2ND, 3RD AND 4TH GRADE PRIMARY SCHOOL STUDENTS' AWARENESS OF LEARNING ENGLISH

Canan DEVECİ

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Assist. Prof. Dr. Savaş YEŞİLYURT
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(2nd , 3rd and 4th Grade Primary School Students' Awareness of Learning English)

YÜKSEK LİSANS TEZİ

Canan DEVECİ

Danışman: Yrd. Doç. Dr. Savaş YEŞİLYURT

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Jüri Üyesi : Yrd. Doç. Dr. Savaş YEŞİLYURT   İmza: ....

Jüri Üyesi : Yrd. Doç. Dr. Ali DİNCER   İmza: ....

Jüri Üyesi : Yrd. Doç. Dr. Ayşegül TAKKAÇ TULGAR   İmza: ....

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Enstitü Müdürü

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Canan DEVECİ

ÖZET

YÜKSEK LİSANS TEZİ

İLKOKUL 2., 3. VE 4. SINIF ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENME FARKINDALIKLARI

Canan DEVECİ

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Bu çalışmanın amacı Türkiye'deki ilkokul öğrencilerinin yabancı dil öğrenme konusundaki farkındalıklarını araştırmaktır. Türkiye'deki dil öğretiminin yeterince başarılı olmadığı kabul edilmiş olup bu sebeple eğitim politikasında dil öğrenimine başlama yaşını düşürmek gibi bir reforma gidilmiştir. Dil öğretim alanında çocuklara yabancı dilin nasıl daha etkili öğretileceğine ilişkin çalışmalar daha önce yapılmıştır. Bu çalışma, uzun bir süreç olan dil öğretiminin başında yer almalarından dolayı, onların farkındalıklarını görmek için ilkokul öğrencileriyle yürütülmüştür. Öğrencilerin dil öğrenimine ilişkin fikirleri, dil öğrenme sebepleri ve tecrübeleri incelenmiş ve sonunda bir farkındalık düzeyi belirlenmiştir. Bu araştırmada daha önce ELLIE Projesi tarafından geliştirilen ve kullanılan yarı yapılandırılmış bir görüşme ile nitel tasarım kullanılmıştır. Çalışmaya Erzurum'daki devlet okullarından ve özel okullardan toplam 143 öğrenci katılmıştır. Veri toplama sürecinde, araştırmacı her öğrenciyle, görüşmedeki soruları düşünmeleri için yeterince zaman vererek, tek tek görüşmüştür. Veri analizi sürecinde, ilk olarak öğrencilerden alınan cevaplar gruplandırılmış, nitel araştırma prosedürüne göre kodlanmış ve sonra içerik analizi yapılmıştır. Sonuç olarak, bulgular katılımcıların tamamına yakınının İngilizce öğrenmeye ilişkin olumlu tutumlara sahip olduğunu göstermiştir. Ancak, Türkiye'nin eğitim sisteminde sınavlar gibi bazı gereklilikler sebebiyle, çocuklar İngilizce öğrenmenin asıl iletişimsel amacını kavramamış gibi görünmektedirler. Başka bir deyişle, İngilizce öğrenme konusunda mutlular ancak İngilizce öğrenme farkındalıkları fazlasıyla Türkiye'deki sınavlarla sınırlı kalmaktadır. Bu sonuçlara dayanarak, çocuklara İngilizce öğrenme sebeplerinin sadece sınavları geçmek olmadığı, onlara Milli Eğitim Bakanlığı'nın da belirttiği asıl amaç olan iletişim kurmak için İngilizce öğretildiği kavratılmalıdır.

Anahtar Sözcükler: Çocuklar, Yabacı Dil Öğrenimi, Dil Farkındalığı

ABSTRACT

MASTER THESIS

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This study aimed to explore the language learning awareness of primary school students in Turkey. The foreign language teaching in Turkey has been accepted to be not successful enough; and for this reason, there has been a reform in the policy of foreign language teaching in recent years which was to lower the starting age. In the field of language teaching, a lot of studies were carried out before about how to teach English to young learners effectively. This study was conducted with the primary school students to see their awareness level as they are at the beginning of formal language teaching process. Their ideas and experiences about and their reasons for language learning were examined deeply and in the end their awareness level was determined. In order to conduct the research, qualitative research design was used via a semi-structured interview prepared by ELLIE Project before. The participants were 143 primary school students from both state and private schools in Erzurum. In data collection period, the researcher interviewed the participants one by one giving them enough time to think about the questions. In data analysis procedure, first the data was grouped and coded according to the principles of qualitative research design and later content analysis was performed. In conclusion, the results showed that almost all the participants had positive attitudes toward English. However, due to the educational requirements in Turkey such as entrance exams for high schools and universities, young learners seem not to have comprehended the communicative aims of learning English. In other words, they are happy to learn English but their awareness of learning English is only restricted to the exams in Turkey. In the end, it is implicated that young learners need to be informed about the true objectives of learning a foreign language, which is communicating in that language as the Ministry of National Education declared in education programs.

Key Words: Young Learners, Foreign Language Learning, Language Awareness

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LIST OF ABBREVIATIONS

ALA   : Association for Language Awareness

EFL   : English as a Foreign Language

ELLIE   : Early Language Learning in Europe

LLLA   : Language and Language Learning Awareness Interview

TEYL   : Teaching English to Young Learners

CHAPTER ONE

1. INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, the significance of the study, the research questions and finally the limitations of the study.

1.1. Background to the Study

In the global world, English is accepted as a lingua franca and an indispensable part of people's lives. English is spoken by 450 million people as their mother tongue and by 603 million people as second or foreign language. Therefore, people need at least a little English to survive in the outside world as English is accepted to be a worldwide language. For this reason people think that English is not only necessary to survive but also vital to have a good job and a higher social status in life. Since English is perceived as a worldwide necessity, it seems quite valuable for a country to have citizens being able to speak it.

Teaching a foreign language is an aim which many countries want to achieve. However, most of the countries, including Turkey, have faced great problems in foreign language success though. The fact that Turkey cannot be regarded successful in language learning and teaching has been claimed and concluded in many previous studies one of which was conducted by British Council and TEPAV in 2013. There may be many reasons lying under this problem such as lack of motivation, lack of interest, wrong teaching policies, etc. Solak (2013) results in his research that the reasons behind Turkey's being not very successful in teaching a foreign language are methods, approaches, strategies and attitudes rather than time and resources. Moreover, in the studies conducted around the world, most researchers stated "learner beliefs" as one of the main factors (Agudo, 2013; Bernat & Gvozdenko, 2005; Cotterall, 1995; Mori, 1997; Williams & Burden, 1999). Individuals vary in their understandings and in how they construct their personal beliefs; therefore they have their own approaches to

learning new things (Seifert, 1997; cited in Williams & Burden, 1999). What learners state as their beliefs about language learning contributes to their awareness because belief and awareness are closely related. In other words, the beliefs that the students hold about language learning affect how they act in learning procedure (Wenden, 1986). As being researchers trying to identify the awareness of the students, we find it essential to find out the students' beliefs and attitudes. As Kalaja (2003) claims, learning these beliefs is probable because learners can express them in their conceptual frameworks. This enables teachers to understand the beliefs that the students have about learning a language. Zhong (2010) suggests teachers to find out learners' beliefs in order to avert misinterpretations and support learner autonomy. Beliefs affect not only awareness but also students' behaviors in the classroom and thus finding students' beliefs help the teachers explain the reasons for these behaviors (Kolb, 2008). Teachers' finding out learners' beliefs also contributes to the success of language classes as they give care to what the students expect from that lesson as the students shape their approaches with these beliefs (Agudo, 2013). Finally, when teachers are aware of students' needs, hopes, anxieties and beliefs about learning a language, then they organize teaching and learning process to make the students have positive attitudes toward language learning.

Another important factor influencing language learning is language awareness (Schmidt, 1995). The term "language awareness" appeared twenty-five years ago after the failures in foreign language teaching (Hawkins, 1999). The website "Association for Language Awareness (ALA)" defines language awareness as "explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" and "Language awareness includes exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how languages work, of how people learn them and use them." (http://www.languageawareness.org, retrieved on 11.04.2016). Another definition for language awareness which was stated in the National Council for Language in Education Working Party on Language Awareness in 1985 (cited in Svalberg, 2007, p.4) was that "*Language awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life*". Moreover, Brian Tomlinson (2003) defines language awareness in his study as:

> *"Language awareness is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how language works. It is also a pedagogic approach that aims to help learners gain such insights (p. 251)."*

Tomlinson (2003) also adds that language awareness is achieved by the learner, it is not taught by someone. To sum up, learners' awareness from learners' side is important as it is better for them to be conscious in teaching and learning process. The students should be aware of what is happening around them in the learning process. As Schmidt (1995) stated in his "noticing hypothesis", when there is no attention paid by the student then there is no learning. Conscious attention (noticing) is an undeniable factor for language learning. For this reason, the factor of awareness has been argued widely in the field of second language acquisition (see for a review Leow, 2001). In relation with the factor of awareness, being an autonomous learner, which means that learners should decide their aims and guide their language learning performance themselves, is also essential in language learning process (Joycey & Sougari, 2010).

The age to start language learning is another important factor. Many scholars (Ellis, 2003; Kiss & Nikolov, 2005; Mihaljevic Djigunovic, 2012) agreed on the fact that foreign language must start at an early age, because there is a belief that young learners learn better and they are highly more motivated than older ones. But who are young learners? Actually by speaking of young learners, the children at the ages between 5 and 7; and 8 and 10 are meant as Scott and Ytreberg (1990) grouped. Also, European Union members explained young learners as primary school children aged between 7 and 12 (Mihaljevic Djigunovic, 2012). Besides, Nunan (2010) states that the term "young learner" refers to the children aged between 3 and 15. And why are young learners to be studied in this research?

There are many reasons considered important for the decision to see young learners worth to research. For example; as Chamot and El-Dinary (1999, p.331) stated: *"Metacognitive awareness begins at quite an early stage."* Furthermore, it is mostly regarded that children are more motivated to learn a foreign language than adults are (Nikolov, 1999). They do what they believe in language learning context and they

prefer their learning style accordingly (Benson & Lor, 1999). Also, as young learners are in the very beginning of long foreign language learning process, it is necessary to have an idea of how they handle this process and the problems occurring at this stage regarding their attitudes. Therefore, young learners should be an indispensable part of language learning studies as they might provide significant information to reveal the problems from the beginning of language learning process.

1.2. Statement of the Problem

In many countries, English is a compulsory foreign language lesson as in Turkey. In the European Union, 23 countries start English as a part of primary education earlier than the age of 10 whereas 4 of them start after 10 (Munoz, 2014). As for Turkey, children start learning English at the age of 8 at state schools and at the age of 6 at private schools with a reformed curriculum accepted in 2013. Before this reform, the students used to start learning English at the age of 10. It is expected that this change will affect language learning positively.

The Turkish Ministry of National Education made this change because language learning and teaching is regarded not very successful in Turkey. An average university student who has taken English as a foreign language lesson for nine years starting from primary school has a very limited English competence. According to a study conducted by British Council and TEPAV (Economic Policy Research Foundation of Turkey), even though the students in Turkey have approximately 1000 hours of English Education at schools, only 5 per cent of them can communicate in English (BC & TEPAV, 2013).

Like in all countries, people in Turkey need to learn English for communication with other nations for the reasons mentioned above. Since they are offered low exposure to English and they come across few native speakers in Turkey, the learners do not have many opportunities to practice the language they learn. The only place they can do this is the classroom in short periods of time because when language lesson finishes, language learning also finishes for them until the next English lesson time. The education system in Turkey has the biggest responsibility for this problem. As it is exam-oriented, it seems that the students rarely think about what they learn because they

feel that they have to learn these things to pass the exams. Therefore, most of the students may not fully comprehend the aim of learning a foreign language while trying to struggle with the exams all the time and they are likely to miss the point in the aims of being educated.

In conclusion, the level and success of the students in English is not at a desired level and the students have insufficient circumstances to develop the skills in order to communicate in real life. Whether the reform of the Ministry of National Education to find a solution to this problem by lowering the age to start for learning English has been successful or not is uncertain yet as this is a newly applied change. At this point, it is necessary to consider this situation from the perspectives of the students who started learning English at schools after the reformulation in 2013. As Sert (2006) states that Turkish EFL learners need to develop an awareness of language learning, and it is significant to investigate those newly started young learners' awareness in terms of language learning.

1.3. The Purpose of the Study

The purpose of this study is to explore young learners' foreign language learning awareness by exploring their attitudes and self-evaluations. This study is expected to enrich our understanding of how Turkish young learners perceive learning English as a foreign language after the 2013 reform in Turkey.

1.4. Significance of the Study

On reviewing the literature it has been seen that young learners' foreign language learning awareness has rarely been researched (e.g. Agudo, 2013; Kolb, 2007; Munoz, 2014; Sevillano, 2011) and there is a need in this context. As Joycey and Sougari (2010) stated, the previous studies focused mainly on adult learners and the studies about young learners are limited in number. This study will also look for a gender difference in terms of awareness and as Bernat and Lloyd (2007) state there are a small number of studies including this variable. Many studies investigated learners' beliefs around the world, mainly Europe, but few data have been found in Turkish EFL context for young learners. As Görgün (2013) states, attitudinal studies in Turkey are

not sufficient, meaning that there are so few studies conducted on the attitudinal factors. Therefore, this study is expected to fill a gap in the literature.

