used with other methods and techniques.

In TPR, three processes are seen as central:

1. In first language acquisition, listening competence is developed before speaking. Children can understand complex utterances although they cannot produce or imitate.
2. When listening comprehension is established, speech evolves naturally and effortlessly. At the beginning level, teaching oral proficiency is the general objective of TPR.
3. In further learning stages, materials and realia play an increasing role. Students can assimilate 12 to 36 new lexical stems in an hour depending on the size of the group and the stage of training.

Following these premises, it is important to develop the understanding of the target language before speaking. Relevantly, spoken language is emphasized over the written language. Moreover, errors should be tolerated, because errors are seen as the result of natural language learning.

One of the most powerful linguistic devices in TPR is imperatives which include both vocabulary and grammar. Concerning this, students are expected to both observe and perform the action. Additionally, feeling of success and low anxiety improve motivation, thus students learn the foreign language in a positive environment. Students' native language is usually used in TPR. Generally body movements are used to make the meaning clear (Larsen-Freeman, 2000).

Yanuarita (2008) conducted a study about teaching vocabulary by using the TPR method and Word List. In the study two classes of the 3rd grade students of Surabaya were used as the experimental group and the control group with a treatment and post-test measures. In conclusion, the study revealed that 3rd grade students taught with TPR method got higher vocabulary achievement than those taught with word list. Thus it can

be concluded that teaching vocabulary through TPR method is more effective than through word list.

Considering the effect of the combination between actions and responses, TPR can be a beneficial method especially for the beginners which generally consist of very young learners and children. Reviewing Asher's ideas on the similarity between first language acquisition and foreign language learning, it can be rational to consider the process of language learning as akin to children's learning their mother tongue, while the children are responsive to the commands of their parents and also while the children watch their parents as they act and speak.

2.3.7.5. The silent way

Linguist Noam Chomsky claimed that as people could understand utterances they have not heard before, a language cannot be acquired by habit formation. Thus, Chomsky argued that language consists of rule formation rather than the formation of habits. Accordingly, it is advisable for learners to use their own thinking mechanisms to infer the rules of the language that they learn. In this sense Caleb Gattegno's Silent Way has some common principles with the Cognitive Approach although Silent Way did not stem from it. As a matter of fact, Gattegno concluded that what we learn 'new' is a stepping stone for further learning.

In this method, providing starter level students oral facility in basic elements of the target language is among the main goals (Richards & Rodgers, 2001). Commonly, teaching evolves from the known to the unknown. Students are also provided opportunities for their self-expression in the language. In the application of the Silent Way, the teacher gives students the clues and work with them. While the students work on the language, the teacher works on the students. In addition, pronunciation is emphasized. Situations that focus on grammar are created. As a matter of fact, students perceive meaning better by these situations that typically involve only one structure at a time. The teacher guides the students with minimal use of spoken cues in order to get them produce the target structure. (Larsen- Freeman, 2000). The silence of the teacher is the unique and the most demanding aspect of the Silent Way. Teachers are encouraged to endure their long standing commitment to model, remodel, assist, and direct desired

student responses (Richards & Rodgers, 2001). The teacher is the observer while students try to interact with each other and there is cooperation among students (Demircan, 2005). The model firstly focuses on pronunciation and then sounds, phrases, and sentences are also studied.

Particularly, errors are seen as natural and necessary to learning because they show the teacher what is unknown about language. Moreover, group cooperation is encouraged in the Silent Way, so the students can learn from each other. Speaking, reading, and writing skills reinforce one another. Relevantly, the students' perceptions are used in order to make the meaning clear in the target language, however the mother tongue can also be used to give instructions when necessary (Larsen-Freeman, 2000).

2.3.7.6. Community language learning (CLL)

The principle of Community Language Learning originated from the more general Counselling Learning approach developed by Charles A. Curran. Curran believed that the negative feelings of learners should be overcome and turn into positive feeling by understanding the fears of the learners. Thus, in this method, the main role of the teachers is to become language counsellors. When a student makes a mistake, the teacher repeats what is incorrect and does not pay much attention to mistakes. In CLL, language is for communication. It is important to build a positive relationship among students. Accordingly, the native language is used to make the meaning clear. Cooperation rather than competition is encouraged among students (Larsen-Freeman, 2000).

CLL combines innovative learning tasks and activities with conventional ones such as translation, group work, observation and reflection, listening and free conversation. In this method learners are the members of a community with which they interact for learning (Richards & Rodgers). The teachers are expected to depend on the student topics and operate without conventional materials for shaping and motivating the class. They create an accepting atmosphere taking into account that each learner is unique.

2.3.7.7. Suggestopedia

Georgi Lozanov, as the originator of this method, considers that it can take a really short time to learn a language than is ordinarily believed. In this method the feelings of the students are respected in an affective- humanistic environment.

According to this method, the reason for the inefficiency of the students is the psychological barriers set up to learning. Individuals fear to be unable to perform due to the lack of ability, and then they fail. However learning is facilitated in a relaxed, comfortable environment. Thus Suggestopedia desuggests the barriers in order to provide learners with a comfortable learning environment. The teacher also attempts to increase the confidence of the students and integrate positive suggestion. It is notable that the use of fine arts is essential in this method. They are integrated into the teaching process. In addition, linguistic material is reinforced by the music and the movement. Vocabulary and communicative speech are emphasized. Students are allowed to read and write in their target language. In Suggestopedia, learning can be fun that reduces the barriers to learning process (Larsen- Freeman, 2000).

At the heart of the theory there the suggestion is in this method. Through the emphasis on vocabulary memorizations in pairs, it can be inferred that lexical items are at the centre of teaching with a focus on translation (Richards & Rodgers, 2001).

There are three main parts in a suggestopedic lesson. They are oral review, presentation and discussion, and concert parts. In the first part, previously learnt materials are discussed. In the second part, there is the presentation and discussion of the new dialogue material and its equivalent in the native language. In the last part, while students are listening to relaxing music, the new dialogue material is read by the teacher (Harmer, 2001).

2.3.7.8. The communicative language teaching

The communicative skills gained much importance when researchers realised that learners can apply rules in a classroom but cannot use the language outside the classroom. Thereby, they believed that communication required more than linguistic

competence (Larsen Freeman, 2000). These ideas led a Communicative Approach (Widdowson, 1990) from a linguistic structure-centered approach.

In Communicative Language Teaching, the main goal is to improve the communicative competence of the learners acknowledging the interdependence of language and communication. During teaching process, authentic language is used. More emphasis is given to the process of communication rather than the mastery of the language forms. Errors are tolerated and seen as a natural outcome of the learning process. Cooperative relationship is encouraged by communicative interaction. Thus, students are given the opportunity to work on negotiating meaning. Moreover, the teacher's role is facilitating the learning environment by designing and directing communicative activities such as games, role plays, and problem solving tasks (Larsen-Freeman, 2000). Relevantly, the integration of different language skills are involved in communicative activities during which fluency is also given importance (Richards & Rodgers, 2001).

2.3.7.9. The audiolingual method (ALM)

The ALM is an oral based approach and it emphasizes the vocabulary acquisition through exposure to its use in situations. The method was developed by Charles Fries (1945) (cited in Larsen – Freeman, 2000) of the University of Michigan, because of which is also called as the 'Michigan Method.' The principles of this method were applied from structural linguistics.

Using the language for communication is the main goal of ALM. Speech is emphasized over the written form. Among the principles of the ALM, there is the forbidding of the use of the mother tongue of the learners. The students' native language should not interfere with the target language due to the fact that L1 and L2 have different linguistic systems. The teacher is a good model of the target language providing students with a good model for imitation.

In parallel with the principles of the Behavioristic view, language learning is seen as a kind of habit formation (Richards & Rodgers, 2001). The more the language is used, the stronger the habits are. Thus the students are expected to overlearn the target language. The basis of audiolingual classroom is formed by dialogues and drills. Errors

should be avoided and corrected immediately, because they are thought to be bad habit formations. Positive reinforcement improves correct habits in language learning. Students are expected to respond to both verbal and nonverbal stimuli during the learning process. The rules are induced from the examples, and learning a foreign language is the same as learning the native language. Most attention is given to oral skills. In ALM, the teacher is like an orchestra leader both directing and controlling the learning conditions of the students (Larsen-Freeman, 2000).

2.3.7.10. The audio-visual approach

In the Audiovisual approach, audio and visual are combined in foreign language teaching in order to facilitate teaching. The audiovisual approach involves the use of phonograph, linguaphone, radio, tape-recorder, language lab, cassette-player as audio; writing, pictures, puppets, photograph, slides, flashcards, comic-strip, fragments as visual; and animation, television, film, video and computer as both audio and visual (Demircan, 2005). One of the basis for the use of Audio-visual Approach is that concrete vocabulary can be taught by visual items to young learners in order to maintain a permanent learning. Information about the culture of the target language can be taught by using audio-visual materials especially produced in the country where the target language is spoken.

For many years, the Audiovisual Approach has been used with various materials such as objects, pictures, and actions in classroom environment to enable students with better learning conditions. The student can understand that not only the connection, but also the information carried through hands, face and bodily movements and intonation has great roles in making the meaning clear. A picture introduced with an audio has a better sensitive impact than the line in a page or the audio itself.

The Audivisual approach can involve all the benefits of the AudioLingual method. The students hear the foreign language and frequently use it due to the activities provided by the approach. When the students are exposed to the vocalizations of a foreign language in meaningful relations, they begin to vocalize the foreign language by directing their attention on the meaning.

2.3.7.11. Lexical approach

In language teaching, the lexical approach reflects the view that the building blocks of language learning and communication are words and word combinations rather than grammar or functions. Both function and content words form a language. Lexis is believed to play a central role in language learning. As Richards and Rodgers describe, thanks to the innovations in computer-based studies of language, a great, classroom accessible database for lexically based inquiry and instruction has been provided.

In lexical approach, the syllabus (Willis, 1990) and the accompanying materials are based on lexical rather than grammatical principles. Nation (2001) reviews a variety of criteria for classifying collocations and chunks offering approaches to instructional sequencing and treatment for different types of collocations.

2.3.7.12. Techniques in presenting the meaning of new items to young learners

The introduction of the meaning of a new item can be conveyed by using various techniques when teaching to young learners. The demonstration and verbal explanation of the items are among useful techniques in presenting the meaning of the items. According to Cameron (2001) demonstration involves visuals, real objects, board drawings, and mime, gestures, and acting. Verbal explanation involves the definition of the lexical meaning, putting the word in a defining context, and translation. According to the guidance arranged by Integrate Ireland Language and Training (2005), useful resources for young learners involve crayons, paper, puppets, dressing –up box, storybooks, charts, picture cards, and pictures, real or toy objects, big cardboard boxes, camera, songs and rhymes and educational games.

The amount of mental work done by learners influences the storage of a new word in memory. When students take a word and its meaning into the long memory, they are more likely to remember it. In other words, after a word and its meaning enter the short term memory of a learner, memorizing activities are necessary to carry the word and its meaning into the long term memory. Then the vocabulary can be used in the long run and become a part of the vocabulary collection of the learner. At this point

Cameron (2001) suggests organizational networks that enable the storage and the use of vocabulary items. This can be via thematic organization, relation to whole parts, lists of general to specific words, and ordering words, degrees, and antonyms, and ad-hoc categories, ie. collection of things that go together.

Cameron (2001) also suggests that in classroom where a textbook is used for teaching a foreign language to young learners, the children's vocabulary can be extended beyond textbook by working outwards from the textbook, learners' choice, and incidental learning through stories.

There is evidence that when young children are exposed to two languages during early childhood years, they can successfully become bilingual. Concluding this evidence, Espinosa suggests that language teachers need to understand the foreign language learning process and ways to adapt their expectations and instruction accordingly as the use of improved methods promotes learning and achievement of young children who learn a foreign language.

Among social factors, education has been mostly clearly demonstrated to influence foreign language learning (Hakuta, Bialystok & Wiley, 2003). Thus, specific teaching approaches are required for teaching a foreign language to young learners (Kersten & Rohde, 2013). Both abstract rule representations and communicative context are needed for young children. In that case, used based approaches are preferable to more traditional approaches in preschool education. In preschools where English is introduced as a second language before formal L2 training in primary or secondary education, curriculum is not used for the second language. Rather, English is used as a medium of communication by English language teachers. English language accompanies the everyday activities of the pre-schoolers. In some other countries, where English is introduced as a foreign language to young children, formal teaching can be involved according to specific curriculum (Kersten and Rohde, 2013).

As young learners have yet not acquired some of the strategies that older learners use consciously, a combination of different approaches, methods and techniques should be used for teaching children. According to Cameron (2001), children have huge learning potentials, thus naturalistic environments that involve informal L2

use in every day contexts and activities are suggested for children to be applied in preschool education (Kersten & Rohde, 2013).

Admitting that there are distinguishing views on the age of learning a foreign language, Canbulat & İşgören (2005) concluded that teaching a foreign language to young learners requires the use of appropriate materials and attractive activities such as games, songs, etc. with a consideration of the effects of age and readiness of children. In preschool education, game is an important source of information. Students can learn the information unconsciously when they enjoy during the learning process (Tuğrul, 2002).

Upon the same issue, Crosse (2007) claims that when children are given the chance to use their native language, to practice and repeat what they learn in the target language, they learn a foreign language best. In addition, children learn best when their efforts and achievements are valued. Moreover becoming a member of a group that provides motivation, support, challenge, and appropriate responsibility promotes learning.

In his study Demircioğlu (2008) investigated the effects of drama activities in English courses for young learners. The study revealed that incorporating drama activities affect the process of teaching a foreign language positively.

In another study conducted to study the role of using visual materials for teaching vocabulary in English classes, 120 students in the 8th grade in a primary school in India by using questionnaires, observation, interviews, and document analysis as instruments, Abebe & Davidson (2012) found that visual materials are rarely used by the majority of the English teachers to teach vocabulary. In that case, Abebe & Davidson (2012) recommended that various types of visual materials should be used to enhance the vocabulary knowledge of students.

2.3.7.13. Support for second-language acquisition in the classroom

The classroom environment where the foreign language learning takes place is one of the main sources of successful language learning, providing students with conditions and materials for use. Early childhood educators can also support and facilitate foreign language learning environment in the classroom. Tabors (1998) claims that the organization of the physical space, interaction between the teacher and the

students, and the activities chosen for language learning influence the developmental sequence of children. Stating that it may be difficult for children to concentrate on an activity for too long, Kara (2004) offered that the recommended time for teaching activities in pre-school education should not surpass 20-25 minutes. As the children act, move and interact with their friends during the courses, the process should be well planned and dynamic through a wealthy presentation of activities. Regarding the needs of young learners, Crosse (2007, p.26) stated that “young children learn through being active in both a physical and intellectual sense. They need to be involved and responsible for their learning so that all their energy and enthusiasm is harnessed and channelled into the activity.”

Considering the effect of a well-equipped classroom for learning, Tabors (1998) makes some suggestions about the designations and alternative modifications for an outstanding classroom atmosphere for foreign language education.

Classroom organization: Setting a routine for activities can enable students to get into the flow of events and make them feel more comfortable and look like members of the group more quickly. It also develops social integration among students. The classroom should have the necessary equipment such as a table with manipulative, a puzzle corner required for any kind of activity.

Language techniques: Teachers use a variety of techniques during interaction with young learners in order to get their message across. As Tabors (1998) revealed, with an emphasis on important or key words in a sentence, these techniques involve nonverbal communication, the combination of gestures with speech, and talking about events at present. Using such kind of communication helps children begin to understand what is being said in the new language.

Classroom activities: The structure of classroom activities can also make a difference. Activity times during which a teacher works closely with children and materials can be designed. Using the same songs and movements repeatedly can help learners tune in. This enables young learners to find their voice in the foreign language making them feel comfortable in a group situation.

Working with parents: Parents can be asked to reveal their expectation about their child’s experiences in the classroom and their ideas about teaching a foreign

language to young learners. Some parents may be anxious about language learning process and may find it so early for their child to start learning a foreign language during preschool education. They can be informed about how foreign language learning takes place in early childhood, the classroom environment and activities during language learning process. The parents also may be asked to take part in some of the activities at school under definite conditions (Tabors,1998).

2.3.8. Assessment in preschool education

2.3.8.1. Introduction

In the educational context, assessment refers to the process of observation, recording, description, collection, and interpretation of information about the development and behaviour of students. Assessment comes from the Latin word 'assidere' meaning to 'sit beside' (serc.carleton.edu).

Terminologically, the terms 'assessment' and 'evaluation' refer to distinct processes in education. Assessment as a procedure involves data collection whereas evaluation includes reviewing the data and attaching a value on it, id est. gathering the data systematically and making a judgement (Cameron,2001).

2.3.8.2. Assessment in early childhood education

Assessment in early childhood can be difficult as children are assessed in many different ways for many different purposes by the use of countless number of different instruments (Slentz, 2008). For attaining sound information about the development of children, they are assessed in terms of social, physical, lingual, emotional, and cognitive development in the context of classroom, especially during activities. That's to say, numerous instruments are used in order to obtain the most reliable and valid data which is also used to enhance curriculum planning. As Morrison (2001) reported, in the area of child development, assessment is used to collect information about the development of children, their learning, health, behaviour, and academic progress. During the assessment procedure, instruments such as observation, commercial and teacher-made tests, and the products of students are used for the most proper data collection.

Remarking the importance and necessity of assessment, Nunan (2015) explains that the parents, the teachers, and the institutions are provided with information to be used for improving students' performance.

Cameron (2001) argued that assessment in children requires different practices of assessment. While designing and implementing assessment, factors such as the age of learners, the content of language learning, the methods of teaching, the aims of teaching, and learning theories are considered to maintain reliable and consistent information. Concluding that an assessment activity can have many roles apart from just assessing certain behaviour, Cameron (2011) reported that assessment can provide a good model for language use, and support further learning. Thus, the process and outcomes of assessment can motivate children.

2.3.8.3. The purposes of assessment

The main goal of assessment in early childhood education is forming a collection of information about children to understand and support their learning and development. The behaviours, abilities, preferences, and interactions of the children are assessed in order to obtain detailed information about them (Slentz, 2008). On this ground, Nunan (2015) discusses some other purposes of assessment as providing feedback on progress, providing feedback on the strengths and weaknesses of children for course planning purposes, providing records of achievement and information for accountability purposes. In other words, assessment provides information on the needs, strengths, interests, and progress of children over time (Sapsağlam, 2013).

Another purpose of assessment is that, parents can be informed about their children's growth in the areas defined in the curriculum. Then, parents feel assured that their children are controlled and understood. A final purpose of assessment is in evaluating the program. Information obtained through assessment helps teachers to evaluate the program in terms of efficiency.

Supporting the application of reliable assessment, Morrison (2004) claims that selecting the most appropriate assessment instrument(s) for young children and their programs is essential in obtaining accountable results in terms of interpretation of what is accomplished during the education period. The conduction of appropriate assessment enables teachers to be accountable to parents, the public and also to young children.

In addition to the above purposes, Slentz (2008) explains that, child care and education services need to include coherent systems of assessment in order to address the following purposes: screening, instructional, diagnostic and program evaluation / accountability. In screening assessment, potential problems in development are identified. Instructional assessment gives information about what children know and what they need to learn. In diagnostic assessment, strengths and needs are diagnosed and program eligibility is established. In program evaluation/accountability assessment, the outcomes of the programs are evaluated to improve the programs.

Considering some key principles while designing assessments, Nunan (2015) notes that beginning with objectives of the course is essential to combine the assessment information with the purposes. Besides, there can be some situations which require the involvement of learners for authentic assessment in the learning process. In other words, learners can make comments on their own performance. It is suggested that assessments that have been carried out for one purpose should not be used for other purposes. Nunan (2015) concludes that the ultimate judge of success is the interlocutor beyond the classroom.

2.3.8.4. Types and properties of assessments

The assessment data is interpreted depending on the purposes of assessment, the methods used during the assessment procedure and the type of data collected. Slentz (2008) focuses on three types of assessment according to the goals of assessment and the methods included.

In a standardized assessment, there is a predetermined set of assessment items standing for the standards of knowledge and abilities of the children. It also includes standardized scoring and interpretation of performance.

In a norm-reference assessment, there is a comparison between the score of a child and the scores of the other children in the same group (norm group). Norm-referenced tests are generally standardized to maintain a stable basis for comparing the scores. The performance and skills are scored numerically reflecting the number of skills mastered.

In a curriculum-reference assessment, children are placed in a curriculum sequence. Instructional activities may also be involved in curriculum reference assessment. This type of assessment necessitates and readiness assessment in which there are tests designed to gather information about whether a child is ready for a specific program. These tests are used before children attend to kindergarten.

The distinctions between the types of assessment result from the purposes and application of assessment instruments. Considering the goals of assessment from differing points, Cameron (2001) makes a distinction between formative and summative assessment. In *formative assessment*, giving immediate feedback is aimed in order to inform the present teaching and learning, whereas in *summative assessment*, learning and development are aimed to be assessed at the end of a teaching process without feedback. However, it is also possible for a test to involve both formative and summative assessment. Thus, it is essential for an assessment to have a distinction between the achievement and diagnostic assessment (Cameron, 2001). *Achievement assessment* gives information about what a child or student can do, while *diagnostic assessment* gives information about what a child/student can do and cannot do.

On the other hand, Morrison (2004) emphasizes on authentic assessment, (i.e. Performance based assessment) that is conducted through activities which require children to demonstrate their knowledge and skills. An authentic assessment assesses children on the basis of their work samples that involve exhibitions, performances, projects, presentations, experiments, and teacher observations. A continuous assessment is maintained on children's authentic actions through the curriculum during the educational period. Performance based assessment is also cooperative and collaborative in terms of children, teachers, and also parents. Thus, assessment becomes a part of the learning process.

The results obtained from the assessment instruments are used to inform curriculum and instruction decisions (Slentz, 2008). According to Sapsağlam (2013), it is important for education programs to apply an efficient assessment process to get to know whether the curriculum maintains its main goals. The use of different sources and eclectic methods influences the reliability and the validity of the instruments. The instruments should involve criterion references which reflect functional skill areas. It is essential to assess what is taught and teach what is assessed for meaningful instruction.

Considering the children's development and behaviours, Shaaban (2011) claims that learners should not realise being assessed and should consider assessment as an integral part of learning process due to the fact that it is too early for young children to take traditional forms of testing and the children should be evaluated in an anxiety reduced environment. Those who collect, evaluate, and interpret the assessment information are those who provide instruction. Data collection occurs at school or at home, during activities and teaching routines. Thus, Nilsen (2001) suggests that the children should not realize being assessed during the conduction of assessment instruments. Reliable and accurate results should be attained as much as possible as the conclusions are also drawn to inform high-stake decisions such as the necessity of additional instruction for children or a change in the curriculum. Relevantly, Shaaban (2011) suggests that the taxonomy developed by Krashen & Terrell (1983) which describes the stages of linguistic development of young language learners can be utilized for the designation of the assessment techniques.

Table 2.6.

Taxonomy and Student Response Task Types

Stage of acquisition	Performance indicators	Student Response(s) Ask Students to:
Stage 1: Reproduction	Kinesthetic	Point, act out, chose, circle, mark, manipulate, watch, number, gesture, arrange or sort out visuals, use, follow directions
Stage 2: Early Speech	Kinesthetic, and one- or two- word utterances	Name, label, number, list, tell, use, answer, categorise, group or sort out words or phrases
Stage 3: Speech Emergence	Kinesthetic, and one- or two- word utterances; phrases and simple sentences	describe, define, recall, explain, retell, summarise, compare, contrast, write, follow directions, read, give or list steps
Stage 4: Fluency Emergence	Kinesthetic; words, phrases, and simple sentences	justify, create, give opinion, debate, defend, complete, describe in detail, examine, analyse, evaluate

2.3.8.5. Methods for authentic assessment

Methods of assessment enable teachers and observers to keep the track of the development of children in cognitive, physical, social, and emotional areas through the use of different instruments for assessment in pre-school education. The identification of these instruments manipulates the assessment process in order to present more reliable results to be saved and submitted to parents or institutions when necessary.

2.3.8.5.1. Choosing a method of assessment

Before the selection of consistent methods for authentic assessment, it is better to consider some of the factors that route the assessment process. Firstly, the type of behaviour and the amount of detail needed should be identified. Secondly, it should be certain whether an individual child or a group of students will be assessed. Finally, the amount of focused attention needs to be considered. Some methods of assessment require more attention during activities, some methods of assessment can be reviewed after the course. The most profitable assessment systems should contain the maximum amount of information with least time away from instruction (Slentz,2008). It is essential to use well-designed assessment tools for the evaluation of student's progress, for effective teaching, and suitability of programme and materials (Shaaban, 2010).

Currently, a combination of methods and sources of information are used for effective assessment results (Slentz, 2008). Due to the fact that no one method is the most effective and wide ranging, several types of assessment are used to obtain more complete information. Among them, there array developmental checklists, rating scales, interviews, and portfolios of children's works that are used for collecting data about the progress in the preschool education programs. These methods can be used collectively or individually to gather instructional assessment in terms of the age and features of the children, the size of the group, and program being practiced (Slentz, 2008).

Apparently, children learn by doing and their knowledge and skills can be understood well especially during action-oriented activities. Most of the valid information for authentic assessment is obtained through activities and routines that they participate. Thus, methods of assessment should open ways for direct observation of young children in pre-school education. Identifying a set of appropriate methods and

instruments is suggested to obtain necessary information. The purpose and the content of the assessment, and the cost and efficiency of the process are all important factors in order to get reliable, valid and accountable results in terms of children, families, and institutions (Slentz, 2008).

