

**NEEDS-BASED COURSE EVALUATION  
FOR 2<sup>ND</sup> GRADE ENGLISH LEARNERS: A CASE FROM TURKEY**



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**NEEDS-BASED COURSE EVALUATION  
FOR 2<sup>ND</sup> GRADE ENGLISH LEARNERS: A CASE FROM TURKEY**

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Approval of the Graduate School of Educational Sciences



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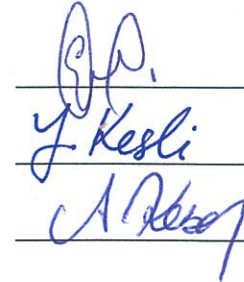
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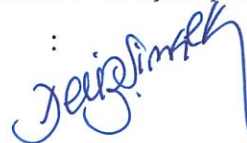
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## ABSTRACT

### NEEDS-BASED COURSE EVALUATION FOR 2<sup>ND</sup> GRADE ENGLISH LEARNERS: A CASE FROM TURKEY

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The purpose of this study is to identify the attitudes of the 2<sup>nd</sup> grade Turkish EFL learners toward learning English as well as to find out whether the existing course meets their needs related to the development of four language skills, grammatical structures and vocabulary. A sample of 70 2<sup>nd</sup> grade Turkish EFL students and 3 teachers teaching these classes participated in this study. To accomplish the aims, data was gathered by qualitative-dominant mixed method research design from a 5-point Likert attitude scale and reflection drawing task given to the students as well as collaborative diary written by the teachers. The findings revealed that the majority of 2<sup>nd</sup> graders had positive attitudes toward learning English through playing games, watching videos and singing songs whereas they were less interested in writing, doing homework and studying course book. In addition, the participating teachers believed that students' engagement and motivation are the key points while teaching English in their classes and similar to the students, they shared positive perceptions about teaching English in 2<sup>nd</sup> grade EFL classrooms. However, they had some negative attitudes toward the current English program and the course content. Based on the gathered data, suggestions were provided for the improvement of the existing 2<sup>nd</sup> grade English course.

Keywords: Language Needs, Attitudes, Students' Reflections, Teachers' Perceptions, Course Evaluation, Primary Education, Young Learners, EFL

## ÖZ

### 2. SINIF İNGİLİZCE ÖĞRENCİLERİ İÇİN İHTİYAÇ TEMELLİ KURS DEĞERLENDİRMESİ: TÜRKİYE'DEN BİR VAKA

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Bu çalışmanın amacı 2. sınıfta okuyan Türk öğrencilerin İngilizceyi yabancı dil olarak öğrenmeye karşı olan tutumlarını tanımlamanın dışında, dört becerinin, gramer yapılarının ve de sözcüklerin gelişimiyle alakalı bu öğrencilerin ihtiyaçlarının mevcut kurs tarafından karşılanıp karşılanmadığını bulmaktır. 70 2. Sınıf Türk öğrenci ve bu sınıflara ders veren 3 öğretmen örnek olarak bu çalışmaya katılmıştır. Amaçları gerçekleştirmek için veri, nitel-ağırlıklı karma yöntem araştırması ile hem öğrencilere verilen 5 nokta Likert ölçeği ve yansıma resim görevleri hem de öğretmenler tarafından yazılan işbirlikçi günlükler ile toplanmıştır. Bu çalışmanın bulguları, öğrencilerin büyük çoğunluğunun yazma, ödev yapma ve ders kitabını çalışmada az ilgilerinin olduğunu gösterirken, oyunlar oynayarak, videolar izleyerek ve şarkılar söyleyerek İngilizce öğrenmeye karşı olumlu tutumlarının olduğunu ortaya çıkarmıştır. Bunun yanı sıra öğrencilerin İngilizce öğrenmeyle ilgili daha fazla olumlu tutumları vardır. Öğretmenler öğrencilerin katılımının ve motivasyonun öğretme esnasında anahtar noktalar olduğuna inanmışlardır ve öğrencilere benzer olarak İngilizce öğretmeye karşı olumlu tutumları vardır. Ancak, öğretmenlerin genelinin mevcut İngilizce programına ve öğrettikleri kursların içeriklerine karşı olumsuz tutumları mevcuttur. Elde edilen veriye göre, mevcut kursun gelişimi için bazı yararlı öneriler araştırmacı tarafından sağlanmıştır.

Anahtar kelimeler: Dil ihtiyaçları, Tutumlar, Öğrencilerin yansımaları, Öğretmenlerin algıları, Kurs Değerlendirme, İlkokul eğitimi, Genç Öğrenciler, Yabancı dil olarak İngilizce





To my family, colleagues and students.



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## TABLE OF CONTENTS

ETHICAL CONDUCT .....	iii
ABSTRACT .....	iv
ÖZ .....	v
DEDICATION .....	vii
ACKNOWLEDGMENTS .....	viii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
LIST OF DRAWINGS .....	xiv
LIST OF ABBREVIATIONS .....	xv
Chapter 1: Introduction .....	1
1.1 Overview .....	1
1.2 Theoretical Framework .....	1
1.3 Statement of the Problem .....	4
1.4 Purpose of the Study .....	4
1.5 Research Questions .....	5
1.6 Significance of the Study .....	5
1.7 Definitions .....	5
Chapter 2: Literature Review .....	7
2.1 Introduction .....	7
2.2 Children; their thinking and learning .....	7
2.3 The Role of Attitudes in Language Learning .....	11
2.3.1 Studies on the role of attitudes in English language learning. ....	14
2.4 The Importance of Syllabus Design in Language Learning and Teaching ...	15
2.4.1 Different types of syllabus design. ....	17
2.4.1.1 Structural syllabus. ....	18
2.4.1.2 Situational/formal syllabus. ....	19
2.4.1.3 Notional functional syllabus. ....	19
2.4.1.4 Proportional syllabus. ....	20

2.4.1.5 Negotiated syllabus.....	20
2.4.1.6 Procedural syllabus.....	21
2.4.1.7 Skill-based syllabus.....	21
2.4.1.8 Content-based syllabus.....	22
2.4.1.9 Task-based syllabus.....	22
2.4.1.10 Lexical syllabus.....	22
2.4.1.11 Cultural syllabus.....	23
2.4.1.12 Multi-dimensional/hybrid syllabus.....	23
2.4.2 The role of needs analysis in syllabus design..	24
2.4.3 Studies on language syllabus design.....	28
Chapter 3: Methodology .....	31
3.1 Philosophical Paradigm.....	31
3.2 Research Design.....	33
3.3 Target Population and Participants .....	34
3.4 Procedures .....	35
3.4.1 Data collection procedures.....	35
3.4.1.1 Types of sampling.....	35
3.4.1.2 Data collection instruments.....	36
3.4.1.2.1 Smiley face language attitude scale.....	37
3.4.1.2.2 Reflection drawing task..	38
3.4.1.2.3 Collaborative diary.....	39
3.4.2 Data analysis procedures.....	41
3.4.3 Trustworthiness.....	42
3.5 Limitations .....	43
3.6 Delimitations .....	44
Chapter 4: Results .....	45
4.1 Overview .....	45
4.2 Findings related to the Students' Attitudes about learning English.....	45
4.3 Findings about Reflection Drawing Task.....	55
4.4 Findings about the Collaborative Teacher Diary .....	59
4.4.1 Student engagement.....	59
4.4.2 Students' motivation.....	60
4.4.3 Students' attitudes.....	61