With the Turkish education reform, Turkey is changing the concept of teaching English. This study will investigate the perceptions of young learners most of whom started learning English in 2nd and 3rd grades after this change and therefore it is expected to make some implications for teachers, schools and the students with its findings.

Finally, this study will contribute to the field of foreign language learning by showing learners' side in Turkish EFL context. The methods and procedures of teaching English are not the only important factors. In other words, learners' perceptions and awareness are of great importance to be taken into consideration. For this reason, this study may provide the teachers with a better understanding of the way Turkish young EFL learners perceive learning a foreign language. With these results, the teachers may change their way of motivating their students and teaching them because this kind of awareness is one of the main factors of a successful learning and teaching process.

1.5. Research Questions

This study is designed to find out the answers to these following primary and secondary research questions. The primary research question:

1. Are the students aware of the reason why they learn English?

 a. Are girls and boys alike in terms of awareness?

 b. Are state and private school students alike in terms of awareness?

Secondary research questions:

1. Is foreign language lesson popular among young learners?

2. What are the reasons of students for liking/disliking English lessons?

3. What kinds of classroom do the students prefer for English lessons?

4. Do the students have long term plans to learn English?

The primary research question was taken from Nikolov (1999), secondary research question 1 was taken from Munoz (2014) and question 5 was taken from Sevillano (2011). The other four were designed by the researcher.

1.6. Limitations of the Study

The current study has some limitations. First of all, due to the small size of sampling of the schools, our data is limited. Our state school data may be sufficient but due to some official permission problems we could not get permission from some private schools for our interview. This is why our participants are limited in number and generalization is not possible because the samples are not representative of the schools in Turkey. Another limitation is that studies of awareness and attitudes are problematic because when we use interviews, we can obtain data only from what the participants state in words not from what they really think and believe. Therefore, we cannot be sure if the participants are expressing their opinions accurately.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter firstly presents foreign language teaching policies in Europe and Turkey and then, related literature about the nature of young learners such as their characteristics and the way they learn a language. As mentioned in Chapter 1, since beliefs, attitudes and awareness are closely related, the importance of attitudes and beliefs toward language learning and the factors affecting these are presented. Finally, the studies conducted to explore the attitudes of young learners toward foreign language learning are presented in this chapter.

2.1. EFL in Europe

There are various cultures and languages in Europe. Even though all the countries in the European Union have their own education policies, all member countries agree on the aim that the citizens must be trained to communicate in two languages, which means they want the nation, including even the migrants, to learn a foreign language properly (European Commission, 2012). European Commission presented European policy report toward language learning in 2012 "*Key Data on Teaching Languages at Schools in Europe*" giving a comprehensive framework of language teaching systems in European countries. In this report, it is revealed that the foreign language to be taught mostly, almost in all countries, is English which is compulsory in 14 countries of the European Union. The second language mostly taught is German, which is generally taught in central and Eastern Europe; and the third language is French, generally taught in Southern Europe (European Commission, 2012).

First of all, the Commission states the most important elements for effective foreign language learning as follows:

"To be effective, foreign language teaching needs well qualified foreign language teachers. Yet, finding such teachers to fill vacancies or cover for absentees appears to be difficult for school heads in some countries.

Besides relevant qualifications, foreign language teachers need sufficient and appropriate teaching resources as well as clear teaching guidelines. Yet, even if these needs are met, implementing official recommendations might still prove to be a challenge in some countries." (European Commission, 2012; p.9)

European Commission (2012) report that the starting age of learning foreign language generally differs between the ages of 6 and 9 in most European countries. However, while the students start at the age of 3 in Belgium, the students in United Kingdom start at the age of 11. According to the report, some countries are not strict to determine the starting age. For example; learning foreign language as a compulsory lesson starts at the age of 7-9 in Estonia and Finland; 7-10 in Sweden; 8-10 in Germany. In all these countries, the students learn foreign language as a compulsory lesson whereas in Ireland and United Kingdom there is no compulsory foreign language teaching, that is, all schools have a foreign language lesson but the students are under no responsibility to learn. In addition, some countries such as Cyprus, which is Greek Populated Southern Cyprus, made reform by lowering the foreign language learning age from 6 to 5.

Sharp (2002) reports in her research that many children start learning English earlier than these compulsory starting ages mentioned above, because several countries in Europe have preschool systems in which children are provided with foreign language besides other services.

According to this above-mentioned report of European Commission (2012), in Italy, Luxemburg, Austria, Croatia, Liechtenstein, Norway, and Portugal, authorities determine the compulsory foreign language learning age as 6. In France and Poland, the age of 7 is the compulsory foreign language learning age. In Belgium, Czech Republic, Greece, Lithuania, Bulgaria, Romania, and Slovakia, foreign language learning age is 8. Latvia lowered the foreign language learning age to 7 in 2013. In Denmark, Hungary, Iceland, and Slovenia, the foreign language learning age is 9.

2.2. EFL in Turkey

The Ministry of National Education explains the main objective of teaching English in Turkey as enabling the learners to gain listening, reading, speaking and writing skills; communicate in that language; and develop positive attitudes toward foreign language learning.

Turkish education system has placed great emphasis on language teaching since the second half of the 20th century (Kırkgöz, 2005). If the language learning policy is divided in periods as before and after the establishment of the Republic, it should be dated back to the Ottoman. As Küçükoğlu (2013) reports in his study, in the period of Ottoman Empire, the foreign languages taught at schools called "medrese" were Arabic and Persian as the former was the language for science and latter was the language for literature.

In the Tanzimat Period, English was integrated into the Turkish education system for the first time because French was the western language taught at schools before that time (Kırkgöz, 2005).

Around the time of the establishment of the Republic, the world was living some technological improvements and this led Turkey to try to keep up with other nations and this situation increased the importance of foreign language learning. When English gained more importance over French in the world, English language teaching increased at that time due to modernization and westernization movements (Kırkgöz, 2007).

Another important time in the history of foreign language teaching in Turkey as Kırkgöz (ibid) reports is 1955 in which Anatolian High Schools were opened for secondary education. After that time, the number of secondary state and private schools and state and private universities with English medium increased. Also the opening of an English-medium university which is Middle East Technical University is in this period.

In 1997 which is a highly important date in language teaching history in Turkey, some radical changes were decided in terms of language teaching by the Turkish Ministry of National Education. First of all, the duration of compulsory education was extended from five years to eight years. The radical change in language teaching policy

was to lower the starting age of learning English to 9, which involves the students in grade 4. Before this change, the starting age for foreign language teaching was 11, which involves the students in grade 6. The purpose of this reform was to increase the exposure time to foreign language (Küçükoğlu, 2013). After that time, the students in 4th and 5th grades had two hours of English per week while the students in 6th, 7th and 8th grades had four hours of English per week.

The last reform in the history of foreign language background of Turkey was made in 2012. The duration of compulsory education was this time extended from 8 years to 12 years dividing it into three periods with four years each. The change in language teaching policy was to lower the age to 7 referring to grade 2, which means the students would start learning English at the age of 7 in the 2nd grade. The students in the 2nd, 3rd and 4th grade would have two hours of English while the students in 5th,6th,7th and 8th would have four hours of English. At the present time, Turkey has this system of teaching English.

In the 2nd, 3rd and 4th grades, the lesson plan consists of very limited reading and writing activities but mainly listening and speaking activities. Besides, in the 5th and 6th grades, teachers should focus on listening, speaking, limited reading, and very limited writing activities. Lastly, in the 7th and 8th grades, the main focus is on listening and speaking, and the secondary focus is on reading and writing activities (MEB, 2006).

When learners finish primary school which refers to the end of 4th grade, they are aimed to have the following attainments:

a. to know the basic phrases about personal details and basic needs,

b. to have basic vocabulary knowledge about specific situations,

c. to be able to express the basic linguistic structures and sentence structures,

d. to be able to pronounce the words and phrases limited in number,

e. to be able to spell their address, nationality and personal information,

f. to be able to start a social interaction by using the phrases for greeting, ending a conversation and thanking,

g. to be able to manage independent phrases about their opinions; correct the conversational mistakes; and pronounce the words which are known less (MEB, 2006)

2.3. Young Learners

As the focus of this study is young learners, it is crucial to define who the young learner is in the first place. In order to have a better understanding of the nature of young learners, which is likely to help us interpret the data, it is also crucial to identify their characteristics and how they learn a language.

2.3.1. Characteristics of young learners

As mentioned before, the phrase "young learner" refers to the children aged between 3 and 15 according to Nunan (2010). Young learners have different learning styles and strategies compared to adult learners and also they have different characteristics at different stages. Besides these different definitions, researchers also concluded different characteristics of young learners as presented below.

Weissberg (2003) presents the characteristics of young learners as in the following stating that they learn in different styles from older children, adolescents and adults:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (p.38).

Scott and Ytreberg (1990) state that a child at the age of five and a child at the age of ten show greatly different characteristics. They list the characteristics of young learners at the age of 5 to 7 in language learning as:

- They can talk about what they are doing.

- They can tell you about what they have done or heard.

- They can plan and do activities.

- They can argue for something and tell you why they think and what they think.

- They can use logical reasoning.

- They can use their vivid imaginations.

- They can use a wide range of intonation patterns in their mother tongue.

- They can understand direct human interactions (p.1).

They list the characteristics of young learners at the age of 10 as:

- Their basic concepts are formed. They have very decided views of the world.

- They can tell the difference between fact and fiction.

- They ask questions all the time.

- They rely on the spoken world as well as the physical world to convey and understand meaning.

- They have definite views about what they like and what they don't like doing.

- They are able to work with others and learn from others (p. 3-4).

They also state that the children at the age of 10 can:

- Understand abstracts,

- Understand symbols (beginning with words),

- Generalize and systematize (p.4).

As Pinter (2006) identified and Nunan (2010) defended the descriptions, the differences between young and older learners in terms of characteristics are as the following:

Young Learners	Older Learners
Children are at pre-school or in the first couple of years of schooling.	These children are well established at school and comfortable with school routines.
Generally they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.	They show greater interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
They have lower levels of awareness about themselves as well as about the process of learning.	They show growing level of awareness about themselves as language learners and their learning.
They have limited reading and writing skills, even in their first language.	They have well-developed skills as readers and writers.

Generally, they are more concerned about themselves than others.	They have a growing awareness of others and their viewpoints.
They have limited knowledge about the world.	They have a growing awareness about the world around them.
They enjoy fantasy, imagination and movements.	They begin to show interest in real-life issues.

(Pinter, 2006, p.2)

The activities used to teach young students should be chosen according to their characteristics. Çakır (2004) adapting from Thornton (2001) and Philips (2001) presents the list of the main activities to be chosen for young learners as:

- TPR activities
- Listen and do, listen and repeat, listen and draw a route, etc.
- Read and draw
- Problem solving
- Sort it out
- Pair work / group work
- Find someone who is …
- Drawing, coloring in, cutting out, making things
- Playing pretend games (drama) with masks, puppets, toys, play dough figures, etc.
- Tongue-twisters
- Simple poems
- Flashcards
- Storytelling
- Acting out
- Guess the words
- Project works
- Making posters, advertisements, charts, surveys, etc.
- Songs (p.9).

These are the activities suitable for young learners but the way of using these activities in the classroom is more important in the teaching context. For this reason, Shin (2007) shares ten helpful ideas for teachers in primary schools about using the activities and making the language lessons more effective:

1. Supplement activities with visuals, realia, and movement.

2. Involve students in making visuals and realia.

3. Move from activity to activity.

4. Teach in themes.

5. Use stories and contexts familiar to students.

6. Establish classroom routines in English.

7. Use L1 as a resource when necessary.

8. Bring in helpers from the community.

9. Collaborate with other teachers in your school.

10. Communicate with other TEYL professionals. (p.7)

To sum up, it is important for the teachers to have knowledge about the characteristics of the young learners and hence design the activities for the lesson and approach to the students in the lesson accordingly.

2.3.2. How do young learners learn a language?

As many countries in the world start teaching a foreign language at a very early age, the people involved in both planning and teaching process, especially the teachers, must have a knowledge about how a child learns.

In the related literature, there are different theories about how a child learns a language. Below, the theories of the important theorists in the field of education of young learners will be discussed. The theorists whose theories have been discussed and implemented in most studies about young learners are Piaget, Vygotsky, and Bruner.

Piaget is a developmental psychologist and the name of his theory is "Cognitive Theory". According to him, the child goes through some stages of development from birth to adolescence (Nunan, 2010). Cameron (2001) explains Piaget's viewpoint as:

"(…) a child's thinking develops as gradual of knowledge and intellectual skills towards a final stage of formal and logical thinking. However gradual growth is punctuated with certain fundamental changes which cause the child to pass through series of stages. At each stage, a child is capable of some types of thinking but still incapable of others (p. 3)"

The stages, mentioned here, the child passes through are as following from the viewpoint of Nunan (2010):

1. <u>Sensorimotor stage (0-2 years old):</u> This is the beginning stage of psychological and intellectual development of a child. At this stage, the child physically interacts with the environment by using the objects around and then constructs vocabulary having only one meaning.

2. <u>Preoperational stage (2-7 years old):</u> At this stage, the child is egocentric which means the child puts himself/herself at the center of the world and is unable to think logically. In terms of language, the child begins to construct the grammar system of language in general not including the complex structures.