2.3.8.5.2. Observation

Observation enables teacher to observe the behaviours and development of children, to identify their interests and relationship with their peers, to gather data for informing parents and assessing the process. According to Morrison (2004), observation is designed to gather information about children and assess their development, growth, and learning. In short, children are observed to identify their cognitive, emotional, linguistic, physical and social development.

It is also stated that observations should be done in play-based situations to maintain authentic assessment. Observation provides teachers with a wide range of information on authentic performance. In addition, repeated observations require both the organization and summary of information and allocated time for data collection and interpretation. Relevantly, visiting children at home for observation and interviewing with parents are informative for observers or researchers.

2.3.8.5.3. Portfolio

Portfolio refers to a collection of children's work samples, product, and observations compiled over time (Morrison, 2004). It is a basis for authentic assessment. Although the contents may change, it generally includes artwork, audiotapes, pictures, models, and other materials attesting to the abilities of the children. It is also possible to record digital portfolios which include books and journals kept on computers and illustrated with digital cameras by children on computers. It is worth remembering that portfolios are only one part of children's assessment.

2.3.8.5.4. Checklist

Nilsen (2001) defines checklist as a predetermined list of criteria which involves Yes/No questions. In checklists, after reading the criterion, the recorder decides on an

answer and marks a check to indicate that the criterion is affirmed. The presence or absence of predetermined criterion is recorded. Developmental progress is also shown and measured by checklists which provide individual documentation of a child. As an advantage, using checklists for assessment is both time and labor efficient.

2.3.8.5.5. Anecdotal recording

Anecdotal recording is the most factual recording method (Nilsen, 2001). It is used to record an incident that reveals specific or general information about the behaviours of children during classroom or outside activities. Anecdotal recording approaches the incident in an objective way, just revealing the time, place, subjects, and the event. It does not seek answer to question 'why'. Instead an inference is recorded that concludes the event based on observation. It is possible for an anecdotal recording to include both a brief account of an incident and exact details for specific purposes such as language development.

2.3.7.5.6. The running record

As Nilsen (2001) explains, the running record is written during an event with a subjective approach on the behaviours of a child. The recording stops at the end of a time period. It presents a natural image of a short time in the life of the child. The running record can be analysed for evaluation of many developmental areas such as physical, social, emotional, and lingual etc.

2.3.8.5.7. Children's work

It is stated that children's work reveals many aspects of the child's development over a period of time (Nilsen, 2001). The thoughts and feelings of children are traced in the work samples completed by children during activities especially in a natural classroom setting.

Work samples of children include any of the child's products which reveal many aspects of the child's development over a period of time. They also reveal the child's thoughts and feelings in a natural classroom setting. The products can be regarded as concrete samples of children's progress over time (Slentz, 2008).

2.3.8.5.8. A participation chart

With a variety of uses, a participation chart is preferred to collect data on certain aspects of children's behaviours and actions. Essentially, it includes information about the participation of children in specific activities. For instance, it can be used to note the sleeping time of each child, preferred activities and games of children, or development of hand using in writing or painting (Nilsen, 2001).

2.3.8.6. The use of technology for assessment

Technology is used in almost every field in the educational science. All the records about students are kept in computer programs to be utilized for any purposes in the long run. Information about children's development over time, their demographic information, and socio-economic status are among the main data preserved on computer programs. Moreover, assessment instruments can also be used by programs that enable the users to save information about assessment.

As a type of recording tools used by technology, videotapes can preserve both action and speech. Children' telling stories, explaining their projects, or displaying their art experiences can be recorded, their progress in language and speech can be noted, and the analysis can be presented to parents or authorities. It is noteworthy that the intrusion of a video camera into the classroom should not be allowed due to the fact that children need to feel safe during activities while they are being recorded.

2.3.8.7. Visual documentation

Visual documentation is photographing samples of children's work that portrays learning. Although some of the assessment methods such as rating scales, anecdotal records, and checklists involve present interpretation, visual documentation can be studied later after the activities. Children can be taken pictures while they are engaging in creating artwork, participating in dramatic play, or other classroom activities (Nilsen, 2001).

The review of the related literature on the assessment in preschool education shows that the assessment process of young learners during preschool education is hard

and time consuming. It also requires the utilization of various instruments that need to be applied in coordination with the teachers, parents, and the children themselves. Moreover, there are some significant factors that need to be considered carefully. Namely, children should not recognize that they are assessed and some instruments should not be used overtly. On this ground the assessment process of young learners necessitates careful observation and notations (Slentz, 2008).

2.4. Foreign Language Education in Turkey

2.4.1. Introduction

In Turkey, foreign language teaching starts in the second grade of primary education for children between the ages 7 or 8. Secondary schools, high schools and university programs in Turkey all include foreign language courses. English language is mostly taught as a foreign language. There are some schools that teach German, Arabic, and French as foreign language after English.

Until 2012-2013 academic year, teaching a foreign language to children started in the fourth grade of the primary education in Turkey. Before this implementation, the total hour of foreign language courses in Turkey was 432 in 8 years, whereas this number was 522 in European Countries. In other words, it was about 90 hours less than the other countries throughout the 8 years of education. Thus, foreign language education has started in the second grade of the primary education in Turkey since 2012-2013 academic year to enhance the conditions of teaching a foreign language. The program included 3 hours of courses per week for the first three years, and then four hours of courses per week during four years.

As it is stated in the action plan of 2004 of European Union, teaching a foreign language to children is started in pre-school education or in the first grade of primary education. By the application of 4+4+4 education reform in 2012-2013 academic year in Turkey, teaching a foreign language to young learners has started in the second grade of primary education in public schools (Bayyurt, 2013).

However, the implementation of foreign language teaching may differ in private schools in Turkey. The hours of courses, language teachers, textbooks used, and starting

grades of private schools may be different from public schools. In most of the private schools foreign language teaching is started in preschool education period. The hours of courses may be more than the compulsory or elective course hours that in public schools. Moreover, some private schools may employ native language teachers for foreign language classes to create a natural environment for language teaching. The textbooks and materials are generally from foreign publishing institutions with natural uses of the language in private schools.

2.4.2. Pre-school education in Turkey

Pre-school education refers to the first period of formal education. According to the General Directorate of Pre-Primary Education published by the Ministry of National Education, the objective of pre-school education is described as “to ensure that children develop physically, mentally and emotionally and acquire good habits, that they are prepared for primary education, that a common environment of upbringing is provided for children who come from a disadvantaged background and that they speak Turkish properly and correctly”.

Pre-primary institutions in Turkey may be established as independent kindergartens or nursery classes within formal and non-formal education institutions with suitable physical capacity.

According to the National Education Statistics Formal Education 2015/'16, total number of public and private schools of Pre-Primary education is 6.788; with 191.670 active student enrolments. It has been aimed to increase the percentage of pre-schooling by the implementation of the above purposes. Thus, the rate of attendance for the preschool is 52% in Turkey, and studies about making pre-school education compulsory all around Turkey continue (State Planning Organization of Turkey, 2016).

In most countries, preschools include children between the ages 3-5 before children enter to kindergarten. Children attending to a preschool program may have experienced one, two or three years of child care and nursery schools. Preschool children may have different experiential backgrounds both collectively and individually.

2.4.3. Foreign language teaching in preschool education in Turkey

As foreign language training starts in the second grade of primary schools in Turkey, it is not obligatory to teach a foreign language to children at kindergartens or nursery schools. However according to the 7th article in the 4th part of Regulation on Pre-school education institutions, a foreign language can be taught in kids club activities that is designed according to the age and developmental conditions of children in kindergartens. It is stated that the club activities are carried out according to the general goals and basic principles of Turkish National Education in accordance with education / teaching programs.

According to this article, a foreign language can be taught to preschool children at public kindergartens when the management of the institution approves and requests for a foreign language teaching program as a 'kid club' activity in Turkey.

Moreover most of the private schools include foreign language courses for children at kindergartens included at their own institutions in Turkey. According to the preschool curriculum designed and accepted in 2016, there are three different syllabus designs for 36-48 months old, 48-60 months old and 60-72 months old children.

Centring playing games as the most important tool language teaching process for these age group, commonly the syllabus offers the use of songs, rhymes, and chants, miming, gesturing and acting out, story -telling, doing arts and crafts, drawing shapes, cutting patterns, colouring in pictures and drawing pictures and teaching English through drama. Vocabulary is also suggested to be taught in accordance with the curriculum with constant repetition to gain vocabulary.

2.4.4. Teaching a foreign language in pre-school education

Teaching a foreign language to children necessitates some issues to be considered. Age factor is an important distinguishing area that requires the use of different approaches, methods, and techniques for foreign language teaching.

Haznedar (2003) emphasizes that teaching a foreign language to young learners widens the borders of children in understanding events, makes children behave

respectively and tolerantly, meets them with different cultures, and realizes their own culture by comparing it with others.

Bayyurt (2010) suggests that the difference between young learners and adult learners should be considered in teaching a foreign language to children. Activities that take the attention of children, that are short and appropriate for their age are most useful in teaching a foreign language to young learners. Bayyurt (2010) finds it useful to design a task based, theme based, or a project based syllabus for teaching a foreign language to children. The use of content based instruction can also be effective for foreign language teaching.

According to Bayyurt (2010), the language teacher should be qualified in teaching a foreign language to children, should be able to improve materials and develop required materials to be used for reliable and valid assessment of children.

Bayyurt suggests (2010) the use of content- based instruction for an effective language teaching syllabus. In a content based instruction, the foreign language is taught to students in relation to other courses such as Science or Social Sciences (Bayyurt, 2010; Nunan 2015,). However, the basic points should be presented to children in the native language about a week earlier than the course. Thus children will focus on the language rather than concept before the courses begin.

Taking attention to the use of content based approach in foreign language teaching, Wesche & Skehan (2002) propose that a content based approach carries the techniques of Community Language Learning which emphasizes the use of language for successful learning. The main goal of content based language teaching approach is to reveal the connection between language and content. Thus a foreign language is presented to children in a much more useful approach. Bayyurt (2010) concluded that the most ideal approach for teaching a foreign language to children is content based approach especially for children between the ages 6-8 which include the first and second grades of primary education in Turkey. However, on designing this approach, the topics in the other courses should always be considered and titles of the topics should comply with the titles in the related courses.

2.4.5. The case of foreign language courses and foreign language teachers in Turkey

According to the 64th article of Ministry of National Education Regulation on Primary Education Institution published in Official Journal in 2012, it is essential for foreign language courses and Religion and Culture courses to be taught by branch teachers. However, when it is not possible to supply the need with branch teachers, these courses can be taught by classroom teachers who had higher education in the relevant fields or by classroom teachers who have in service training certificate. If this is not possible either, these courses are taught by classroom teachers.

Based on this regulation, Bayyurt (2013) suggests that it is necessary to reconstruct in classroom teaching department at universities. In general, according to the new syllabus of 2012, it is expected to involve branch teachers for teaching a foreign language to children at primary schools. Thus, English language teachers are also appointed to primary schools for teaching English to children at the 2nd and 3rd grades.

On condition that English language is taught by English language teachers, new constructs as to the teaching a foreign language to young learners course can be made in the English Language Teaching Department at universities. Moreover courses such as syllabus design and development for young learners, and measurement and assessment for young learners can be added to the ELT curriculum. In his study with English language teachers teaching at primary schools, Haznedar (2012) found that % 49 of the 533 English teachers were unaware of approaches and methods for teaching a foreign language to young learners. In addition, the study revealed that English teachers of young learners had limited knowledge and skills about foreign language learning and its relation to first language acquisition in early childhood, methods of measurement and assessment for primary school children, child development, and self-evaluation of teachers about their occupational and personal development (Haznedar, 2012). English teachers in the study stated that they had great deficiency in child development areas, first language acquisition, foreign language learning in early childhood, teaching approaches and methods for young learners, literacy development in children, learning, speaking language problems of children (Haznedar, 2012).

Therefore, Bayyurt (2013) suggested that additional courses such as syllabus design and development for young learners, measurement and assessment, literacy in children, learning problems of children, speaking and language problems in children can be included to the ELT curriculum at universities. Overloaded with so many busy courses in the curriculum, it can be difficult to involve these additional courses for ELT Department at universities. Thus, for children separated in 4+4+4 system, a new system can be formed for ELT department. Namely, ELT may be integrated as ELT for Elementary schools, ELT for Secondary Schools, and ELT for High School. Sub-branch graduation can also be accepted for these fields (Bayyurt, 2013).

Bayyurt (2013) also objects to the appointment of other staff who are not foreign language teachers or who have not a pedagogical certificate for teaching a foreign language. Those who can speak a foreign language or those whose native language is taught as a foreign language cannot be accepted as foreign language teachers. Because, it is not possible to teach a foreign language without required qualifications and certificates. This causes the failure in teaching a foreign language to children and other students in Turkey. For this reason, Bayyurt (2013) suggest that academicians should attend to International Conferences about language learning and teaching to improve their views and knowledge and skills in ELT. Then learners can learn English more easily and permanently.

2.5. Project Based Learning in Teaching a Foreign Language

2.5.1. Introduction

PBL is a student- centred teaching approach that involves promoting a driving question (or problem) and designing activities as a solution for the problem. At the end of the process a project which is presented as a solution for the problem emerges and it is represented to real audiences. PBL requires students to be active during the process and teachers lead the process, give feedback to students and assess the performances.

PBL was introduced into teaching a foreign language by Hedge (1993) as a way of the application of learner centred teaching. In foreign language classes, using projects

builds a direct relationship between learning the language and implementation of the courses around projects (Legutke & Thomas, 1991).

2.5.2. Background

PBL dates back to Dewey's methods that are implemented practically in courses with the popular aim of learning by doing. (Thomas, 2000). As a result of developments in learning theories, the project based learning emerged, centring the learners at the heart of learning. The most outstanding principle of the project based learning is that students learn better when they learn by doing. Relevantly, Dewey's learning by doing theory supports this view and project based learning is regarded as a practical method which necessitates active engagement and collaboration among students.

Recently, there is a trend of interest in project based teaching among educators due to the developments in cognitive science, tendency in placing the learners at the centre of learning, and modern technological opportunities in education. There have been some organisations set for the spread of the PBL for more successful learning outcomes in education. Buck Institute for Education (BIE) is one of these organisations that aims to support teachers to prepare successful projects for more effective learning in all areas of life. To accomplish this goal, BIE creates an atmosphere for the projects, gathers them, and shares the instructional practices and products with followers. Teachers and schools are provided with the examples of high quality of applications of the PBL. In this sense, BIE suggests that teachers ought to pave the way for task implementations that engage students actively in thinking and inventing solutions applicable for real world situations.

2.5.3. Definition of PBL

BIE defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge”. In other words, in PBL, students are engaged in learning knowledge and using skills during a process of inquiry designed around complex and authentic questions with carefully formed tasks and products related with the fields of study (retrieved from: http://bie.org/about/what_pbl).

PBL involves planning the process, investigating the problem and looking for solutions and reporting the findings through a variety of unique or collaborative tasks (Beckett, 2002). In PBL, students are engaged in sustained and cooperative real world situations (BIE) with the organisation of the learning around projects (Thomas, 2000). In other words, projects are maintained around a driving question with learners striving to meaningfully address this question.

Viewing the definition proposed by Katz & Chard (1989), it is possible to comprehend that the PBL is applicable to various fields in education. There is a chance for the integration of other disciplines or fields of study in the curriculum- language, mathematics, social sciences, science and fine arts in project based learning.

During the process of PBL, the investigation of authentic problems can also be included on a specific topic with a probable extension of time over a period of days or even weeks (Blumenfeld, Soloway, Marx, Krajcik, Guzdial & Palincsar, 1991; Katz & Chard, 1989).

2.5.4. PBL in the educational context

Recently, there has been much interest on the implementation of the PBL during early childhood education (Trepainer- Street, 1993). The approach requires the collaborative work of children and teachers for the project. They select the project, plan the activities and decide what materials are needed. The project is evaluated by teachers and the children after the completion. They make an evaluation of what they have done, what they have learned and what they will do next.

There have been a tradition in schools in the name of "doing projects," which incorporates "hands-on" activities, develops interdisciplinary themes, conducts field trips, and implements investigations in laboratories. These activities involve student centred goals as constructivist approaches and discovery learning (Thomas, 2000).

Katz (1992) notes that what is important in PBL is not the title of the project, but its role in leading students to think, dream, question, and investigate. Additionally, Katz (1992) mentions some of the criterias about the requirements of projects such as realising learning that is stated in goals, including a title on a topic, but an interesting proposition or a question, being a part of real life or the ideal life of students, being

attractive, and allowing interesting questions, being available to be studied in classroom or at school.

PBL necessitates students to become autonomous, designer, creative, and productive during the process. It improves the self-confidence and self-respect of the students. It also develops students' skills of investigation and thinking. As a matter of fact, the implementation of the PBL increases both cooperation among students and individual work (Erdem, 2002). According to Hamurcu (2003), PBL enables learners to achieve vital, cognitive, and self-control skills, forming attitudes towards learning, and the ability to use technology.

It is directly and indirectly reported from both teachers and students that PBL is a much more preferable method of instruction than traditional methods as it is regarded as a useful and effective method of learning that engages students in almost all phases of the process (Thomas, 2000). The implementation of PBL is largely depended on teachers, however they find the process useful despite their lack of prior experience.

Selecting topics that appeals to students' interests and experiences increases both the participation of children and the success of projects. Then, children are found to be participating in all the phases of the project. Notwithstanding, parents may have a better identification of their own children's skills after the implementation of a project (Çabuk & Haktanır, 2010).

Some of the observers of the newer constructivist models of learning proposed that evaluation of the effectiveness of methods should be conducted by the use of multiple measures which also include the evaluation of cooperation among students, their metacognitive and communicative abilities, and offering solutions for the problems (Klein, O'Neil, Dennis, & Baker, 1997; cited in Thomas, 2000). These measures might also include "observation, paper and pencil tests, performance tasks, standardized tests, ratings of student products, student self-reports, and the testimony of experts". (Thomas, 1991)

It is aimed to show the students the language, content, and skill development that is maintained through the process of PBL. Beckett & Slater (2005) introduced two key components of the Project framework: the planning graphic and the Project diary. The Project graphic can be formed by the teacher himself/herself or with the help of

students. It includes the language form and function which may include language skills and vocabulary; the content of the topic; and skills such as observation, classification, prediction, inference, problem solving, measurement, etc. On the other hand, the project diary may also include language form and function, content, and skills; yet in terms of activities completed during the project work.

Thomas (2000) offered a set of criteria in order to respond to the requirements of a project to be considered as an instance of the implementation of the PBL. The five criteria proposed by Thomas (2000) in order to border the lines of a 'project' are centrality, driving question, constructive investigations, autonomy, and realism:

1. Centrality: The projects are regarded as central to the curriculum. The projects include the central concepts of the discipline selected. The instruction during the project based learning does not involve illustration, exemplification, or practice around the topic. The projects that are not inside the curriculum are not recommended to be implemented.
2. Driving question: The students are encouraged to search for solutions for the driving question that impels students for investigation. The projects are shaped around a driving question or authentic problems.
3. Constructive investigation: The investigations involve inquiry on the topic, storing knowledge and resolution of the problem. Decision making activities, problem finding and problem solving steps, discovery and processes of building a model are all included in a real application of PBL.
4. Autonomy: In a general sense, projects are student driven as they entail the autonomy, choice, effort and responsibility of the students in the general sense. These are incorporated into the applications of PBL more often than the applications in the traditional instructions.
5. Realism: In projects, especially real life challenges are presented. Authentic problems are at the centre of investigations and the solutions are incorporated in PBL. The students feel the authenticity.

Focusing on the sense of projects, Larmer and Mergendoller (2010) proposed two criteria for a project to be meaningful. First, the students should take it seriously; the project and the work should be meaningful for them. Second, the project should

have an educational purpose. The project should be well-designed and well-implemented. Thus, they suggest seven essential factors for PBL:

Table 2.7.

Seven Essentials Proposed by Larmer and Mergendoller (2010) for PBL

	The essential element	Explanation
1.	A need to know	The project is launched with an entry event that initiates the curiosity of students
2.	A good driving question	Prompting students for investigation, giving them a sense of purpose and challenge
3.	Student voice and choice	Enabling them for proposing their own ideas and selections about planning the process and solutions, having the opportunity to make a choice of designations, creations and products, the topic of the project and the identification of the driving question.
4.	21 st century skills	Having the opportunity to improve authentic skills as collaboration, communication, critical thinking and the use of technology in a project.
5.	Inquiry and Innovation	Forming their own questions and drawing their own conclusions with an introduction of a new answer to a driving problem, a new product, or an individual solution at the end of the project.
6.	Feedback and revision	Providing students with feedback in order to make the process more meaningful and revising the process as a frequent feature of real world.
7.	A publicly presented product	Presenting the product to real audiences, that is cared by students about the quality of the projects.

Looking at the issue from the point of beginning and end, Blumenfeld et. al. (1991) introduced two essential components of projects:

1. a question or a problem that drives students for investigation and
2. artifacts (products) that are the results of the driving questions.

Students, as well as teachers or the curriculum designers can form these questions and activities for projects. Students work in realistic problem-solving

environments in PBL and authenticity and artifacts build a bridge between school applications and real life experiences (Blumenfeld et. al., 1991).

PBL may include many different content areas and instructional units (Beres, 2011). Accordingly, PBL designs are seen to maximize students' orientation toward learning and mastering the knowledge and skills due to the fact that they emphasize on the autonomy of students, collaborative learning, and assessments on their performances (Blumenfeld et. al., 1991). In order to encourage students, PBL designers may add some more various and challenging features. Thus, students perform in an authentic environment by participating in the activities enthusiastically.

As it is summed up by BIE, PBL is “challenging problem or question, sustained inquiry, authenticity, students’ voice and choice, reflection, critique and revision, public product”.

2.5.5. Steps in projects

PBL is made up of the implementation of steps taken in order to complete the process. These steps are described in Table 2.8

Table 2.8.

Steps in Projects (Moursund, 1999; Thomas, 2000; Erdem, 2002)

<i>The steps</i>	
<i>1</i>	Identification of the problem
<i>2</i>	Identifying the information needed to understand the problem
<i>3</i>	Defining the purposes
<i>4</i>	Forming the groups
<i>5</i>	Identifying the work schedule and the steps
<i>6</i>	Generating the measures and instruments for assessment
<i>7</i>	Identifying resources for the collection of the information
<i>8</i>	Generating possible solutions
<i>9</i>	Analysing the solutions
<i>10</i>	Assessment of the process
<i>11</i>	Reporting the findings
<i>12</i>	The presentation of the project

2.5.6. Students' role in PBL

To describe in basic terms, in PBL, children are required to be active from the beginning to the end. Learning new concepts and applying old strategies to solve the new problems, project based learning provides cognitive development in problem solving (Trepainer-Street,1993).

According to Trepainer- Street (1993), through PBL, children have multiple opportunities for representing, elaborating and refining their thinking. They develop a positive attitude toward learning and gain new social skills. Moreover, PBL motivates children toward learning and enhances their social and cognitive development. Collaboration among students is also regarded as a sign of the use of newer approaches to learning (Blumenfeld et al, 1991). It is also important in the implementation of project based learning. Students work autonomously to define and seek a solution to the problems, investigate leads, asks for additional information, analyse the data, etc. (Thomas, 2000). Essentially, the process needs self-managing students as both problem solvers and producers during the completion of a project.

2.5.7. Teachers' role in PBL

The teachers should provide adequate guidance and feedback during the implementation of the projects by providing detailed directions in order to answer students' questions and encourage motivation for the students (Katz & Chard, 1989). The teachers had better encourage students, offer alternatives for them, allow them for free thinking, give feedback while learning and explore new information together. The process should be planned well at the beginning and should be assessed by a combination of objective instruments including tests, checklists, and rubrics during the implementation of the project.

It is advisable for teachers to design projects that motivate students with related activities and strategies which maintain the implementation of the project (Blumenfeld et al.,1991). The motivation of the teachers is as important as the motivation of students. The competence and value towards their work should also be felt by teachers in order to be eager for engaging in new forms of instruction. Their efforts affect the interest and the motivation of students. So, teachers can create environment for promoting

motivation, encouraging inquiry, taking risks and thoughtfulness by reducing information associated with abilities and by focusing on learning, rather than performance.

Teachers should lead students to make them realise, use and improve their own learning strategies in order to implement the instruction successfully. Blumenfeld et al. (1991) suggest that, before starting a project based design, teachers specifically need to be prevailing to the field of study, have a detailed knowledge about the project content, interesting ideas on the illustration of the content, besides managing and implementing stages of a project. The teacher may also need to make adaptations on the content or the projects in the light of the ideas of the students.

Blumenfeld et al. (1991) recommend that it is better for teachers to use scaffolding during activities as they were masters and the students were apprentice:

"The master-apprentice relationship is used as an analogy for the teaching-learning situation...like masters, teachers should scaffold instruction by breaking down tasks; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner" (Blumenfeld et al., 1991, p.371).

According to Blumenfeld et al. (1991) "journal or notebook entries, portfolio assessment, clinical interviews, and examining student discourse can provide guidance and feedback for both teachers and students". According to Chard (1999) when the teacher is mentally ready for the investigations of the topic, he/she can gauge the children's experience and interest. The teacher is also likely to be receptive to many different possibilities that might arise during the project. The implementation of the project presents the investigative and diversified factors the project involves.