4.4.4 Course content.....	63
4.4.5 English program.....	66
Chapter 5: Discussion and Conclusion .....	68
5.1 Discussion of Findings for Research Questions.....	68
5.1.1 Discussion of Findings for RQ 1: What are the attitudes of 2 <sup>nd</sup> grade Turkish EFL students toward learning English?.....	68
5.1.2 Discussion of Findings for RQ 2: What are the reflections of students about the 2 <sup>nd</sup> grade English course?.....	71
5.1.3 Discussion of Findings for RQ 3: What are the reflections of teachers about the 2 <sup>nd</sup> grade English course?.....	71
5.1.4 Discussion of Findings for RQ 4: What suggestions can be provided for the improvement of the existing course? .....	74
5.2 Practical Implications.....	76
5.3 Conclusions .....	76
5.4 Recommendations for Further Research .....	77
REFERENCES.....	78
APPENDICES .....	90
A. Smiley Face Language Attitude Scale .....	90
B. Reflection Drawing Task.....	95
C. Collaborative Teachers Diary.....	96
D. Curriculum Vitae.....	97

## LIST OF TABLES

### TABLES

Table 1	Overview of Research Questions and Corresponding Procedures .....	41
Table 2	Feelings about learning English .....	45
Table 3	Difficulty about learning English .....	46
Table 4	Love of English .....	46
Table 5	Feeling Comfortable while learning English.....	47
Table 6	Learning Four Language Skills .....	47
Table 7	Learning New Words in English .....	49
Table 8	Singing in English .....	49
Table 9	Playing Games in English .....	50
Table 10	Doing Homework .....	50
Table 11	How Enjoyable English Classes are .....	51
Table 12	Necessity to learn English .....	51
Table 13	How Enjoyable the Activities are in the Course Book.....	52
Table 14	The Most Favorite Activities in English.....	53
Table 15	The Least Favorite Activities in English.....	54
Table 16	Positive Statements.....	55
Table 17	Negative Statements .....	57

## LIST OF FIGURES

### FIGURES

Figure 1 Diagram of needs analysis .....	27
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## LIST OF DRAWINGS

### DRAWINGS

Drawing 1	Love of English teacher, English lesson and English .....	56
Drawing 2	Fun of learning English, listening to songs and doing activities .....	56
Drawing 3	Play games and dance with my teacher and friends.....	57
Drawing 4	Don't like English, English teacher and English lesson .....	58
Drawing 5	Don't like doing English homework.....	58



## LIST OF ABBREVIATIONS

CEFR	The Common European Framework of Reference
CEFRL	The Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
ECE	Early Childhood Education
EFL	English as a Foreign Language
EIL	English as an International Language
ELL	English Language Learners
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
K-12	Kindergarten through twelfth grades
L1	First Language, Native Language
L2	Second Language
LAD	Language Acquisition Device
NNS	Non-native Speaker
NS	Native Speaker
ORI	Opinions Relative to Integration
TBLT	Tasked-Based Language Teaching
TEYL	Teaching English to Young Learners
YL	Young Learners
ZPD	Zone of Proximal Development



# **Chapter 1**

## **Introduction**

### **1.1 Overview**

This chapter presents an overview of this research study on learning and teaching English to young learners as a foreign language. The chapter highlights the importance of the attitudes of students as well as the perceptions of teachers about what language components should be included in an English course designed for young learners' classrooms. Besides, the problem of this study is briefly stated which triggers the need to conduct this research. Then, the chapter proceeds with the purpose of the study, research questions and significance of the study. Lastly, the key terms that are used throughout the study are defined.

### **1.2 Theoretical Framework**

Within the last two decades the English Language teaching in Turkey has gained importance (İnal, 2006). Because of the increasing awareness of globalization, the need of English proficiency has been growing rapidly. More energy, time and financial support are being given to the effort of preparing students in a growing and competitive environment. As a result, learners are introduced to target language at very early ages. Thus, curriculum, syllabi, lessons and materials should be designed appropriately to young learners' characteristics. During this process, the language needs of learners as well as their attitudes toward learning English should be taken into consideration.

Currently, Turkey is facing enormous changes and educational medium is taking a new shape (İnal, 2006; Kırkgöz, 2007). Since Turkey has been drawing closer to entrance into the European Union, teaching English language has become a greater concern. This issue has become the most important one for the Ministry of Education (Yel, 2009). As English Language curriculum has been investigated, complex problems are discovered because there are still outdated approaches that are being implemented. There are new attempts done, especially in regard of the high standards of educational faculties and newly written teaching materials, however

these changes have not been enough for sufficient language development yet and still the majority of Turkish students are facing difficulty in learning the target language.

Furthermore, for successful language learning, most researchers emphasize the importance of acquiring a language at an early age and one of the factors to be successful in language learning is acquisition at a young age (Brewster, Ellis & Girard, 2003; Brumfit, 1994). For instance, Brewster, Ellis and Girard (2003) believe that young children learn languages better and more easily. On this subject, Brumfit (1994) and Moon (2000) declared that acquisition of languages is possible at an early age because the brain is more adaptable before puberty and children have more positive attitudes to foreign languages and their cultures than adults. Freudenstein (1990) assumed that children who begin to learn a foreign language at an early level seem to benefit from it more intellectually and be more culturally aware. Harmer (2007) stated through his work that young children learn faster and more effectively than any other age group. Krashen (1982) declared that young learner may be more proficient in the long run, especially in oral communication. Therefore, researchers have been investigating the features and psychology of young learners (YL) and the best ways of how to teach them while learning English (Firat, 2009).

Similar to the Turkish context, English has become the most common lingua franca all over the world and the teaching of English is seen as more important and taken more seriously (Thomason, 2001; Hou, 2014). Hence, in many schools, the instruction of English starts at early ages. Some schools even begin to teach English at kindergarten. During this process, a variety of techniques, approaches and methods are used to teach English effectively. In other words, language programs, materials and lessons are prepared appropriately for young learners. Behind this change is the idea of “earlier is better”. Karahan (2007) believes that if the learners get exposed to the target language more, they will experience more effective and productive language learning.

There are various aspects of teaching English as a second (L2) or foreign language (FL). During this process, curriculum and syllabus design are the two major aspects, which need to be considered deliberately. Krahnke (1987) stated in his work that these two aspects are the most ignored ones in language teaching. He added that the main decision in language teaching is the choice of a syllabus and it should be made by conscious decisions. Analyzing learners’ needs and purposes of learning the

target language is the starting point of designing syllabus (Nunan, 1988). A major language syllabus trend has been to use the information from and about learners. Therefore, one needs to be aware of students' language needs and their attitudes toward the language and design the syllabus to meet these needs and to reinforce their attitudes.

There is a distinction between curriculum and syllabus. A syllabus is more specific and concrete and a curriculum may contain various numbers of syllabi (Krahnke, 1987). To put it simply, while a curriculum may cover an entire school year, a syllabus may include just one part of a curriculum. Similarly, Nunan (1988) believes that curriculum is a wider term than syllabus. Curriculum contains all the activities and arrangements made by the institution throughout the academic year. It facilitates the learner and the instructors. However, syllabus covers a particular subject of a particular class.

Moreover, in his study, Richards (2013) explained three different types of curriculum designs called forward, central and backward design. All of these approaches differ from each other with the respect of input, process and outcome issues. First, forward design starts with syllabus planning, then it moves to the methodology and assessment of learning outcomes, However, central design begins with classroom processes and methodology. Finally, backward design is a curriculum approach that considers the outcome first; the process and input are developed as the basis of outputs. For instance, The Common European Framework of Reference (CEFR) is a contemporary example of backward design.