3. <u>Concrete operations stage (7-11 years old):</u> At this stage, the child begins to think logically and make generalizations from the environment as this child develops the ability to separate the environment from his/her own.

4. <u>Formal operations stage (11 years old and older):</u> This is the last stage of a child's development. The child develops abstract thinking and gains the ability to generalize by thinking logically.

As can be seen above, the 2nd, 3rd and 4th grade students who are the subjects of this study are in concrete operations stage and accordingly the activities in the classes must be chosen according to the features of the stage. For example, a teacher's introducing formal grammar rules to the students might not be a successful way of teaching in concrete operations stage as formal grammar rules require logical thinking which the students begin to develop at this stage. Therefore, grammar rules should be introduced at formal operations stage (Nunan, 2010).

Cameron (2001) states that Piaget ignores the role of social world in child's development, which means Piaget is only concerned with the child as an individual in the world.

Another important figure whose psychological theories are thought to be important in teaching young learners is Lev Vygotsky. Vygotsky's theories differ from those of Piaget's in terms of language and social environment. According to him, "learning takes place in social context" (Cameron, ibid). Troike (2006) explains the theory that Vygotsky developed which is "Zone of Proximal Development" (ZPD) as "*an area of potential development where the learner can achieve that potential with*

assistance (p.112)". Wood (1998) explains ZPD as a gap between what the child can do alone and what the child can do with the help of others. In foreign language learning, this theory can be achieved through the help of the teacher as the model and the classmates.

Cameron (ibid) explains the difference between the theories of Piaget and Vygotsky: "*Whereas for Piaget the child is an active learner in a world full of objects, for Vygotsky the child is an active learner in a world full of people* (p.6)."

For another theorist Bruner, "language is the most important tool for cognitive growth" (Cameron, ibid, p.8). David Wood, Jerome S. Bruner and Gail Ross (1976) are the first to introduce the term "scaffolding" referring to the help in the classroom environment between teacher and the student in many ways (Hammond & Gibbons, 2001). These ways are, as Wood (1998) classified, suggesting, praising the significant, providing focusing activities in order to attend to what is relevant; encouraging rehearsal, being explicit about organization in order to adopt useful strategies; reminding, modelling, providing part-whole activities in order to remember the whole tasks and goals.

To sum up, these theories provide implications in great importance for teaching young learners. Therefore, for an effective foreign language lesson with young learners, it is necessary for the teachers in this field to be aware of these theories besides the characteristics of young learners.

2.3.3. Advantages of young learners and early start (Critical Period Hypothesis (CPH))

A great number of researchers have previously reported that children are better than adults in language learning (Ellis 2003; Johnson & Newport, 1989; Krashen, 1975). Researchers have studied to see whether or not age affects learning a language for decades (Troike, 2006). Singleton reported in 2001 in his review of research on the influence of age over second language acquisition that a great number of studies resulted in showing the importance of early language learning. In his report, it is seen that most of the studies are concluded by demonstrating an existence of a critical period for language learning and this situation directly leads the researchers to the importance

of the hypothesis proposed by Wilder Penfield and Lamar Roberts in 1959 and then introduced by Eric Lenneberg in 1967.

Lenneberg claims that there is a critical period in second language acquisition process and if learners do not start learning the language before the end of this period they are unlikely to have a native-like accent (Lenneberg, 1967). This is called Critical Period Hypothesis (CPH) in the field of language learning. Krashen (1975) explains Lenneberg's hypothesis about this period in this way: a child might acquire the first language naturally only between the ages of about two and puberty. Since some neurological changes occur after this critical period, brain loses its ability and plasticity to accept additional demands of language learning (Troike, 2006).

Krashen (1975) states that a critical period also exists for second language acquisition, even though this theory is concerned with mainly first language acquisition. For example, learning occurs naturally in second language learning if started before puberty whereas after puberty, it requires being taught consciously. Therefore, from Krashen's point of view it is concluded that the process of learning in childhood and adulthood are different from each other.

As it is understood from Krashen's viewpoint that teaching children and adults require different procedures. Harley and Hart (1997) also claim that early starters of language learning use memory ability while the late starters use analytical language ability. At this point, it is necessary to see the advantages of both younger and older learners over each other:

Younger Advantage	Older Advantage
Brain plasticity	Learning Capacity
Not analytical	Analytic ability
Fewer inhibitions	Pragmatic skills
Weaker group identity	Greater knowledge of L1
Simplified input more likely	Real-world knowledge

(Troike, 2006, p.82).

According to Dominguez and Pessoa (2005), early start of language learning has many advantages. For example, young learners who start language learning earlier are likely to be more successful in terms of oral proficiency and they are more confident in oral performance in second language.

In the literature, some different reasons are also added to the advantages of early start of language learning. For example, Superfine (2002) suggests that young learners learn faster than adult learners as adults have other responsibilities other than school. Doğan (2009) suggests that young learners are more eager to learn new things as they do not have a background at school. In addition to these suggestions, Nikolov and Mihaljevic Djigunovic (2006) concluded important implications for young EFL learners as following:

- Young children are slow at developing in the target language, therefore they need a longer period to achieve levels adolescents and adults can achieve faster.
- They benefit from meaning-focused activities.
- They rely very little on explicit rules, declarative knowledge, and inductive/deductive reasoning skills but rely on their memory and procedural knowledge.
- Because young learners tend to surpass adults in the host environment in the long run, classroom instruction providing children with opportunities similar to "natural" SLA are appropriate in FL contexts.
- Early language learning experiences may enhance children's cognitive control.
- There is no reason to assume that the L2 will have a negative impact on L1 if it is also developed in parallel.
- Both early and late immersion programs contribute significantly to learners' development. Thus, it is impossible to decide whether early or later immersion program models should be favored.
- It is possible that an early start contributes to young learners' attitudes and motivation, which later ensures good proficiency; in other words, most probably it is not the actual early language gain that matters in the long run. SLA is a life-long enterprise; both proficiency and willingness to maintain and develop it further are crucial.
- Teachers need to be proficient users of both languages and able to apply age-appropriate methodology (p.242).

To sum up, it as an accepted phenomenon that the people who start learning a foreign language earlier are more likely to be successful than the late starters. Since the methods and approaches for the earlier and late beginners are different as mentioned, the teachers should also have knowledge about the requirements of the ages of the students.

2.4. Importance of Attitudes

Halliwell (1992) asserts that people develop attitudes having been affected by the environment and the people around. Beliefs affect attitudes and attitudes affect awareness. In language classes, all learners have positive or negative attitudes towards the language they learn. In teaching and learning environment, learners have attitudes towards the class, the teacher, classmates and activities. All these attitudes that a learner has developed within time affect his/her behavior in the learning environment. In other words, the attitudes either encourage the learner to learn or hinder learning. Here it is important to know what language attitude is or what it refers to. Language attitude is defined as:

> *"The attitude which speakers of different languages or language varieties have towards each other or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language."* (Longman Dictionary of Applied Linguistics, 2010, p.314).

If a learner develops negative attitudes toward a subject, it will be difficult for the teacher to motivate and push him/her to learn. On the other hand, if a learner develops positive attitudes, it will be easy for the teacher to support him/her for learning. Sometimes learners may not have any attitudes toward a subject and this time it is very important for the teacher to make the student develop positive attitudes as positive attitudes have a significant impact on learning.

As it is important to make the students have positive attitudes toward language learning, it is also important to have an idea about the factors affecting attitudes. Previous studies showed that there are several factors that affect the attitudes the students have toward learning a language. One of these factors is beliefs. Beliefs strongly affect attitudes (Banya & Cheng, 1997). If their beliefs about language learning are positive, students are more likely to have positive attitudes and higher motivation.

Another factor is awareness. Cotteral (1995) states that it is a necessity for learners to be aware of the role of the strategies that they can use in language learning. With this awareness, they can shape their attitudes toward learning a language.

One of the most important factors affecting attitudes is motivation. Keeping students motivated for the lesson becomes a challenge for teachers during the teaching period. As Nunan (2010) states, there are two types of motivation which are extrinsic and intrinsic; in other words, instrumental and integrative motivation. Extrinsic/instrumental motivation leads the students to do something or learn something in the lesson because of some external benefits like getting high grades, not because they want to learn something. On the contrary, intrinsic/integrative motivation pushes the learner to do or learn something for the students' own benefits. The way the student is motivated affects his/her attitude as the student feels successful when he/she wants to do something for either he/she wants to do or for some external benefits.

Bernat and Gvozdenko (2005) searched and summarized the other factors found in previous studies as family and home background, cultural background, classroom/social peers, interpretations of prior repetitive experiences, and individual differences such as gender, and personality (p.10).

2.5. The Instruments Used for Gathering Data on Awareness

Before studying with young learners, the most important thing to do is choosing the instrument. As Mihaljevic Djigunovic (2012) states, the instruments available to researchers are more appropriate for older learners and they cannot be directly used with young learners. Therefore, first they need to be adapted for younger learners and if that is not possible, then new instruments should be formulated based on the aim of the study.

On reviewing the literature, it was seen that awareness studies were conducted through belief and attitude exploration. Most of the belief studies conducted so far have used either qualitative or quantitative research designs. For this reason, Huang and Tsai (2003) suggest that the researchers should combine qualitative and quantitative research methods while searching for the beliefs of learners about foreign language learning.

2.5.1. Questionnaire studies

In the field of belief studies about foreign language learning, studies were generally conducted by using questionnaires. But the answers to the questions were so restricted that the students had to choose among the ready-prepared set of beliefs and that's why questionnaire studies were criticized (Aro, 2009). Below there are some examples from the questionnaire studies:

2.5.1.1. Likert-scale questionnaires

Sakui and Gaies (1999) studied with 1300 Japanese tertiary level students of English to describe the beliefs of Japanese learners about language learning. Their aim was to make a difference among the instruments used in previous studies which were mainly questionnaires. In order to fulfill this aim, they developed a new questionnaire and used this 45-item questionnaire in Japanese and applied it in several different universities with 4-week intervals by using the test-retest method to see the reliability (named the Original and Scrambled versions). The stability of the beliefs held by the students and the consistency between the test and retest showed that the students had positive beliefs towards language learning.

In another research, Joycey and Sougari (2010) studied with 516 Greek primary and secondary level students having compulsory English courses and used a closed questionnaire containing 60 items in Greek. It was a 5-point Likert scale questionnaire and the students had to rate the items from 1 to 5 and the results showed that young learners had precise beliefs about language learning and certain expectations of the process.

In addition to these studies, Agudo (2014) studied with 218 Spanish secondary school students using the belief questionnaire in Spanish which was first developed by Sakui and Gaies (1999) mentioned above. The results showed that the students wanted English teachers to make the lesson as enjoyable as possible thinking that English lesson was different from other lessons. The general belief held by the students was that one day they would speak English very well.

These studies show that Likert scale questionnaires include a great number of items in the studies mentioned here. In the related literature, the studies conducted with young learners using Likert scale questionnaires are limited in number. One reason for this might be the fact that young learners are not able to maintain their concentration for a long time to answer all these items correctly and therefore it can be concluded that Likert-Scale questionnaires are not suitable for young learners.

2.5.1.2. BALLI (Beliefs About Language Learning Inventory) questionnaire

Research into learner beliefs about language learning systematically started with Horwitz with her questionnaire named Beliefs About Language Learning Inventory (BALLI) in the 1980s (Nikitina et al, 2006). Horwitz (1999) studied with the students of the University of Texas at Austin as she was an instructor there and since then many researchers have used this instrument to study the learner beliefs. The original BALLI questionnaire consisted of 34 items and it was a 5-point Likert scale degreed from strongly agree to strongly disagree and grouped into five categories which were foreign language aptitude; the difficulty of language learning; the nature of language learning; learning and communication strategies; and motivation. In a new version of it, Horwitz added one item and it became 35-item questionnaire (Yang, 1999). This questionnaire is suitable for adult learners as it has been used to study with adult learners in the related literature. Below, some sample studies conducted with BALLI instrument are listed:

First of all, Yang (1999) studied with 505 university students in Taiwan using this BALLI instrument and in addition, Oxford's (1990) Strategy Inventory for Language Learning (SILL) to get a deeper understanding of learner beliefs. According to the factor analysis results, learner beliefs about language learning were associated with the use of strategies developed by the learners.

Secondly, Huang and Tsai (2003) studied with 89 second grade high school students using BALLI instrument in Taiwan. According to the general results, the students showed positive attitudes towards language learning.

In another research, Bernat and Lloyd (2007) studied with 262 EFL students at an Australian university for both investigating the beliefs of learners and investigating a gender difference among the results. According to the overall results, in all categories of

this instrument, the male and female students held identical beliefs about language learning. Only one item was different which was that the male students wanted the lesson to be more enjoyable than the female students.

Finally, Alsamaani (2012) studied with 250 first year university students whose major was English in Saudi Arabia to explore their general beliefs about language learning. The results showed that the learners generally held positive beliefs about language learning.

These studies show that BALLI questionnaire is more suitable for adult learners than young learners because the questionnaire is a Likert-type scale and it consists of 35 items, which is too many for young learners to answer accurately.