2.5.8. Projects

Blumenfeld et al. (1991) use the term artifacts (as synonymous with product) to denote sharable and critiquable externalization of students' cognitive work in classrooms. These artifacts can be continuously subject to revision and improvement. They are the results of the projects and as a requirement of PBL, artifacts need to be presented to real audiences by the students.

2.5.9. The use of technology in PBL

According to Blumenfeld et al. (1991), technology use in projects is a useful way of organizing and presenting the activities. It has a powerful role in enhancing student and teacher motivation for the implementation of projects. Technology also supplements and complements teachers' instructional and managerial roles and relieves teachers of some of the complexities of the projects. Students also find projects interesting and valuable thanks to the opportunities of technology. Information is more accessible by technology when students investigate about the topics. The use of technology is vital for the analysis, solution, and presentation phases of project based learning.

Students are motivated positively as technology allows them to explore, construct, and easily alter representations. During the implementation of projects technology can be used for more exploration and organization. For the presentation of the artifacts, technology is generally used with various devices and forms (Blumenfeld et al,1991). Students' interest and value that they attribute to the problem and elements in projects affect their motivation towards the projects. The production of authentic artifacts generally sustains more interest among students.

Supporting the use of the PBL, Blumenfeld et al. (1991) conclude that technology can be used in order to achieve the goals of the projects as it can provide a variety of material uses for accessing information and producing artifacts.

2.5.10. The motivating effect of PBL

In general terms motivation in learning a foreign language is "the effort that learners put into learning an L2 as a result of their need or desire to learn it" (Gass, 2008, p. 972). Admitting motivation as one of the key factors in students' academic success, Beres (2011, p.12) defines motivation as "the force that drives individuals to behave in a particular way". Motivation can be affected by many factors such as cultural differences, family involvement, classroom environment, and even individual beliefs and attitudes. According to Beres (2011) PBL can maintain positive impacts on student motivation. In other words, the motivational effects of PBL increase the attendance of

students, their attention on the related topics, and engagement during the (non-project) periods that students spend while learning basic skills.

Hilvonen & Ovaska (2010) assert that giving responsibility to the students increases motivation. When the students are not supported by the teacher during the project, then their motivation may decrease. Students need encouragement and feedback to improve the quality of the teamwork and also to increase the motivation among students.

Projects can be adapted to various types of learners and different learning situations. (Blumenfeld et al, 1991).The main focus of project based learning is on engaging students in investigation. Their questions and answers are given value and are open to systematic inquiry. Students need to display active engagement during the period. Blumenfeld et al. (1991) state that projects and artifacts have motivating effects on students and help them better understand subject matter content.

2.5.11. Limitation

The use of PBL may come across some limitations on the application of the projects. In traditional classroom, it is easy to access to texts, tests and other materials which have been produced countlessly so far. Similarly, research- based theories and practices about lesson designs, material development, content presentation, classroom management, and content presentation have been facilitated up to now. However, practitioners of the PBL have to construct their own instructional model without guidance, texts, or resource materials (Thomas,1991).

The implementation of PBL in classes can be influenced by some of the school factors that may facilitate or impede learning process. The physical organization of the school, time limitations, trying to integrate the projects and the syllabus, the performance of teachers are among these factors (Hertzog, 1994).

Furthermore, the activities and tasks included in the projects should comply with the subject matter concepts which help the projects to proceed (Blumenfeld et al., 1991). Thomas suggests that teachers should develop "driving questions," which ensure that students encounter and cope with complex concepts and principles (Thomas, 1991). Thus, it is advisable for teachers to consider these kinds of restrictions and be prepared

for the potential problems that can be encountered before or during the implementation of the projects.

There have been a number of studies examining a variety of issues related to PBL in many fields of instruction. However, there has been little research on PBL in foreign language learning and teaching.

In their study Beckett & Slater (2005) investigated the use of PBL during 14 weeks in three classes with 57 students and a teacher, through a content based approach in an undergraduate course named 'Language and Language Learning'. The study revealed that when used as a mediation tool, PBL helped students to socialize in a different way about the use of language in their classes. It also encouraged students to draw their own goals grafically and to proceed in their way through the project to produce solutions for problems.

Studies on the issue also confirm that PBL results in higher levels of motivation and better retention of knowledge (Krajcik, Blumenfeld, Marx, Soloway, 1994; Musthafa, 1997). For instance, Musthafa (1997) examined literary tasks and engagement in learning of 5th grades children's project based literature program in the United States. The data were collected through the analysis of classroom observations, interviews with teachers and students and students' work samples. The results showed that students voluntarily read and wrote more extensively using multiple genres in order to meet the various goals of the project.

2.6. Related Studies In Turkey

2.6.1. Introduction

Studies on teaching foreign language to preschool children are in fact very limited in Turkey. Some studies are based on the application of different methods and techniques and some of the studies aimed to investigate the children's, parents', and teacher's attitudes towards foreign language teaching for very young and young learners. Moreover, although it is applied in many fields and found effective, studies around the use of PBL is very scarce in the area of foreign language teaching in Turkey.

Thus, this part is divided in two sections that review studies on foreign language teaching in preschool education in Turkey and studies on using PBL in teaching a foreign language in Turkey.

2.6.2. Studies on foreign language teaching to preschool children in Turkey

The research about foreign language teaching to young learners is centred around the methods and techniques that are used in preschool education with a comparison between a target method or techniques and traditional methods and techniques. The findings generally reveal that traditional methods are less successful than the target methods. The other studies usually investigate the views and attitudes of teachers and parents towards foreign language teaching in preschool education. The results of these studies show a positive attitude towards foreign language teaching to young learners.

In a study that investigated the attitudes of English language teachers, school directors, families of the students and preschool teachers, Küçük (2006) interviewed with 20 English teachers, 13 school directors, 34 preschool teachers and 271 families whose children attend to schools in Adana. According to the findings of the study, educators and families regarded teaching English as beneficiary and necessary and they also suggested a regular and permanent language education that would start from preschool education.

In their study investigating the parents' and teachers' viewpoints on foreign language learning at early childhood period, İltar & Er (2007) applied questionnaires to the participants. According to the findings, both parents and teachers were in favour of teaching a foreign language to children during preschool education. Both groups supported the use of games and songs as foreign language teaching techniques. İltar & Er (2007) suggested that courses about teaching a foreign language to young learners in preschool education can be provided for post graduates of Preschool Teacher training programs at universities in Turkey. Language teaching programs can be reviewed according to the Common European Language Framework (CELF).

In his true-experimental study design with specifically randomized pre-test, post-test control group design, Kalaycıoğlu (2011) aimed to investigate the

effectiveness of using the educational games as a technique in teaching English vocabulary to preschool children. The sample included 33 four-year-old preschool children, 17 of whom were female and 16 of whom were male. In the study, 24-item English as a Foreign Language Vocabulary Performance checklist which was prepared in accordance with the TPR lessons' content was used as an instrument. Vocabulary items were presented with picture cards by using TPR to both groups during four weeks of instruction. The experimental group received picture vocabulary games, while the control group did not. Conducting independent samples t-test, the researcher found out that there was a significant difference in English vocabulary achievement in favour of the experimental group. Investigating the effect of gender on learning English vocabulary with picture vocabulary games in the experimental group and without picture vocabulary games in the control group by means of t-test, non-significant gender effect was found for both experimental and the control group in learning English vocabulary as a foreign language. Thus, Kalaycıoğlu (2011) suggested that it would be useful to devise more picture vocabulary games for classroom use and to increase the number of books about educational vocabulary games. Furthermore, Kalaycıoğlu (2011) suggested policy makers to prepare English as a foreign language curriculum which would include games for early childhood education programs.

In a study examining the effect of music in teaching a foreign language in preschool, Modiri (2010) examined two groups, with 15 participants each, the control group taking traditional courses for learning foreign language vocabulary and the experimental group taking courses with songs that include the target vocabulary items. During the study, the children were evaluated by observation and assessment form originally developed by the examiner. It was found out at the end of the study that the group that had been educated by way of music was more successful and disparity of marks between the two group was meaningful in $p < 0,00$ level.

In a study aiming to investigate the views teachers teaching foreign language to preschool children, Bezciöđlü Göktołga (2013) interviewed to twenty participants, 11 of whom took courses on teaching a foreign language to young children in undergraduate degree and 9 of whom did not. Using an interview protocol designed and piloted by the researcher, the participants were interviewed about their ideas on foreign language instruction in preschool years, and information about their self-reported practices,

challenges and addressing challenges in planning, implementing and assessing children's foreign language learning. As a result, the researcher found that the main aim of teaching a foreign language to very young learners was to develop an awareness of another language in preschool period. Besides, the study also revealed that teachers used story-based and theme based curriculum designs in planning in order to attract the attention of the children. Moreover, TPR was revealed to be the most frequently used teaching method with songs, games, course books and flashcards. The results also indicated that school reports, portfolios and observation are mostly used instruments in assessment of preschool children. In addition, the study also indicated two main challenges of the teachers, the first one stressing a lack of knowledge of child development and the second one becoming lack of knowledge about classroom management while planning, implementing and assessing foreign language learning in preschool education. The results also indicated that participants consult their colleagues to cope with problems that they face while planning and implementing. Thus, it is suggested in this study that the quality of foreign language teaching in early childhood years should be increased with the cooperation of the educational stakeholders.

In a study that aimed to improve English language classes through Multiple Inteligences (MI) based instructional design in a pre-school setting in Ankara, Arca (2013) studied with 17 participants at the ages of 5 and 6. The participants were subjected to twelve-week instructional learning environment based on the MI Theory. There was a slight difference between the lesson plans of the five-year-old and six-year-old student groups due to the age factor and maturation of the students in these ages. In the study, the researchers collected data through qualitative instruments that included observation, semi-structured interviews with the English language teacher and reflective interviews with the teacher and students after each session. After the triangulation of the data, it was found out that the use of MI based instruction in preschool education proved to be effective in foreign language development of pre-school children from both the perspectives of the students and the teacher. Moreover, the children's reaction towards English language learning was positive in a MI based learning environment.

In another study, Şaktanlı (2007) investigated the effectiveness of songs used in English classes at the fourth grade by the help of music teachers with auricular song teaching techniques in the areas of pronunciation, vocabulary and listening

comprehension. Using an experimental design with pre-test and post-test pilot groups, Şaktanlı (2007) tested four groups of the 4th grade students at a public school in Ankara. As the application unit, body part was chosen and the song called “Head, shoulders, knees, and toes” was selected as the song for the investigation. A music teacher also supported teaching the song in the language class using auricular song teaching method. As an evaluation instrument, an observation form and an attribution scale was used in the study. As a result of the evaluations, the application was found successful. The difference between the experiment group and the control group was found to be high. The findings showed that the participation of the music teachers increased the success level of children learning the song compared to the other methods and the application was found to positively influence the learners’ attributions towards the English lesson.

In a similar study on the influence of songs in English classes, Tambaş (2015) examined the perceptions of EFL teachers on using songs in teaching English in primary schools. 40 English language teachers working at primary public schools in İstanbul took part in the study. The study included a survey with the participants and unstructured interview with 8 of them. The findings revealed that the teachers were aware of the benefits of songs for young learners. Moreover, a vast majority of the participants reported that songs arouse the interests of the young learners in the classroom, maintaining an entertaining language process. Finally, the findings also revealed that songs create a safe atmosphere decreasing the fears of children towards English and enabling vocabulary learning in English classes.

2.6.3. Studies on using PBL in foreign language teaching in Turkey

In her study, Çırak (2006) investigated the use of PBL in teaching young learners’ achievement level in teaching English as a foreign language. The study was carried out with two groups, experimental and the control, including 30 students in the 2nd grade at a private college in Isparta. Both of the groups were pre-tested at the beginning and post-tested at the end of the study and the data was analysed by t-test. The results of the study confirmed that making projects increased the achievement level of the students and helped them socialize and learn from each other by sharing. Thus, Çırak (2006) suggested that PBL can be used effectively in teaching grammar and vocabulary as an alternative to traditional methods.

Aiming to evaluate the effects of PBL to speaking proficiency in foreign language use, Türker (2007) conducted a study with pre-test – final test control group research model. The participants in the study were 10th grade students at a high school. While in the experimental group the lessons were carried out according to PBL approach, in the control group traditional methods were used as teaching methods. In the study, pre-tests and final tests were applied and their points were recorded in a scale in order to evaluate students speaking proficiency. By the use of Student Observation Forms, students evaluated their classmates' projects. They also filled in the Group Self-Assessment Form to follow the process and to observe students works within their groups. The results of the study showed that courses with PBL revealed better results in terms of improving speaking abilities in foreign language teaching. In addition, making investigations, using technology, and making presentations in PBL made students feel more enjoyable (Türker, 2007).

In another study, Yıldız (2009) investigated the difference between using PBL and traditional method in teaching vocabulary to 48 sixth grade students at a primary school in İzmir. Applying a quantitative quasi-experimental study, the researcher used a pre-test before the instruction and a post-test control group design after the 4 weeks of instruction. The same target vocabulary items were studied by both experimental and control groups. The results indicated that there was a significant difference between the scores and PBL was found to be more effective in vocabulary teaching to sixth grade students.

Aiming to investigate the the effects of MI supported PBL and traditional foreign language teaching environment on students' achievement and their attitude towards English lesson, Baş & Beyhan (2010) carried out a study including 50 students totally in the 5th grade of an elementary school in Niğde, Turkey. Showing a significant difference between the attitude scores of the experiment group and the control group, the results revealed that students performed better with activities based on multiple intelligences. The study also resulted in more success and higher motivation level on behalf of multiple intelligences supported PBL method.

The study conducted by Köroğlu (2011) focused on the effect of PBL method and portfolio assessment applied together on foreign language reading and writing skills

of high-school students. Using a quantitative approach, four different methods were used in four different classes at the same time including PBL method, portfolio assessment method, PBL and portfolio assessment method and the traditional method. Among these methods, the first three methods were applied to the experimental groups and the last one to the control group. The study included 120 tenth grade students as participants. Pre-tests and post-test designs were applied before and after the implementation. The results revealed that on using PBL and portfolio assessment separately, students' reading and writing skills in English developed; however this development was more positive on condition that these methods were used together. Thus, Koroğlu (2011) concluded that using PBL and portfolio assessment would be more effective than using them separately.

Taking these studies into account, it can be concluded that PBL studies are generally found to be effective in almost all areas and with all levels of learners. Focusing on diverse features of the issue, different studies in Turkey provided valuable findings regarding both PBL practice and child EFL in the area. Thus, the research in the field is still scarce and needs more investigation on the diverse areas of the issue.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This part presents the methodology of this PhD. The thesis focuses on the investigation of foreign language teaching to young learners in preschool period. The main purpose of the current research was to explore and evaluate the effects of using Project based approach in teaching foreign language vocabulary to young learners. In this respect, this part includes (1) the design of the study, (2) the setting of the study, (3) the participants involved in the study, (4) instruments used to collect data, (5) materials used during the investigation process, (6) data analysis, (7) procedure and (8) research questions.

3.2. Research Design

The investigations about the preschool children generally include qualitative research designs due to the fact that the children are illiterate and the instruments used for testing the children are limited. On the other hand, the effectiveness of methods used for teaching a foreign language can best be assessed by the use of instruments which require quantitative data. Combining both quantitative and qualitative methods provide a better understanding of the research problem and question than either method by itself (Creswell, 2002).

Thus, a mixed method design which uses both the processes of qualitative and quantitative research is adopted in order to obtain more verifiable, valid and reliable results. After the data collection procedure, the results obtained from both qualitative and quantitative research designs are analyzed to evaluate the use of traditional methods and project based approach in teaching foreign language vocabulary to young learners. The qualitative data were collected by using qualitative instruments such as observation, questionnaire, survey and interview. The quantitative research design in the study

included an experimental research design in which the learners were tested in learning foreign language vocabulary after the use of traditional and PBL methods.

One of the quantitative approaches, is the experimental design. In an experiment, the researcher tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell, 2002). In experimental studies, the influence(s) of the independent variables on the dependent variable(s) is/are tested. In the study the use of project based approach is the independent variable, and the process of learning the target vocabulary items is the dependent variable.

In this thesis, an experimental design including a control and an experimental group was adopted for the implementation of the traditional and project based approach. Individuals in the experimental group received the project based instruction while those in the control group received traditional instruction. Both instructional periods lasted for 8 weeks and each week, learner development was assessed by an exam and observer checklists.

The study also includes a survey that investigates the methods and techniques used in foreign language teaching in pre-primary education in Turkey.

As a qualitative approach, the current thesis used various forms of qualitative data collection forms like observations, interviews and audiovisual materials.

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation can be available for studying individuals who have difficulty verbalizing their ideas like preschool children (Creswell, 2002). So this study used two observation checklists in which teacher assessed learner development through observation.

This research also used interviews which is another qualitative data collection procedure. In an interview, the researcher asks open-ended questions to one or more participants and records their answers. After the interview the answers are transcribed and typed into a computer file for analysis.

The study also includes a questionnaire with parents whose children learn English at preschools in Turkey.

Most of the tools used in preschool education are the tools of observation: classroom maps, anecdotal records, time-sampled observations, samples of student work, drawings and photographs, audio and video recordings, interviews, conversations, surveys, and teachers' journals (Rust, 2013). Among these tools, classroom maps of activities, anecdotal records of events, observations, portfolios, audiovisual recordings are used during the implementation of the study.

As a result, current thesis has an experimental design with experimental and control groups which used a mixed methodology by blending both qualitative and quantitative data.

3.3. Setting

As the study focused on foreign language learning of preschool children, kindergartens and nursery schools provide the most appropriate setting for the study. Two institutions for the investigation were selected for the study, due to the fact that there are a limited number of children in preschools. The identification of the settings where the experimental and the control group's study took place is described below.

3.3.1. The setting of the experimental group

The school of the experimental group was a private 4 – year- old kindergarten and nursery school in Bayburt, Turkey. The school is certified by Family and Social Policies Ministry as a kindergarten and nursery school. The mission of the school is to nurse the children besides presenting them qualified educational opportunities with activities appropriate for pre-school education. The school serves for students who are between the ages of 1 and 6, thus, just a limited number of student enrolments are accepted to the school. While the study was being conducted, there were 4 classes with 54 students at the school. The classes are divided in respect to the months of the students.

The school building where the study took place was on the first floor of an apartment with 300 m width. It is certified by Family and Social Policies Ministry, hence follows the curriculum designed by the Turkish Ministry of National Education in 2006. The school serves with 4 female classroom teachers, 4 female assistants for the

classroom teachers, 2 personnel in the kitchen, 1 personnel for cleaning and a driver of the school shuttle for students. There are 4 classrooms, 1 meeting room, 1 kitchen, 1 dining room, 1 playground in the garden of the building. The toilets are designed according to children and divided for boys and girls. The children (except for 5 and 6 year-old groups) sleep in the largest classroom which belongs to the 2-3 ages group between 12.30 and 14.30 in the school building. The children have both breakfast and lunch at school. The school opens at 07:30 and closes at 17:30 and serves on weekdays.

3.3.2. The setting of the control group

The school where the traditional methods and techniques were implemented was a public school in a new building in a small town called İncesu in Kayseri. The school belongs to the Ministry of National Education. The mission of the school is to prepare children for primary education, to provide them kinaesthetic, intellectual, emotional and language development creating a common education environment for all children attending to the school. The school serves for children between 36 months old and 81 months old. The school has two groups of classes according to the time as morning group and the afternoon group. The control group is in the morning group with 14 students.

The school building is a unique building with 400 metres width. It belongs to the Ministry of National Education and thus uses a common framework designed for the public kindergartens by the Ministry of National education. There are 4 classes and 4 classroom teachers accordingly. There are also 1 staff for cleaning, 1 kitchen and 1 dining room, two playgrounds, one in a classroom and the other in the school garden. The toilets are designed according to children and separated both for girls and boys. The school serves between 08:00 – 12:30 for the morning group, and 12:30 p.m. and 17:00 for the afternoon group. The children in the morning group have breakfast in the morning and the children in the afternoon group are served lunch in the afternoon.

3.4. The Participants of the Study

As the research problem investigates the effect of using project-based approach in teaching English to pre-school children, the population of the study consists of pre-

school children who are at the ages of 5-6. The researcher needed to study pre-school children between the ages 5-6. For this aim, purposeful sampling is preferred for the sampling of the population. In purposeful sampling, the individuals and sites are selected by the researcher to learn or understand the central phenomenon (Creswell,2011). The sampling can be formed before or after the data collection process.

In the study the individuals are selected –before the data collection process. The study consists of two groups, the first one is the experimental group, and the other one is the control group. Thus, the experimental group and the control group can be described under two categories.

3.4.1. The participants in the experimental group

Children in the experimental group were selected from a special kindergarten school in Bayburt called Sevgi Çiçeği Kindergarten and Nursery School certified by the Family and Social Policies Ministry. Before the sampling, the researcher searched on the Internet for kindergartens in Bayburt. As the results showed, there was only one special kindergarten in Bayburt. The researcher firstly contacted with the head master of the school through a phone call and asked if the school had any English language teachers, if not, offered whether they would like to have English classes for children by using project based teaching and other activities convenient for preschool education. The head master expressed that they would like to have English classes for the children and this would be a valuable opportunity for them. Then, the researcher went to school and met with the head master of the school and got information about the children, classes, and working and studying conditions. The researcher explained the aim of the study and offered to teach English to children between the ages of 5-6. The headmaster accepted the implementation as they believed in the importance of teaching English to young children. The researcher and the master decided on the studying hours and conditions. As the kindergarten is certified by Family and Social Ministry, the researcher and the head master visited the Directorate of Family and Social Policy Ministry in Bayburt and talked about the study. After the meeting the director gave permission for the pilot implementation of the study.

The experimental group included 14 participants of which 6 are boys and 8 girls between the age range of 5-6. All of the participants were Turkish and speak and their native language background is Turkish. As the kindergarten did not have any English classes for children, it had been the first time the children met with English as a foreign language.

The ethical considerations were followed carefully by using consent form for parent permission form (Appendix AA) for the parents of the students because the participants are young learners. In these forms, it was clearly stated that the data collected through the study would be only used for scientific reasons. The children were informed that they had the right not to answer any kinds of question that they felt insecure. In parental approval form, it was clearly expressed that photographs would be taken, and videos would be recorded throughout the study were for academic purposes only.

3.4.2. The participants in the control group

On the other hand, the control group consists of children who attend to a public kindergarten called Ertuğrul Gazi Kindergarten in a small town in Kayseri. The school is certified by the Ministry of Education. Before the sampling, the researcher contacted to the headmaster of the school and the classroom teacher to talk about the study. The researcher explained the aim of the study and stated that the lesson plan for the classes and the contents of the lesson were already ready. The researcher also explained that traditional methods would be used for teaching English. The head master and the classroom teacher expressed that it would be a great advantage for the children to start learning English at such an early age. The researcher got information about the children and explained the aim of the study. The children were between the ages of 5 and 6 years, spoke Turkish as their native language and they were not introduced to English course before.

The head master and the researcher decided on the studying hours by counselling to the classroom teacher. As the kindergarten is certified by the National Ministry of Education, the researcher visited the Directorate of the National Ministry of Education in the town and had a meeting about the study. After the meeting, the master

expressed that it would be an opportunity for children to learn a foreign language and gave permission for the implementation of the study.

The experimental group included 14 participants of which 8 are boys and 6 girls between the age range of 5-6. Similar to the experimental group, control group participants were all Turkish with the same L1 background and met with EFL for the first time.

The ethical considerations were also followed for the children in the control group. The consent forms had been approved by the parents of the children. In the forms, it was clearly stated that the study results would be used just for scientific reasons and the photographs and videos would be kept safe and used for academic reasons. The children were also informed that they had the right not to give answers if they felt insecure.

3.4.3. The participants who took the survey

The participants who took the online survey are 150 English language teachers who have the experience of teaching English to young learners. The participants took a survey that was designed on a website called 'www.kwiksurvey.com' to which language teachers all around Turkey filled in.

3.4.4. The participants who took the questionnaire

56 parents whose children attend to a pre-primary school in Turkey and learn English as a foreign language were questionnaire regarding their views on foreign language teaching in preschool education. The demographic information of the parents is shown on the Table 3.1.

Table 3.1.

Demographic Information about the Parents

Demographic Information about the parents		
Gender	Male	18
	Female	38
Age	25-30	16
	31-36	26
	37-44	14

3.5. Instruments

The instruments are determined in accordance with the previous review on instruments about preschool children and investigations about the effectiveness of teaching methods,

3.5.1. Qualitative instruments

In qualitative research, the researcher collects multiple types of information and may add new forms of data during the study to answer the research questions (Creswell, 2002). As qualitative data collection instruments, a survey, an interview, and a questionnaire are applied and observation checklists are used during the process. The procedures of these qualitative instruments are described below.

3.5.1.1. Survey

Before beginning to make a comparison between traditional methods used in teaching a foreign language to preschool students and the use of project based approach, it seemed necessary to discover which traditional methods and techniques are used in teaching a foreign language to young learners. In order to accomplish this aim, a survey that investigated the use of methods, techniques, and materials had been designed in an online survey site called “www.kwiksurvey.com”. The participants included English language teachers who teach foreign language to young learners all around Turkey. The

participants were sent requests via e-mails and phone calls in which they were asked to complete the survey on the added link.