Apart from the different types of curriculum design, scholars have distinguished various types of syllabi as well (Wilkins, 1976; Nunan, 1988; White, 1988). While Wilkins (1976) drew distinction between synthetic and analytic syllabi, Nunan (1988) categorized the syllabi under product-oriented and process-oriented syllabi. On the other hand, White (1988) recognized two types of syllabi, which are Type A and Type B. In short, the types of syllabi can be named as structural/formal, situational, notional functional, built-in, proportional, negotiated, procedural, skill-based, content-based, task-based, lexical, cultural and lastly multi-dimensional syllabus. All types of syllabi have their own merits and drawbacks while used.

There are current trends on syllabus design and curriculum development in second and/or foreign language acquisition recently. Nia, Abbaspour and Zare (2012)

indicated that multi-dimensional approach is one of the best options as it allows us to put different syllabus specifications together and create a hybrid syllabus. The focus is shifted within each teaching unit at different points in the course. Thus, sometimes the focus can be on structures or on the functions that are determined by the needs of the language learners.

### **1.3 Statement of the Problem**

The attitudes of the learners toward learning English have always been a matter of discussion. Students who are interested in learning a second language may have different or common perceptions and they may wish to build positive attitudes. In formal education, students have different perception of their class, teachers and curriculum and those perceptions affect their attitudes toward learning second language (Fatiha, Sliman, Mustapha & Yahia, 2014).

In this study, the researcher aims to find out the attitudes of 2<sup>nd</sup> grade Turkish EFL students toward learning English and their reflections about the existing English course. Correspondingly, the perceptions of teachers teaching English to this particular age group are investigated as well. The findings of this study aim to provide suggestions for the improvement of existing 2<sup>nd</sup> grade English course.

### **1.4 Purpose of the Study**

This study aims to identify the attitudes of the 2<sup>nd</sup> grade Turkish EFL learners toward learning English, as well as finding out whether the existing course meets their needs related to the development of foreign language skills, grammatical structures and vocabulary. Finally, the study attempts to provide suggestions for the improvement of the language course parallel to the needs and attitudes of the students, as well as reflections of the teachers enrolled in the 2<sup>nd</sup> year English program. To accomplish these aims, the data was gathered from a scale and a reflection drawing task given to the students, as well as collaborative diary written by the teachers.

## 1.5 Research Questions

In accordance with the purpose of this study, the following research questions were addressed:

1. What are the attitudes of 2<sup>nd</sup> grade Turkish EFL students toward learning English?
2. What are the reflections of students about the 2<sup>nd</sup> grade English course?
3. What are the reflections of teachers about the 2<sup>nd</sup> grade English course?
4. What suggestions can be provided for the improvement of the existing course?

## 1.6 Significance of the Study

The significance of this study is to find out the attitudes and reflections of young learners as well as discover the perceptions of teachers teaching this grade, which will provide in-depth information both about the teaching and learning process, particularly in 2<sup>nd</sup> grade EFL classrooms. The findings of this study will inspire other researchers to replicate it in their own context and examine its potential for contributions to the field of English language teaching and learning in young learners' classrooms. Specifically, the present study will serve as a sample in terms of course design, referring to the attitudes and perceptions of the stakeholders enrolled in the 2<sup>nd</sup> grade EFL program. Finally, the findings of this study will provide suggestions for the improvement of the existing course in the following academic year.

## 1.7 Definitions

In this study, the following terms and abbreviations will be considered in their meanings below:

**Language Attitudes:** The feelings people have about their own language or the languages of others (Crystal, 1997).

**Young Learners (YLS):** Young learner covers a large age span: from around 3 years old to 15 (Nunan, 2011).

**EFL:** English as a foreign language (Mayo & Lecumberri, 2003).

**TEYL:** Teaching English to young learners (Nunan, 2011).

**Language Needs:** This term refers to the linguistic resources which learners need in order to successfully cope with the forms of communication in which they are going to be involved in the short or medium term (Council of Europe,1972).

**Attitudes:** The terms ‘attitude’ refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language (Gardner, 1985).

**Reflection:** Reflection means an activity/process in which an experience is recalled, considered and evaluated. It responses to previous experience, involves conscious recall and examines the experience as the basis of evaluation (Richards, 1991).

**NS:** Native speaker (Davies, 2000). In this study, NS refers to teachers who were raised speaking English as their main language.

**NNS:** Non-native speaker (Varonis & Gass, 1985). In this study, NNS refers to teachers who were raised speaking Turkish as their main language.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

First of all, this chapter reviews the thinking and learning of children and secondly, the role of attitudes in language learning. Later, the studies on role of attitudes in English language learning are analyzed in detail. Moreover, the importance of syllabus design in language learning and teaching is included in this part. Different types of syllabus design are examined. After that, the role of needs analysis in syllabus design is mentioned. Lastly, conducted studies in language syllabus design are noted as well.

#### **2.2 Children; their thinking and learning**

Numerous scholars have examined and explained how children develop in different ages and the stages they pass (Firat, 2009). However, generally Piaget, Vygotsky and Bruner's theories have influenced the education field in the past few decades. All of these theories gave us chances for understanding how young learners acquire first and second languages. For this reason, discussing these theories is necessary.

Piaget suggested that a child actively constructs his/her own thinking in interaction with physical and social environments. According to Piaget, action and self-directed problem solving are at the core of learning and development. Piaget believed that teaching can affect intellectual development only if children are ready to assimilate it. He also suggested that intellectual development is another point the learning and thinking of children (Piaget, 1972). He claimed that all children pass through the stages of intellectual development. The stages are as follow:

Sensorimotor stage (0-2 years old): Knowledge and understanding are coming from physical action, senses of sight, sound, taste, touch and smell. At this stage, children are egocentric.

Preoperational stage (2-6 years old): Children learn to manipulate environment and they represent objects by using words.

Concrete operational stage (7-11 years old): Children develop logical thinking. They classify and categorize things by similarity and difference.

Formal operations stage (12 years old - ): Children's logical thinking emerges.

By transferring the ideas of Piaget to learning, we can think of the classroom environment and classroom activities as creating and offering opportunities to learners for learning (Cameron, 2001).

Vygotsky (1987) gave importance to language and to other people in children's world and his views differ from Piaget in this respect. Although Vygotsky did not neglect individual cognitive development, his theory was labeled as a sociocultural one. This theory underlines the importance of social interaction, communication and instruction in defining the intellectual development of a child.

Vygotsky developed zone of proximal development theory (ZPD), which gave a new meaning to intelligence (Cameron, 2001). With this theory, Vygotsky suggested that intelligence was better measured by what a child can do with skilled help, rather than measuring intelligence by what a child can do alone. The skilled or experienced help he suggests, can be an adult or another child. Vygotsky suggested that children first do things in a social context and shift away gradually from reliance on others to independent action and thinking.

Cameron (2001) believed that many of Vygotsky's opinions would support the construction of a theoretical framework for teaching languages to children. In order to decide how teachers can help learners, we can benefit from the idea that the adult tries to mediate what the child can learn and if this is applicable for lesson planning and how teachers speak to pupils minute by minute.

According to Bruner (1983), cognitive growth language is one of the most crucial tools. He has done investigations about how adults use language to mediate the world for children and help children to solve problems. Wood, Bruner and Ross (1976) proposed the term scaffolding, which refers to the help given to a child by an adult and is usually a talk that supports a child in accomplishing an activity.