2.5.1.3. Other questionnaires

Biggs (1987) used two questionnaires named LPQ (Learning Process Questionnaire) for high school students and SPQ (Study Process Questionnaire) for college students in Australian context. 36-item LPQ and 42-item SPQ were both 5-point Likert-type scales and in that study the aim was to obtain student approaches about motive and strategy. The LPQ results showed that boys were more interested than girls in most items and the SPQ results showed that university students' responses in motive and strategy differed between first and second year students.

In a research applied in Turkey, Fırat (2009) studied with 300 Turkish young EFL learners aged 10 and 11 by using an attitude questionnaire developed in 2003 by Kara. It was a 5-point Likert scale and the aim was to see if there was a relationship between the students' English proficiency level and their attitudes toward learning English. According to the results, the students had positive attitudes toward language learning, and most of them saw English important for their future. The students said that they liked the enjoyable activities such as singing and playing games and they added that nothing was difficult for them.

In another research, Clement et al (1994) studied with 301 secondary school students in Hungary by using an attitude questionnaire which was adapted from previously used questionnaires. The scale of attitude toward learning English consisted of 5 items in a six point Likert-scale format. According to the factor analysis results, the

students who did not have much anxiety while using English showed more positive and satisfying attitudes and their motivation to learn English was high.

In conclusion, when the instruments and the age range of participants in these above mentioned studies are analyzed, it can be concluded that questionnaires have generally been used for adolescent and adult learners and therefore, it is inferred that while studying with young learners, a different instrument from questionnaires would be better to use.

2.6. Research Instruments and Designs in Investigating Young Learner Beliefs

In the literature, it can be seen that generally quantitative research designs were implemented by using questionnaires. As it is claimed that questionnaires are not very suitable for young learners, the researchers who studied with young learners used generally interviews in qualitative studies and longitudinal case studies.

2.6.1. Longitudinal case study

Case study is a procedure investigating a program, event, activity, process or people in which the researcher obtains precise data in a period of time (Stake, 1995; cited in Creswell, 2009). The examples of longitudinal case studies in the area of foreign language learning related to the literature of this study are listed below:

First of all, Nikolov (1999) studied with 45 Hungarian primary school children about their attitudes and motivation concerning foreign language learning by asking the question: *"Why do you learn English?"* In the study, six open questions in the questionnaire were answered by the students at the end of each academic year for eight years. After content analysis and sequential analysis, the results showed that the reasons to motivate the learners changed; for example, very young learners wanted the classes to be fun and enjoyable but when their age increased instrumental influence appeared among students and they wanted the class to consist of challenging tasks. In this study, Nikolov also concluded that the learners between the ages of 6 and 14 had positive attitudes toward their language learning process - similar to the results of the previous studies that he mentioned in his article.

Secondly, Aro (2009) studied with 15 elementary school children in Finland in order to identify the beliefs of young learners about learning a foreign language. Aro saw that questionnaires were not suitable for belief studies and therefore used a semi-structured interview. The participants of the study were interviewed in their first, third and fifth years at school. The results showed that students had the same beliefs all these years at school. Some students changed their beliefs showing the learning environment as the reason for this. At first grade, the students' beliefs were almost the same but later mostly in the fifth year; their beliefs were observed to change in either positive or negative ways.

In another research, Sevillano (2011) studied with 264 primary school students from seven different countries in Europe and the study lasted for three years. The study was conducted by using the focal learner motivation interview used under the title of ELLIE Project. After quantitative analysis for closed questions and content analysis for open questions, the results showed that young learners' attitudes toward learning a foreign language were positive. However, some Eastern European students' attitudes appeared to be different from the results in general. Also, this longitudinal study showed that the students' motivation got lower when their age got higher.

2.6.2. Mixed method studies

Creswell (2009) defines mixed method as a combination of both qualitative and quantitative research design and this method is gaining popularity nowadays as it applies the benefits of both designs. For example, Barton et al (2009) studied with 187 primary school students aged 9-11 in England under a program called "Discovering Language" in order to explore the students' awareness of language learning. It was a mixed method study in which a questionnaire and an interview were used. The questionnaire was applied to all students but only 41 of them were interviewed. The SPSS and content analysis results showed that the students were highly motivated to learn a language and they saw language as a medium to communicate in case they should travel abroad.

In another research, Tierney and Galasteki (2011) studied with 418 primary school students aged 9-11 in Scotland to reveal their attitudes toward foreign language

learning. The study was conducted by using both a questionnaire involving closed questions and an interview involving open ended questions very limited in number. After the analysis of questionnaire and thematic analysis of the interview, the results showed that the students were positively motivated to learn a language for some communicative reasons such as going abroad for holiday and talking there.

Martin (2012) studied with 319 primary school students aged 7-11 in England in order to explore their attitudes toward learning French. The study was conducted with students in groups of four, not one by one, by using a questionnaire and an interview. After the analysis, the results showed that the students had positive attitudes toward language learning and they found language classes both fun and useful.

It can be inferred from the related literature that interview is more suitable for young learners who are at the same age with the participants of the current study in order to explore their attitudes and ideas about language learning as many studies in the literature implemented this instrument to study with young learners.

2.7. Types of Data Analysis in Investigating Learner Beliefs

In data analysis process which is one of the most important parts of the research to interpret the data, several methods were used in the literature. In order to decide which method will be the best to use in the present study, it is necessary to review the methods of analysis used in other studies. Below the definitions of the types of analysis and their usages in the studies are presented.

2.7.1. Metaphor analysis

The researcher using this approach analyzes the metaphors stated by the participants in order to describe their learning situation and construct meaning which is not said directly in the statement of participants (Ellis, 2008). It is an accepted way of analyzing data in educational research (Cameron & Low, 1999). Learners do not always truly state the beliefs that they hold and sometimes they have difficulty in finding the exact words for verbalizing their beliefs; for this reason, the result of the study may not be reliable. Using metaphor analysis may be an alternative solution to such problems as it is mostly concerned with obtaining the beliefs that the learners do not say directly.

In a research, Ellis (2002) studied with 6 adult German learners from two universities in London. The participants were asked to keep diaries for ten weeks about their attitudes toward learning German. While analyzing the diaries, Ellis identified the metaphorical statements and then the main metaphors. Later the key words about the main metaphors were identified and listed under the main metaphors. In the end, Ellis found six main metaphors describing their attitudes toward learning a language. As a result of the study, Ellis found that the learners saw language learning as problematic for themselves. The word "problematic" was not among the students' statements; it came out with metaphor analysis. Therefore, Ellis (ibid) suggests the researchers studying learner beliefs to use interviews and diaries rather than questionnaires.

2.7.2. Discourse analysis

Khan and Best (2003) state that while investigating learner beliefs, the researchers should use interviews rather than questionnaires which define the beliefs only in theory and concluding not very realistic results about beliefs. The researchers using interviews and analyzing the discourse data by using discourse analyzing methods could get more realistic results.

Hykrsedt and Kalaja (1998) studied with 80 college students in order to analyze how attitudes are constructed toward English by giving them a letter and requesting the students to write a response letter. The responses were grouped as positive and negative in the data analysis process and this study was considered as a new insight in understanding language attitudes.

2.7.3. Content analysis

In qualitative studies in which interviews are used, content analysis is another method for analyzing the data. The answers to the interview questions are categorized and then counted (Best & Khan, 2006). Munoz (2013) studied with 74 primary school students learning English as a foreign language using two types of interviews which are one-to-one oral interview and LLLA (Language and Language Learning Awareness Interview). In order to analyze the data, Munoz gave codes to each answer given and then counted the number of codes in each category. The results showed that young

learners organized their own attitudes toward language learning very early and they were clearly aware of the factors that helped them learn better such as classroom environment and activities in the class.

2.7.4. Factor analysis

Factor analysis is a method used in quantitative studies where the instrument is questionnaire. The researchers analyze group of items that are closely related and in the end determine a suitable description or factor. Cotteral (1995) studied with 139 adult ESL learners aiming to obtain the learner beliefs about learning English and used a questionnaire adapted from several previously used interviews. It was a five-point Likert-type questionnaire and factor analysis was used to analyze the questionnaire data. Cotteral attained six factors from the items: role of the teacher, role of the feedback, learner independence, approach to studying, learner confidence in study skills, and experience of language learning. The results showed that language learners had beliefs about language learning in general terms and these beliefs affected their approaches to the ideas.

2.7.5. Sequential analysis approach

Sequential analysis approach means analyzing the conversations of learners in qualitative studies by comparing especially for the same utterances among them. Kolb (2008) studied with 43 primary school students aiming to investigate the learner beliefs by asking the question of how children learn a language. Kolb used three different tasks which were portfolios, commenting on the lesson activities, and group interviews. Sequential analysis results showed five separate language learning beliefs, some of which were more common than the others among the students. According to the results, the students believe that language learning is collecting words, imitation and reproduction, understanding language, learning through speaking, and acting in and through the language.

In conclusion, these are the analysis approaches for qualitative and qualitative research studies and the most suitable method for current study is content analysis, as

the instruments and the participants are exactly the same with those in which content analysis was applied.

2.8. Projects Organized for Exploring Attitudes of Young Learners toward Language Learning

Some projects conducted in Europe in order to explore young learners' attitudes toward foreign language learning are presented below.

2.8.1. ELLIE project

ELLIE (Early Language Learning in Europe) Project was a transnational, longitudinal study of the introduction of second/foreign language learning in primary school classrooms in seven European countries (http://www.ellieresearch.eu/ index.html). The aim of the project was to see what the European state schools where there was limited time spent for language learning achieve in language learning. The participant schools were from Croatia, England, Italy, Netherlands, Poland, Spain, and Sweden and the number of the students in their first four years of language learning was over 1400. This project followed these primary schools for three years under European Commission study and then ended in 2011.

The instruments used in the studies of this project were learner interviews, smiley questionnaires, observations, parents' questionnaire and speaking, listening and reading tasks. Young learners in the first year were not asked "why" questions but an important amount of data was collected in these areas: young learners' attitudes, classroom activities they preferred, classroom seating arrangements they preferred and their self-conceptions when comparing themselves with their classmates. The results of the studies under the ELLIE Project showed the similarities and the differences in these seven different European countries. The results were mostly the same in all these countries: for example, young learners had highly positive attitudes toward learning a foreign language; they preferred playing games and singing as classroom activities; they did not favor writing much. One more interesting result was that young learners realistically compared themselves to the classmates, which means they had awareness in evaluating their success (Mihaljevic Djigunovic, 2012).

2.8.2. Situated metalinguistic awareness and foreign language learning project

This project was a longitudinal case study and it was conducted in Finland between 1999 and 2004 at the Centre for Applied Language Studies at the University of Jyvaskyla. The aim of the project was to clarify the relationship between awareness and foreign language learning. The aim of the project was to explore the connection between the learners' metalinguistic knowledge and their self-regulation development (Aro, 2009). The study of Aro (2009) which was previously mentioned in this chapter was conducted under this project.

2.8.3. The PECS project

This longitudinal project was performed between the years of 1977 and 1995 in Hungary aiming to investigate the attitudes of young learners toward learning English. This project is different from the others as the teacher is also the researcher in this project and therefore it enables an in-depth investigation (Mihaljevic Djigunovic, 2012).

Nikolov (2002) performed this project with 84 young learners using a questionnaire involving six open-ended questions asking about their favorite and non-favorite lessons, their opinions about English and their reasons for liking and disliking English. The results showed that young learners had positive attitudes toward learning English as a school subject by giving reasons that English lessons are fun and easy.

2.9. Gender Studies

Most of the studies conducted on the variable of gender showed that female students had higher grades than male students in language lessons. For example, Görgün (2013) studied with 462 prep class students who were 178 males and 284 females. After the t-test analysis employed to obtain the difference in attitudes between genders, the results showed that there was significant difference between the attitudes, which was the girls had more positive attitudes than boys toward learning English.

As for other studies on this variable, Banya and Cheng (1997) studied with 109 male and 15 female students in Taiwan using BALLI questionnaire and concluded that

female students used more strategies and they had greater success in language learning than male students.

In another study, Henry and Apelgren (2008) studied with 532 Swedish young learners from 4th, 5th and 6th grades by using a questionnaire containing 23 items in order to see the attitudes of girls and boys toward language learning. The results showed that girls had more positive attitudes than boys in terms of the use of language.

2.10. Age Related Studies (Critical Period Hypothesis)

The belief that children show more success in language learning than adults is an accepted phenomenon (Troike, 2006). The term named "Critical Period Hypothesis" as explained in detail in the previous parts of this chapter states that the first years of language learning are limited for language acquisition and as the age increases, the capacity of brain decreases for learning a language. In previous studies on this issue, it was found that starting foreign language learning in early ages such as before age of 16, resulted in successful learning (Nikolov & Mihaljevic Djigunovic, 2006). In a study, Harley and Hart (2002) studied with 65 11th graders among whom 36 were early starters and 29 were late starters to learn French. After an intensive language teaching program, early starters showed greater abilities about memory whereas late starters showed more analytical abilities.

The studies mentioned above support the hypothesis that there is a critical period in language learning. However, there are some studies that contradict with this hypothesis. For example, Snow and Hoefnagel-Höfne (1978) studied, in a longitudinal study, with the students from different ages who were English speakers learning Dutch. The age ranges were 3-5, 8-10, and 12-15. There occurred interesting results. For example, after testing these students three times, they concluded that the 12-15 year-old students scored the highest whereas the 3-5 year old students scored the lowest.