3.5.1.2. Telephone interview

Before the implementation of the study, an interview had been completed in order to get information about the foreign language classes in colleges and kindergartens in Turkey. The interviews had been completed via telephone calls to the central of the schools. The interviewees were the masters of the schools. Firstly, they had been explained that the aim of this call was for the investigation of conditions for foreign language teaching to young learners. The interviewees were requested politely to reply to a few questions and if they desired, they would choose not the reply the interview questions. Fortunately, they all accepted to take the interview after asking a few questions about the investigation.

The interview included question about whether they had any English classes for young learners, if yes, which methods and materials they used, at which ages the children started learning a foreign language. They were also asked questions about the hours of the English classes and whether the language teacher was a classroom teacher, an English teacher, or an English teacher whose native language was English.

3.5.1.3. Observation checklists

There are various qualitative forms of data when they are placed into the following categories as observations, interviews and questionnaires, documents and audiovisual materials. Among these forms, observation is one of the most essential one as it is the general form of collecting qualitative data in pre-school education.

Observation is one of the most popular techniques used in qualitative studies. Both in traditional methods and project based learning classes. According to Creswell (2002), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In observation, everything perceived by the senses is not just observed but interpreted for meaning. (Nilsen,2007)

Observation is advantageous as it includes the opportunity to record information and as it occurs in a setting, to study actual behaviour, and to study individuals who

have difficulty verbalizing their ideas (e.g., preschool children). Among the above reasons, the researcher observes the children especially for assistance, guidance, learning styles and teaching strategies, communication with the child and family, measure progress, assessment and evaluation of the program.

As observation instruments, two checklists have been used during the classes. The first checklist used during English lessons is an adapted form of observational checklist used for Elementary Spanish Student Progress Checklist included in Assessment, Articulation and Accountability, 1999.

The second observational checklist developed by Esther Eufinger for a bilingual preschool (2008), is a more comprehensive checklist involving children's receptive L2 skills and L2 knowledge. The list was also adapted by the researcher to include all the participants in English classes. Both of the checklists are available in Appendix A and Appendix B.

3.5.1.4. Questionnaire

As one of the qualitative instruments, a questionnaire was applied to 56 parents whose children learn English at pre-primary schools in Turkey. The participants were questioned about their stance towards teaching English to preschool children. The questionnaire included 12 questions 9 of which were closed questions and 3 of which were open ended questions. The questionnaire was also used by Küçük (2006) in her study about teaching English to preschool children.

3.5.2. Quantitative instruments

3.5.2.1. Weekly exams

Both experimental and control groups took the same tests. The implementation of each topic was maintained for 40 minutes in weekdays. After using appropriate methods and techniques for teaching during five days, the children were tested regularly on the fifth day (end of the week) after the implementation of the topic was completed. Rather than any normative test such as multiple choice or filling the blanks, exams were prepared and administered in accordance with the age range of the participants. Thus,

the tests included the pictures and the art crafts of the vocabulary items as materials, and real show of the students on the directed word. The children were asked to select the word they heard among the double-size vocabulary items of the topic. In order not to make them feel nervous or excited about being tested in the classroom, the children were told that this activity was just a kind of game. The test could be applied in different ways depending on the target vocabulary items. In the first type of tests, the teacher laid the pictures of the vocabulary items and asked the children in turn to pin the item they heard. The second type of tests included art crafts produced by children during activities and the children again were asked to pin on the craft they hear. The third type of tests included pinning on the item they hear on the part of the product of the activity. The fourth type of tests required students to touch on their body parts they hear from the teacher.

3.6. Materials

3.6.1. The selection of vocabulary items to be learned

Before starting to teach the vocabulary items, a pilot study had been completed to decide on the number of the words to be taught. In the first pilot study, children were given 10 words to learn through activities during a week. However, it was observed that it became difficult for children to concentrate on the words and learn them. They seemed bored with the repetition of words and complained that there were so many words to learn. Thus, the number of the words to be learned was diminished to eight words for the next pilot application. During the second pilot application, it was observed that children were better in learning the words than the previous week and did not complain any more. Thus the number of the vocabulary items for each week was determined as eight words for children.

After examining the course books used for teaching a foreign language to preschool children, and the syllabus designed by the Ministry of National Education for teaching English to the students at private pre-primary schools, it was seen that the general topics were about family, numbers, colors, animals, school, etc.

The study included the topics about fruits, farm animals and sea animals, body parts, parts of a house, transportation, clothes, and occupations. All the words in the topic lists were introduced to children.

As to the selection of the target words in each topic, two phases of selection procedure was applied. In the first phase, a number of vocabulary items on the related topic were determined with a limitation on the size of the letters of the words to include 3-8 letters. Words that include less than 3 letters and more than 8 letters were removed from the list. In order to obtain more reliable results, it was also taken into consideration that the words would not be of English-Turkish cognates. Because cognates could facilitate learning the target words and could threat the reliability and validity of the tests, if added, thus English- Turkish cognates were also extracted from the list. In the second phase of the selection, a frequency analysis was completed by viewing the Corpus of Contemporary of American English. Words less than 2000 frequency were removed from the list. Among the remaining words, eight of them were selected to be taught to children during the courses.

3.6.2. Materials for project based teaching

In foreign language courses based on project based teaching, the determined list of the vocabulary items were given to children in the experimental group during the process. The implementation of the project based teaching included almost all the phases of the project based approach. The teacher revealed the children the topic of the next week's course and requested children to make suggestions about the content and design of the project. The children offered different views about the project and they decided on the content themselves. The teacher prepared the required materials for the courses. Beginning from the first day, the children and the teacher worked on the project. The children were also introduced the vocabulary items of the topic, and these words were used frequently during the implementation of the project. The courses did not include any of the traditional methods except for the introduction of the target words in pictures, flashcards, or as real objects. The projects were planned according to the BIE planning obtained from the website of BIE for the implementation of the project approach. The children got prepared for the project themselves and each child completed sometimes a different part and sometimes the same part of the product. After

the completion of the project on the fifth day, the children presented the product to other children at school and to teachers of other classes. The products were also exhibited for the visitors at the school exhibition at the end of the semester.

3.6.3. Materials for traditional instruction

Traditional materials were chosen carefully depending on the most common techniques used in kindergarten for foreign language instruction in Turkey. For this aim, survey results were examined first to determine the most common techniques in kindergartens in Turkey. Additionally, the syllabus designed for English classes of private pre-primary schools was examined. The results showed that traditional methods and techniques in foreign language teaching to young learners include a number of activities. Among these methods Total Physical Response is the most used method as it involves imperative sentences with actions. Children can both watch the teacher and listen to him/her while the teacher is moving and acting and speaking at the same time. Children can also do the actions they hear from the teacher. TPR connects verbal interaction with movements, thus it was widely used for teaching some of the target words to children.

There are some other materials used in teaching a foreign language to young learners. As visualisation is necessary for teaching children, flashcards and pictures of the target vocabulary and sometimes real objects were used in English classes. Animations or cartoons that were about the topic of the target vocabulary were also watched by children who both listened to the animations and cartoons and repeated the target words in shows. Children also listened to songs and some of the children sang them in chorus. The songs were about the target group of the vocabulary items.

Drawing and painting were other techniques used in English classes as traditional techniques. Students were given worksheets photocopied from the English course books prepared for young learners. Besides, some of the worksheets which were got from kindergarten pages in the internet were printed from the computer and handed out to children for completing the desired task. The tasks generally included cut and paste activities, matching, drawing, painting, and repetition tasks. The children were told to complete the given task on the worksheets by using the vocabulary items

directed by the teacher. The teacher specially determined activities about the target words in the topics.

As a traditional technique, games were also used in English classes. Games that involved the vocabulary items of the related topic were played by the children in the direction of the teacher.

3.7. Procedure

At the very beginning of the implementation, as a qualitative instrument, a survey had been designed at an international website called “www.kwiksurvey.com” in order to determine what English language teachers use in teaching a foreign language to young learners. The survey was addressed via phone calls and e-mails to English teachers and they were requested to complete the survey on the directed link.

While the survey was being completed, a telephone interview with schools was administered in order to get information about how they teach English to young learners. Public and private kindergartens and nursery schools were contacted via telephone call in which they were requested to reply a few questions about their systems in English classes and whether they used project based teaching approach in teaching English. The interviewees were generally the secretaries and sometimes the headmasters at the institutions. They accepted the interview after some interrogations about the study. The schools contacted are from all parts of the country including cities such as Trabzon, Erzurum, Kayseri, etc.

Later, the target words that would be taught in English classes were determined via two phased selection. After reviewing the topic areas in other resources used in teaching English to preschool children, 8 topic areas were identified. These areas included fruits, occupations, clothes, and accessories, parts of a house, sea animals, body parts, and transportation. Eight target words were chosen for teaching to children during classes after two-phased selection of vocabulary items.

As a last step before the administration of the courses, a weekly plan for each weeks were designed that involves the goals of the courses, the target words, the materials that would be used, the instruments which would be utilized during the

courses and the assessment procedure. The goals and levels of the learners were also taken into consideration during the designation of the syllabus.

After the determination of the traditional methods and techniques used in preschools in English classes, and the target words that would be used during courses, the first phase of the implementation of the study took start. Firstly, Project based instruction had been applied to 14 children in the experimental group in Sevgi Çiçeği Kindergarten and Nursery School in Bayburt. The study took 8 weeks, in which a new topic was provided to children per week. The courses took 35 minutes per a lesson each day in the morning. During the application, the children and the classroom environment was observed by using the checklists mentioned above. On the fifth day of each week, the students were tested in order to measure the learnt vocabulary items related with the target words.

In the second phase of the study, traditional methods were applied to 14 children in the control group in Ertuğrul Gazi Kindergarten in Kayseri. The study took 8 weeks, in which the same target vocabulary items were introduced in traditional forms of teaching. The courses lasted for 35 minutes per a lesson in weekdays in the morning. The children were observed during the classes and they were also tested on the fifth day of each week.

3.8. Data Analysis

The quantitative data obtained from the participants were analysed by SPSS 21. Beside descriptives (means and percentages), the explanation of inferential statistical analysis used are as follows:

Repeated measures is a within subjects analysis method in which same learners were tested through more than 1 condition. This method is commonly used in longitudinal studies in which one or more groups were tested under several different conditions. The results mainly indicate a robust difference regarding any kind of development or significance.

Independent Samples T Test compares the means between two unrelated groups on the same continuous, dependent variable to determine whether the population means are significantly different.

Pearson Correlation is a measure of the strength and directions of association existing between two variables that are measured on at least an interval scale.

The qualitative data is analysed through “Textfixer” which is an online instrument used to calculate the frequencies of the words in a given text (<http://www.textfixer.com/tools/online-word-counter.php>).



CHAPTER FOUR

4. FINDINGS

4.1. Introduction

The purpose of this study is to explore and evaluate the effects of using PBL in teaching foreign language vocabulary to young learners in preschool education in Turkey. For this goal, the research questions were set in order to identify how EFL is taught to preschool children in kindergartens in Turkey and which methods and techniques are used while teaching EFL to young learners in preschools in Turkey. The study also aimed to investigate exam success rate for both the control group and the experimental group depending on the exam scores of children and on their EFL development and whether there is a difference between learner performance of the experimental and the control group in terms of observation. Thus, data were collected through an online survey designed for EFL teachers of young learners in Turkey, telephone interview with the respondents in preschools and kindergartens in Turkey, classroom observations and scoring tests for vocabulary learning, and a questionnaire applied to parents whose children learn English at pre-primary schools in Turkey. The findings of the study based on the data analysis process are reported in this section in terms of the research questions.

4.2. Which methods and techniques are commonly used while teaching EFL to young learners in preschool education in Turkey regarding survey and telephone interviews?

In order to investigate the conditions in teaching foreign language to preschool children, a telephone interview and an online survey were applied to English teachers teaching EFL to young learners at public or private preschools or kindergartens in Turkey.

4.2.1. The results from telephone interview

This part reveals the results of a telephone interview on investigating the methods and techniques that are generally used during English classes in preschools in Turkey. 30 preschools from Erzurum, Kayseri, Bayburt, and Trabzon had been phone called and requested for joining to an interview with a few questions about English classes at their institutions. They accepted taking the interview after asking some questions about the investigation. They were asked questions about whether they had English classes for children at their institution; if yes, whether an English teacher or a classroom teacher taught English to the children. They were also interviewed about the methods, techniques and materials they used in English classes and the number of hours for English courses a week. The table 4.1. reveals the results of the interviews.

Table 4.1.

Telephone Interview Results

		Count	N %
English Course	No	8	26,7%
	Yes	22	73,3%
English Teacher	No	6	27,7%
	Yes	16	72,3%
PBL	No	15	68,1%
	Yes	7	31,9%
TPR	No	10	45,4%
	Yes	12	54,6%
Games	No	2	9%
	Yes	20	91%
Cartoons and songs	No	0	0%
	Yes	22	100%
Flashcards & pictures	No	3	14%
	Yes	19	86%
Preschool Activities	No	0	0%
	Yes	22	100%

As it is seen in the table, almost all of the schools have English classes for the children. 8 out of 30 schools do not include English courses for their students. More than half of the schools employ English teachers (72,3%, N=22) and nearly half of them

employ classroom teachers for teaching English to young learners (27,7%, N=22). Among the methods, techniques, and materials used in English classes, Total Physical Response, games, cartoons, flashcards and pictures, and preschool activities are used by more than the half of the schools. More than half of the teachers (54,6 %, N=22) use TPR as a foreign language teaching method, more than half of the teachers (91%, N=22) prefer games in their classes, more than half of the teachers (86 %, N=22) use flashcards and pictures as audiovisual materials. Moreover, preschool activities and cartoons and songs are preferred by all of the teachers 100%, N=22) in English classes. PBL is preferred by a few teachers (31,9 %, N=22).

4.2.2. Results from the survey

In this part, the results from the online survey on teaching EFL in preschools in Turkey are reflected. Table 4.2 reveals information about the how often EFL teachers use Project based learning as a foreign language teaching method in their classes.

Table 4.2.

How Often EFL Teachers use Project Based Learning as a Foreign Language Teaching Method in Their Classes

Always	Sometimes	Seldom	Never	N
1	4	9	136	150
1%	3%3	6%	91%	

As can be seen in Table 4.2, almost all of the participants (91%, N=150) never use PBL in teaching EFL in their classes. In addition, some of the instructors (3%, N=150) sometimes use PBL in teaching EFL to young learners.

Table 4.3.

How Much Useful EFL Teachers find Project Based Learning

	Very useful	Useful	Don't use	Useless	Standard deviation	Responses
All Data	4	12	132	2	54.69	150
	3%	8%	88%	1%		

Another report of the survey reveals how much useful the instructors find PBL if they use. The report is listed on Table 4.3 As it is seen, almost all of the participants (88%, N=150) revealed that they *do not use* PBL. Some of the participants (8%, N=150) find using PBL *useful*, and a few of the participants (3%, N=150) find it *very useful* and only very few of the participants (1%, N=150) find it *useless*.

Table 4.4.

Methods, Techniques, and Materials that are used in EFL Classes by the Participants

	<i>ALL DATA</i>	<i>PERCENTAGE</i>
<i>TPR</i>	82	(%55)
<i>Games</i>	81	(%54)
<i>Flashcards</i>	46	(%31)
<i>Animations</i>	31	(%21)
<i>Course books</i>	142	(%95)
<i>Drama</i>	20	(13%)
<i>Songs</i>	43	(29%)
<i>PBL</i>	5	(3%)
<i>Pronunciation</i>	14	(9%)
<i>Fairy tales and stories</i>	10	(7%)
<i>Responses</i>	150	

Table 4.2 shows methods and techniques which are used in EFL classes by the participants. As seen in the table, course books are utilized by almost all of the participants (95%, N=150). As a foreign language teaching method, TPR is frequently preferred by more than half of the participants (55%, N=150). Similarly, as a commonly used technique, games are used by more than half of the participants (54%, N=150). Some of the participants (21%, N=150) prefer animations as an audio-visual material. A few of the participants (13%, N=150) use drama in their classes in EFL teaching to young learners. The table also reveals that songs are used by almost one fifth of the participants (29%, N=150) as audial materials. However, the results in the table reveal that PBL is not much implemented by the participants. Just a few of the participants (3%, N=150) stated that they use PBL in their classes for teaching a foreign language. It

is also revealed that pronunciation is studied by some of the participants (9%, N=150) and fairy tales and stories are narrated to children by a few of the participants (7%, N=150) in English classes.

Table 4.5.

What do Teachers use to Teach Kindergarten Learners?

	1(never)	2(sometimes)	3(often)	4(usually)	5(always)	N
TPR	69 (46%)	4 (3%)	51 (34%)	17 (11%)	9 (6%)	150
Games	66 (44%)	14 (9%)	53 (35%)	14 (9%)	3 (2%)	150
Flashcards	104 (69%)	7 (5%)	26 (17%)	10 (7%)	3 (2%)	150
Animations	118 (79%)	5 (3%)	23 (15%)	4 (3%)	0 (0%)	150
Course books	9 (6%)	2 (1%)	28 (19%)	63 (42%)	48 (32%)	150
Drama	128 (85%)	5 (3%)	14 (9%)	2 (1%)	1 (1%)	150
Songs	107 (71%)	6 (4%)	22 (15%)	11 (7%)	4 (3%)	150
PBL	143 (95%)	3 (2%)	4 (3%)	0 (0%)	0 (0%)	150
Pronunciation	136 (91%)	4 (3%)	9 (6%)	0 (0%)	1 (1%)	150
Fairy tales and stories	140 (93%)	6 (4%)	3 (2%)	0 (0%)	1 (1%)	150

Table 4.5 reveals the rates of how often these methods and techniques are used in teaching foreign language to young learners. Almost half of the participants (46%, N=150) expressed that they *never* use TPR, some of the participants (3%, N=150) revealed that they *sometimes* use TPR. About one third of the participants (34%, N=150) expressed that they *often* use TPR in their English classes. According to the results some of the participants (11%, N=150) *usually* use this method and just a few of the participants (6%, N=150) *always* use TPR in teaching English as a foreign language to young learners.

As it is revealed on the table, as a teaching technique for young learners, games are *never* preferred by nearly half of the participants (44%, N=150); are *sometimes* and *usually* preferred by few of the participants (9%, N=150); are *often* preferred by one third of the participants (35%,N=150); and very few of the participants (2%, N=150) *always* use games in teaching English as a foreign language to young learners.

As visual materials, flashcards are *never* used by most of the participants (69%, N=150), *sometimes* used by few of the participants (5%, N=150), *often* used by some of the participants (17%, N=150), *usually* used by few of the participants (7%, N=150) and *always* used by very few of the participants (2%, N=150).

As an audio-visual teaching technique, animations are *never* used by more than half of the participants (79%, N=150), are *sometimes* used by very few of the participants (3%, N=150), are *often* used by some of the participants (15%, N=150), are *usually* used by very few of the participants. According to the results, none of the participants stated that they *always* use animations (0%, N=150).

As foreign language teaching materials, course books are *never* preferred by few of the participants (6%, N=150), are *sometimes* preferred by very few of the participants (1%, N=150), *often* preferred by some of the participants (19%, N=150), *usually* used by almost half of the participants (42%, N=150), and about one third of the participants stated that they *always* prefer using course books in their classes for teaching English to young learners.

As a teaching technique used in many other fields in education, drama is *never* used by almost all of the participants (85%, N=150), is *sometimes* used by few of the participants (3%, N=50), is *often* used by some of the participants (9%, N=150), is *usually* used by very few of the participants (1%, N=150). According to the results, just a little percentage of the participants stated that they *always* use drama in teaching EFL to young learners (1%, N=150).

As audial teaching techniques, songs are *never* preferred by more than half of the participants (71%, N=150), are *sometimes* preferred by few of the participants (4%, N=150), are *often* preferred by some of the participants (15%, N=150), are *sometimes* preferred by few of the participants (7%, N=150), and are *always* preferred by very few of the participants (3%, N=150).

According to the results, PBL is *never* used by almost all of the participants (95%, N=150), is *sometimes* used by very few of the participants (2%, N=150), is *often* used by few of the participants (3%, N=150). None of the participants (0%, N=150) expressed that they *usually* or *always* use PBL.

According to the results on the table, pronunciation is *never* studied by almost all of the participants (91%, N=150), is *sometimes* studied by very few of the participants (3%, N=150), is *often* studied by some of the participants (6%, N=150), is *usually* studied by none of the participants (0%, N=150), is *always* studied just by one of the participants (1%, N=150) in teaching EFL to young learners in Turkey.

As a teaching technique used for children at preschools and kindergartens, fairy tales and stories are *never* narrated by almost all of the participants in the target language, are *sometimes* narrated by few of the participants (4%, N=150), are *often* narrated by a few of the participants (2%, N=15), are *usually* narrated by none of the participants (0%, N=150) and are *always* narrated by just one of the participants (1%, N=150) in teaching EFL to young learners.

Table 4.6.

Whether the Participants Find Their Methods and Techniques Successful

Completely successful	Partly Successful	Not Successful	Completely unsuccessful	N
21 (14%)	40 (27%)	61 (41%)	28 (19%)	150

Table 4.6. shows the results of the survey about participants' ideas on whether they find their methods and techniques *successful*. The results reveal that nearly half of the participants (49%, N=150) feel that the methods that they use are *not successful*. On the other hand, some of the participants (14%, N=150) find their methods and techniques *completely successful*, some others (19%, N=150) find them *completely unsuccessful*. Those who find their methods and techniques *partly successful* constitute the 27% (N=150) of the participants.

4.3. Is there a relationship between observation scores and exam scores? If so, is there a difference between learner performance between experimental and control groups regarding observation checklist?

It is hypothesized that there must be a relationship between learner exam scores and their attitudes throughout the courses; either active or passive. Observation checklist scores and average exam scores were correlated as follows:

Table 4.7.

Observation Scores and Exam Scores Correlation

		Total score	observation	Total score	weekly
Observation scores	Pearson	1		.968**	
	Correlation				
	Sig. (2-tailed)			.000	
	N	28		28	
Average exam scores	Pearson	.968**		1	
	Correlation				
	Sig. (2-tailed)	.000			
	N	28		28	

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation results showed a strong positive association between observation scores and exam performance; $r = 0.968$, $n = 28$ $p = .00$. So, it can be emphasized that more active learners also scored better in exams while passive ones were mostly less successful.

As a positive relationship was found between observation scores and exam results, next question focuses the effect of instruction on observation checklist scores. To scrutinize this issue, a T test was conducted with the instruction method as the grouping factor and observation scores as the dependent variable. The results are as follows:

Table 4.8.

Descriptives Regarding Observation Scores

	Group	N	Mean	Std. Deviation	Std. Error Mean
Total	Control group	14	1,9161	,23259	,06216
Observation Score	Experimental group	14	3,1643	,25846	,06908

This table shows the average scores of 14 children in the control group and 14 children in the experimental group based on the observation checklist scored by the researcher. As it can be seen in the table XY.. As for the checklist scores, the control

group which had traditional courses scored less ($M=1,9161$, $SD=,23259$) than experimental group did ($M=3,1643$, $SD=,25846$). This means that the performance of the children in Project based classes was much better than the performance of the children in classes with traditional methods and techniques regarding descriptives.

Table 4.9.

Effect of Instruction on Observation Scores

Independent Samples Test										
		Levene's Test		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	MD	Std. ED	95% CI	
								Lower	Upper	
Obscore	EA	,002	,969	-13,4	26	,000	-1,24	,092	-1,43	-1,05

An independent–samples t-test was conducted to compare the effect of instruction on observation scores both in English courses with project based learning and with traditional methods and techniques.

There is a significant difference between observation results in the control group which had traditional courses ($M=1,9161$, $SD=,23259$) ($SD=2,13$) and observation results in the experimental group which had PBL ($M=3,1643$, $SD=,25846$) in their classes for conditions; $t(26)=13,43$; $p=,000$). These results suggest that there is a difference in scores between observation results in the control group and the experimental group.

4.4. Is there a statistical significance between control and experimental group in terms of exam scores and EFL development in 8 weeks?

To reveal the effect of Project based instruction in experimental groups on longitudinal learner development, a repeated measures ANOVA was conducted with one factor including 8 weeks (weekly exams) and a between subjects factor as type of instruction. The results are as follows:

Table 4.10.

Repeated Measures Descriptives

Descriptive Statistics				
	Group	Mean	Std. Deviation	N
w1	Control group	31.2500	12.73812	14
	Experimental group	83.0357	14.38410	14
	Total	57.1429	29.54684	28
w2	Control group	33.0357	9.31183	14
	Experimental group	84.8214	14.85391	14
	Total	58.9286	29.03884	28
w3	Control group	30.3571	9.44911	14
	Experimental group	85.7143	11.86578	14
	Total	58.0357	30.08750	28
w4	Control group	33.9286	9.07841	14
	Experimental group	87.5000	12.00961	14
	Total	60.7143	29.20915	28
w5	Control group	38.3929	14.26424	14
	Experimental group	83.0357	12.60260	14
	Total	60.7143	26.28950	28
w6	Control group	39.2857	10.80547	14
	Experimental group	92.8571	9.44911	14
	Total	66.0714	29.03884	28
w7	Control group	37.5000	9.80581	14
	Experimental group	86.6071	9.12557	14
	Total	62.0536	26.67581	28
w8	Control group	28.5714	7.64062	14
	Experimental group	85.7143	9.62911	14
	Total	57.1429	30.32016	28

According to descriptives, first week average experimental group performance was observed to be higher (M= 83; SD= 14,3) than of the control group (M=31; SD=12,7). The average of the second week experimental group performance was observed to be higher (M= 84; SD= 14.8) than of the control group (M=33; SD=9.3). As it is seen on the table, third week average experimental group performance was observed to be higher (M= 85; SD= 11,8) than of the control group (M=30; SD=9,4). Fourth week average experimental group performance was observed to be higher again (M= 87; SD= 12) than of the control group (M=33; SD=9). Fifth week average experimental group performance was observed to be higher (M= 83; SD= 12,6) than of

the control group (M=38; SD=14,2). The average of the sixth week experimental group performance was observed to be higher (M= 92; SD= 9.4) than of the control group (M=39; SD=10.8).