Scaffolding has been transferred to the classrooms and Wood (1998) proposed the numerous ways by which teachers can scaffold children. For instance, Wood suggested that teachers could help children to attend to what is relevant by suggestion, praising the significant and providing focusing activities. Another



example is a teacher can help a child to adopt useful strategies by encouraging rehearsal and being explicit about organization. Last but not least, examples given by Wood on how teachers could help children to remember the whole tasks and goals by reminding, modeling and providing part-whole activities are mentioned. Cameron (2001) explained that all of these activities could be applied to language teaching. Between teachers and pupils, they can manage the whole tasks, however the parts and aspects need to be separated according to age and experience.

As teachers are the only people who examine their students' levels, Scott and Ytreberg (1990) underlined the possibility of talking about young children's characteristics that language teachers should consider while they are teaching.

Each day, more children are studying English at primary level in the world. Especially in European countries, teaching English as a foreign language is recognized as a crucial aspect in primary education. Alexiou and Mattheoudakis (2013) mentioned that English is the most widely taught language in all European countries in primary and secondary education. They added that most of the European learners study English for long years, usually between the ages of 8 and 16. The reason for this is, there are advantages of learning languages during early ages. Educators are willing to take advantage of young children's greater plasticity and ability to acquire knowledge and automatize new skills. For instance, Hu (2016) questioned the age factor in second language learning. In recent years, age is seen an essential factor in being successful in foreign language acquisition which is correlated to the assumption mentioned by the Critical Period Hypothesis and Neurological Hypothesis. These assumptions can be summarized as young learners can acquire languages better than adults. In the article, Hu discussed whether young learners learn languages better than older learners. As a result, Hu supported the idea of the younger is better and suggested that foreign language should be taught as early as possible during young ages. Hu also mentioned that foreign language courses should be introduced to the students at the very beginning of entering schools.

Critical Period Hypothesis was introduced by Penfield and Roberts (1959). It is used to refer to the general phenomenon of declining competence over increasing age of exposure. There is a critical period for both first and second language acquisition that shows children have great advantage over adults or adolescents. Later, Ellis (1986) observed a period in which language acquisition takes place naturally and

effectively. Scovel (1988) defined critical period hypothesis briefly as a notion that language is learnt better in the early years of childhood. According to the critical period hypothesis, the optimum period for language acquisition is the years before puberty; after puberty the ability to learn a language naturally weakens (Lenneberg, 1967).

Johnson and Newport (1989) conducted a case study about Korean and Chinese people who had been exposed to L2 before or after puberty and found out that there was a strong relationship between early start to language learning and performance in the second language. They examined that there were few differences in second language ability before the age of 10 and that older learners would not have native-like language skills and they were more likely to differ greatly from one another in ultimate success.

Wang (2015) set out a study to explore the relationship between the age onset of second language acquisition and its relative achievements. The investigation resulted as there were significant differences among different types of subjects with different age onset and the achievements of second language acquisition. The results of the study revealed that the kindergarten starters and elementary school starters were in a more advantageous position to get higher scores in their future English studies when compared with secondary school starters. Such a result appears to support the “the earlier, the better” assumption.

Shimizu (2007) examined the children and the adult immigrants in USA and wanted to find out if there was a correlation between age on arrival in the United States and English proficiency levels. The results showed that children rated themselves or their parents rated the children more fluent than adults rated themselves. Another result of the Shimizu’s study was a significant correlation between English as a second language proficiency level and four variables. These variables were, the age at which a person begins to learn a second language, anxiety level in learning English, integrative motivation level for English learning and daily conversation hours in English. Shimizu found a negative correlation between age on arrival in the U.S. and English fluency level. In other words, the lower the age on arrival, the higher the self-evaluated English fluency scores.

In brief, it is needed to be aware of children’s intellectual and cognitive development differences in different ages. Moreover, social interaction,

communicating with others and instruction are important on the intellectual development of the learners. Considering ZPD and scaffolding, teachers should reinforce learning and help students to improve their language skills together with their grammar and vocabulary at early ages. Age is a crucial factor in language learning and the hypothesis ‘the younger is better’ is confirmed by various researches. It is believed that children have various advantages on adults in the field of language learning. Therefore, learners should be exposed to second or foreign languages at early ages.

### **2.3 The Role of Attitudes in Language Learning**

Attitudes play a very important role in language learning because they affect students in order to succeed or fail in their learning (Rahimi & Hassani, 2011). While positive attitudes facilitate learning a foreign language, a negative attitude acts as a psychological barrier against foreign language learning. It is essential that students need to have high motivation and positive attitude towards the target language. Therefore, many linguists have proven the close relationship between the success of second language learning and motivation & attitude (Karahana, 2007; Gardner & Lambert, 1972).

Gardner’s (1985) literature review indicated that attitudes toward learning a second language and second language community tended to be correlated with second language proficiency in the language. However, the relations that involve attitudes toward language were more consistent. Both types of attitudes have been shown to be related to environmental factors or subject characteristics, such as sex and age. He presented for the first time that attitudes toward learning the language tend to be among better predictors, while attitudes toward the other community tend to be consistently poorer.

Krashen’s Affective Filter Hypothesis also considers the factors affecting language learning (Gass & Salinger, 2008). From the Krashen’s point of view factors such as motivation, attitude, self-confidence and anxiety need to be considered in language learning and acquisition. He stated that the learners, whose attitudes are not optimal for second language learning, will not only seek less input, but they will also have a high affective filter. Therefore, the input will not reach to the Language Acquisition Device (LAD).

Ellis (1992) believed in attitudes and motivation of students are also crucial in language acquisition. He stated that the learners who expect language teaching to consist of formal instruction are more receptive to it than the others. Therefore, the learners who have positive attitudes gain their goals easier and become more successful than the ones who have negative attitudes.

Gardner and Lambert (1972) carried out studies on language attitudes and studied interrelationships of different types of attitudes. They emphasized the significance of group-specific ones, such as the attitude that learners possess towards the speakers of the target language. As a result of their studies, it can be said that the learners who possess positive attitudes towards people speak the language and the language itself might help to learn the target language. It is obvious that the second language learners benefit from possessing positive attitudes.

Fatiha et al. (2014) emphasized the importance of attitudes and motivation and their effects on L2 learning. They believed that both attitude and motivation have an impact on students and motivation can influence students' attitudes towards language learning and students' achievement. Finally, their analysis showed us that attitude is an essential component in language learning.

Moreover, the teachers' attitudes, like the learners', influence the learning process. Whether we like it or not, teachers have great influence over the learners, the knowledge they acquire, the skills they master and their attitudes toward self, others and learning. Teachers need to strive to influence their learners positively, since the learners' attitudes influence their self-concept and the learning process (Alshaar, 1997).

Coşkun (2011) studied future English teachers' attitudes towards teaching pronunciation within an EIL perspective. He applied a questionnaire and held semi-structured interviews with 47 senior students. In his study, a questionnaire and an interview were used to investigate the participants' attitudes towards EIL pronunciation. The results revealed that native-speaker English is regarded as the correct model in English language teaching (ELT).

Reeves (2006) examined secondary teacher attitudes towards including English-language learners in mainstream classrooms. She used a 4-point Likert-type scale to gather the data and piloted the instrument with 279 teachers within 30 middle schools. The findings of the study show us that teachers largely held a

welcoming attitude toward the inclusion of ELLs and that the inclusion of ELLs, created a positive educational atmosphere in their classrooms. Moreover, teachers reported a tolerance for some coursework modifications for ELLs and a majority of respondents felt untrained to work with ELLs, yet their attitudes toward receiving more training were ambivalent.

Mitchell (2016) investigated the relationships among teachers' attitudes, behaviors toward English language learners, experience and training. The purpose of the quantitative study was to examine the relationships between attitudes and behavior with years of experience, as well as professional development among teachers working with ELLs. Data was collected from 286 teachers using the Teacher Attitudes toward English-as-a-Second-Language Survey. Results indicated a significant, direct correlation between teachers' years of experience and their attitudes regarding coursework modifications. Additionally, significant differences in teachers' attitudes existed among those teachers, specifically between participants who had and had not received professional development.