Singleton (2001) also reports in his review about the studies on age factor that there are some studies in the literature which do not fully support the idea of early language learning. However, he adds the important point that in those studies, the students are highly motivated to learn a language, which is one of the most important factors in language learning.

2.11. Conclusion

In this chapter, first of all, the foreign language education in Europe and Turkey was presented in terms of the starting age to learn a foreign language. As this study is going to implement the same questionnaire used in European schools, it is necessary to see the similarities and differences between these two contexts.

Secondly, the definition of the term "young learners" by different scholars was presented and then their characteristics and the way they learn a language from the viewpoints of the theorists and researchers were discussed. In addition, the importance of early start referring to the Critical Period Hypothesis and the advantages of young learners were identified. It was concluded that young learners and adult learners have different characteristics and different learning styles and these differences should be fundamentally taken into consideration in teaching young learners.

Finally, the previous studies conducted to explore beliefs, attitudes, and awareness were discussed in terms of research design, instruments, and data analysis methods. With sample studies, it was concluded that questionnaire studies are generally suitable for adolescent and adult learners whereas interviews are more suitable for young learners as data collection instrument.

CHAPTER THREE

3. METHODOLOGY OF THE RESEARCH

This chapter presents the research design, research setting and participant selection, the instruments, data collection procedures, and finally data analysis methods.

3.1. Research Design

This study was conducted via a qualitative rather than a quantitative research method. The reason for using qualitative method is to have a deeper understanding of students' awareness level in learning a language context. Patton (1985; cited in Merriam, 2002) defines qualitative study as:

> *"Qualitative research 'is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting-what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting... The analysis strives for depth of understanding'."* (p.5)

The aim of this study is not to generalize the situation in all language learning environments. As Best and Khan (2006) state, qualitative research data are not used to generalize the results to other contexts. What comes out in our research area does not mean that other contexts face the same or similar situation. One of the important benefits of qualitative research design is that it gives the chance to obtain detailed information about the perceptions of the participants and it gives participants the chance to explain what they state rather than making them choose among fixed expressions. Creswell (1998) states "Unquestionably, the backbone of qualitative research is extensive collection of data, typically from multiple sources of information." (p.19).

As Creswell (2009) states, qualitative research differs from the traditional, quantitative approaches as it depends on the results of open-ended data. Also, Ellis (2008) suggests that it would be better to rely on qualitative methods like interviews rather than questionnaires for the researchers who want to search learner beliefs.

Besides qualitative approach, this study applied case study design. As Best and Khan (2006) state, the purpose of case study is to view a social reality. It chooses a social unit such as a person, a family or a social group; and examines it as a whole in order to understand the factors affecting present status. In the present research, the "case" is primary school students.

When previous studies mentioned in Chapter 2 are reviewed, it can be seen that in the literature young learners were researched by using interviews because young learners have a limited attention span as Weissberg (2003) stated and for this reason, they may get bored while answering the questions of questionnaires involving lots of items. This situation leads them to answer the questions without thinking deeply and results in presenting incorrect opinions of them. Moreover, young learners may not fully understand or they may misunderstand the phrases in the questionnaire and again they may give wrong answers for them. On the other hand, interviews are more suitable for young learners to explore their opinions about something; because an interview, which is an instrument used in qualitative study design, enables researchers to obtain more data by asking further questions according to the response of the students. With this way of data collection, the participant does not easily lose his/her attention while answering the questions. Furthermore, qualitative research lets the participants to express themselves. As Weissberg (2003) also states that young learners like to talk about themselves; therefore, the researcher is likely to obtain significant amount of data to analyze.

In conclusion, qualitative approach and case study design are implemented in this study as this study aims to have a deeper understanding of the students' awareness toward language learning by using the advantages of interviews over questionnaires.

3.2. Setting and Participants

The study was conducted in four state and two private primary schools in Erzurum, Turkey. The study involved 143 (72 males – 71 females) students who were 2nd, 3rd and 4th grade students aged between 7 and 10. Since this study is under the control of Atatürk University, written permission of the Rectorship and Directorate of National Education was asked before starting to gather data. After the required permission was taken, state schools from different parts of the city center were chosen randomly as the city did not have many alternatives for private schools; that is, there were only two schools which approved current study with their students. Then 92 students (46 males – 46 females) from state schools and 51 students (26 males – 25 females) from private schools were chosen randomly.

3.3. Data Collection Instruments

The main data collection instruments of qualitative research are in-depth interviews, observations, and document analysis. As Patton (1990) maintains "The purpose of interviewing is to find out what is in or on someone else's mind. The purpose of open ended interviewing is not to put things in someone's mind but to access the perspective of the person being interviewed" (p. 278; cited in Best & Kahn, 2006). McMillan and Schumacher (1997, p.274) list the advantages of interviewing as being flexible and adaptable, getting a high response rate, giving the chance to probe, clarify and include nonverbal behavior and being used with non-readers. Current study was conducted through an interview adopted from Focal Learner Motivation Interview (2010). This interview was used with the students aged between 7-10 on several researches under the title of ELLIE Project. Similarly, our study had the same participant age range and therefore it was appropriate to use this interview in our research.

This Focal Learner Motivation Interview (see Appx. 4) is a semi-structured interview and our study included 7 open-ended questions for 2nd grades and 8 questions for 3rd and 4th grades. As Aro (2009) states, semi structured interviews create a conversational environment for the researcher. There were 7 and 8 questions in the interviews but the questions were not rigidly formulated; therefore, some other

questions might be formed during the interview. And as a result, more information might be gathered and some issues arising in the interaction might be discussed.

The interview was translated into Turkish and the phrases were turned into simple phrases to make them clearer for the young students. The interview questions are attached to the appendix section (see APPX 1, 2).

3.4. Data Collection Procedure

After the necessary permission was taken from the Rectorship and Directorate of National Education, the managers of the schools were informed of the purpose and the process of the study before starting to gather data through the end of the first semester of 2015-2016 school year. After informing them, we went to the schools and informed the teachers in the classes and took permission from them– two from each grade in each school- and randomly chose our students and went to an empty class in their school to interview with them one by one so that they would not interfere with each other's responses.

It is important for the young learners to feel relaxed during the interview. To create a more relaxing atmosphere, we asked some informal questions first (e.g. How are you today?). We tried to approach the learner as friendly as we could. After asking each question, we gave the students enough time to answer. For some indecisive students, we found it helpful to repeat and reformulate the questions.

All interviews were noted by the researcher at the time of the interviewing, because recording their speech was not possible due to the new demands of the Ministry of Education in primary schools. Therefore, the researcher took notes and each interview took about 15 minutes in three weeks.

3.5. Data Analysis

Best and Khan (2006) state that in analyzing qualitative data, the researcher should regulate the data at first. Since extensive notes are collected in qualitative research through such instruments as interviews, the data can be grouped together according to the responses. After the data are regulated, the researcher can pass to the second stage, which is description. The researcher should describe several aspects of the

study such as the participants, viewpoints, and purpose of the study. Finally, once the data are regulated and described, the researcher begins the final and the most demanding stage of the process, which is interpretation.

In order to get a better understanding, the interview notes were transcribed and translated into English by the researcher and checked by a colleague. As based on qualitative research, our data were direct quotations from our participant students. Then the important and specific phrases related to the research questions were taken from these transcripts and in the end, these phrases were coded and grouped into themes and categories by the researcher and a few coworkers.

Once the answers were categorized, they were counted. For some questions, students gave more than one answer and for this reason, the total amount of answers are more in number than participanst.

Finally, after completing the stages of formulation and description, the data were prepared for the interpretation stage.

CHAPTER FOUR

4. RESULTS

This chapter presents the analysis of the data obtained from the questions in the interview, which will help us answer the research questions in discussion section.

4.1. Reasons for Learning English

When the students were asked why they learn English, almost all answered and the answers showed that their ideas were generally the same. From 143 students 169 answers in total were obtained as some of them gave more than one answer.

Table 4.1.

The Reasons of the Students for Learning English

Reasons of Students	n	%
For the exams	71	42,7
For going abroad	40	23,5
For learning a language	35	20,5
For a good job	19	11,2
For understanding movies	2	1,1
As it is easy to learn	1	0,5
To be an English teacher	1	0,5
Total	169	100

Table 4.1 shows the number of the answers (n) obtained from the students and their percentage among all answers. Students tended to give generally three reasons: They said that they learn English "for the exams" meaning that they learn English just to know a foreign language. The second answer was "for going abroad" meaning that they have to be successful in English exams for their grades. The third answer was "for learning a language" meaning that they will need English when they go abroad and that's why the school teaches them English. These three answers were obtained in similar percentages from all the students who participated. The answer "for a good job" was obtained generally from the 3rd grade girls in state schools.

During the interview procedure, the students could easily answer all the questions apart from the reason for learning English. When they were asked this one, at first, most of them became silent for a while and wanted time to think of a reason. Only a few of the students could give a reason in a short time after the question. This situation of not being able to provide a reason immediately might show that a great majority of the students have never or rarely thought about the reasons of learning English at school. That is to say they seem to have accepted to learn it at first place without questioning or thinking about the reason behind it.

The first theme "for the exams" was constructed by the following statements of the students. A great number of the students said the similar sentence:

"I learn English to be a hardworking student at school"

When they were asked to explain what they meant by saying "hardworking", they explained it as being successful in the exams. The majority of the students said:

"If I learn English, I get good marks in the exam".

The 4th grade students mostly said the following:

"They teach us English to be successful in the exams".

The first theme shows that being hardworking and being successful in the exams are the priorities for the students to show as a reason to learn English.

The second theme "for going abroad" was taken directly as a phrase from the students' sentences as given below:

"We need to learn English to go abroad", "If we do not learn a language we cannot go abroad", and "We can speak English when we go abroad".

The third theme "for learning a language" was directly taken from the students' statements again. Students generally from 2nd and 3rd grades used this statement:

"I learn English to learn a language".

When they were asked to give more specific reasons for this statement, some of them became silent but the things that the others said were similar to one another:

"English lesson exists for us to learn a language", "We learn English to know a language", and "The school wants us to learn a language".

23,5% of the students think that the school teaches them English in case they will need it when they go abroad. At this time, when the researcher asked them to say one more reason rather than going abroad, again a great majority of the students were silent.

The last popular answer "for a good job" (11,1%) were obtained from the students who answered this question immediately after being asked. The statements from the students were exactly the same:

"We need English to have a good job in the future", "I will learn English for a good job".

Finally, it can be concluded from these results that the majority of the students see learning English as a medium to be a hardworking student at school by passing the exams with good grades.

4.2. Students' Favorite Lesson

When the students were asked what their favorite school subject was, most of them gave more than one answer and the results showed that the students generally favor Maths lesson.

Table 4.2.

The Students' Favorite Lessons

Lessons	n	%
Maths	71	45,2
English	21	13,7
Science	15	9,5
Turkish	14	8,9
Social Science	14	8,9
All	13	8,2
Physical Education	7	4,4
Religion	1	0,6
Music	1	0,6
Total	157	100

Table 4.2 shows the variance of favorite lessons among the students. As can be seen from the table, the most salient result is that the lesson Maths (45,2%) is the most

loved lesson among almost half of the students. English lesson (13,7%) is the second in the ranking but the percentage of it is not vey high.

The reason behind the Maths lesson's being at the top of the answers may be the fact that Maths is seen as the most difficult lesson in Turkey. In Turkish educational system, the entrance exams for both high schools and universities require good Maths skills; and therefore; even if it is not their favorite lesson the students may have wanted to say it to seem hardworking. As mentioned above, being "hardworking" means so much for these students.

From the students' responses to the question of their favorite lessons, it is understood that the students also favor English lesson. Even though their first answer to this question was not English lesson, when we asked them if they loved English, 98% of them said "yes". When they were asked the reason to like English lessons, the answers were mainly as in the following:

"English lesson is fun", "We watch cartoons", and "We play fun games".

As can be seen from the statements of the students, English lesson is perceived differently from other lessons since the lesson activities and procedures of learning are different. Therefore, as our participants were young learners, they may find this lesson interesting and fun enough to enjoy it.

4.3. Students' Favorite Lesson in terms of Gender

In the answer of the question "What is your favorite school subject?", the results from both sides were close according to the percentages of the results. In both genders, Maths was the favorite lesson.

Table 4.3.

The Distribution of the Students Whose Favorite Lesson is English Regarding Gender

Gender	n	%
Girls	10	13,5
Boys	12	16,6

Note. n = the number of the students whose favorite lesson is English

Table 4.3 shows the gender-related percentage of the students who stated "English" when they were asked about their favorite subject. It can be seen that the boys

mentioned English as their favorite lesson more than girls in spite of the trend, which is the girls have greater tendency for English lessons than the boys. However, when the numbers are examined, which are very close to each other, it can be concluded that a great gender difference in terms of love of English lesson is not found between boys and girls.

When the results were examined, it was also found that the students who said "Maths"-the top favored lesson- as their favorite lesson were mainly boys and most of these boys also added that they liked English lesson a lot.

4.4. Reasons for Learning English according to Gender

To the question "Why do you learn English?", the reasons varied between boys and girls.

Table 4.4.