The average of the seventh week experimental group performance was observed to be higher (M= 86; SD= 9.1) than of the control group (M=37; SD=9.8). The average of the eighth week experimental group performance was observed to be higher (M= 85; SD= 9.6) than of the control group (M=28; SD=7.6).

In general, repeated measures descriptives reflected an undebatable dominance of project based group exam scores. To see whether this developmental difference is significant or not, repeated measures between subject analysis was presented on Table 4.11.:

Table 4.11.

Repeated Measures Between Subjects Results

Tests of Between-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	809102.260	1	809102.260	2162.495	.000
Instruction	152126.814	1	152126.814	406.591	.000
Error	9727.958	26	374.152		

According to the table 4.11., the type of instruction has a significant effect on exam performance and learning throughout 8 weeks in $p < .05$ condition; $F(1,26)=406.591$, $p=,00$. Thus, it can be inferred that experimental group, in which PBL was applied, scored higher and performed better throughout 8 weeks of instruction than the control group –in which traditional methods and techniques were applied. Additionally, the figure 4.1. confirms the results:

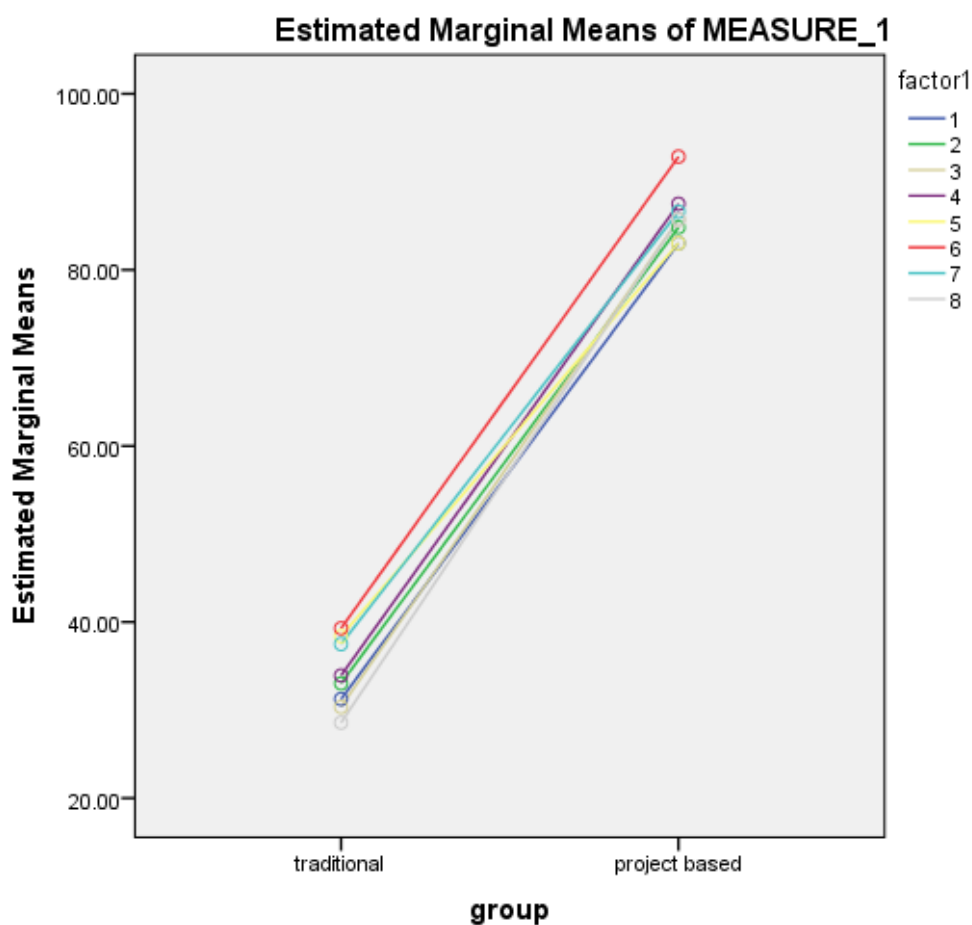


Figure 4.1. Plot of 8 weeks performance

According to the Figure 4.1, the experimental group always performed better than control group in all 8 time points.

4.5. What do families think about age of starting English and what are their stances towards learning English in early ages?

The approaches of families towards learning English in early ages were among the main issues on which this study focuses on. In order to obtain their ideas on teaching English to young learners, a questionnaire was applied to 56 participants whose children learn English at pre-primary schools in Turkey. The questionnaire included 12 questions, 9 of which included 'yes' or 'no' as answers and 3 open-ended questions. The questions were both about their views and expectations on teaching English in preschool education. The following table presents the descriptive statistics for the views

of participants on the age of starting English as a foreign language during preschool education period.

Table 4.12.

Descriptive Statistics for the Views of Participants on the age of Starting English as a Foreign Language During Preschool Education Period

	N	Minimum	Maximum	Mean	Std. Deviation
Which age?	50	3,00	6,00	4,4600	1,01439
Valid N (listwise)	50				

The analysis of Table 4.12. reveals that among the participants (N=56); a great number of them (N=50) think that English is necessary and it can be taught during preschool education. According to the results, the average scores related to starting age to learning English as a foreign language during preschool education is about 4.5 ages for young learners. The results also convey that according to the participants, minimum age is 3 and maximum age is 6 for starting to learn English as a foreign language.

The following table presents data about the stance of participants towards learning English in early ages. The table includes the analyses of *yes/no* questions which interrogate the views and observations of participants about their children and their use of English language at home.

Table 4.13.

The Stance of Parents Towards Learning English During the Early Ages

Questions	Answers	Count	%
1-Do you find it necessary to teach English to young learners during preschool education?	No	6	10,7%
	Yes	50	89,3%
3-Would you like to take active roles in teaching English to your child?	No	7	12,5%
	Yes	49	87,5%
4- Is there a member who knows English in your family?	No	16	28,6%
	Yes	40	71,4%
6-Do you share your experiences with your children?	No	22	39,3%
	Yes	34	60,7%
7- Does your child use English at home?	No	17	30,4%
	Yes	39	69,6%
9- Have you observed any changes in your child after he/she started learning English?	No	23	41,1%
	Yes	33	58,9%

Table 4.13. reveals that almost all of the participants (89 %, N=56) think that English is necessary for young learners. Among the participants, most of them (87%, N=56) want to take active roles in teaching English to their children. Most of the parents (71%, N=56) declared that they knew English as a foreign language and more than half of the participants (34%, N=56) share their experiences with their children in learning English. Most of the participants (70%, N=56) stated that their children use English at home. More than half of the participants (59%, N=56) revealed that they had not realised any change in their children after the children started learning English during early ages.

4.6. What are the expectations of parents from teaching EFL to young learners at early ages at pre-primary education?

This question focuses on the status of families regarding their proficiency in English. It also gives descriptive information about the expectations of participants on what to learn in English. The Table 4.14 reveals statistics about family members who know English in the family of children learning English at kindergarten.

Table 4.14.

Who Knows English in the Family of the Participants

	Count	Table N %
0	13	23,2%
elder brother	5	8,9%
elder sister	4	7,1%
Father	4	7,1%
Mother	13	23,2%
Parents	17	30,4%

The Table 4.14 reveals the family members who know English in the family of young learners. According to the results, some of the participants (23%, N=56) stated that nobody knew English at home. Few of the participants (9%, N=56) stated that the elder brother of the child knew English, and very few of the participants (7%, N=56) declared that elder sister or the father of the child knew English as a foreign language. Some of the participants (23%, N=56) told that just the mother of the child knew English. Besides, about one third of the participants (30%, N=56) revealed that both the mother and the father of the child knew English.

The following table reveals results on the suggestions of the participants about what preschool children can learn in English courses at school. Among the options about the potential areas in English that children can learn during preschool period, the

participants opted for the checks. They were also allowed to write other areas that they feel children in early ages can learn in English; however none of the participants wrote anything for this part.

Table 4.15.

What Participants Think the Children can Learn in English in Preschool Education

	Count	Table N %
0	1	1,8%
Dialogues	1	1,8%
dialogues-words	2	3,6%
songs-short speech	2	3,6%
songs- words-short speech	1	1,8%
What children can learn in English in early ages	Songs	0 0,0%
	Words (such as colours, numbers, etc.)	11 19,6%
	short speech	0 0,0%
	All	25 44,6%
	Other	0 0,0%
	dialogue-songs-words	4 7,1%
	songs-words	7 12,5%
	dialogues-songs	2 3,6%

As displayed in Table 4.15, just one of the participant (N=56) thinks that children can learn just dialogues. Another participants thinks that (N=56) children are able to learn *songs, words, and short speech*. Two of the participants (N=56) think that children can learn *dialogues and words, songs and short speech, and dialogues and*

songs. Very few of the participants (7%, N=56) think that children are able to learn *dialogue, songs and words*. Some of the participants think that children have the ability to learn *songs and words* in a foreign language during early ages. About one fifth of the participants (20%, N=56) think that children can learn words such as the names of colours and numbers. Nearly half of the participants (45%, N=56) think that children can learn all of those areas described. None of the participants (0%, N=56) claimed that children can learn just *songs*, and just *short speech*. None of the participants (0%, N=56) wrote any other probable areas for children that they are able to learn in English.

4.6.1. Reporting the findings from open-ended questions

In the survey, participants (parents) answered a number of open ended questions and their responses as qualitative data were analysed by “Text Fixer”; an online software which counts words in a given text and shows their frequency. After defining their frequency, each question has been analysed regarding the individual answers given to questions. This part describes what children use at home in the target language, what kind of changes the parents observed in children after beginning to learn English, and what participants expect from school regarding English courses.

4.6.1.1. What do children use at home in English?

In 8th question, it was aimed to investigate what children use at home in English. According to the results, total word count in 8th question was 100. Out of 100 words, most used words were “numbers” occurring 17 times, “colours” occurring 16 times and “words” occurring 14 times. Thus, it can be inferred that colours and numbers are most used words beside simple words. In other words, children mostly say the colours and count the numbers in English at home.

Besides, “learning” occurred 5 times and other occurred 4 times. “The words (object position)”, “says” and “names” and “greeting” each occurred 3 times. Thus, it can be inferred that children sometimes says the names of objects, and use greetings. The table that includes the primary keywords frequency is listed on Table 4.16.

Table 4.16.

Primary Keywords and Their Frequency Regarding Answers for the 8th Question

Primary Keywords	English counterpart	Frequency
‘Sayılar’	‘Numbers’	17
‘Renkler’	‘Colours’	16
‘Kelimeler’	‘Words’	14
‘Öğrendiği’	‘Learning’	5
‘Diğer’	‘Other’	4
‘Kelimeleri’	‘The words’	3
‘Söylüyor’	‘Says’	3
‘İsimleri’	‘Names’	3
‘Selamlaşma’	‘Greeting’	3

4.6.1.2. What kind of changes did the participants observed in children learning English?

The 10th question aimed to investigate the changes that participants observed on their children after their children started learning English at kindergartens or pre-schools. Total Word count in 10th question was 117. Out of 117 words, most used words were ‘says’ occurring 15 times, ‘English’ occurring 12 times, ‘learning’ occurring 10 times and ‘words’ occurring 14 times. Moreover, ‘self-confidence’ occurred 5 times. Thus it can be inferred that ‘says’ and ‘English’ are most used words beside ‘learning’ in English. ‘Self-confidence’ is also another case that the participants observed after their children started learning English at early ages.

Table 4.17.

Primary Keywords and Their English Counterparts Regarding the Answers Given to the 10th Question

Primary Keywords	English counterpart	Frequency
‘Söylüyor’	‘Says’	15
‘İngilizce’	‘English’	12
‘Öğrendiği’	‘Learning’	10
‘Kelimeleri’	‘Words’	7
‘Arttı’	‘Increased’	7
‘Özgüveni’	‘Self-confidence’	5

The Table 4.18. displays the frequency of observations noted by the participants. It describes whether the participants observed any changes in their children while they were learning English at school, if yes, how these changes were reflected by the children.

Table 4.18.

What Participants Observed in Children After Beginning to Learn English

Observed changes in children after beginning to learn English	Frequency	Line
I have not observed any changes.	25	1
He/she feels happy and amused while using English.	6	2
His/her self-confidence increased.	4	3
He/she sometimes uses English words.	4	3
His/her interest improved for foreign language.	4	3
He/she counts numbers.	3	4
He/she tells the colours of objects.	3	4
He/she sings English songs.	3	4
He/she asks the English counterparts of some of the words.	2	5
He/she makes distinctions between the languages.	2	5

Almost half of the participants stated that they did not observe any changes in their children while they learned English at school. 6 of the participants claimed that their children feel happy and amused while using English at home. 4 of the participants explained that their children's self-confidence improved due to English. Four other participants noted that the children sometimes used English words. Four other participants explained that they observed an increase on the interests of children towards learning English. 3 of the participants told that their children could count numbers in English, 3 other participants wrote that their children enjoyed telling the colours of the objects, and 3 of the participants revealed that their children sang English songs at home. Additionally, two of the participants noted that their children asked the English meanings of some of the words to their parents, and two of the participants revealed that their children could make a distinction between two languages- English and Turkish.

4.6.1.3. What do parents expect from foreign language teaching at school for their children?

As an open-ended question, 12th question investigated the expectations of participants from the school where their children learned English, calling attention to the details about the issue. The mostly used words for this question are listed in Table 4.19. Total Word count in 12th question was 313. Out of 313 words, most used words were ‘I want’, ‘a’, occurring 11 times, ‘English’ occurring 9 times and more” occurring 8 times. Thus it can be inferred that ‘I want’ and ‘a’ are most used words beside the word ‘English’. Additionally, ‘I expect’, ‘for’, and ‘good’ were used for 6 times. ‘In the life’, ‘education’, ‘in a way that’, ‘daily’ and ‘to learn’ occurred 5 times. In other words, these frequency words reveal that participants expect a good and qualified education for English at early ages.

Table 4.19.

Primary Keywords and Their English Counterparts Regarding the Answers Given to the 12th Question

Primary Keywords	English Counterpart	Frequency
‘İsterim’	‘I want’	11
‘Bir’	‘A’	11
‘İngilizce’	‘English’	9
‘Daha’	‘More’	8
‘Beklerim’	‘I expect’	6
‘İçin’	‘For’	6
‘İyi’	‘Good’	6
‘Hayatta’	‘In the life’	5
‘Eğitim’	‘Education’	5
‘Şekilde’	‘In a way that’	5
‘Öğrenmesini’	‘To learn’	5

In order to present a clearer outline of this question, a frequency analysis of the answers has been formed. The Table 4.20. displays the expectations of parents from English courses with expectation frequency and line in use.

Table 4.20.

Expectations of Participants From English Courses

Expectations of participants from English courses	Frequency	Line
I don't expect anything	19	1
building a sound substructure for learning English during early ages	7	2
Teaching based on application (Pratik)	6	3
making children enjoy and like English with songs and games	5	4
A permanent teaching process	4	5
an education that will maintain speaking in child's foreign language.	4	5
A consistent teaching process	4	5
a useful start for foreign language learning	3	6
teaching daily English	3	6
A more active teaching process	3	6
teaching basic words in English	2	7
What children can learn during preschool period	2	7
More course hours	2	7
A more systematic process for foreign language teaching	1	8
Attractive teaching techniques and materials	1	8
Making a distinction between English and Turkish	1	8
Being informed about the syllabus,	1	8
Being reported about their children's language development in the foreign language	1	8
a qualified English training by using proper methods and techniques for preschool period	1	8
Understanding what he/she hears	1	8

As it is displayed on the table, nearly half of the participants (19; N=56) do not expect anything from the school in teaching English to young learners. 7 of the participants (N=56) expressed that they expect a sound background for learning English in early ages. 6 of the participants (N=56) expect application in learning a foreign language. 5 of the participants (N=56) stated that they expect enjoyable English courses with songs and games. 4 of the participants (N=56) noted that they expect a permanent teaching process, an education that will maintain speaking in child's foreign language, and a consistent teaching process in foreign language learning. 3 of the participants (N=56) wrote that they have expectations for a useful start for foreign language learning, for teaching daily English, and for a more active teaching process in terms of

children. 2 of the participants (N=56) expressed that they expect teaching basic words in English, what children can learn during preschool period and more courses in a week. Other participants (N=56) individually noted that they expect a more systematic process for foreign language teaching, an attractive teaching techniques and materials, making a distinction between English and Turkish, being informed about the syllabus, being reported about their children's language development in the foreign language, a qualified English training by using proper methods and techniques for preschool period, and understanding what he/she hears.

As a more detailed outline for this question, some of the complete answers of the participants are described below in accordance with the reflections of the participants about their expectations from preschool education in which children are taught English. The answers have been translated by the researcher herself. In a general sense, the participants reflected that the children could make a distinction between what they hear. In other words, the children had better understand whether the words or expressions they hear are in English, in Turkish, or else. One of the participants expressed that she expects a stable training for learning English that will ease the daily life of her child. One of the participants expressed that he expects a permanent language teaching. The children should learn and not forget what they learn. In order not to forget, the education should be stable and consistent. Some of the participants expected the school to teach daily English. One of the participants expressed that she expects the school to teach basic words in English such as numbers, colours, names of objects, etc.

Some of the expressions of the participants are displayed below regarding their expectations on the issue:

“In fact, I had not had any expectations for English, but when my child began learning English at the kindergarten, I realised that it was possible for children to learn something in a foreign language. My child can count the numbers, and tell the colours of her toys. I expect a consistent education for English which will enable the daily life of children. I thank you for your support”.

One of the participants explained that he expects an education that will maintain speaking in English:

“Being able to speak in English is just what I expect from my child in foreign language learning”.

One of the participants wrote that he expected the school to build a sound substructure for learning English during early ages:

“Learning English at early ages can stand for a sound background for learning a foreign language”.

Some of the participants noted that it would be useful to start learning a foreign language at early ages. One of them wrote that:

“I don’t expect anything, but I feel that it will be beneficial. I want it to go on, because my child likes English”.

One of the participants revealed that she doesn’t know English and thus cannot help her son in English. She expressed her expectation noting that:

“I wish, we, parents could be informed about the syllabus of English courses at school and have the opportunity to learn English to be able to help our children more and more, as unfortunately I don’t know English, and can’t help my child on this issue”.

Some of the participants supported the use of English songs and games for teaching English to children. One of them expressed that:

“I expect the school to teach English in such a more enjoyable way that my child likes it. The courses should be serious, not superficial, just to complete the courses.”

Another participant noted that:

“A sound basis can be formed by singing and listening to songs and playing games”.

Some of the participants expressed that they expect a qualified English training by the use of proper methods and techniques for preschool period:

“The teaching should be learning based and as qualified as education in private schools in Turkey. Rote learning should not be used, and the levels of learners should be similar”.



CHAPTER FIVE

5. DISCUSSION

In this section, conclusions are drawn based on the previous remarks in the literature and findings from the qualitative and quantitative data obtained during the study and discussed relying on the findings of the study as well. The results will be handled and evaluated in terms of practical and pedagogical implications in teaching foreign language to young learners by using project based learning in preschools in Turkey. In accordance with the findings, suggestions will be made for further research. Firstly, the results based on the qualitative and quantitative data will be discussed by handling the research questions respectively.

5.1. Which methods and techniques are commonly used while teaching EFL to young learners in preschool education in Turkey regarding survey and telephone interviews?

For the purpose of investigating the conditions of foreign language teaching in preschools in Turkey, a telephone interview and a survey were applied. The discussion of the findings of the interview and the survey are presented in this part separately.

5.1.1. The results from the telephone interview

The consideration of the findings obtained from the telephone interview revealed some important points on the conditions of foreign language teaching to young learners in kindergartens and preschools in Turkey. Thus, the findings are discussed in this section.

With a general aim of investigating the present states in English teaching in preschools in Turkey, the telephone interviews were made with 30 preschools and kindergartens in Erzurum, Bayburt, Trabzon, and Kayseri through phone calls to the central of the schools. The interviewees were the masters of the schools and they were inquired about whether they had English courses for children; if yes, who teaches

English - the classroom teacher, or an English teacher; and which methods, techniques and materials they used for teaching English to young learners. The results showed that, most of the kindergartens had English courses for children, but some of the schools did not have English courses. At schools which included English classes for children, nearly half of the teachers were English teachers, but others were classroom teachers who had not required qualifications for teaching a foreign language. The findings also indicated that teachers generally used traditional methods and techniques for teaching English such as English songs, games, worksheets, pictures, and flashcards.

Taking the results of the interview into account, it is clearly understood that not all the schools include English courses for children at the classes. However, it is seen that most of the schools have English courses for their pupils. As a result, foreign language teaching is unsystematic at preschools in Turkey. This may result from the governmental applications which free preschools and kindergartens for foreign language teaching. Therefore, those schools may include or not include English courses on their own right. Moreover, this situation may cause unbalanced educational applications and opportunities for children attending to kindergartens or preschools in Turkey. However, it should bear more profitable results if foreign language teaching in preschool education becomes compulsory and well-programmed in Turkey.

Considering the results of the interview regarding the teachers who teach English to children, it is possible to see that some of the teachers who teach English are not English language teachers, but classroom teachers. The main reason why foreign language teaching at preschool education is unstable is again most probably due to the fact that there is not a systematic designation for teaching English to preschool children in Turkey. As another misapplication in foreign language instruction in a country where foreign language teaching is considered to teach just colours and numbers, even employing classroom teachers who do not have the required qualifications and pedagogy for foreign language teaching, it may completely cause a fiasco rather than an effective teaching. As Bayyurt (2010) suggested, foreign language should be taught by qualified language teachers who have the ability to apply the required pedagogy on the related issue.

The results of the interview also revealed that foreign language teaching is not well-arranged and common all around the country. Some of the pre-primary schools may include English classes for their pupils, some may not. This inconsistent condition may result from the government's free designations for preschool in foreign language teaching. Additionally, there is a syllabus designed by the Ministry of National Education for English courses; however it is related to private preschools and kindergartens. Hence, this unsystematic and unstable condition for foreign language teaching during preschool education may cause fluctuations in the levels of children understanding the foreign language when they begin learning it at primary schools under compulsory or elective foreign language courses. Moreover, as it was discussed in Bozavlı (2015), students who began learning English at 2nd grade have difficulty in reading and writing a foreign language of which pronunciation and spelling are far different from their native language. However, as it is revealed by Haznedar (2003), initiating foreign language teaching during preschool education may widen the borders of children providing them to understand events, to meet them with different cultures, and to realize their own culture by comparing it with others and as a result, causing children behave respectfully and tolerantly. Thus, programming a well - designed syllabus and courses for teaching EFL to young learners attending to preschools and kindergartens may be more effective.

When it comes to the methods and techniques used in teaching English to preschoolers; preschool activities, cartoons and songs in English, and games are among the mostly used techniques in foreign language teaching to young learners as the findings display. At the same time, flashcards and pictures are mostly used materials preferred for the same purpose. However, as a useful method preferred for teaching a foreign language for beginners, TPR is used by less than half of the teachers, and it is clear that PBL is not applied at most of the classes.

Several previous studies clearly emphasized the benefits of PBL in EFL context (Baş & Beyhan, 2010; Beckett,2012; Blumen et al., 1991; Çabuk & Haktanır, 2010; Çırak, 2006; Katz and Chard, 1989; Köroğlu, 2011; Thomas,2000; Türker, 2007; Yıldız, 2009). Conversely, the interview results in the current study revealed that most kindergartens in Turkey do not include project based learning in their EFL curriculum, instead they commonly use traditional methods and techniques, some preschool

activities, and other audio-visual materials for EFL instruction. Furthermore, PBL is fairly lower than expected: Kindergartens use PBL only for %3 (N=30). The underlying reason of this critical panorama may be that teachers must be unaware of the benefits of using Project Based Learning in teaching a foreign language to young learners. Some teachers may refrain from using PBL in classes due to work load struggled during the implementation. Moreover, some of the limitations of PBL may confine its use. Factors such as the physical organization of the school, time limitations, the integration of the projects into the syllabus, and the performance and motivation of teachers may restrict its implementation at schools and maintain the use of more traditional methods and techniques without going beyond the ordinary.

As a result, when PBL is not preferred, then it may result in passing over the benefits and advantages of more effective learning conditions in terms of students. However, motivating the students, PBL is regarded as an effective teaching method which provides an active involvement and cooperation process during the study (Trepainer-Street, 1993; Thomas, 2000). Hence, instead of insisting on traditional methods and techniques which do not provide much effective and constructed learning, it is highly recommended for language teachers to include PBL implementation for their classes in teaching a foreign language.

5.1.2. The results from the online survey

Aiming to investigate which methods, techniques, and materials are used by English teachers in teaching English to young learners in Turkey, an online survey was conducted to 150 English teachers teaching English to pre-schoolers. The results revealed some common points in defining traditional methods and techniques used in foreign language teaching in Turkey besides providing data about the using frequency of methods and techniques, and the views of the participants on the effectiveness of methods and techniques they use in their classes.