McKinney (2008) conducted a study in conjunction with a large, metropolitan school system in Tennessee. Teachers were invited to participate in the study, and were asked to respond to a survey instrument, which was adapted from the Opinions Relative to Integration (ORI). The adapted ORI was used to quantify teacher attitudes regarding the inclusion of ELLs in regular education classrooms. In addition, participants were asked to respond to a survey instrument that examined whether the teacher felt they had the necessary amounts of support, expertise, and time to teach ELLs. The results suggested that teachers' attitudes are influenced by a scarcity of instructional factors. His study showed us that those teachers who feel they have adequate experience, have significantly more favorable attitudes toward ELLs in the regular education classroom. Moreover, teachers who feel they have adequate time to work effectively with ELLs, have significantly more favorable attitudes toward ELLs in the regular education classroom. However, teachers who feel they have adequate support did not have significantly more favorable attitudes toward ELLs in the regular education classrooms.

Karabenick and Noda (2004) surveyed 729 teachers in one mid-western suburban district in the USA, recently impacted by high numbers of immigrant and refugee English language learners (ELLs), about the teachers' beliefs, attitudes,

practices, and needs related to ELLs. In general, teachers held positive attitudes toward ELLs, bilingual education and bilingualism. On the other hand, there was considerable variability, with sizeable proportions of teachers holding less supportive beliefs, attitudes, and practices. Teachers more accepting of ELLs in their classes, were more likely to believe that an ELL's first language proficiency promotes school performance and does not impede learning a second language; bilingualism and bilingual education are beneficial; ELLs should be tested in their first language; lack of fluency in the second language does not imply lack of comprehension; and ELLs do not consume additional teacher time or district resources. Results also showed that teachers with more favorable attitudes toward ELLs tended to take mastery versus performance (or competitive) approach to instruction, and had a higher self-efficacy for teaching ELLs.

To conclude, studies conducted with language learners and teachers show us that having positive attitudes toward the language, culture, and the teaching and learning environment, have positive impacts on language learning and teaching. For this reason, a teacher should have positive attitudes towards the aspects mentioned above and a need to develop such learning environments for his students for better teaching and learning.

**2.3.1 Studies on the role of attitudes in English language learning.** The role of attitudes has been a vital subject for researchers to examine and there are various researches held in this field. In other words, language-learning attitude is seen as an affective variable, which influences language learning (Gardner, Masgoret, Tennant & Mihic, 2004). Therefore, in second language learning, it is important for students to have positive attitudes toward the target language.

It is obvious that if a learner has positive language attitudes, it will allow him to have a positive orientation towards learning English (Karahana, 2007). She conducted her research on 190 eighth grade students of a private primary school in Adana, Turkey. Mann Whitney U test and Spearman's rho correlation coefficient tests were applied. The first part of the questionnaire required personal information such as gender, the age when they started to learn English and the place where they started to learn English. The second part asked them about their attitudes towards the English language and their attitudes towards the use of English in Turkish context.

She considered the effects of not having positive attitudes towards learning English of Turkish students because of the outcomes of the Turkish educational system and the lack of necessity of English language in their daily lives. She also examined that they do not have positive attitude towards speaking English between each other. Thus, the role of a teacher becomes crucial for creating a positive environment of encouragement, in order to learn and speak English.

In another study, Akça and Elkılıç (2008) administered a questionnaire to 21 students from the 4th year of a private primary school in Turkey, to determine learners' motivation for learning English as a foreign language; their favorite learning activities; and their attitudes towards learning English through the medium of storytelling. The results of the study showed that storytelling and grammar were perceived as very enjoyable by the majority of the participants. Audio and visual teaching aids and comprehension questions were found to make a substantial contribution towards facilitating the understanding of the stories. The results showed that the most popular learning activities among students were language games, acting out the stories, and the stories themselves, whereas the least popular learning activities were tests and writing.

To summarize, related studies show us that attitudes toward second language and its community may help to learn the target language. It is obvious that learners who have positive attitudes are more successful than the ones who have negative attitudes towards the target language and its community. Hence, the desirable learning and teaching, may be possible by analyzing the attitudes of the students and preparing the learning environment according to their attitudes and needs.

#### **2.4 The Importance of Syllabus Design in Language Learning and Teaching**

There has been a shift from teacher-centered classrooms to learner-centered ones. In recent approaches, learners are seen as active information receivers, rather than passive listeners. Therefore, the role of a teacher has changed from direct information giver, to the person who integrates learners to teaching procedure. To achieve this goal, courses and syllabi need to be designed based on the needs of the learners. In other words, having a syllabus makes a teacher's job easier but s/he should decide which type of syllabus is appropriate for the students by identifying their needs to design an effective language program (Şanal, 2016).

It is obvious that a syllabus provides control of the learning process by the institution and teachers, as well as, the learners during the language learning process. Odivilas (2015), for example, mentioned that the course plan or syllabus is a legally written contract between instructors and students in a college setting. More specifically, the syllabus binds the students to the plan of the course in order to be successful and it also binds the instructors to the plan too. Likewise, Lucier (2015) thought that the organization of learning experiences of the course and listing the planned activities for achieving the course, were possible by the syllabus. To exemplify, Blinne (2013) worked with her classes for developing a learning environment where life experiences are considered worthy of sharing and seeing all learners as teachers or researchers. In order to create a democratic learning process and environment, she wanted learners actively involved in selecting, changing and adapting course goals and the learning content. Hence, she designed the course syllabus by incorporating the learners into the process. Generally, students face top-down classroom models, in where teachers are the authority and the syllabi are drawn by the teachers' interests, goals and expectations. However, this kind of learning environment gives little room for students. For this reason, she asked questions to the learners in order to find out their needs and interests. With these questions, they explore various choices for constructing a syllabus. By involving students in the design process, she allowed the students to work together with creativity and for learners to fulfill their learning goals within group dynamics.

In addition, Slattery and Carlson (2005) believed that a strong syllabus facilitates teaching and learning and communicates the overall pattern both of the course and the overall program. Therefore, a course or program does not seem like disjointed assignments and activities, but feels well organized and meaningful.

Bourke (2006) aimed to design a topic-based syllabus for young learners and his main focus was how to best design a syllabus and classwork material suitable for young learners. He emphasized the need for appropriate target setting and made the case for a topic-based/task-based syllabus, because a second language syllabus should reflect the world of children and facilitate the bringing acquisition into the classroom. He believed that the syllabus is much more than an inventory of teaching items, but also an approach to teaching or learning. Each syllabus has to consider the contextual variables and constraints and pay due regard to the principles of second



language learning. Additionally, he suggested that language learning should relate to the child's world. According to him, children live in a world of fantasy and make-believe, a world of dragons and monsters, talking animals and alien beings, not a world of tenses, nouns or adjectives. Consequently, there are no schemas named grammar, lexis or discourse. A syllabus for young learners should contain topics of interest to children, all kinds of stories, games, fun, doing & making activities, songs, chants and rhymes, pair and group work tasks, Big Books, materials from the Web, children's literature and any activity which allows acquisition in the classroom.

Sardi (1997) investigated issues of needs-based language course/program design and focused on the question of how to integrate language needs of learners into syllabus content. By her research, she attempted to integrate into course design the results of a needs analysis that investigated the English language needs of Technical University students in Hungary in 1996. Four target groups participated in the study. They were the students, their EFL teachers, subject lecturers and representatives of companies all over Hungary. The analysis showed that there was a discrepancy between the present teaching and learning situation and the students' needs. The needs survey also allowed the researcher to identify learners' needs, which were translated into course design. Particularly, a syllabus and a methodological framework were proposed.