The Reasons of the Students for Learning English according to Gender

Reasons of Students	Boys		Girls	
	(n)	(%)	(n)	(%)
For the exams	35	40,7	36	44,4
For going abroad	22	25,6	18	22,6
For learning a language	20	23,3	15	19,5
For a good job	9	10,4	11	13,5
Total	86	100	80	100

Table 4.4 shows the gender-related difference of answers of the students to the question "why they learn English". The order of the most popular answers between boys and girls are the same and therefore it can be concluded that there is no clear difference in the answers.

On the other hand, when the table is examined in detail, it can be assumed that the girls consider learning English mostly for profession and the exams while the boys consider it for more real life use like going abroad and speaking it there. In other words, as seen in the table, the reasons "for the exams" and "for a good job" are mostly stated by the girls whereas "to go abroad" and "to learn a language" are mostly stated by the boys.

4.5. Students' Favorite Lesson according to School Types

The students' answers for favorite lesson showed differences between state and private schools. In both types of schools, Maths is the favorite lesson. There is no big difference as to English. Table 4.5 shows the distribution of the students who stated "English" as their favorite lessons according to the school type.

Table 4.5.

The Distribution of the Students whose Favorite Lesson is English regarding School Types

School Type	n	%
State	12	12,9
Private	10	18,1

The students' answers for their favorite lesson differed in some occasions. For example, as can be seen from the table, their most favorite lesson is the same in both school types, which is Maths probably and mostly because of the above mentioned reasons for Maths lesson.

Even though the difference seems not very great, when the percentages of the answer of "English lesson" in both school types are taken into consideration, it is clearly seen from the table that the students from private school mentioned English lesson more than the ones in state schools. This may be mainly due to the fact that private schools have more resources than state schools in terms of facilities in learning environment.

When the students were asked about their favorite lesson, this study also obtained one more interesting result, which is not shown directly in the table. The result is that the "social science" answer was only obtained from state schools while the answer "physical education" was only obtained from private schools. 12,7% of the students in private schools mentioned physical education as their favorite lesson while no students from state schools mentioned physical education and; 13,9% of the students in state schools mentioned social science as their favorite lesson while only one student (1,8%) from private schools mentioned social science. And finally, 11,8% of the students in state schools said that they loved all the lessons while only two students (3,6%) from private schools said this.

4.6. Reasons for Learning English according to School Types

The students' answers for the reasons for learning English showed differences between state and private schools.

Table 4.6.

The Reasons of the Students for Learning English according to School Types

Reasons of Students	State Schools (n)	Private Schools (n)	State Schools (%)	Private Schools (%)
For the exams	44	27	40,8	46,6
For going abroad	19	21	17,5	36,3
For learning a language	31	4	28,9	6,8
For a good job	14	6	12,8	10,3
Total	108	58	100	100

Table 4.6 shows the most stated reasons in both school types for the reasons to learn English. As can be seen from the table, students in both school types said that they learnt English mostly for the exams in their schools. The significant difference here is that the ranking of the most popular reasons is not in the same order between these two types of schools. That is to say, private school students' second reason is "for going abroad"(36,3%) while state school students' second reason is to "learn and speak a language"(28,9%), which is private school students' last reason in ranking.

The difference in these reason orders probably stems from the fact that private school students generally come from richer families than those in the state schools; and therefore, they feel likely to go abroad and use the language there. Those students may have thought about not learning a language but using the language as this is their last answer because they focus on going abroad and use the language there; not in this country, in other words, they may feel that they learn enough English to survive there.

4.7. Students' Self-perceptions about Themselves

When the students were asked to compare themselves with their classmates, most of the students said that they saw themselves at the same level.

Table 4.7.

Students' Self-Perceptions about Themselves according to Gender and School Types

Students' Opinion	Girls		Boys		State Schools		Private Schools	
	n	%	n	%	n	%	n	%
Faster	14	19,7	15	21	13	14,1	16	31,3
The same	52	73,2	53	73,5	73	79,4	32	62,8
Slower	5	7,1	4	5,5	6	6,5	3	5,9
Total	71	100	72	100	92	100	51	100

Table 4.7 shows the students' comparison of themselves with their classmates in terms of learning rate. As can be seen from the table, in both state and private schools, the girls and boys see themselves mostly at the same level. It can be inferred from this table that very few students see themselves as slower learners than their classmates.

Most of the students stated that they learnt equally in terms of learning rate with their classmates. As it was concluded that being "hardworking" means so much for these students, they may not have wanted to seem less hardworking than their classmates by accepting being slower than them. The following answers were taken from only 5 of 143 students.

"I am slower than them". "Some of my friends learn faster than me"

It is supposed that these students found it easy to say:

"We all learn at the same rate".

4.8. The Activities that the Students Like and Dislike in English Classes

When the students were asked about the activities they like most in English classes, students generally tended to mention more than one activity and therefore the results were higher in number than the participant sampling. And also, there is no great difference between boys and girls.

Table 4.8.

The Students' Favorite Activities in English Classes

Activities	n	%
Listening	45	27,4
Playing games	38	23,1
Speaking	26	15,8
Exercises	20	12,2
Watching	8	5,2
Testing	7	4,9
Memorizing	7	4,9
Singing	4	2,3
Writing	4	2,3
Homework	3	1,4
Workbook	1	0,5
Total	163	100

Table 4.8 shows the students' favorite activities. As can be seen from the table, listening (27,4%) is the number one activity. When the percentages of the activities are taken into consideration, it can be concluded that the students generally favor listening, playing games and speaking activities more than doing exercises about the subject of the lesson.

The reasons for these top four activities may be as the following. As students in Turkey hear no native speech in and outside the class, they like listening activities most because the class is the only place where they can hear real people speaking in English. In addition to this, as these are young learners and they love to have fun, they enjoy the lesson while playing games. Finally, again because of the non-native situation in Turkey, the classroom is the only place for the students to perform the language. Because of all these reasons mentioned, the percentages of top three activities are close to one another. On the other hand, they stated that they also liked doing exercises and this is mainly because exercises help them get higher grades in the exams. When the students were asked about the activities they do not like much or they dislike, this time each gave only one reason, that is, they generally said either one activity or nothing.

Table 4.9.

The Students' Least Favored Activities

Activities	n	%
Nothing	32	23,0
Writing	30	21,2
Speaking	19	14,0
Listening	13	8,6
Games	12	7,9
Memorizing	10	6,5
Activities causing classroom noise	9	6,1
Exercise	5	3,6
Watching	5	3,6
Singing	3	2,1
Homework	2	1,4
Group work	2	1,4
Grammar	1	0,6
Total	143	100

Table 4.9 shows the least popular activities stated by the students to the question of the activities they dislike in English lesson. As can be seen from the table, the students stated that to some extent, they liked all the activities and therefore the phrase "nothing" (23,0%) was the number one answer to this question. No big difference was found between girls and boys. However, there is only one difference between state and private schools which is the word "memorizing". It was stated only by state school students.

The interesting result here is that the activities "listening", "playing games" and "speaking" are at the top of both favored and non-favored activities list of the students. This result may stem from the fact that some withdrawn students find these kinds of social activities challenging and therefore they may not feel relaxed.

As the table shows, the first activity which is disliked by most of the students is "writing" (21,2%). The most important reason behind this result is that English and Turkish differ in terms of spelling as students write what they read and speak in Turkish in the same alphabet but in English spelling is different from pronunciation. This is the most challenging feature of English for Turkish EFL learners.

4.9. Students' Perceptions of the Difficulty of English Classes

When the students were asked about the difficulty level of English for them, most of the students stated that English was easy for them.

Table 4.10.

Students' Perceptions of the Difficulty Level of English for Themselves

Difficulty Level	n	%
Easy	113	79
Difficult	28	19,6
Indecisive	2	1,4
Total	143	100

Table 4.10 shows the students' opinions about the difficulty of English as a lesson. As can be seen from the table, a great majority of the students (79%) said that English was easy for them while some of them (19,5%) found it difficult. 2 students (1,3%) in the 3rd level from primary schools were indecisive about the difficulty of English. Besides these results, there is no big difference found between boys and girls and two school types.

When the students were asked about the reasons for finding English easy or difficult, most of them stated that English lessons were fun and that's why it was easy. Other students mentioned writing activities being difficult and resulting that English lessons were difficult. When the students' interviews were checked, it was seen that the students who considered English difficult also gave "writing" answer for the question of disliked activities. In short, it can be concluded that the students generally find English classes easy for them and the ones who find English classes difficult are those who have difficulty in and dislike writing activities.

4.10. The Change in Students' Love of English

3rd and 4th grade students were asked if they liked English more this year or in the previous year. 2nd grade students were not asked because in Turkey English education starts in the 2nd grade. When this question was asked, the majority of the students agreed on one answer.

Table 4.11.

The Change in Students' Love of English

Years	n	%
This year	76	81,8
Last year	13	13,9
Same	4	4,3
Total	143	100

Table 4.11 shows the 3rd and 4th grade students' love of English in current year and previous year. It can be inferred from the table that the majority of the students (81,7%) like English lessons more than they liked in their previous year. Only 4 students from state schools (4,3%) said they liked English in the current year and previous year at the same level. Except these findings, no great difference arose between boys and girls and between state and private schools.

When the students were asked why they liked English this year or last year, they said the following statements:

"Because it is easy this year", "Because I learn more this year", and "Because we watch cartoons this year".

It is concluded that the students like English in the current year more. The reason behind this may be that they learn more and add things to what they learnt in the previous year. Therefore, the students feel that they learn things and become satisfied with it.

4.11. Preferred Classroom Seating Arrangement

When the students were asked to choose the layouts (see Appendix 3) by asking which classroom type they preferred to learn in, the majority of the students agreed on one type.

Table 4.12.

Students' Preferred Classroom Seating Arrangement

Classroom Type	n	%
Traditional	102	71,4
Small Groups	36	25,2
In a Circle	5	3,4
Non-structured	0	0
Total	143	100

Table 4.12 gives the names of classroom types shown to the students to prefer. The majority of the students (71,4%) stated that they learnt better in traditional class types. No students preferred the classroom type where there was no seating arrangement. There was no difference between boys and girls and between state and private schools.

When they were asked the reasons for choosing the traditional type, they stated the following sentences:

"I can see the teacher and the board easily", and "I can concentrate on the lesson better".

The idea of this question was to find out how the learner feels about the classroom atmosphere, teaching styles, classroom activities, etc. (ELLIE Project). It can be concluded that the students prefer the traditional type of classroom as this is the same seating arrangement they are used to in their schools. In Turkey, most of the schools prefer this kind of seating arrangement. Therefore, the students think that this style is the best for them to learn. No students preferred the type of class where there was no seating arrangement as they may not have seen such kind of seating in their learning background.

4.12. Students' Long Term Plans for Learning English

At the end of the interview, when the students were asked if they wanted to learn English after school, all the students interviewed with said "yes". When they were asked "Why", majority of them kept silent but some of them mentioned going to language courses. This may be because they are very young and they may not have thought about this before.

4.13. Summary of the Results

In this chapter, the results of the data analysis were presented in tables. First of all, the students' reasons for learning English and the distribution of the reasons according to gender and the school types were shown. The popular reasons of the students for learning English were in the following themes: "for the exams", "for going abroad", "for learning a language" and "for a good job". The theme "for the exams" was the most popular one in both genders and both school types. For the other reasons, "for going abroad" and "for learning a language" were mostly stated by the boys whereas "for a good job" was stated by the girls more. Moreover, the theme "for going abroad" was more popular at private schools whereas "for learning a language" was mostly stated by state school students. In conclusion, the importance of the reasons for learning English may differ between genders and schools but a great majority of the students think that they learn English mainly for the exams in their schools.

Secondly, students' favorite lessons were shown in general and then according to gender and school differences. The results showed that Maths lesson was number one in both genders and both schools. However, English lesson was the second on the list of favorite lessons. For the distribution of the lessons in gender and school type, English was stated as favorite lesson more by the boys and private school students.

Thirdly, the activities that the students liked and disliked in English classes were shown and no great differences aroused in the results between the genders and the school types. The interesting result here was the fact that the activities liked and disliked were the same, which were listening, speaking and playing games. The most favored activity was listening whereas the least favored activity was writing. After writing activity, the least favored ones were listening, speaking and playing games.

Finally, their self-perceptions about themselves in the class, the difficulty of English for them, and the variance in favor of English within years, their preferred classroom types and their long term plans for learning English were presented. The results show that the students generally find English easy and like it more in their current year, and they see themselves at the same level with their classmates. For the classroom seating arrangement, they preferred the traditional type which they had in

their classrooms already. In the end, as for their long term plans in learning English, all of them were positive about it as they all answered "yes".

CHAPTER FIVE

5. DISCUSSION

This chapter presents the discussion of the results based on the research questions of this study by comparing the results with other similar studies conducted before in order to see the similar or different results of this study.

5.1. Are the children aware of the reason why they learn English?

In order to answer this question, the following questions of the interview are going to be discussed: "Why are you learning English?"; "Is English easy or difficult? "; "Compare yourself with the others in the class. Do you learn faster, slower or at the same level?"

Young learners' awareness of learning English may strongly be affected by knowing the importance of learning English and this is why the students were asked why they learnt English.