As the findings suggest, participants commonly use TPR as a foreign language teaching method. The main reason may be that TPR is frequently preferred for foreign language teaching for beginners especially for children due to the fact that coordinating speech and action, it provides natural learning conditions (Larsen-Freeman, 2000;

Richards & Rodgers, 2001). Natural learning is essential for foreign language learning as it provides implicit learning especially for children. (Krashen, 1982). As revealed in the findings, songs, drama, animations, pronunciation exercises, games, and fairy tales and stories are most frequently used techniques in teaching English to preschool children. The main reason for the preference of these techniques may result from the fact that these are at the same time commonly used techniques during preschool period. Similarly, according to the findings, course books and flashcards are frequently used materials in English classes for young learners. However, as the findings reveal, project based learning is not preferred at all, only 3% of the teachers (N=150) reported that they used PBL in their language classes. Some of the participants stated that they regard it useful, but most of the participants revealed that they do not use PBL in foreign language teaching to young learners. Although, other mentioned traditional methods and techniques are commonly preferred by the language teachers, PBL is used least frequently. The main reason for not implementing PBL may be due to avoidance of teachers because of the limitations of the method as mentioned above. However, using more constructivist approaches such as task based, theme based, or project based syllabus are strongly recommended (Bayyurt, 2010). The activities should attract the attention of children, providing appropriate and useful learning preferences for teaching, differentiating methods and techniques according to the age and necessities of the learners. In accordance with these suggestions, studies on the effectiveness of PBL show that students learn more effectively and are more active and successful in foreign language learning when they are taught through PBL (Baş and Beyhan, 2010; Çabuk and Haktanır, 2010; Çırak, 2006; Köroğlu, 2011; Türker, 2007; Yıldız, 2009;).

Thus, organizing and programming seminars, conferences, or campaigns that describe PBL in all aspects for language teachers may be a useful way of overcoming these limitations. Instructional principles may be defined in details and the use of PBL may be supported.

5.2. Is there a relationship between observation scores and exam scores? If so, is there a difference between learner performance between experimental and control groups regarding observation checklist?

Organized around the main research questions, the discussion of the relationship between observation scores and exam scores is presented under this heading. References to the relevant literature are also involved by making comparison between the present study and the previous research.

In order to investigate the influence and effectiveness of using PBL in teaching foreign language to young learners, a control group and an experimental group were designed. The experimental group had English courses primarily based on PBL, and subsequently, the control group had English courses based on a variety of traditional methods and techniques. Aiming to obtain more reliable results in terms of findings, both groups were observed by the researcher during the process and two different observation checklists that were adapted from their original form was used. Similarly, the learners were tested at the end of each week after the implementation of courses with PBL and traditional approaches. After the completion of the process, the scores of observation checklists and average exam scores were correlated.

Correlating the scores of observation checklists and average exam scores, a relationship between learner exam scores and their attitudes throughout the courses were found as it was hypothesized.

The results showed that there was a strong positive association between observation scores and exam performance. So, it is possible to note that more active learners scored better in exams while passive ones were mostly less successful. Focusing on the effect of instruction on observation checklist scores, results showed that the performance of the children in Project based classes was much better than the performance of the children in traditional classes.

In order to compare the effect of instruction on observation scores both in English courses with project based learning and with traditional methods and techniques, an independent – samples t-test was conducted. The results revealed that there is a significant difference between observation results in the control group which had traditional courses and observation results in the experimental group which had

PBL in their classes for conditions. These results suggest that there is a difference in scores between observation results in the control group and the experimental group.

The relevant literature on the instruction has showed that the implementation of PBL brings potential benefits to the process of language education. (Baş and Beyhan, 2010; Beres, 2011; Blemenfeld, et. al, 1991; Chard, 1999; Çabuk and Haktanır, 2010; Çırak, 2006; Hilvonen and Ovaska, 2010; Koroğlu, 2011; Thomas, 2000; Türker, 2007; Yıldız, 2009). Maintaining active engagement of students and cooperation among the participants, PBL was proved to be an effective teaching method in foreign language learning.

Basing her study on a purpose of investigating the effectiveness of PBL in EFL context, Çırak (2006) found that making projects increased the achievement level of the 2nd grade students and enabled them for socializing and learning from each other during the implementation. Underlining the importance of speaking abilities of students in English courses, in her study with 10th grade students, Türker (2007) found that courses with project based learning revealed better results in terms of improving speaking abilities in foreign language classes. Additionally, the study also revealed that students felt more enjoyable by making investigations, using technology, and making presentations in PBL activities.

In order to demonstrate the difference between using PBL and traditional method in teaching vocabulary in EFL classes of 6th grade students, Yıldız (2009) conducted a quantitative quasi-experimental study and found a significant difference between the scores and PBL was found to be more effective in vocabulary teaching to related students.

In a similar vein, in another study conducted to 5th grade students in order to investigate the effects of multiple intelligences supported PBL and traditional foreign language teaching environment on the achievement and attitude of students towards English lesson, Baş and Beyhan (2010) found that activities based on multiple intelligences were more effective in the positive development of the students' attitudes. The study also revealed more successful and highly motivated students on behalf of multiple intelligences supported PBL method.

Approaching the issue from a different point and focusing on the effect of PBL method and portfolio assessment applied together on foreign language reading and writing skills of high-school students, Koroğlu (2011) found that on using PBL and portfolio assessment separately, students' reading and writing skills in English developed; however this development was more positive on condition that these methods were used together.

The current PhD. Thesis confirmed previous related research in the area that using PBL for teaching English revealed more effective results than the use of more traditional methods and techniques. The current study is similar to the previous studies in aiming to teach EFL. The results of the previous and the current study revealed similar conclusions in terms of the effectiveness of the method itself and other advantages it brought to the instruction atmosphere of English courses. The study examined a different area in EFL by studying with preschool children. Although foreign language teaching to young learners requires the use of related applications of teaching pedagogy in EFL to preschool children, PBL proved to be a useful and effective method for EFL teaching to young learners.

Based on the results of these studies, it is possible to claim that using project based approach in foreign language teaching can be useful and effective in almost all areas of foreign language teaching and for any levels of learners. The results also show that there is a strong relationship between active engagement during the foreign language courses and effective language learning. The main reason why PBL is such an effective method lies in these results that foreign language learning requires active engagement of learners during the process by taking the attention of the learners to the products or artifacts through which students learn by doing in an authentic environment, having the chance of planning, making presentations on the project, and evaluating the process themselves.

Consequently, it is surely advisable that PBL can be used for teaching foreign language to students with a variety of opportunities during the process. As it was stated, students may work in an environment which enables them for active engagement and cooperation, investigating and searching for solutions, producing artifacts and presenting them to their classmates and/or to a group of audiences which also helps

them socialize and gain confidence through foreign language classes that are project based. In fact, that's why PBL can also be implemented in foreign language teaching for young learners. Children learn better when they are active, and language learning necessitates an active process. Similarly, artifacts, which are frequently used during activities at pre-schools are also produced during the PBL process. Thus, taking the advantages and effectiveness of PBL into account, implementing projects based on PBL seems to be an effective method for foreign language teaching to young learners.

5.3. Is there a statistical significance between control and experimental group in terms of exam scores and EFL development in 8 weeks?

In this part, whether there is a statistical significance between control and experimental group in terms of exam scores and EFL development in 8 weeks is discussed regarding the findings. In order to reveal the effectiveness of instruction based on PBL in experimental groups on longitudinal learner development, a repeated measures ANOVA was conducted with one factor including 8 weekly exams and a between subjects factor as type of instruction.

According to the descriptives, total week average experimental group performance was observed to be higher than that of the control group in all weeks. Thus, commonly, it is clear that the descriptives of repeated measures reflected a stable dominance in the exam scores of experimental group in which vocabulary was taught by project based learning. It is certain that the instruction type has a significant effect on exam performance and learning throughout 8 weeks of instruction. Thus, it can be concluded that experimental group scored higher and performed better throughout 8 weeks of instruction than the control group did. To put it in other words, according to the exam scores, the group that was instructed by PBL performed better than the other group that was instructed by using traditional methods and techniques in teaching foreign language vocabulary to young learners.

The underlying reason for this performance may be due to the instruction principles of PBL for foreign language teaching even to young learners. As PBL presents an active process for learners provided with many visual materials enabling learners to remember the items to be learnt and with opportunities of cooperation and

active involvement during the steps of PBL, a more favourable and effective learning occurs in terms of learners. Thus, it is repeatedly suggested that PBL should be integrated into foreign language courses and should be preferred more frequently by the language teachers. Learners may enjoy the process by engaging in the activities, by making investigations, by producing artifacts, and/ or by presenting the project to their classmates or to audiences. Another reason underlying the success of PBL may be that, in PBL learners learn by doing, that is another effective principle in learning. Moreover, a more natural environment is created by PBL activities during the courses supporting a natural learning of environment in terms of children.

5.4. What do families think about age of starting English and what are their stances towards learning English in early ages?

This part includes the discussion of the findings about the views of parents on foreign language learning at early ages. In order to investigate the approaches of families towards learning English in preschool education, a questionnaire with 12 questions was applied to 56 participants who have children attending to a preschool programme and have English classes at their schools.

In the first question, the views of parents on the necessity of English classes in preschool period were inquired. As the results reveal, a great number of the parents think that English is necessary and should be taught to children during preschool period. The average scores related to the starting age for English is found about '4.5' ages for young learners, with '3' ages representing the minimum age and '6' representing the maximum age. The greater emphasis on starting age of foreign language involves various views, depending on the sequence of learning and the opportunities or the conditions of the learners. As the relevant literature shows, a foreign language can be learnt simultaneously, or subsequently, that is, after the settlement of the mother tongue. (Mc Laughlin, 1978; Saville-Troike, 2006). Under these conditions, the starting age may differ. On the other hand, on learning a foreign language at a classroom environment under compulsory or elective courses, different countries apply different procedures for teaching a foreign language to children. On considering the accounts of the critical period for learning a foreign language (Birdsong, 1999), it may seem plausible to begin teaching foreign language to young learners as early as preschool

education, but bearing in mind that the children should be exposed to teaching based on natural approaches as much as possible. Accordingly, using PBL for foreign language teaching to young learners may bear favourable results regarding the natural use of the language during the process.

Another group of questions (questions 3,4,6,7,8,9,10) interrogated the stance of parents towards teaching English in early ages relying on their views and observations on their children's use of English language at home. According to the results, almost all of the participants regard English as a necessary course for young learners. Among the participants, most of them want to take active roles in teaching English to their children. The underlying reason for viewing English courses necessary during preschool period may result from the fact that there is a common need for learning a foreign language. Knowing a foreign language -especially English as a lingua franca- is regarded as an important qualification for economic, occupational and educational reasons. Thus, it can be concluded that the participants are aware of the possible benefits of learning a foreign language.

They also feel that the earlier the children begin learning English, the better they learn. Thus, most of the participants stated that they would like to take active roles in teaching English to their children. However, as the related literature shows that, some of the researchers evaluate the age factor from different points (Brown, 2006; Ellis, 2008; Gass, 2013) focusing their attention on the performance of the learners. The group of researchers who proposed that starting to learn a foreign language would produce more effective results in phonology of the target language, claimed that it would also result in a nativelike pronunciation (Brown, 2006). Some of the studies revealed that adult learners performed better in structural areas benefiting from the grammatical explanations and deductive thinking (Ausubel, 1964; DeKeyser, 2000). Thus, bearing the implicit and explicit learning distinctions for young learners and adult learners in mind, the critical period should be taken into account in order to design the most proper and effective system for teaching a foreign language to young learners.

Most of the parents declared that they knew English as a foreign language; but some of them declared that they do not know English. These comparable cases might be indirectly attributed again to the education system itself, stemming from unsystematic

applications in foreign language teaching in the previous years in Turkey. However, it is hopeful that at present, foreign language teaching starts from the 2nd grades and it is among the compulsory courses in the system of Turkish National Education. Thus, the forthcoming posterity is hoped to learn at least a foreign language that will enable the citizens for using a foreign language and for international communication and interaction. It is also worth mentioning that, citizens generally regard foreign language as an important attribute necessary for occupational and educational reasons, they may even start learning at least a foreign language after so many years of graduation from high schools or post-graduates.

As the findings reveal, a favourable percentage of the participants (% 60,7) claimed that they share their experiences with their children in English. In general, parents are more aware of the education process and support their children in almost all areas of education. There needs to be a steady connection between school, the parents, and the success rate of the students in order to set a sound basis for cognitive, social and language development of children (Küçük, 2006). Thereof, parents try to do their best to help their children, especially in an issue as English that is necessary and essential for their educational start.

That people regard foreign language learning as valuable is a pleasing condition in terms of the support they add to the language process. Nevertheless, the study also revealed that some of the participants do not feel any necessity for foreign language learning. This kind of views may result from some different viewpoints which reflect the national or ego-centrist approaches of the participants.

A great percentage of the participants (70 %, N=56) stated that their children use English at home. It is possible to observe children using what they learn at school. Thus, if they know English, it is advisable for parents to support their children at home on foreign language learning.

On their observation about appreciable changes after their children began learning English, more than half of the participants revealed that they had not realised any change in their children after the children started learning English. This may stem from ineffective teaching applications or it also may be a sign of a silent period for children learning a foreign language at early ages. Thus, it can be stated that the claims

of some of the researchers that a silent period can be realised in learning a foreign language can also be conferred from the remarks of the participants on this issue. The silent period is a process during which learners avoid production in the target language and it can be observed during foreign language learning as it is basically seen in first language acquisition (Ellis, 2008; Saville-Troike, 2006). On that account, for the latter possibility, it is recommended for teachers and parents to keep calm and be patient as silent period is a sign of stocking knowledge that will be reflected in near future. However, for the first possibility, the reasons may be varied including the classroom environment, the effectiveness of the methods and techniques used, the materials utilized, the language teacher, and the interests of the children etc. In such a condition, all above-mentioned factors ought to be looked over and when needed, radical changes should be made regarding the resource(s) causing the problems.

5.5.1. What are the expectations of parents from teaching EFL to young learners at early ages at pre-primary education?

Focusing on the status of families regarding their proficiency in English, this question gives descriptive information about the expectations of participants on what they expect from the language education programmes to teach English to their children at preschool.

The results showed that, there are some participants who do not know English. Thus those participants are unable to help and lead their children while they learn English. They are just able to supply the required materials and maintain opportunities in order to contribute to the learning process of their children.

On family members who know English, the results indicated that, there are some family members- the elder sisters and brothers of the children, the mother or the father of the children, or the parents- who know English and they noted that the children commonly got help from those members who have sufficient knowledge as to help or lead them in English.

On the expectations of participants, what is commonly stated is that participants are likeminded that children are able to learn a foreign language when proper conditions are designed for a successful and effective learning atmosphere.

The examination of the findings on the related issue revealed that participants generally feel that children are able to learn dialogues, songs, words, and short speech easily. Thus, if they are good at English, it is suggested that parents can contribute to their children's foreign language development by enabling them rehearse what children learn about the related topics at school. For this case, parents can be informed of the syllabus of the education period. They can be introduced what is aimed for learning, how children can accomplish better, and what can be done more in order to strengthen the relations between parents and school.

Just one of the participants thinks that children can learn just dialogues. Another participant thinks that children are able to learn *songs, words, and short speech*. Two of the participants think that children can learn *dialogues and words, songs and short speech*, and *dialogues and songs*. Very few of the participants think that children are able to learn *dialogue, songs and words*. Some of the participants think that children have the ability to learn *songs and words* in a foreign language during early ages. About one fifth of the participants think that children can learn words such as the names of colours and numbers. Nearly half of the participants think that children can learn all of those areas described. None of the participants claimed that children can learn just *songs*, and just *short speech*. None of the participants wrote any other probable areas for children that they are able to learn in English.

As to the findings on what children use at home in English, it is revealed that, children commonly count numbers and tell the colours of the objects besides using other simple words. Additionally, the children are observed to greet family members with greeting expressions in English. Thus it can be conferred that children say the words that they learn at school.

On findings about the investigation on changes that participants observed on their children after they started learning English at kindergartens or pre-schools, parents commonly revealed that the 'Self-confidence' of their children increased. However, almost half of the participants stated that they did not observe any changes in their children while they learned English at school.

In general the participants confessed that their children felt happy and amused while using English at home, the self-confidence they observed in their children

improved due to English, the children sometimes used English words, they observed an increase on the interests of children towards learning English. Moreover, they asserted that their children could count numbers in English, enjoyed telling the colours of the objects, and sang English songs at home. Additionally, two of the participants noted that their children asked the English meanings of some of the words to their parents, and two of the participants revealed that their children could make a distinction between two languages- English and Turkish.

As an open-ended question, 12th question investigated the expectations of participants from the school where their children learned English, calling attention to the details about the issue. As it was revealed in the findings, nearly half of the participants do not expect anything from the school in teaching English to young learners.

However, the participants generally expressed that they expect a sound background for teaching English in early ages, enjoyable English courses with songs and games, a permanent teaching process, an education that will maintain speaking in child's foreign language, and a consistent teaching process in foreign language learning. Some other participants wrote that they have expectations for a useful start for foreign language learning, for teaching daily English, and for a more active teaching process in terms of children. They also expressed that they expect teaching basic words in English, what children can learn during preschool period and more courses in a week. Other participants individually noted that they expect a more systematic process for foreign language teaching, an attractive teaching techniques and materials, making a distinction between English and Turkish, being informed about the syllabus, being reported about their children's language development in the foreign language, a qualified English training by using proper methods and techniques for preschool period, and understanding what he/she hears.

When the findings are examined, it is clear that parents expect a qualified and a consistent education that will prepare their children for the future, an education that will maintain the practical use of abilities such as speaking, a sound substructure for learning English during early ages, an enjoyable teaching process with songs and games, a qualified English training by using proper methods and techniques for preschool period.

Previous investigations on the stance of parents about teaching EFL to young learners revealed that, parents are generally in favour of foreign language teaching at pre-primary education in Turkey. (İlter & Er, 2007; Küçük, 2006). Aiming to investigate the viewpoints of parents on EFL teaching at preschool education in Turkey, the current study also revealed that parents support foreign language teaching at pre-primary education and expressed their expectations for a more favourable and effective learning environment for their children. Parallel with the findings and suggestions of the previous research, the current study also reached plausible conclusions for teaching EFL to young learners, especially by the implementation of PBL, instead of using more traditional methods and techniques.

To sum up the discussion of the findings, it can be recapitulated that the consideration of these findings and relevant discussion and suggestions can help the revision and evolvement of the language teaching process for young learners and; as a result, increase learner motivation and success as well as meeting the demands of not only the learners and teachers but also the parents.

CHAPTER SIX

6. CONCLUSION

This chapter presents a summary of the study including the methodology and the results. It also involves pedagogical implications based on the findings of the study and the previous literature regarding the issue. It ends up by suggestions for further research in the area.

6.1. Overview of the Study

The study was conducted with the aim of exploring and evaluating the effects of using Project based approach in teaching English vocabulary to young learners compared to using traditional methods and techniques. The study also aimed to identify traditional methods, techniques, and materials used in teaching English to young learners at pre-primary schools in Turkey. Additionally, the study investigated the views and expectations of parents on foreign language teaching to young learners at preschool education.

The data were collected through a survey applied to foreign language teachers who teach English to young learners, the analyses of the observation checklists, telephone interviews to thirty pre-primary schools in Turkey, tests applied to children who learn English at two different pre-primary schools, and a questionnaire with parents.

The results revealed that foreign language teachers who teach English at pre-primary school mostly use traditional methods and techniques for teaching English to young learners and they rarely use Project based approach in teaching English. As the results of the telephone interviews reveal, foreign language at pre-primary education is not systematic and stable. The children who were taught by PBL instructions performed better than the children taught by the use of traditional methods and techniques and there was a significant relationship between the observation scores and the test results. The parents that were questionnaired on their observations, views, and expectations

about foreign language teaching at pre-primary education revealed that they observe some changes in their children after they started learning English at kindergarten, they find English courses at early ages necessary and useful in terms of preschool children, and they expect a more enjoyable, dynamic and consistent teaching programme.

6.2. Pedagogical Implications

This section provides information based on the results of the current study with implications that are expected to contribute to the literature on foreign language teaching to young learners and using PBL in teaching EFL.

The results revealed that although private preschools include English classes for children, at public schools, English is included as a course starting from the 2nd grades at primary school. Some of the public pre-primary schools may include English classes under the name of 'Training Clubs' if the school master approves and provides opportunity for English courses. As discovered by the results, some of the schools employ classroom teachers for English classes instead of English Language teachers, thus English is taught by those who have insufficient qualifications for teaching a foreign language to young learners. This forms a big gap between learners who are taught English by classroom teachers and those who are taught English by language teachers. Accordingly, at pre-primary schools that include English classes for young learners, generally traditional methods and techniques are implemented. As revealed by the results, PBL is not preferred by almost all of the teachers who teach English to young learners. However, proved by the implementation results, PBL is an effective approach for vocabulary teaching in English. It also provides a wealthy input including the natural use of language, imperatives during the activities, dialogues between the teacher and the children. Furthermore PBL promotes active involvement of the children and increases motivation and cooperation among learners. Children also enjoy the product/ artifact that are produced during the process. As revealed by the parents, PBL enables socializing and gaining in self-confidence in terms of children. The reason why PBL is not much implemented during foreign language classes may result from unawareness of teachers about the effectiveness and contributions of implementing PBL. Therefore, seminars can be organized for informing instructors on the usefulness of implementing PBL in teaching English to young learners. Those who use PBL in

their classes shall share their experiences and suggestions on how to utilize PBL in the best way. Although there are so many web sites just designed around the use of PBL, (pblworld.org; bie.org.; prekinders.com, etc.), more descriptive ads and links can be shared by the users and authorities. When PBL is integrated into the syllabus of English courses for young learners, it can improve the motivation and active involvement of children which also promotes more effective learning in foreign language vocabulary or other areas. The process of PBL not only provides vocabulary use, but also involves dialogues, imperatives, feedback, and scaffolding. As a result, using PBL may promote foreign language learning during pre-primary school in many ways.

Learning a foreign language necessitates an active process with more social and motivated learners willing to communicate during the classes. As the observation results display, children are more active during the classes with PBL; however they are less active in classes with more traditional methods and techniques. As it is revealed in the literature, PBL can be applied to all grades of students from Pre-primary education to high school. There is also evidence that PBL is an effective approach that can be used in English classes. Providing an active process of learning, PBL attracts the attention of students with the roles given to all of them, and promotes cooperation among those students. Furthermore, as young learners need a natural atmosphere that maintains implicit learning for second language acquisition or foreign language teaching, children can be exposed to the language for more effective learning during the activities built around the projects. Hence, considering the effectiveness of PBL in teaching English vocabulary to young learners, it can be offered that PBL approach should be integrated into English courses designing a well-planned implementation process.

The findings of the implementation elicit that teaching English vocabulary through PBL ensure more successful scores than teaching English vocabulary by the use of more traditional methods and techniques. PBL is an outstanding approach as it is applicable to all grades of learners and almost in all areas of education. It provides an active process for children enabling them to cooperate with each other, and motivating them through the activities and with a product that is presented by children to real audiences. In essence, PBL supports learning by doing- that is one of the most effective learning principles. The current study investigated the effects of PBL on foreign

language vocabulary for young learners, however other areas of foreign language teaching can be investigated with learners from different grades during longer periods.

Another significant point relating to the issue is that English Language Training Programmes at universities include a course in the name of ‘teaching English to young learners’, but the process contains pedagogical descriptions, not pedagogical applications in the area of foreign language teaching to young learners. Consequently, the post-graduates of these programmes have little or no chance of teaching English to preschool children. When they are obliged to work at a pre-primary school, they start from the beginning with little or no experience on the area. Thus, it would be advisable to provide those students who are trained at English Language Training Departments with the opportunity of experiencing foreign language teaching at pre-primary schools.

As revealed by the views of most of the parents, teaching English to young learners is favourable and attractive. Some of the parents revealed that they are not in favour of foreign language teaching to young learners stating that it would be difficult for children to learn at such an early age. However, there is evidence in the literature that learning a foreign language at early ages produces positive outcomes providing implicit learning opportunity for children. As another case revealed by parents, children just learn numbers and colors in English, and it is regarded that English teaching at early ages means teaching numbers and colors. However, as introduced in the literature, foreign language teaching process is a combination of various pedagogical implementations. Hence, it is significant to suggest that a sound and stable system for teaching English to young learners should be set by the authorities. In this way, proved by the implementations, integrating PBL may create more natural and effective learning environment in terms of learning English. Not classroom teachers, but just foreign language teachers should teach English as a foreign language.

It is also essential to consider the views and expectations of parents whose children learn EFL at pre-primary schools. As displayed by their views, they are in favour of well programmed and stable English courses for young learners with suitable and enjoyable activities. They expect a consistent and balanced teaching opportunity for all children attending to preschools or kindergartens in Turkey. Taking the stance of the parents into account, it is possible to suggest that a consistent language programme

should be designed and integrated into the syllabus of pre-primary education for all private and public preschools and kindergartens in Turkey, supplied with the employment of foreign language teachers for teaching English to young learners.

To sum up the pedagogical implications, it is surely definite that PBL is an effective approach in teaching foreign language vocabulary and in integrating learners into the process of learning by doing. The learners are observed to be more motivated and successful in PBL process than the process of learning through more traditional methods and techniques. As parents are in favour of teaching English to young learners with more enjoyable and effective teaching procedures, integrating PBL is a much more appropriate approach regarding the views and expectations of parents.