To sum up, it is inevitable that the process of syllabus design and development will surely have an impact on the learning and teaching process in language classes. A syllabus should therefore emphasize the target language and learning needs as well as the necessities of all stakeholders for effective and meaningful language and teaching process.

**2.4.1 Different types of syllabus design.** Throughout the literature, there have been several approaches to syllabus design (Rajaei Nia, Abbaspour & Zare, 2013). Breen (1987) explained that each type of syllabus offers alternative answers to these two major questions: "What does a learner of a new language need to know" and "What does a learner need to be able to do with this knowledge?"

Firstly, Nunan (1988) categorized the syllabi under product-oriented and process-oriented syllabi. According to him, the product-oriented syllabuses are the ones that focus on the knowledge and skills that learners should gain as a result of

instruction. On the other hand, process-oriented syllabuses are the syllabuses that focus on the learning experiences themselves. As a result, he categorized analytic & synthetic, grammatical and functional-notional syllabuses as product-oriented syllabi and procedural, task-based and content syllabuses as process-oriented syllabi.

Wilkins (1976) analyzed synthetic and analytic syllabuses and explained that synthetic syllabuses teach the different language parts separately and gradually. In these kind of syllabi, the acquisition is seen as a process of the accumulation of parts until the whole structure of language has been constructed. However, in analytic syllabuses, the goals of learners and the kinds of performance that are necessary to meet those objectives are crucial.

White (1988) noted that there are two types of syllabuses named as Type A and Type B. According to White, Type A syllabi matter on what should be learned and they do not consider the factors affecting language learning, such as the learner himself and how languages are acquired. They divide language into small and discrete units. So, it can be said that these syllabi are the product-oriented syllabuses and all the synthetic syllabi can be considered as Type A syllabi. In contrast, Type B syllabi are concerned with how languages are learned and the integration between that language and learners' experiences. As a result, procedural, process and task-based syllabi can be considered as Type B syllabuses.

**2.4.1.1 Structural syllabus.** In a structural syllabus, it is accepted that language is made up from a finite set of rules, which are combined in infinite ways to make meaning (Hatta, 2004). Şanal (2016) explained the structural syllabus content as the forms and structures of the language such as nouns, adjectives, subordinate clauses and so on. Krahnke (1987) supported the idea that the structural syllabus is the most familiar type of syllabi. The theory behind it accepts that the structural (grammatical) aspects of language are the most basic and useful. He added that structure is the most general component of communicative competence. Every utterance includes a given structure that may be used for numerous functions, situations and functions. Structural syllabus's content is easy to describe. However, there are some drawbacks of structural syllabus. Stevick (1972) criticized the structural syllabus with its relevance of the content to the students' own language needs and the inclusion of all the language necessary for the aims, linguistic and cultural authenticity of the

materials. Breen (1987) also underlined some weaknesses of structural syllabi. He mentioned that structural syllabus may be teachable, but there is limited evidence that it affects behavior in language use to any great degree. Furthermore, language learners can misunderstand that learning a language means learning its facts or information about that language. Another criticism of Breen was the problem of sequencing and grading. The reason for that is, a structural syllabus prevents students from producing structures that they have not been taught.

**2.4.1.2 Situational/formal syllabus.** Situational syllabus allows selecting and sequencing various real life situations rather than grammatical items and vocabulary topics (Rajae Nia, Abbaspour & Zare, 2013). It can be said that it provides realistic situations of the communicative view of language and it is different from a structural syllabus in this sense. The situations are prepared in forms of dialogues and role-playing for the students. The ultimate goal of a situational language teaching syllabus is to teach the language that occurs in situations such as seeing the dentist, buying a book from a book store, meeting a new student and so on (Şanal, 2016). A situational syllabus is useful in order to use the students' knowledge of the world as a benefit to learning and it provides realistic and motivating materials. It also helps to annihilate the cultural gap between the languages, such as social conventions, customs and people. On the other hand, a situational syllabus may reflect undesirable language values because it is dependent on culture. As experienced with a structural syllabus, this syllabus also presents sequencing problems.

**2.4.1.3 Notional functional syllabus.** Communicative functions of language and the ideas and concepts belong it is the focus of a notional-functional syllabus. This type of syllabus focuses on why languages are used and what are the meanings that speakers want to emphasize. Şanal (2016) explained the examples of functions including agreeing, apologizing, requesting and so on. Richards and Rodgers (2001) explained the strength of a notional functional syllabus as helpful for the development of communicative approaches to language teaching, which takes the needs of the learners and the meanings that the learners need to convey into consideration. Raine (2010) indicated that the main basis of the teaching program is around the students and their communicative purposes. In spite of the merits, there

are some shortcomings of this kind of syllabus. For instance, White (1988) explained that the criteria of grading the functions is not fixed and depends on the perceptions of the materials' designers. Another shortcoming is that notions and functions are not concrete therefore communicative functions outside a specific context may be difficult for the learners.

**2.4.1.4 Proportional syllabus.** Yalden (1983) proposed the proportional syllabus as a type of syllabus that mixes structural and functional, systematic and non-systematic elements. Yalden (1987) developed a proportional model, which includes an initial phrase that focuses on formal meanings. Initial phrase, which is convenient for true beginners, is followed by functional components as the proficiency of the level of the student's increases. One of the benefits of this type is that course designers feel free to answer the learner's needs. Another benefit is the classroom content is dependent on the length of the time learners study the language or their needs.

**2.4.1.5 Negotiated syllabus.** Negotiated syllabus sees the negotiation as a key concept and puts the learners in a main role. Clarke (1991) believed in the interest in this type that arose from humanistic methodologies, which put learners at the center and focus on learners' needs and autonomy. In negotiated syllabus, teachers and learners make decisions together in the process of curriculum design and this decision-making makes the syllabus dynamic and negotiated, rather than static and imposed. Nation and Macalister (2010) listed the advantages of negotiated syllabus at their work. First, they found the negotiated syllabus responsive to learners' wants and this type of syllabus includes learners in the learning and decision-making process. By doing those, the course changes from teacher's to learner's, so motivation, satisfaction and commitment to the course arise. Because of this negotiation, understanding the goals and how to achieve them becomes clear. On the other hand, there are some disadvantages of the syllabus. Learners may not be aware of the various choices that they can choose, teachers may not feel in power or negotiated syllabuses may lower their status. Moreover, a negotiated syllabus requires teacher skill, time and a high degree of autonomy and expertise in learners, which may not be the case in some contexts.

**2.4.1.6 Procedural syllabus.** Johnson (1982) explained procedural syllabus as a tasks syllabus and these tasks are graded conceptually and grouped by similarity. Prabhu (1987) claimed that a procedural syllabus' tasks must be compelling for getting the students' interest. Students will give effort to complete the tasks, focus on the meaning and they will be engaged in facing the linguistic needs of the tasks. Procedural syllabus does not contain vocabulary or grammar syllabus. This kind of syllabus includes opinion and information gap activities, as well as, the reasoning ones. Procedural syllabus can be named as an innovative one, which focuses on meaning, by which students learn linguistic forms by communication. As it is not graded structurally or lexically, the content is prepared around communicative tasks and through focus on meaning, a natural process of learning emerges. Nonetheless, there are some criticisms about procedural syllabus. Long and Crookes (1992) criticized the procedural syllabus with the lack of rationale for the task selection and by grading task difficulty and sequencing tasks. Another criticism was made by Markee (1997) for the tasks being teacher-led and this kind is not very innovative alongside other syllabi.