Since the education in Turkey is mostly exam-oriented, the results showed that most of the students thought they learnt English to be successful in the exams. More pragmatic reasons such as going abroad and speaking English were mentioned less by the students. In Munoz's (2013) study in Spain, the students mostly stated that they learnt English for its use in international communication, for travel and for future employment. In Tierney's and Galasteki's (2011) study, the students stated their reasons for language learning as family and friends in different countries and holidays. Nevertheless, in Turkey it seems that the students cannot fully comprehend the main aim of learning English other than passing exams. All they want is to have higher grades in order to pass the high school exam and enroll in a good high school. This shows that their primary reason is different from the aimed one which is, as stated by the Turkish Ministry of Education (2006), the main aim of learning English in Turkey is to enable the students to communicate in English.

In the results obtained from the interviews, there was one word that the students strongly emphasized, which was being "hardworking". As Weissberg (2003) stated: "Young learners have a need for individual attention and approval from the teacher." (p.38). It can be inferred from this study that the students in our sampling are generally extrinsically motivated and they expect immediate success as desire to be called "a hardworking student" and that is why a great number of them stated they learnt English to pass the exams. These primary school students are going to take an entrance exam called TEOG (exam for passing to secondary education from primary education) in order to enroll in a good high school. In the exam, they are supposed to answer the multiple choice questions in Turkish, Maths, Social Science, Science, and English subjects. Therefore, the importance of English for them is to answer the questions in the exam and get higher grades in the first place rather than learning and speaking the language. Another phrase the students mentioned with less frequency was "for a good job". It may be because getting a good job is at the end of their education process and they know that they have to pass many exams in order to reach that stage.

Teachers' approach to English also determines the students' awareness of learning English. If English teachers at primary schools do so much exercise rather than supporting the students to speak, the students are going to feel that they do not need to speak but they only need to do the exercises like filling in the blanks or choosing from multiple choices. By stating this, our aim is not to blame the English teachers at primary schools as the system requires this. Since the students are inevitably going to have the TEOG exam, the teachers feel that they have to prepare the students for it. If the students do so many mechanic exercises rather than speaking in the class, they are likely to develop an opinion that speaking will do no good for them as speaking will not take a part in the exam and their awareness of English will be restricted with the idea of doing pen and paper exercises. Therefore, it can be concluded that the greatest responsibility belongs to the English teachers because they have to establish the balance between supporting the students to speak and also preparing them for the exam.

For determining the awareness level in language learning, the students were wanted to make a statement for English as either being easy or difficult. The objective here is to see how the students feel about English because if the students think it is easy then they develop positive attitudes toward language. Since the attitudes affect

awareness as mentioned above, the students who think it is easy are more likely to be aware of the learning process. However, there is another fact here.

When the students were asked to compare themselves with their classmates in terms of learning rate in English classes, it was aimed to see if the students would honestly be able to mention their position among the classmates, that is to say, if they were aware of their success among others in English classes. As mentioned in the "Results" chapter, most of our participants preferred to state "at the same level". As mentioned above, "being hardworking" is considered to be the most important thing among young learners in this study; therefore, the students may have preferred to say "the same level".

To sum up, it can be concluded that young learners in the current study are aware of the fact that they need English in their lives; however, they miss the above-mentioned main objective of learning English. Even if they are aware that English is easy and learnable, they are not fully aware of the reason for learning it. For this reason, English teachers at primary schools should take the biggest responsibility by making the student fully aware of the true reason for learning English. Since these students are at the beginning of language learning process, it is crucial for them to comprehend the communicative reasons.

5.1.1. Are girls and boys alike in terms of awareness?

In this study, boys showed more interest to English lessons than girls which is a contradiction with the previous studies. Because most of the previous research showed that girls had more interest in learning a language than boys for many reasons such as the fact that girls are thought to be better than boys at language learning and social interaction as they like to communicate (Sevillano, 2011). For example, Banya and Cheng (1997) found in their research that girls were better than boys in language achievement and in using strategies. In the current study, the result is different; however, we cannot state it is certain that boys like English more than girls because the numbers and percentages are close to each other (see Table. 4.3).

Girls and boys in our study differed while giving reasons for learning English. They gave the same reasons but in different order and it was concluded that learning

English means different to girls and boys (see Table. 4.4). The first reason of boys and girls for learning English was to pass the exams, which is the inevitable result of the exam system in Turkey as mentioned before. When the other reasons were examined in detail, it was concluded that girls' and boys' priorities varied. For example, the girls place more emphasis on exams and finding a good job than the boys do. On the other hand, the boys find going abroad and speaking a language more important than girls do. The results of this present study in terms of the difference between boys and girls are similar to what Bernat and Lloyd (2007) found in their study. They found that boys enjoyed speaking and practicing the language more than girls as in our study.

In conclusion, this study found that girls and boys liked English at similar levels. They were both aware that they learnt English for a reason. Apart from the most accepted phenomenon, which is "for the exams", girls and boys have their own reasons which are differently ordered in terms of importance.

5.1.2. Are state and private school students alike in terms of awareness?

For this question, the results of the first two research questions in terms of different school types will be discussed.

In this study, the percentages of the students who stated English as their favorite language were almost the same in two school types. However, the students at private schools who favored English most were slightly more in number than those at state schools. As private schools' physical conditions and parental background are considered better than those of state schools and as an effective English lesson requires attention, technology and good attitudes, students at private schools may favor English lessons more.

Another important point to determine the difference between these school types in terms of awareness is the reasons that the students stated for learning English which were "for the exams", "for learning a language", "for going abroad", and "for a good job". Students in both types of schools said that they learnt English mainly for the exams. The difference here is that state school students' second reason is for "learning and speaking a language", which is private school students' last reason (see Table 4.6). Private school students' second reason is "for going abroad". This difference appears

mainly because most of the private school students come from the families whose economic conditions are better than the ones in state schools and therefore they think they are more likely to go abroad.

In short, both state and private school students favor English, the latter with a slightly higher percentage. Besides, their first aim for learning English is also the same but their priorities to use English are different.

5.2. Is the foreign language lesson popular among young learners?

In order to answer this question, the findings from the questions in the interview "Which is your favorite school subject this year?", and "Do you like English more than last year?" are going to be discussed.

This question was asked to see the popularity of English lesson among young learners and it was concluded that English lesson was popular among them. When those who did not mention English as their favorite lesson were explicitly asked if they liked English lessons, all private school students said "yes", but some state school students said "no". The reason behind this result may be the methodological or physical differences between state and private schools. Those who said "no" at state schools were also the ones who stated that English was difficult for them. Therefore, one of the reasons of the students for not liking English lessons might be the fact that they find it difficult.

In Nikolov's (1999) study in Hungary, English is among the top three favorite lessons of the students. Hungarian learners in that study showed great interest in English in the first two years; however, in the third year their interest got lower. On the contrary, in the present study there is no such significant difference between grades. Because, when the students were asked to compare their love of English between the current year and last year, the majority of them stated that they liked English in the current year more than thw previous year.

In Sevillano's (2001) study in seven European countries, students in Italy and Spain referred to English as their favorite lesson while UK was the one where the students considered English at the least amount in total among all lessons. In the

countries where English is not used in daily communication such as Turkey, Italy and Spain, the students have an interest in English lessons.

To sum up, this study concludes that young learners favor English lessons at school and when their grades increase, their love of English increases too. Therefore, it can be inferred from this study that when students learn more by adding new things to what they have learnt, they like English more.

5.3. What are the reasons of students for liking/disliking English lessons?

In order to answer this question, the results from the interview questions are going to be discussed: "What do you like best in English classes this year?" and "What do you dislike most in English classes this year?"

This study aimed to see the students' perceptions of teaching and learning procedure by asking about activities. As Scott and Ytreberg (1990) state: "Young learners have definite views about what they like and what they don't like doing." (p.4)

In the interviews, most of the students stated that they liked English because it was different from other lessons. Nikolov (1999) found in her study that the students from the first two grades stated playing games as favorite activity and besides this, the students also mentioned that they liked all the activities. Here in the case of present research, it can be concluded that children enjoy playing games because when they do this, they enjoy themselves, which is their main reason for liking English. In Fırat's (2009) study, the activities mostly preferred by the students were playing and singing. In Sevillano's (2011) study, the students stated similar reasons such as learning new things, foreign language activities and having fun. In our study, the students' favorite activities are listening (27,4%), playing games (23,1%), speaking (15,8%) and doing exercise (12,1%). The reason for students' mainly liking listening activities may stem from the fact that they can hear English only in the classroom as Turkey is not an English-speaking country; and listening activities generally consist of songs and games. Playing games is one of the main things that separate English from other lessons for being fun. Furthermore, speaking is their primary objective; however, they have no alternatives except for the classroom. And finally the students found it necessary to do

exercises in the class as they stated their reason for learning English was mainly for the exams.

When the students were asked to state the activities they dislike in English classes, most of the students said "nothing" (23%), which means they like all the activities; and writing activity (21,2%). The majority of the students who stated writing activities as their least loved activity added that they had difficulty in writing as spelling was different. These findings of this present study are similar to Fırat's (2009) study and Sevillano's (2011) study. In those studies the students also stated that they did not like writing activities for the same reasons in our study. In Fırat's (2009) study, most of the students added that they liked all the activities which is also similar to the present study. In addition to these studies, in Nikolov's (1999) study, the students also stated that they disliked writing activities and testing. Therefore, it can be concluded from the similar results of these studies that the students mainly like English as they like playing games, which mostly takes part in English classes of young learners; and they dislike English mostly because of writing activities.

The third activity in this study that the students do not like is speaking (14%). They said that they had difficulty in speaking activities. This is mainly because they do not have opportunity to practice English outside the class and also Turkish and English have different pronunciation. In Turkey, most of the students tend to read English words in the same spelling as in the way they are written just like they do in Turkish. When they are forced to read English words in their spoken form, they have difficulty and begin to lose hope in English, because when they articulate a word wrong, the teacher generally corrects it immediately and this situation makes the student feel hopeless in speaking English. Besides, speaking activities are also challenging for shy students as they do not want to speak in front of their classmates. Also, the students who dislike speaking activities mentioned that they disliked playing games too, most probably due to the same reason.

To sum up, one can conclude from this part that young learners like English classes for being fun; but on the other hand, fun activities such as playing games and talking are both liked and disliked by young learners, which appears as a conflict here.

5.4. What kinds of classroom do the students prefer for English lessons?

In order to answer this question, the results from the question of the interview "In which class seating type do you learn best?" are going to be discussed.

In this study, this question was asked because one of the most important factors for effective teaching and learning context is the seating arrangement in the class. Students' attitude toward the classroom environment is important for effective learning. For this reason, the researcher showed the students four classroom pictures and asked them to pick one. It was observed that the traditional arrangement (71,4%) was preferred by the students in all grades, in both genders and in both school types. This result is also the same in Munoz's (2013) and Sevillano's (2011) studies working with the same age range as in this study. As Kırkgöz (2007) stated that the students in Turkey are mostly exposed to teacher-centered teaching, this may have influenced their choice. Furthermore, when they were asked why they chose this classroom type, they mostly said that they could see the teacher and the board better in this arrangement. Especially the students who complained about the classroom noise in the interview chose traditional type of arrangement. Another reason for choosing traditional classroom arrangement may be the students' familiarity with this type of seating.

For the other types of seating, some of the students stated that group work would be better but these students were much lower in number compared to the ones who preferred traditional seating. On the other hand, no students mentioned the classroom type where there was no seating arrangement mainly because they had never come across such a seating type in Turkish classrooms. Therefore, it can be concluded that the students in our study are willing to continue what they are already familiar with.

5.5. Do the students have long term plans to learn English?

In order to answer this question, the responses to the question "In the future, do you want to learn and speak English?" are going to be discussed.

All of the students in our sampling are positive about learning English in the rest of their lives and they are motivated to learn it. When they were asked if they had any plans to learn English after the school, all the students gave positive answers. However,

when they were asked how they would do this, most of them could not answer. They said "yes" but they seemed as if they had never thought about this before. This is mainly because they are very young and may not be ready for making such plans.

CHAPTER SIX

6. CONCLUSION

This chapter presents the summary, conclusion, and the implications of the study and finally suggestions for further studies.

6.1. Summary of the Study

The purpose of this study was to explore 2nd, 3rd and 4th grade primary school students' foreign language awareness in both state and private schools in Erzurum city center.

Chapter 1 explained the rationale of the study by stating the undeniable fact that Turkey is not a very successful country in English language teaching. Besides, Chapter 1 presented the research questions that determined the shape and design of the study; the significance of this study among other studies; and finally, the limitations of the study. In Chapter 2, review of literature was presented by comparing the EFL procedure in Europe and Turkey; giving theoretical information about the nature of young learners; and finally, showing the previously conducted studies relevant to the current study. Chapter 3 presented the methodological structure of the study by giving the reasons for choosing qualitative research design among other designs; describing the participants; and, explaining the data collection and data analysis procedure. Chapter 4 presented the findings of the study obtained through the interview in tables and with short comments to help us interpret the data in discussion section in Chapter 5.

This study was conducted with 143 EFL learners in four state and two private schools in Erzurum. The data were collected through an interview which was mostly used in the studies before under the title of ELLIE Project in Europe. Only qualitative data were collected by means of this instrument as the aim of the study was to understand the problems in detail from learners' side. Therefore, this study was conducted with fewer students compared to quantitative studies; however, it obtained much about their perceptions. To find out the awareness level of the students,

qualitative data were analyzed by coding the most important words articulated by the students and shown in the tables. Then these words were used to interpret the research questions in the discussion of the results. In the end, this study could answer all seven research questions using the interview data.