Last but not least, teaching English to young learners should not be restricted to private pre-primary schools children, but the same chance should be endowed to public pre-primary school students. With a well-designed syllabus that also involves PBL approach, English should be taught to young learners by qualified English language teachers with an ongoing interaction with the parents of the children.

6.3. Implications for Further Research

This part includes suggestions for further research pertaining to the issue. First of all, the context of the study can be expanded. The application can be re-implemented in different contexts with different number of students in a longer period. It is plausible to implement PBL in all grades of learners to prove better conclusions on the effectiveness and usefulness of PBL. The questionnaire, survey, and interview can be applied to more participants relating the issue. The views and experiences of foreign language teachers on using PBL can be investigated.

Furthermore, the current study investigated the effectiveness of vocabulary teaching in EFL classes to young learners with the use of PBL. Henceforth, as a suggestion for further research, it can be recommended that the implementations of PBL in different areas of foreign language teaching to young learners can be investigated in more different contexts. The effects and contributions of PBL in speaking and listening in English can be examined. Teaching some of the grammatical forms can be investigated in PBL classes.

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APPENDICES

APPENDIX A. Beginner English Student Progress checklist, Eight week grading period, Week -1 (fruits)

In English class, the child can:

	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C1 0	C1 1	C1 2	C1 3	C1 4
Identify pictures of fruits														
Tell the names of the fruits														
Pin on the fruit s/he hears														
Select fruits heard														
Sing songs with actions related to fruits														
Name fruits														
Sing songs about fruits														
Express preferring a favourite fruit														
Paint the fruits heard														

Student indicators:

1 = some of the time

2 = most of the time

3 = all of the time

APPENDIX B. Quick and easy observation in a preschool: Children's passive and active foreign language skills

The table refers to receptive and productive L2 skills in a preschool learning English as a foreign language.

Week

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14
Receptive L2 skills in the preschool	Child contacts to the teacher														
	Child knows greetings and politeness formulae														
	Child asks for support														
	Child likes to have activities														
	Child communicates with the teacher														
Active L2 knowledge in the school	Child sings songs / rhymes/ finger games , etc														
	Child imitates single L2 words/ phrases														
	Child communicates with other children in the L2 (single words or L2 gibberish)														
	Child acts as a translator														
	Spontaneous L2 utterances														

This observation checklist, which has been adapted by the researcher, was developed by Esther Eufinger, Cornelia Otto- Neugebauer, Friederike Schulz-Schneider (preschool "Beseller Alle" Kiel, Germany) and Anja Steinlen, in collaboration with the city of Kiel, Germany (2008).

Never	Seldom	Sometimes	Often
1	2	3	4

APPENDIX C. Vocabulary Lists aimed to be learned in the Experimental and The Control Group

Week 1	Week 2	Week 3	Week 4
<i>Fruits</i>	<i>Occupations</i>	<i>Sea animals</i>	<i>Clothes</i>
Apple	Baker	Crab	Coat
Banana	Cook	Dolphin	Dress
Cherry	Driver	Fish	Jeans
Fig	Farmer	Octopus	Pants
Grapes	Nurse	Shark	Shirt
Orange	Singer	Shell	skirt
Peach	Soldier	Starfish	Suit
Pear	Teacher	Whale	Vest
Week 5	Week 6	Week 7	Week 8
<i>Accessories</i>	<i>Parts of a house</i>	<i>Vehicles</i>	<i>Body parts</i>
Glasses	Chimney	Bike	Ears
Gloves	Door	Bus	Eyes
Hat	Fences	Car	Head
Scarf	Garden	Crane	Knees
Socks	Gate	Plane	Mouth
Shoes	Pool	Ship	Nose
Tie	Roof	Train	Shoulders
Watch	Window	Truck	Toes

APPENDIX D. COCA analysis frequency results of the vocabulary used in the courses

Week	Number	Fruits	Letter Numbers (3-8)	COCA Frequency (2000-...)
1	1	Apple	5	19467
	2	Pear	4	2245
	3	Peach	5	3286
	4	Banana	6	4462
	5	Cherry	6	7643
	6	Orange	6	24996
	7	Grapes	6	3872
	8	Fig	3	12922
Week	Number	Occupations	Letter Numbers (3-8)	COCA Frequency (2000-...)
2	1	Teacher	7	76883
	2	Soldier	7	14835
	3	Nurse	5	17685
	4	Farmer	6	9143
	5	Singer	6	13849
	6	Cook	4	36357
	7	Baker	5	15418
	8	Driver	6	29471
Week	Number	Sea animals	Letter Numbers (3-8)	COCA Frequency (2000-...)
3	1	Shark	5	4783
	2	Dolphin	7	1756
	3	Whale	5	5887
	4	Shell	5	12753
	5	Crab	4	4166
	6	Frog	4	3500
	7	Seal	4	8321
	8	Coral	5	4334

Week	Number	Clothes	Letter Numbers (3-8)	COCA Frequency (2000-...)
4	1	Shirt	5	23087
	2	Skirt	5	8420
	3	Jeans	5	11818
	4	Dress	5	31745
	5	Coat	4	20002
	6	Sweater	7	5552
	7	Suit	4	29985
	8	Vest	4	3197

Week	Number	Accessories	Letter Numbers (3-8)	COCA Frequency (2000-...)
5	1	Gloves	6	8569
	2	Socks	5	6335
	3	Shoes	5	26953
	4	Hat	3	19759
	5	Glasses	7	15162
	6	Scarf	5	3749
	7	Tie	3	17324
	8	Watch	5	76068

Week	Number	Outer parts of a house	Letter Numbers (3-8)	COCA Frequency (2000-...)
6	1	Roof	4	18623
	2	Path	4	31905
	3	Garden	6	41125
	4	Pool	4	25230
	5	Gate	4	15991
	6	Door	4	135920
	7	Window	6	60042
	8	Fence	5	13112

Week	Number	Vehicles	Letter Numbers (3-8)	COCA Frequency (2000-...)
7	1	Car	3	128987
	2	Ship	4	32210
	3	Bike	4	17430
	4	Train	5	32943
	5	Plane	5	31410
	6	Bus	3	27560
	7	Truck	5	29837
	8	Crane	5	4145

Week	Number	Body Parts	Letter Numbers (3- 8)	COCA Frequency (2000-...)
	1	Ears	4	18135
	2	Eyes	4	167132
	3	Head	4	203170
	4	Knees	4	15714
	5	Mouth	5	48515
	6	Nose	4	26289
	7	Shoulder	8	23472
8	8	Toes	4	6910



APPENDIX E. Telephone interview questions

Question 1: Do you have classes for children between the ages 5-6?

Question 2: Do you have English classes for this age group?

Question 3: If yes, who teaches English to the children, an English language teacher, or a classroom teacher?

Question 4: How many English classes do you have for these children in a week?

Question 5: Do you utilize course books in your English classes?

Question 6: Which methods and techniques do you use for teaching English to young learners?

Question 7: Which materials do you use for teaching English to these young learners?

Question 8: Do you use Project based learning in teaching English to young learners?

APPENDIX F. Survey questions

1. Anaokulunda İngilizce Öğretim yöntemi olarak 'Proje Tabanlı Öğretim Yöntemi'ni ne sıklıkla kullanıyorsunuz?

HER ZAMAN	ARA SIRA	NADİREN	HİÇ

2. Eğer kullanıyorsanız, 'Proje Tabanlı Öğretim Yöntemi'nin ne kadar faydalı olduğunu düşünüyorsunuz?

ÇOK FAYDALI	FAYDALI	KULLANMIYORUM	FAYDASIZ

3. Lütfen İngilizce derslerinde kullandığımız yöntem ve teknikleri işaretleyiniz. (Birden fazla işaretleyebilirsiniz?)

TPR	Oyunlar	Flaşkartlar	Animasyon filmler	Kitap	Drama	Şarkılar	Proje Tabanlı Öğrenme	Telaffuz çalışmaları	Masallar ve hikayeler
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4. Peki bu yöntemleri sınıfta ne sıklıkla kullanıyorsunuz?

	Hiç	Nadiren	Ara sıra	Çoğunlukla	Her zaman
TPR					
Oyunlar					
Flaşkartlar					
Animasyon filmler					
Kitap					
Drama					
Şarkılar					
Proje Tabanlı Öğrenme					
Telaffuz Çalışması					
Masallar ve Hikayeler					

5. Kullandığımız yöntemlerin faydalı olduğun inanıyor musunuz?

Evet kesinlikle	Kısmen başarılı	Başarısız	Tamamen başarısız

APPENDIX F. Questionnaire for parents

AİLE ANKETİ:

ANNE BABA

İSİM :

DOĞUM TARİHİ:

MESLEĞİ :

GELİR DURUMU:

Anketi yanıtlayan kişinin adı-soyadı:

1. Okulöncesi çocuklarda İngilizce öğrenimini gerekli görüyor musunuz?

Evet Hayır

2. Birinci soruya cevabınız evet ise kaç yaşında başlamasını uygun görüyorsunuz?

3. Çocuğunuzun İngilizce öğrenmesinde aktif rol almak ister misiniz?

Evet Hayır

4. Ailede İngilizce bilen birey var mı?

Evet Hayır

5. Varsa kimler, açıklayınız.....

6. Ailede İngilizce bilen varsa, çocukla deneyimlerini paylaşıyor mu?

Evet Hayır

7. Çocuğunuz öğrendiği İngilizce bilgileri evde kullanıyor mu?

Evet Hayır

8. Kullanıyorsa, hangi konulardaki bilgilerini kullanıyor?

9. Çocuğunuz İngilizce eğitimi almaya başladıktan sonra onda herhangi bir değişiklik gözlediniz mi?

Evet Hayır

10. Gözlediyseniz, ne gibi değişimler gözlediniz?

11. Okulöncesinde çocuğunuzun İngilizce'de neleri öğrenebileceğini düşünüyorsunuz?

a. Basit diyaloglar

b. Şarkılar

c. Kelimeler (renkler, sayılar, nesne adları)

d. Konuşulan kısa cümleleri anlayabilir

e. Hepsi

f. Diğer.....

12.Okuldan İngilizce eğitimi konusundaki beklentileriniz nelerdir?

Araştırmacı
Fatma KİMSESİZ
İngilizce Öğretmeni
Contact info: fm.kmssz25@gmail.com

APPENDIX G. The application of the activities in the 1st week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Designing a Dress Shop Project	Duration: 40 minutes per 5 days	
Course: English	Teacher: Fatma KİMSESİZ	Grade Level: Young Learners
Key Knowledge and Understanding	Learning the names of some of the clothes in English	
Success Skills	Critical Thinking/ Problem Solving: How are clothes decorated? How is a dress shop designed?	Collaboration: Decorating the clothes, designing a dress shop
Project Summary	<p>Firstly, the children were asked to give answers for the driving question. Then, the children and the teacher made their minds on designing a clothes store for the driving question. They decided on the materials and planned the process. The children were also introduced with the vocabulary items that they needed to learn. After that, the teacher and the children discussed on the driving question and planned the project.</p> <p>On the second day, the children were handed felt and they were asked to cut the drawn figures on felt clothes. They repeated the names of the clothes while they were cutting the felt pieces.</p> <p>On the third day, the children decorated the clothes by using beads and spangles and they stapled and stuck these beads and spangles.</p> <p>On the fourth day, the children collaboratively designed a dress shop by using a box. They wrapped the box with colourful cartoons by the help of the teacher and they stored the decorated clothes in the dress shop.</p> <p>On the fifth day, the children introduced the clothes in the target language to the other children visiting their classroom to see the project. Later, the children were assessed by the teacher about the vocabulary items.</p>	
Driving question	How can we design a clothes store with decorated clothes in it?	
Entry event	Children are introduced real clothes that they wore.	
Products	Team/Individual: A dress shop was designed by using felt decorated by children.	Specific contents and skills to be assessed: the target vocabulary items of the topic (coat, dress, jeans, pants, shirt, skirt, suit, vest)

Making products public	After the designation of the dress shop, other children visited the classroom and the shop was introduced to them by the children. Later, it was also exhibited at the school craft corner for other teachers and visitors. The product was also exhibited at the end of the term at the kindergarten exhibition.
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand Materials: felt, beads, spangles, scissors, staple, sticker, box, cartoons
Notes:	Students enjoyed decorating the clothes parts. They remembered the clothes that they decorated during the project.
Final Products (presentations, performances, products, and/ or services)	The dress shop was the final product and it was exhibited both at the kindergarten and at the kindergarten exhibition.
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	*The children were required to learn the names of the clothes. *They were also required to design a dress shop, cut and decorate the clothes and store them in the dress shop.
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	*During the project work, the children were asked to tell the names of the clothes they were decorating and storing. *The children were required to point on the clothes in the dress shop when the teacher asked them.
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	*Clothes as real materials can be used during the courses. *If possible, a dress shop in the area can be visited. *The word ‘coat’ turned out to be false cognate for the Turkish word ‘kot’ and some students were mistaken by this word choosing ‘jeans’ when they were asked by the teacher to point on the ‘coat’. Thus, it can be taught specifically, by focusing on the difference between these two words ‘jeans’ and ‘coat’.

APPENDIX H. The application of the activities in the 2nd week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: The Aquarium Project	Duration: 40 minutes per 5 days	
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young Learners
Key Knowledge and Understanding	Learning the names of some of the sea animals in English	
Success Skills	Critical Thinking/ Problem Solving: What are the animals living in the sea?	Collaboration: preparing an aquarium with sea animals in it
Project Summary	On the first day, the children were introduced the pictures of the sea animals and were told that they needed a house for living. After that, the teacher and the children discussed on the driving question and planned the project. The children and the teacher decided to design an aquarium for the sea animals to live happily ever after.	
	The next day the teacher brought a box with blue cartoons and blue rubbish bags. They collaboratively designed an aquarium for the sea animals in the pictures. They were introduced the sea animals again.	
	On the third day, the teacher brought satin cartoons on which the animals were drawn by the teacher. They cut the animals and decorated them.	
	On the fourth day the children hanged the sea animals in the aquarium by using ropes with the help of the teacher. They stuck some of the animals in the aquarium.	
	On the fifth day, the children introduced the sea animals in the target language to the other children visiting their classroom to see the project. Later, the children were assessed by the teacher about the vocabulary items.	
Driving question	How can we design an aquarium with sea animals in it?	
Entry event	The teacher introduced the pictures of sea animals and described them by their colours.	
Products	Team/Individual: an aquarium with sea animals in it	Specific contents and skills to be assessed: The target vocabulary items (Crab, Dolphin, Fish, Octopus, Shark, Shell, Starfish, Whale)
Making products public	After the designation of the aquarium, other children visited the classroom and the project was introduced to them by the children. Later, the aquarium was also	

	exhibited at the school craft corner for other teachers and visitors. The project was also exhibited at the end of the term at the kindergarten exhibition.
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand Materials: a box, satin papers, blue rubbish bags, yarn, scissors, sticker
Notes:	The children enjoyed the project and told their favourite sea animals.
Final Products (presentations, performances, products, and/ or services)	The final product was the aquarium with sea animals in it and it was exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	*The children were required to learn the names of the sea animals in English. *They were also required to design an aquarium by using a box and blue cartoons, to cut the drawn animals and place them in the aquarium.
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	*During the project work, the children were asked to tell the names of the sea animals while they were cutting and decorating. *The children were required to point on the sea animals in the aquarium when the teacher asked them. *The children were also asked about the colours of the animals.
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	*Toys of sea animals can be used in classes. *A classroom decoration can be formed with sea animals' craft.

APPENDIX I. The application of the activities in the 3rd week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Building a House Project	Duration: 40 minutes per 5 days	
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young Learners
Key Knowledge and Understanding	Learning the names of the outer parts of a house in English	
Success Skills	Critical Thinking/ Problem Solving: What are the outer parts of a house?	Collaboration: the children build a house with its outer parts in collaboration.
Project Summary	<p>On the first day, the students were introduced the outer parts of a house. The teacher drew a house with its outer parts and introduced them to the children. After that, the teacher and the children discussed on the driving question and planned the project.</p> <p>On the second day, the children started cutting the house parts. Each child took roles in the activity and they stuck the walls of the house with cartoon. They also stuck the door and windows of the house. They were also introduced other parts and materials of those parts.</p> <p>On the third day the children went on completing other parts. The teacher introduced the parts again. The children cut and stuck some other parts of the house such as the gate and fences.</p> <p>The children completed all the parts. Different materials were used and almost each part was formed differently. The children were introduced all the parts again. At the end of the course, the house was ready for showing it to other children in the kindergarten.</p> <p>On the fifth day, the children introduced the parts of the house to other children visiting their class. Later, the children were assessed by the teacher about the vocabulary items on the project.</p>	
Driving question	How can we build a house for a happy family?	
Entry event	The teacher drew a house with its outer parts on the board and wanted students to guess them.	
Products	Team/Individual: a house model with its outer parts	Specific contents and skills to be assessed: outer parts of a house (Chimney, Door, Fences, Garden, Gate, Pool, Roof, window)

Making products public	After the designation of the house model, other children visited the classroom and the model was introduced to them by the children. Later, it was also exhibited at the school craft corner for other teachers and visitors during the next week. The project was also exhibited at the kindergarten exhibition at the end of the term.
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand Materials: a box, cartoon, satin papers, glue, curtain roulette, pencil wastes, rubbish bag, scissors, utility knife
Notes:	The children enjoyed the house parts. They expressed their ideas about interesting houses.
Final Products (presentations, performances, products, and/ or services)	The final product was a house model with its outer parts and it was exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	The children were expected to learn the names of the house parts. They also worked in collaboration during the implementation of the project.
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	*the children were asked to tell the names of the house parts while they were working on the project. *The children were required to point on the house parts when the teacher asked them.
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	The house parts can be shown by wandering at a house. The children may see and touch on some of the parts if possible.

APPENDIX J. The application of the activities in the 4th week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Ideal Occupations Project	Duration: 40 minutes per 5 days	
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young Learners
Key Knowledge and Understanding	Learning the names of some of the occupations in English	
Success Skills	Critical Thinking/ Problem Solving: What is your ideal occupation?	Collaboration: The children worked in order to idealize their roles in occupations.
Project Summary	<p>On the first day, the teacher entered the classroom with some materials that belonged to the target occupations and wanted the children to guess the occupations. Then the teacher introduced the occupations with flashcards and those materials. After that, the teacher and the children discussed on the driving question and planned the project.</p> <p>On the second day, the teacher told the children to idealize an occupation and the children chose their occupation. Each occupation was commonly chosen by two children. Then the teacher handed painting sheets to the children and they painted their ideal occupations.</p> <p>On the third day, the children cut the painted sheets and stuck them on colourful cartoons. They cut two ends on the cartoons by using perforator and wore their occupation cards and introduced themselves.</p> <p>On the fourth day, the children dramatized their occupations wearing their occupation cards and showing their occupational materials. The children introduced their occupations saying ‘I’m nurse, I’m singer, I’m soldier’, etc.</p> <p>The children introduced their occupations to other children visiting their classroom. Their cards and materials were also exhibited at the craft corner at the kindergarten during the next week. Through the end of the course, the children were assessed on occupation names by the teacher.</p>	
Driving question	What would you like to do in the future (as an occupation)?	
Entry event	The teacher introduced some of the materials used by the occupation?	
Products	Team/Individual: Occupational cards were prepared and children dramatized those occupations by introducing their jobs with the materials they use.	Specific contents and skills to be assessed: occupations in English (Baker, Cook, driver, Farmer, Nurse, Singer, Soldier, Teacher)

Making products public	After the designation of the occupation cards, other children visited the classroom and the drama project was introduced to them by the children. Later, the cards were also exhibited at the school craft corner for other teachers and visitors. The cards were also exhibited at the end of the term at the kindergarten exhibition.
Resources needed	<p>On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand</p> <p>Materials: colourful cartoons, painting sheet, crayons, ribbon, occupational materials such as toy guns for ‘soldier’, file and pen for ‘teacher’, rollers and mixers for ‘baker’, toy microphones for ‘singer’, syringes for ‘nurse’, toy steering wheels for ‘driver’, ladles and spoons for ‘cook’ and toy eggs, cows and sheep for ‘farmer’.</p>
Notes:	The children enjoyed the activities during the project. They felt happy proud of themselves when they wore the occupational cards.
Final Products (presentations, performances, products, and/ or services)	The final product was the drama project with occupation cards designed by children themselves. Those cards were exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	<p>The children were expected to learn the English names of the occupations.</p> <p>They were also expected to understand that each job needed materials and may be uniforms or costumes.</p>
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	<p>*The children were asked to tell the names of the occupations while they were working on the project.</p> <p>*The children were required to tell their ideal occupation in English and show the occupation card when the teacher asked them.</p>
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	<p>If possible, real people with their materials, uniforms and costumes can visit schools for describing occupations.</p> <p>If possible, children may visit working places in order to identify occupations.</p>

APPENDIX K. The application of the activities in the 5th week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Accessories for a Winter Meeting Project	Duration: 40 minutes per 5 days	
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young learners
Key Knowledge and Understanding	Learning the names of some of the accessories that are worn by people in English	
Success Skills	Critical Thinking/ Problem Solving: What are the accessories that you enjoy wearing?	Collaboration: The children decorated the accessories collaboratively.
Project Summary	On the first day, the teacher entered into the classroom wearing with the target accessories. The teacher introduced the target accessories in English and the children examined the items. After that, the teacher and the children discussed on the driving question and planned the project.	
	On the second day, the teacher handed colourful cartoons to children with drawn accessories figures on them and wanted to cut the figures.	
	On the third day the children decorated their accessories as they liked by using yarn, ribbon, spangles, stapler and perforator.	
	On the fourth day the children prepared a stand for those accessories to be worn by an officer for his important meeting in winter. The accessories were ranged on a stand box with rods. The accessories were various and colourful.	
	On the fifth day, the children exhibited their accessories stand for other children visiting their classroom. The project was also exhibited at the craft corner during the week. Through the end of the course the children were assessed on the English names of the accessories by the English teacher.	
Driving question	What should you wear for an important meeting in winter?	
Entry event	The teacher entered the classroom wearing the accessories to attract the attention of the children.	
Products	Team/Individual: a stand for accessories which was designed and decorated was prepared by children.	Specific contents and skills to be assessed: Some of the accessories in English (Glasses, Gloves, Hat, Scarf, Socks, Shoes, Tie, Watch)

Making products public	After the designation of the accessories and the stand show, other children visited the classroom and the project was introduced to them by the children. Later, it was also exhibited at the school craft corner for other teachers and visitors during the next week. The project was also exhibited at the end of the term at the kindergarten exhibition.
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand Materials: colourful cartoons, scissors, ribbon, yarn, spangles, box, rods, glue
Notes:	The children enjoyed the accessories project during the implementation and tried them on their faces and heads.
Final Products (presentations, performances, products, and/ or services)	The final product is accessories stand for an officer to be worn for a meeting in winter. The project was exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	The children were expected to learn the English names of the accessories. The children worked expected to work in collaboration for the project.
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	The children were required to touch on the accessories when their names were asked by the teacher.
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	Real accessories may be used by all children in the classroom. Some of the children have difficulties while they are wearing their socks, shoes, or other accessories by themselves. Thus, they may try to wear those accessories by themselves while learning their English names.

APPENDIX L. The application of the activities in the 6th week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Let's Travel Project		Duration: 40 minutes per 5 days
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young learners
Key Knowledge and Understanding	Learning the names of some of the vehicles in English	
Success Skills	Critical Thinking/ Problem Solving: What are the vehicles that we use for transportation? Which of the vehicles had you got in??	Collaboration: The children worked collaboratively in order to describe the vehicles.
Project Summary	<p>On the first day, the teacher entered the classroom with toys of vehicles. The children started to examine the vehicles and expressed that they like those toys. The teacher introduced the vehicles in English. Then the teacher revealed the driving question and they decided on the name and procedure of the project. They planned the project as they always did.</p> <p>On the second day, the teacher brought colourful cartons on which the target vehicles were drawn. The teacher introduced the vehicles again that they would form as project. The children cut the shapes in order to form the vehicles. They tried to guess to which vehicles the parts belonged.</p> <p>On the third day the children put the parts together in order to form their vehicles. They stuck the parts with colourful cartoons.</p> <p>On the fourth day, the children completed the project by hanging and sticking the vehicles on a wide cartoon. The project was ready. They examined the project and repeated their names in English.</p> <p>The children introduced their project to other children visiting their classroom. The Project was also exhibited at the art craft corner of the kindergarten during the next week. The children were also assessed on the names of the vehicles by the English teacher.</p>	
Driving question	How would you like to travel?	
Entry event	The teacher described vehicles by using toys.	

Products	Team/Individual: A vehicles board was designed and prepared by children.	Specific contents and skills to be assessed: Some of the vehicles in English (Bike, Bus, Car, Crane, Plane, Ship, Train, Truck)
Making products public	After the designation vehicles board, other children visited the classroom and the project was introduced to them by the children. Later, it was also exhibited at the school craft corner for other teachers and visitors. The project was also exhibited at the end of the term at the kindergarten exhibition.	
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand	Materials: colourful cartoon, scissors, glue, yarn, crayons, wooden sticks.
Notes:	The children, especially boys enjoyed the project. They showed their favourite vehicles and talked about their experiences on those vehicles.	
Final Products (presentations, performances, products, and/ or services)	The final product is vehicles board prepared by children and it was exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.	
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	The children were expected to learn the English names of the target vehicles.	
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	The children were assessed by the teacher through an activity about vehicles. The teacher asked the children to show the vehicles on the board when asked by the teacher.	
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	If possible, children may get on real vehicles such as a bike, a car, a bus etc.	