**2.4.1.7 Skill-based syllabus.** Far (2008) stated that in a skill-based syllabus, the content of the language teaching is a group of specific abilities that can have a role in using language. This kind of syllabus groups linguistic competencies such as structure, vocabulary, pronunciation and discourse together into generalized kinds of behavior. These behaviors can be listed as listening to the oral language for the main idea, writing well-formed paragraphs and giving adequate oral presentations. The main aim of skill-based syllabus is learning the definite language skill. Another sub-aim might be to develop more general competence in the language and to learn any information incidentally while applying the skills of language. Richards (2001) gave support to skill-based syllabus because this type focuses on behavior and performance. Furthermore, it teaches skills which can be transferred to various situations and identifies teachable and learnable units. Krahnke (1987) criticized skill-based syllabus because of the ability to achieve specific tasks in a language that is dependent or independent of overall language proficiency. Meaningful activities improve overall language proficiency, however if the instruction is defined narrowly, achieving overall proficiency will be difficult.

**2.4.1.8 Content-based syllabus.** Richards and Rodgers (2001) referred content-based instruction to an approach in which teaching is organized around the content, not around linguistic syllabi. Krashen (1987) explained content-based syllabus as the teaching of content with little or non-direct or explicit effort to teach the language itself separately from the content. Nunan (2004) emphasized that content can come from other subjects such as science, history, math or can be generated from students' interests and needs. In his works, Nunan (1988, 2004) stated the merits of content-based syllabi. He believed that they involved students in learning, utilizing authentic tasks. Besides, they raise motivation and engage learners in their own learning process. On the other hand, Brown (2007) criticized content-based syllabus on account of the teachers. Brown believed that teachers can be discouraged by the demands of content knowledge and the amount of preparation that must be done. They might feel like they are not qualified enough to teach content area or can get too concerned with content area teaching and forget teaching related to language skills.

**2.4.1.9 Task-based syllabus.** Task-based syllabus offers a specific realization of communicative language teaching and it is different from previous syllabi such as structural and notional-functional syllabi because it starts with needs analysis (Nunan, 2001). By needs analysis, a list of target tasks is discovered for the learners that need to be carried out in real-life situations. Krashen (1987) mentioned the advantages of task-based syllabus in his work. He believed that this kind can be valuable for the learners who have clear and immediate needs to use the language for purposes, which are defined well. He added that task-based learning can be useful for learners that are used to traditional type of classroom learning. At the same time, Krashen (1987) evaluated the drawbacks of the type. One of them is task-based learning involves creativity in high levels and initiation in respect of teachers. He also indicated that the evaluation of task-based syllabi might be challenging in order to measure learner's knowledge by traditional achievement tests.

**2.4.1.10 Lexical syllabus.** Willis (1990) mentioned that to take lexis as a starting point facilitated the identification of the commonest meanings and patterns in English and it proposed a picture, which is typical towards how English is used. Just

as grammarians and lexicographers use a corpus in order to make valid and relevant generalizations about the language, learners became able to use their corpus in the same way. One of the most significant features of designing such a syllabus by exposing learners to carefully selected language, and letting them to analyze that language for themselves, the syllabus helps the learners successfully achieve their goals. Therefore, the learner's use their creativity and it makes the learning more efficient. Sinclair and Renouf (1988) supported lexical syllabus because of its practicality. They believed that lexical syllabus employ the most common words of the language so that learners can benefit from them in their daily lives. Another benefit that they mentioned was the authenticity. In lexical syllabus, all of the teaching materials are chosen from authentic language use. Lewis (2002) evaluated the lexical syllabus from another perspective and mentioned that it is impossible that every lexical item can be taught in language classrooms formally. Most of the language that the learners acquire should come from the sources outside the classroom.

**2.4.1.11 Cultural syllabus.** Brown (2007) indicated that a language is a part of culture and culture is a part of language and they cannot be separated. A cultural syllabus calls both non-verbal and verbal components of language and how these two may incorporate during language lessons by instructors. Fleet (2006) saw cultural syllabus beneficial in order to increase communicative competence and allow more authentic language learning. Fleet added that it motivates learner to learn language and teaches intercultural competence that will affect learners' perceptions and attitudes toward the target language and its culture positively. Stern (1992) indicated problems about cultural syllabus. There can be some problems about the wideness of the cultural concepts. Moreover, goal determination might be problem and there is a lack of accessible information. It is also difficult to handle substantive subject matter in a generally skill-oriented program.

**2.4.1.12 Multi-dimensional/hybrid syllabus.** Johnson (2009) explained that multidimensional syllabus can be created by combining different syllabus specifications. Far (2008) underlined the core principle of a multi-dimensional syllabus is that there should be flexibility to change the central point of the teaching

material while the course goes on. Sinclair and Renouf (1988) indicated that multi-dimensional syllabus reflects the idea that language has many facets and corresponds partly to many different organization patterns. Johnson (2009) mentioned that multi-dimensional syllabus offer potential pedagogic advantage because of providing variety because the shift of focus changing at regular points. However, again Johnson (1982) criticized the type because of over-frequent shifts of focus which can confuse the learner. Another criticism came from Sinclair and Renouf (1988) about teaching structures and lexis. They believed that teaching grammar and lexis at the same time is difficult in an organized syllabus.

To wrap up, in recent years, students are at the core of the learning and learners are active in language learning environment. Therefore, institutions or teachers should choose the syllabus and design the language program based on the needs, attitudes, wants, necessities and perceptions of all the stakeholders especially students. Since all types of syllabi have their merits and drawbacks, using a hybrid syllabus might be more convenient in current classrooms.

**2.4.2 The role of needs analysis in syllabus design.** Needs analysis is the first and basic step to be taken in program design, implementation and evaluation (Graves, 2000). At the same time, it is vital for creating and adapting the syllabus. Needs may change during the process of the course, therefore it is important that the teacher monitors these changes and chooses appropriate materials and techniques accordingly (Dubin, 1986).

Needs analysis is crucial for preparing any program in general (Kıdoğlu, 2008). The information collected about learners has become significantly important with the arrival of communicative language teaching, learner-centered instruction and English for specific purposes, which introduced the concept of needs analysis.

The starting point of syllabus design is the identification of learners' needs and purposes of learning the target language (Nunan, 1988). According to him, needs analysis is the techniques and procedures for collecting information about learners, which will be used in syllabus design. He divided the collected data into two: objective/factual and subjective. Objective or factual data consists of the age and the sex of the learners, whereas subjective data consists of the perceptions, goals and



priorities of the learners. According to him, one of the purposes of subjective needs analysis is to engage teachers and learners in sharing information.

Brown (1995, 2006) explained the basic components of curriculum: needs analyses, goals and objectives, testing, materials, teaching, and program evaluation. In language curriculum, needs analysis is often seen as a process of analyzing language forms that learners need when learning the target language. Nonetheless, the needs of the teachers, administrators, employers, institutions, etc. also have some bearing on the language-learning situation. Therefore, many other information types must be acknowledged for understanding the situation and the language involved, information on the linguistic content and the learning processes. He defined needs analysis as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of the particular institutions that influence the learning and teaching situation.”