6.2. Conclusion of the Study

According to the analysis of the data about the students' views on learning English, it can be said that the participants of this study have strongly positive attitudes toward learning a foreign language. English is among the students' favorite lessons in both genders and both school types. On the other hand, the reasons articulated by the students for learning English showed one of the main problems behind Turkey's being unsuccessful in the field of learning a language. A great majority of the students (42,7%) stated that they are taught English just to pass the exams and finish school. As the education system in Turkey is exam-oriented, the students can think of nothing but exams.

The results of the data analysis clearly showed that Turkish EFL learners were unaware of the real purpose of learning English which is being able to communicate in that language. As globalization is an undeniable fact in today's world, it has become a necessity for all people from all nations to speak a foreign language mostly English as it is considered as lingua franca. However, the students in our study seem not to have understood the importance of English for communication. As being young learners, they may not be familiar with those necessities but since they are in the beginning of the language learning process they should formulate their aims from the beginning. As they think they learn English to pass the exams, when the exams are over, they may develop an opinion that they do not need what they have learnt anymore. Furthermore, the teachers' approach to the lesson and the way they guide the students for learning English have significantly strong influence on the students' way of thinking. The students mostly state that being hardworking is very important for them and they think that when they pass the exams with high grades, they will be considered as hardworking students. If the teachers make the students do too many exercises rather than supporting them to speak, this time the students would only think of exams. It should not be understood that the result of this study is to blame the teachers and claim that what they

do is wrong. As English is a part of the above-mentioned TEOG exam, the teachers feel it necessary to prepare the students by testing them since speaking will not take part in the exam. Therefore, besides passing the exams, young learners should be introduced to the real objectives of learning English.

Young learners are able to compare themselves with their classmates but most of them (70%) stated that they were at the same level with their classmates and therefore it can be said that so few students are aware of their success and dared to make a comparison. However this may stem from the fact that some students found it easy to say "the same" as they might have thought that stating "faster" would be boasting and saying "slower" would be a weakness.

Young learners could state the activities they liked most and least; and they could answer but the answers were contradictory. For example, the activities of listening, speaking and playing games were in the list of both liked and disliked activities stated by different students. All the students in the class have different characteristics meaning that some of them are shy whereas some of them are sociable and easygoing. The activities are the most indispensable parts of an English lesson and therefore the teachers should find the tune of the class so as not to let the students have negative attitudes toward the lesson.

Another main point of the current study was to search the difference between state and private schools and between boys and girls. The study showed that there were no great differences between these groups meaning that boys and girls think alike in both state and private schools. However, some differences occurred. This study concluded that boys favored English more than girls and boys thought that they learnt it for more communicative reasons such as going abroad and speaking the language whereas the girls mostly thought about its necessity for finding a good job.

6.3. Implications of the Study

The purpose of the present study was to display the primary school students' awareness in English classes in Turkey. From the results of data analysis, this study has many implications for English teachers and school managers in order to help them

understand the features of young learners fully and motivate them for learning a language truly.

First of all, this study might contribute to primary school English teachers' understanding of the attitudes of students toward language learning and taking them into consideration in teaching and learning process. It is a well-known fact that young learners take the teachers as models and what they do and say are significantly important for the students to improve themselves. Even though the results of the study are not generalizable, the findings may be a guide for all English teachers in primary schools considering that all young learners' approach to English in Turkey is likely to be similar as they all pass through almost the same procedure in their educational period. The other implications are as presented below:

- Learners' awareness of language learning can be constructed through group communications and discussions because the result of this study showed that the students needed to understand the true purpose of learning English.
- School managers should organize some seminars at the beginning of the school year in order to show the importance of English and the objective of learning it.
- The teachers should make the students be aware of the importance of English in the real world.
- The teachers should be a model for the students by speaking English in the classroom.
- The teachers should support the students to speak English.
- The teachers should have an idea about the activities liked and disliked by the students and then reconstruct the lesson plan, teaching materials and classroom environment.

To sum up, the examination system in Turkey and its effects are considered as the main factors that determine the attitudes of the students toward learning English, that is to say, as they are used to taking exams, they hardly let themselves think about other reasons. Therefore, it is crucial for the teachers to introduce the main objectives in the beginning of teaching process.

6.4. Suggestions for Further Studies

This study was conducted with students in state and private primary schools in Erzurum city center and revealed their views on and awareness of learning a foreign language. In further studies, in addition to students' views, both teachers and administrators' views and awareness can be investigated. In this way, a clearer picture of the parts that require special attention in the system can be shown. In addition to this, a longitudinal study may be conducted with the same learners and same schools in order to see the difference in the students' awareness level through years. Finally, it should be noted that this study did not take the learning outcomes and students' success into consideration in their classes and therefore a further study might be conducted to see the relation between awareness level and student success.

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APPENDICES

APPENDIX 1. STUDENT INTERVIEW FOR GRADE 2

1. Which is your favorite school subject this year?

2. What do you like best in English this year?

3. What do you dislike most in English this year?

4. Compare yourself the others in the class. Do you learn faster, slower or the same level?

5. Is English easy or difficult?

6. Why do you learn English?

7. In which class do you learn best? (showing the layouts of the classroom pictures)

- classical

- group work

- in a circle
- no seating arrangement

8. In the future, do you want to learn and speak English?

APPENDIX 2. STUDENT INTERVIEW FOR GRADE 3 AND 4

1. Which is your favorite school subject this year?

2. What do you like best in English this year? Why?

3. What do you dislike most in English this year? Why?

4. Do you like English more than last year? Why?

5. Compare yourself the others in the class. Do you learn faster, slower or the same level?

6. Is English easy or difficult?

7. Why do you learn English?

8. In which class do you learn best? (showing the layouts of the classroom pictures)

- classical

- group work

- in a circle

- no seating arrangement

9. In the future, do you want to learn and speak English?

APPENDIX 3. CLASSROOM PICTURES SHOWN TO THE STUDENTS

These pictures are taken from ELLIE Motivation Interview (2008).

Traditional Classroom

Group Seating

In a Circle

No Seating Arrangement

APPENDIX 4. ELLIE MOTIVATION INTERVIEW: THE SCALE FROM WHICH THE DATA COLLECTION INSTRUMENT OF THIS THESIS WAS ADAPTED

(retrieved from http://www.ellieresearch.eu/docs2015/ELLiE-Motivation-interview-x-3-yrs.pdf)

INTERVIEW SCHEDULE
For each year of the Study changes were introduced to the Year 1 questions in order to make them age-appropriate and to adjust them to the focus at hand.
Below are the questions used in Year 1, followed by adjustments in Year 2 and/or Year 3.
NOTE: E/F/S = English/French/Spanish

Year 1
Which is your favorite school subject this year?

Years 2 & 3
Which is your favorite school subject this year?
If S says E/F/S, we prompt: **Why?**
If S doesn't say E/F/S, we prompt: **What about E/F/S? Why?**

Year 1
What do you like best in E/F/S this year?
Years 2 & 3
What do you like best in E/F/S this year? Why?

Year 1
What do you dislike most in E/F/S this year?
Years 2 and 3
What do you dislike most in E/F/S this year? Why?

Year 1
Do you think that you learn E/F/S as fast as other children in class, faster, or slower?
Year 2
Do you think that you learn E/F/S as fast as other children in class, faster, or slower? How do you know?
Year 3
Compare yourself to others in the class. How good do you feel you are at E/F/S? Better, about the same, not so good.
How do you know?

Year 1
Is E/F/S easier or more difficult for you this year than it was last year?
Years 2 & 3

How do you find E/F/S this year: easy or difficult? In what ways?

Do you like your E/F/S classes this year more, the same or less than last year? Why? (not used in Year 1)
Year 1
Are your E/F/S classes different this year than last year? How?
Years 2 & 3
Are your E/F/S classes similar to last year? In what ways?

Year 1
Are your parents happy with what you are learning in E/F/S?
Years 2 & 3
Are your parents happy with what you are learning in E/F/S? How do you know?

Year 1
Do your parents / bothers / sisters help you with your E/F/S? How do they help you?
Years 2 & 3
Do your parents / brothers / sisters help you with your E/F/S? How do they help you? How often do they help you?

Have you ever met someone who doesn't speak Croatian / Dutch / English / Italian / Polish / Spanish / Swedish?* Could you say something to him/her in E/F/S? Did you understand something? How did it feel?
NOTE: The list refers to the young learner's national language.

Look at these pictures of E/F/S classes.
Year 1
In which of these would you learn E/F/S best? Why?
Years 2 & 3
In which of these would you learn E/F/S best? Why?
In which of these would you learn E/F/S worst? Why?

**APPENDIX 5. THE INTERVIEW QUESTIONS ASKED TO THE STUDENTS**

2nd Grade

1. Bu yıl en sevdiğin ders nedir?

2. İngilizce dersini seviyor musun?

2. İngilizce derslerinde en çok hangi etkinlikleri seviyorsun? (Örnek: dinleme, oyun oynama, konuşma vb.)

3. İngilizce derslerinde en çok neyi sevmiyorsun?

4. Kendini sınıf arkadaşlarınla karşılaştır. Sence onlardan daha mı hızlı daha mı yavaş yoksa aynı seviyede mi öğreniyorsun?

5. Sence İngilizce öğrenmek kolay mı zor mu?

6. Sence neden İngilizce öğreniyorsun?

7. Bu sınıfların hangisinde daha iyi öğrenirsin? (Resimler gösterilecek)

8. İleride İngilizce öğrenmek istiyor musun? Nasıl?

3rd and 4th Grade

1. Bu yıl en sevdiğin ders nedir?

2. İngilizce dersini seviyor musun?

3. İngilizce dersini geçen yıl mı daha çok seviyordun bu yıl mı?

4. İngilizce derslerinde en çok hangi etkinlikleri seviyorsun? (Örnek: dinleme, oyun oynama, konuşma vb.)

5. İngilizce derslerinde en çok neyi sevmiyorsun?

6. Kendini sınıf arkadaşlarınla karşılaştır. Sence onlardan daha mı hızlı daha mı yavaş yoksa aynı seviyede mi öğreniyorsun?

7. Sence İngilizce öğrenmek kolay mı zor mu?

8. Sence neden İngilizce öğreniyorsun?

9. Bu sınıfların hangisinde daha iyi öğrenirsin? (Resimler gösterilecek)

10. İleride İngilizce öğrenmek istiyor musun? Nasıl?

APPENDIX 6. PERMISSION FROM THE MINISTRY OF NATIONAL EDUCATION
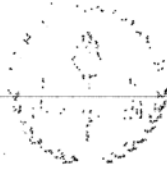
T.C.
ERZURUM VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 36648235/605/12881114   15.12.2015
Konu: Araştırma İzni

MÜDÜRLÜK MAKAMINA

İlgi: a) Atatürk Üniversitesi'nin 19/11/2015 tarihli ve 1500108547 sayılı yazısı.
b) Selçuk İLGAZ'ın 07/12/2015 tarihli ve 12581868 kayıt numaralı dilekçesi.

İlgi yazılarda belirtilen Atatürk üniversitesi öğrencisi Canan DEVECİ'nin İlimiz okullarında, araştırma yapma isteği ve Proje Koordinatörü Selçuk İLGAZ'ın merkez ilçelerde 7. Ve 8. Sınıf öğrencileri ve öğrenci ebeveynleriyle görüşme ve anket yapma istekleri Bakanlığımızın 07/03/2012 tarihli ve 3616 (2012/13) sayılı genelgesi çerçevesinde incelenmiştir. *Araştırmaların, eğitim öğretim faaliyetlerini aksatmayacak şekilde, komisyon kararında belirtilen mühürlenmiş veri toplama araçlarının kullanılarak ve **ekli listede isimleri belirtilen okullarda** yapılması* şubemizce uygun görülmektedir.

Makamınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Turan BAĞAÇLI
İl Milli Eğitim Müdür Yardımcısı

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15.12.2015

Yüksel ARSLAN
İl Milli Eğitim Müdürü

Yönetim Cad. Valilik Binası Kat:4 Yakutiye ERZURUM   Ayrıntılı bilgi için: Çiğdem HOPUR Şb.Mdr.
Elektronik Ağ: erzurum.meb.gov.tr   Tel: (0 442) 234 4800
e-posta. arge25@meb.gov.tr   Faks: (0 442) 235 1032

CURRICULUM VITAE

Personal Information

Name – Surname   : Canan DEVECİ
Place of Birth/Date of Birth : Erzurum / 15.03.1989

Educational Background

2007 –2011   Bachelor of Arts, Dokuz Eylül University, Buca Faculty of Education,English Language Teaching Department, İzmir, Turkey.
2003 – 2007   Erzurum Nevzat Karabağ Anatolian Teacher Training High School, Erzurum, Turkey.

Experience

2013 -   Ataturk University, School of Foreign Languages,   Erzurum (English Lecturer)

2011– 2013   Tortum Atatürk Primary School, Erzurum (English Teacher)
2011 Summer   American Cultural Association, Erzurum (English Teacher)

2011 Winter   25th Universiade Erzurum Winter Games, Erzurum (Interpreter)

2010 Summer   Turkey Education Volunteers Association, İzmir (English Teacher)

Contact Information

Address   : Atatürk University School of Foreign Languages, Erzurum, Turkey, 25240.
Email   : canan.deveci@atauni.edu.tr