APPENDIX M. The application of the activities in the 7th week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Body Parts Project		Duration: 40 minutes per 5 days
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young learners
Key Knowledge and Understanding	Learning the names of the body parts in English	
Success Skills	Critical Thinking/ Problem Solving: Can you identify your body parts?	Collaboration: The children did the moves in collaboration accompanied by the animation song.
Project Summary	<p>On the first day, the teacher had the students listen to an animation song called ‘head, shoulders, knees and toes’. Then the teacher identified the body parts and introduced the driving question. After discussing about the project, they planned the process of forming a body with its parts.</p> <p>On the second day, the teacher entered the classroom with parts of the bodies drawn on colourful cartoons and asked the children to cut them with scissors. The children were introduced the body parts again.</p> <p>On the third day the children stuck the parts to put them together. They also painted the eyes, mouth and toes of the body model. They wore the model a pair of earrings.</p> <p>On the fourth day, the children completed the body parts and introduced them on the project and on their bodies. The project was exhibited on the craft corner of the kindergarten during the next week. Other children visited the classroom and they were introduced the body parts.</p> <p>On the fifth day, the children were assessed on the body parts. They showed the parts of the body on their bodies when the teacher asked them.</p>	
Driving question	What does a human have in his body?	
Entry event	The children listened to an animation about body parts.	
Products	Team/Individual: A body model was formed.	Specific contents and skills to be assessed: Body parts in English (Ears, Eyes, Head, Knees, Mouth, Nose, Shoulders, Toes)

Making products public	After completing the body model, other children visited the classroom and the project was introduced to them by the children. Later, it was also exhibited at the school craft corner for other teachers and visitors. The project was also exhibited at the end of the term at the kindergarten exhibition.
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand Materials: cartoon, scissors, glue, a pair of earring, crayons,
Notes:	The children enjoyed the project, especially they liked painting it.
Final Products (presentations, performances, products, and/ or services)	The final product is a body model and it was exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	The children were expected to learn the names of the body parts in English.
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	The children were assessed by the teacher whether they show the correct parts of their bodies when asked by the teacher.
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	The animation song can be used as a dance show.

APPENDIX N. The application of the activities in the 8th week in the experimental group

PROJECT DESIGN OVERVIEW		
Name Of Project: Vitamin C Project	Duration: 40 minutes per 5 days	
Course: English	Teacher: F. KİMSESİZ	Grade Level: Young learners
Key Knowledge and Understanding	Learning the names of some of the fruits in English	
Success Skills	Critical Thinking/ Problem Solving: What should we eat most in order to get Vitamin C?	Collaboration: The children prepared the fruits salad in cooperation.
Project Summary	<p>On the first day the teacher had the children watch an animation about fruits in English. Then the teacher identified the target fruits and introduced the driving question. After discussing about the project, they planned the process of designing a fruits tree and salad.</p> <p>On the second day, the teacher entered the classroom with colourful cartoons on which fruits were drawn. She wanted the children to cut the fruits. The children cut the fruit while the teacher described them.</p> <p>On the third day, the teacher brought some papers, gave them to children. She wanted some of the children to paint them green, and some of them to paint brown. After completing the painting, they formed a tree for fruits. They also talked about the fruits that they would stick the next day.</p> <p>On the fourth day, the teacher and the children formed a fruits tree. They identified the fruits with their names and colours. The children from other classes visited the classroom and examined the tree. The children introduced those fruits to their guests.</p> <p>On the fifth day, the children were assessed on the names of the fruits by the teacher. The teacher also prepared a fruit salad for the children and they ate them with appetite.</p>	
Driving question	What are the fruits that contain vitamin C?	
Entry event	The children watched an animation of the fruits.	

Products	Team/Individual: preparing fruits tree	Specific contents and skills to be assessed: some of the fruits in English (Apple, banana, cherry, fig, grapes, orange, peach, pear)
Making products public	After forming a fruits tree, other children visited the classroom and the project was introduced to them by the children. Later, it was also exhibited at the school craft corner for other teachers and visitors. The project was also exhibited at the end of the term at the kindergarten exhibition.	
Resources needed	On site people, facilities: classroom teacher, classroom, exhibition corner at the kindergarten, exhibition stand Materials: cartoons, colourful cartoons and papers, crayons, glue, scissors.	
Notes:	The children enjoyed the project, especially when they were eating real fruits.	
Final Products (presentations, performances, products, and/ or services)	The final product is fruits tree model and it was exhibited at the craft corner in the kindergarten and at the kindergarten exhibition at the end of the term.	
Learning Outcomes/Targets (knowledge, understanding & success skills needed by students to successfully complete products)	The children were expected to learn the names of the fruits.	
Checkpoints/ Formative Assessments (to check for learning and ensure students are on track)	The children were assessed by the teacher. The teacher wanted children to touch on the fruit they hear when the teacher asked them.	
Instructional Strategies for all Learners (provided by teacher, other staff, experts, includes scaffolds, materials, lessons, aligned to learning outcomes and formative assessments)	If possible, a trip can be organized to a real garden with fruit trees in it. Or, a green grocer can be visited by children in the area.	

APPENDIX O. The application of the activities in the first week in the control group

Week	Theme/ topic	Days	How the activity was applied
1	Fruits	Day 1	On the first day the children had been presented flash cards containing the target vocabulary items. When the teacher held the flashcards to the children, the children repeated their Turkish meanings. It was clear that it was the first time they hear their English counterparts. Then the teacher handed out flashcards to the children, they examined the cards, then the teacher called for each card and children brought the cards to the teacher. Then children were introduced the cards again and repeated their pronunciation by the teacher. Then they watched an animation introducing the target fruits. The teacher introduced the fruits on the flashcards again.
		Day 2	The teacher introduced the flashcards again. Then, the teacher handed worksheets for painting. The children repeated the fruits and painted them during the lesson.
		Day 3	The teacher introduced the same flashcards again. They listened to a song about fruits and watched an animation about fruits.
		Day 4	The teacher introduced the same flashcards, and then handed out worksheets for painting and completing the target fruits.
		Day 5	The last day is the assessment time. The teacher introduced the fruits again. The children listened to a song and sang the song about fruits. Then the teacher laid down fruit cards on the table. The children were asked to take the fruit card they heard when the teacher called a fruit.

APPENDIX P. The application of the activities in the second week in the control group

Week	Theme/topic	Days	How the activity was applied
2	Occupations	Day 1	On the first day of the second week, the children had been presented flash cards containing the target vocabulary items. Then the teacher handed out flashcards to the children, they examined the cards, then the teacher called for each card and children brought the cards to the teacher. The teacher also asked the children about their parents' occupations. Then children were introduced the cards again and repeated their pronunciation by the teacher. Then they watched an animation about occupations. The teacher introduced the occupations on the flashcards again.
		Day 2	The teacher introduced the flashcards again. Then, the teacher handed worksheets about occupation for painting. The children repeated the occupations and painted them during the lesson.
		Day 3	The teacher introduced the same flashcards again. They listened to a song about occupations and watched an animation about occupations. The teacher also asked the children about their ideal occupation and wanted them to draw their ideal occupation.
		Day 4	The teacher introduced the same flashcards, and then handed out worksheets for painting and matching the occupations with the materials used by each occupation. The children also played a game about the target occupations.
		Day 5	The last day is the assessment time. The teacher introduced the occupations by using flashcards again. Then the teacher laid down occupation cards on the table. In turn, the children were asked to take the card they heard when the teacher called an occupation.

APPENDIX Q. The application of the activities in the third week in the control group

Week	Theme/topic	Days	How the activity was applied
3	Sea animals	Day 1	On the first day of the third week, the teacher introduced the pictures of sea animals. The children were interested in the sea animals and repeated their Turkish meanings of the animals on the pictures. Then the teacher handed the pictures to the children. After examined the pictures, the teacher collected them by repeating the target words. The teacher described each animal in the pictures with their colours, shapes and features.
		Day 2	The teacher introduced the same pictures again. They listened to a song about sea animals and the teacher also introduced each animal by figuring them with her hands and fingers. The teacher also asked the children about their favourite sea animal and wanted them to draw their favourite sea animal.
		Day 3	The teacher introduced the pictures again. Then, the teacher handed worksheets about sea animals for painting. Then, the children cut the animals and stuck them on a blue cartoon for an underground sea life about sea animals.
		Day 4	The teacher introduced the same pictures again, after that she handed out worksheets for painting and matching the sea animals with their body parts.
		Day 5	The last day is the assessment time. Thus, the teacher introduced the sea animals by using the pictures again. Then the teacher laid down the cartoon craft prepared by the children on the table. In turn, the children were asked to pin on the sea animal they heard when the teacher called the name of a sea animal.

APPENDIX R. The application of the activities in the fourth week in the control group

Week	Theme/topic	Days	How the activity was applied
4	Clothes	Day 1	On the first day of the fifth week, the children had been introduced flash cards containing the target vocabulary items. Then the teacher handed out flashcards to the children, they examined the cards, then the teacher called for each card and children brought the cards to the teacher. After that, the children were introduced the cards again and repeated their pronunciation by the teacher.
		Day 2	The teacher introduced the flashcards about clothes again. Then, the teacher handed cartoons on which the teacher had drawn the shapes of the clothes. The children cut the shapes, then they were introduced the flashcards again.
		Day 3	The teacher introduced the same flashcards again. The teacher wanted the children to take their scissors and cut them. The teacher gave a box of decorations and wanted the children to decorate each clothes with decorations by glue. After completing the decoration, the teacher and the students hanged them on a piece of thread by latches.
		Day 4	The teacher introduced the same flashcards, and then handed out worksheets for painting clothes and wearing a paper doll. The teacher called each child near and described their clothes they were wearing that day.
		Day 5	The last day is the assessment time. The teacher introduced the clothes again. Then the teacher laid down clothes cards on the table. The children were asked to take the clothes card they heard when the teacher called the name of clothes.

APPENDIX S. The application of the activities in the fifth week in the control group

Week	Theme/topic	Days	How the activity was applied
5	Accessories	Day 1	On the first day of the fourth week, the children had been introduced flash cards containing the target vocabulary items. Then the teacher handed out flashcards to the children, they examined the cards. Later, the teacher called for each card and children brought the cards to the teacher and children were introduced the cards again and repeated their pronunciation by the teacher. The teacher wore all the accessories and showed them to the children and also let the children try the accessories.
		Day 2	The teacher introduced the flashcards about accessories again. Then, the teacher handed cartoons on which the teacher had drawn the shapes of the clothes. The children cut the shapes, then they were introduced the flashcards again. the teacher introduced the real accessories again.
		Day 3	The teacher introduced the same flashcards again. The teacher gave a box of decorations and wanted the children to decorate each accessory with decorations by glue. After completing the decoration, the teacher and the students stuck them on a cartoon.
		Day 4	The teacher introduced the same flashcards, and then handed out worksheets for painting and matching the accessories on body parts..
		Day 5	The last day is the assessment time. The teacher introduced the accessories again. Then the teacher laid down real accessories on the table. The children were asked to take the accessories they heard when the teacher called the name of an accessory.

APPENDIX T The application of the activities in the sixth week in the control group

Week	Theme/topic	Days	How the activity was applied
6	Parts of a house	Day 1	On the first day of the sixth week, the children had been introduced flash cards containing the target vocabulary items about outer parts of a house. Then the teacher handed out flashcards to the children, they examined the cards, then the teacher called for each card and children brought the cards to the teacher. After that, the children were introduced the cards again and repeated their pronunciation by the teacher.
		Day 2	The teacher introduced the flashcards about house parts again. Then, the teacher handed out worksheets including house parts and wanted the children to paint them. The teacher introduced the house parts while the children were painting.
		Day 3	The teacher introduced the same flashcards again. Then the teacher handed worksheets including house parts, wanted them to cut and stick them on the house figure. Thus the children stuck the parts after painting them and completed a house with its outer parts.
		Day 4	The teacher introduced the same flashcards, and then introduced the outer parts of a house on a picture and by showing the real parts in the classroom and at school.
		Day 5	The last day is the assessment time. The teacher introduced the parts of a house again. Then the teacher laid down the picture of a house on the table. The children were asked to pin on the parts of the house they heard when the teacher called the name of each part.

APPENDIX U. The application of the activities in the seventh week in the control group

Week	Theme/topic	Days	How the activity was applied
7	Vehicles	Day 1	On the first day of the seventh week, the children had been introduced flash cards containing the target vocabulary items about vehicles. Then the teacher handed out flashcards to the children, they examined the cards, then the teacher called for each card and children brought the cards to the teacher. After that, the children were introduced the cards again and repeated their pronunciation by the teacher.
		Day 2	The teacher introduced the flashcards about vehicles again. Then, the teacher handed out worksheets including vehicles and wanted the children to paint them. The teacher introduced the vehicles while the children were painting. The teacher also asked the students about their favourite vehicle, and whether they had vehicle toys.
		Day 3	The teacher introduced the same flashcards again. Then the teacher handed worksheets including vehicles, wanted them to cut and stick them on a cartoon. Thus the children cut and stuck the vehicles after painting them. They also played a game about guessing the vehicles when the teacher drew them on a piece of paper.
		Day 4	The teacher introduced the same flashcards, and then introduced real vehicle toys. The children played with the toys. The teacher asked the children about the vehicles they had got on before. They also watched an animation about vehicles.
		Day 5	The last day is the assessment time. The teacher introduced the toys again. Then the teacher put the vehicle toys and asked the children to take the vehicles they heard when the teacher called the name of each vehicle.

APPENDIX X. The application of the activities in the eighth week in the control group

Week	Theme/topic	Days	How the activity was applied
8	Body parts	Day 1	On the first day of the eighth week, the children had been introduced flash cards containing the target vocabulary items about body parts. Then the teacher handed out flashcards to the children, they examined the cards, then the teacher called for each card and children brought the cards to the teacher. After that, the children were introduced the cards again and repeated their pronunciation by the teacher.
		Day 2	The teacher introduced the flashcards about house parts again. Then, the teacher handed out worksheets including body parts and wanted the children to paint them. The teacher introduced the body parts while the children were painting.
		Day 3	The children watched an animation about body parts and sang the song. They also did the actions in the animation. The teacher showed the body parts on her body with children imitating her.
		Day 4	The teacher introduced the same flashcards, and then introduced the body parts again. The teacher also handed out worksheets about body parts, the children painted them and stuck them on a body figure.
		Day 5	The last day is the assessment time. The teacher introduced the body parts again and had the children watch the animation again. Then the teacher laid down a body figure on the table. The children were asked to pin on the parts of the body figure they heard when the teacher called the name of each part.

APPENDIX Y. The procedure in the experimental group

Week	Theme/topic	Target words	Activities	Materials	Assessment
1	Fruits	Apple, banana, cherry, fig, grapes, orange, peach, pear	Preparing a fruits tree, preparing a fruit salad with real fruits	Fruits, scissors, cartoon, glue, knife, forks, plate, crayons, papers	There are double fruit cards of the target fruits on the table. The children are asked to choose the fruit they hear.
2	Occupations	Baker Cook driver Farmer Nurse Singer Soldier Teacher	Preparing occupation cards and introducing themselves, painting	Cartoon, scissors, glue, ribbon, drawings, crayons, occupational materials	There are double occupation cards of the target words on the table. The children are asked to choose the occupation they hear.
3	Sea animals	Crab Dolphin Fish Octopus Shark Shell Starfish Whale	Preparing an aquarium of the target sea animals, cutting, sewing	Cartoon, a box, satin papers, blue rubbish bags, yarn, scissors, sticker	There are drawings of the target sea animals cut by the children on a cartoon. The children are asked to choose the sea animals they hear.
4	Clothes	Coat Dress Jeans Pants Shirt Skirt Suit vest	Preparing a dress shop of the target words, cutting, decorating	felt, beads, spangles, scissors, staple, sticker, box, cartoons	The children are asked to show the target vocabulary items in the dress shop.
5	Accessories	Glasses Gloves Hat Scarf	Preparing a stand of the target words	colourful cartoons, scissors, ribbon, yarn,	The children are asked to show the target vocabulary items on the

		Socks Shoes Tie Watch		spangles, box, rods, glue	accessories stand.
6	Parts of a house	Chimney Door Fences Garden Gate Pool Roof window	Preparing a house model, cutting, sticking, decorating	a box, cartoon, satin papers, glue, curtain roulette, pencil wastes, rubbish bag, scissors, utility knife	The children are asked to show the target vocabulary items on the house model.
7	vehicles	Bike Bus Car Crane Plane Ship Train Truck	Preparing a vehicles stand, cutting, painting	colourful cartoons, scissors, glue, yarn, wooden sticks.	The children are asked to show the target vocabulary items on the vehicles stand.
8	Body parts	Ears Eyes Head Knees Mouth Nose Shoulders Toes	Preparing a body model on a cartoon.	cartoon, scissors, glue, a pair of earring, crayons	The children are asked to show the target vocabulary items on the body model.

APPENDIX Z. The procedure in the control group

Week	Theme/topic	Target words	Activities	Materials	Assessment
1	Fruits	Apple, banana, cherry, fig, grapes, orange, peach, pear	Matching, singing songs, listening to animations, painting, games	Flashcards, crayons, drawing paper, worksheet	There are double fruit cards of the target fruits on the table. The children are asked to choose the fruit they hear.
2	Occupations	Baker Cook driver Farmer Nurse Singer Soldier Teacher	Matching, painting, games	Flashcards, crayons, drawing paper, worksheet, cartoon, scissors, glue	There are double occupation cards of the target words on the table. The children are asked to choose the occupation they hear.
3	Sea animals	Crab Dolphin Fish Octopus Shark Shell Starfish Whale	Matching, drawing painting, games	pictures, crayons, drawing paper, worksheet, cartoon, scissors, glue	There are drawings of the target sea animals painted by the children on a cartoon. The children are asked to choose the sea animals they hear.
4	Clothes	Coat Dress Jeans Pants Shirt Skirt Suit Vest	Matching, painting, games	Flashcards, crayons, drawing paper, worksheet, cartoon, scissors, glue	There are double clothes cards of the target clothes decorated by the children on the table. The children are asked to pin on the clothes they hear.
5	Accessories	Glasses Gloves Hat Scarf Socks	Matching, painting, games	Flashcards, crayons, drawing, paper, worksheet,	There are double accessories cards of the target words on the table. The children are asked

		Shoes Tie Watch		real accessories	to choose the accessories they hear.
6	Parts of a house	Chimney Door Fences Garden Gate Pool Roof window	Matching, painting, games	Flashcards, crayons, drawing paper, worksheet, cartoon, scissors, glue	There are double parts of a house on the table. The children are asked to choose the house part and place it to their correct spaces when they hear the parts of the house.
7	Vehicles	Bike Bus Car Crane Plane Ship Train Truck	Matching, singing songs, listening to animations, painting, games	Flashcards, crayons, drawing paper, worksheet , vehicle toys, paper, pen	There are double vehicles cards of the target words on the table. The children are asked to ride/ drive the vehicle they hear.
8	Body parts	Ears Eyes Head Knees Mouth Nose Shoulders Toes	Matching, singing songs, listening to animations, painting, games	Flashcards, crayons, drawing paper, worksheet	There are double body parts cards of the target words on the table. The children are asked to choose body parts and place them on a body when they hear the target word.

APPENDIX AA. Parents' Consent Letter

Sayın Veliler,

Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Bölümü doktora öğrencisi olarak “Okul Öncesi Dönemdeki Çocuklara İngilizce Eğitiminde Proje Tabanlı Öğretim Yönteminin Etkisi” başlıklı çalışmayı yürütmekteyim. Araştırmanın amacı okulumuz, Özel Sevgi Çiçeği Kreş ve Gündüz Bakımevi’ndeki İngilizce derslerini geliştirmek ve okulumuzun bu alanda ihtiyaçları varsa, gidermektir. Bu amacı gerçekleştirebilmek için dersler sırasında gözlem yapıp öğrencilere İngilizceyi öğrenmelerine yönelik kısa sorular sormaya gerek duymaktayım. İzin verdiğiniz takdirde; çocuğunuza ders sırasında sorulan sorular, onun psikolojik gelişimini etkilemeyecek nitelikte ve bu konuda uzman bir kişinin görüşü alınarak oluşturulmuştur. Bu sorular, “Bugünkü İngilizce dersi nasıldı?”, “Bugün derste neler öğrendiniz?”, “İngilizce dersleri hakkında ne düşünüyorsunuz?” ve “İngilizce derslerinin bu şekilde işlenmesiyle ilgili ne düşünüyorsunuz?” gibi sorular olacaktır.

Aynı zamanda öğrenciler etkinlikleri uygularken yaptıkları etkinlikleri belgelemek ve araştırma amaçlı kullanmak için fotoğraf veya video çekmek durumundayım. Bu belgeler yalnızca araştırma açısından önem taşıdığı için bilimsel ve akademik ortamlarda kullanılacaktır. Öğrenciler kodlama yöntemi ile belirtilecek olup gerçek isimleri hiçbir şekilde açıklanmayacaktır. Elde edilecek veriler hiçbir şekilde sosyal medya ya da paylaşım sitelerinde kullanılmayacaktır.

Çocuğunuzun çalışmaya katılmasına ve bilimsel ve akademik ortamlarda kullanılmak üzere öğrencilerle görüşmeler yapılmasına, yaptıkları eğitim uygulamaları sürecinde fotoğraf veya videosunun çekilmesine izin vererek; yeterince çalışmanın bulunmadığı, okulöncesi dönemde yabancı dil eğitimi alanına büyük katkılarınız ve okulumuzun yabancı dil eğitiminin geliştirilmesinde önemli bir yeriniz olacaktır. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini veya telefon numarasını kullanarak bana yöneltebilirsiniz.

Saygılarımla,

Fatma KİMSESİZ
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Doktora Öğrencisi
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Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve bu formu okula geri getiriniz.

A) Bu arařtırmada tamamen gönüllü olarak çocuęum’nın katılımcı olmasına izin veriyorum. Çalışmayı istedięim zaman çocuęumun yarıda kesip bırakabileceęini biliyorum ve çocuęumun şahsi bilgilerini (isim ve soyisim) ortaya çıkarmayacak bilgilerinin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı – Soyadı:

Tarih:

İmza:

B) Bu çalışmada çocuęum’nın katılımcı olmasına izin vermiyorum.

Veli Adı – Soyadı:

Tarih:

İmza:



APPENDIX AB. Samples from the implementation process







APPENDIX AC. Application Permission

T.C.
BAYBURT VALİLİĞİ
Aile ve Sosyal Politikalar İl Müdürlüğü

Sayı : 60651260-774-99- 456
Konu : Uygulama İzni

11/03/2016

Sn: Fatma KİMSESİZ
Esentepe Mah. Garipler Sok. No:1/5
Merkez/BAYBURT

İlgi : 09.02.2016 tarihli dilekçeniz.

İl Müdürlüğümüz Özel Sevgi Çiçeği Kreş ve Gündüz Bakımevi' nde uygulama yapabilme ile ilgili 09.02.2016 tarihli dilekçenizdeki talebiniz incelenmiş, Özel Kreşler yönetimlerinde ve işleyişlerinde bağımsız olduklarından araştırma ya da anket uygulama çalışmanızla ilgili adı geçen kuruluşa şahsen başvurmanız gerekmektedir.

Bilgilerinize rica ederim.


Hayrettin PALA
İl Müdür V.

Özel Sevgi Çiçeği Kreş ve Gündüz Bakımevi Müdürlüğü'ne

Erzurum Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü İngilizce Öğretmenliği Doktora Programı'nda Tez aşamasında olarak doktora eğitimime devam etmekteyim. Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü'nde 22/12/2015 tarih ve 46/01 sayılı oturumda kabul edilen doktora tez önerimde belirtilen çalışma için proje tabanlı öğretim yöntemi ile çocuklara Yabancı dil öğretimi alanında uygulama yapmam gerekmektedir. Söz konusu uygulama için Bayburt Aile ve Sosyal Politikalar İl Müdürlüğü'ne 09/02/2016 tarihinde yapmış olduğum başvuru sonucunda bahsi geçen çalışmayı yapabilmem için kurumunuza şahsen başvurmam gerektiği tarafıma bildirilmiştir. Söz konusu çalışma için kurumunuzda 14/03/2016 – 17/06/2016 tarihleri arasında 5-6- yaş grubu çocuklarına yönelik Proje Tabanlı Öğretim yöntemi ile İngilizce öğretimi ile ilgili 14 haftalık uygulama yapmak istiyorum.

Gereğini bilgilerinize arz ederim.

Adres: Esentepe Mah. Garipler sok. No:1/5

Merkez/BAYBURT

11/03/2016

Fatma KİMSESİZ

Araştırmacı

CURRICULUM VITAE

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Name Surname : Fatma KİMSESİZ
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Education

Primary Education : Kara Mustafa Paşa Primary School - 1996
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Secondary Education : Kayseri İncesu Mustafa Özkan Anatolian High School-
2003
University :Atatürk University - 2007
Kazım Karabekir Faculty of Education Department of
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2007-2008 : Kayseri Yeşilhisar Hızır İlyas Primary School –
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2010-2016 : Erzurum Palandöken IMKB Primary School– English
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