In her research, Veena (2016) aimed to explore the role and purpose of needs analysis in English language curriculum and course material development for vocational purposes. She discussed the administrating procedures of conducting needs analysis, its evaluation and other issues to integrate them into the curriculum framework. She mentioned that the insertion of needs analysis in second language curriculum development advanced in 1960s as language programs began emphasizing English for specific purposes instruction. However, needs analysis, language planning and processes had appeared in English language teaching during 1970. Needs analysis was received by ELT experts as a better approach to design a course curriculum, which has recently played an essential role in the English language curriculum framework and pedagogical instructions. She mentioned that major purposes of needs analysis should include the anticipated outcomes or outlooks of a high quality program, the role of assessment, the current status of learners’ successes and the content of actual program.

On the other hand, Richards (2001) explained in his work that the first step of conducting a needs analysis is to decide what its purpose or purposes are and mentions the major purposes of needs analysis:

- to analyze the existing curriculum whether it addresses the needs of learners

- to know the needs of learners in order to train them in specific skill
- to discover the gap between needs and abilities
- to collect info about learners' problems
- to get information about the learners related to their purposes of pursuing a learning program.
- to analyze their attitudes to learning English language, to discover their previous learning experiences, their cultural background
- to assess the prevailing program
- to discover the preferred styles of learning, learning needs, preferences for teaching learning activities etc.

Furthermore, Garcia (2007) indicated that being aware of the learners' needs influences the content of the language course and what potential can be exploited through such course. She added that needs analysis is a complex process that has to take into account target needs and learning needs. Hutchinson and Waters (1987) explained target needs as what learners need to do in the target situation. On the other hand, learning needs are the things that learners need to do in order to learn. However, not only target and learning needs, but also learners' subjective needs such as their interests and expectations need to be taken into consideration. Hutchinson and Waters (1987) developed a diagram of needs analysis that can be seen as follows.

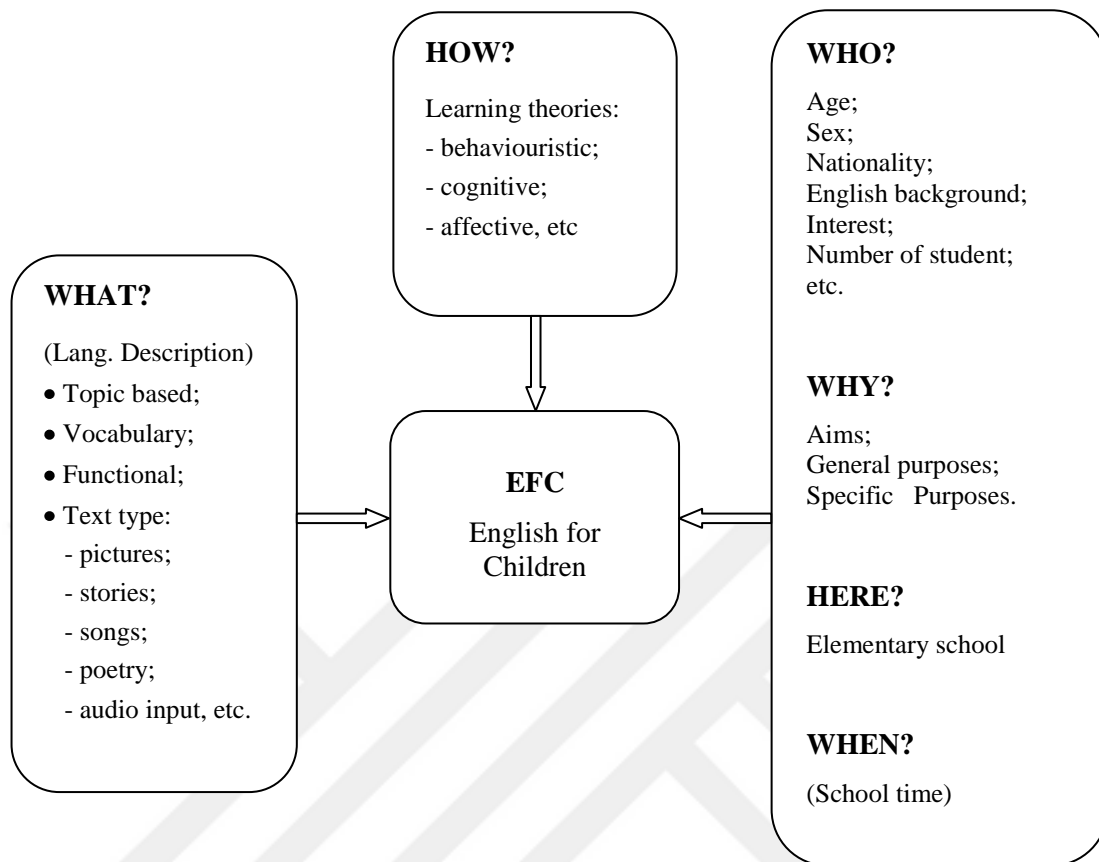


Figure 1. Diagram of needs analysis (Hutchinson & Waters, 1987)

Furthermore, Burden and Byrd (1999) stated that needs analysis will be helpful for teachers when making numerous planning decisions, grouping students and deciding strategies & activities and capitalizing on students' strength and motivations. Airisian (1990) proposed that the classroom teachers were responsible for observing students to get information about individual pupils and the class as a group, abstracting useful and relevant data from all the stimuli available, combining these with his or her own expectations, beliefs and attitudes, and arriving at judgment about pupils, class and approaches.

To conclude, as learners have become the core of the language teaching and learning process, it has been necessary to identify their needs. Learners can benefit from a course, which consists of their needs, and it is only possible with needs analysis. Therefore, needs analysis has become the major process to determine the

real needs of learners and serves as an essential phase in the process of syllabus design.

**2.4.3 Studies on language syllabus design.** This section of the present paper will attempt to look at the different studies on language syllabus design conducted in EFL contexts in Turkey and all around the world. Researches included in this study examined various aspects of teaching English as a foreign/second language. For instance, materials and documentations, theories and methods used while teaching, designing syllabus, appropriateness of different types of syllabi and the kinds of courses arranged for teaching and learning English, were the subjects of the studies.

Sowers (1996) conducted a qualitative study, which documents the development and implementation of a curriculum specific to the needs of young children learning English as a second or foreign language (ESL/EFL). The study discovered and discussed the inappropriateness of current materials advertised for young children. The materials were found to not follow Developmentally Appropriate Practice (DAP) from the National Association for the Education of Young Children. Therefore, the researcher examined the current theories and methods in English language teaching (ELT) and early childhood education (ECE).

In his article, Simpson (2013) made references to the teaching of English to young learners in an ESL setting based on documentation developed within the European Union. Furthermore, his article aimed to show how to use the Common European Framework of Reference for Languages (the CEFRL) to effectively design a scenario-based syllabus and complementary materials suitable for young learners, regardless of location. He stated that developing a scenario-based syllabus for young learners is coming from children learn best 'by doing' in a non-stressful, accommodating learning environment. In a scenario-based approach, the learner is the one who does the learning and the teacher's role is a facilitator. Scenarios provide an adequately structured framework for getting young learners actively involved in the learning of a second language. Moreover, a scenario-based syllabus may motivate young learners and remove many of the barriers to flourishing second language learning.

Hatta (2004) carried out a study about designing syllabus for young Japanese learners aged 8-9 years old. In his paper, he attempted to look at the general theory of

syllabus design and an overview of syllabus types. Thirdly, the designing of the syllabuses for young learners were attempted along with the description of the target group of eight-to-nine year olds. The procedures of syllabus design were discussed with a special focus on the 8–9 year-old Japanese learners of English. Finally, he proposed a syllabus appropriate for the target group of learners.

Loukia (2006) suggested that stories can become every young learner's school time treasure. Within the context of English language teaching in primary schools in Greece through a compulsory course book (*Fun Way* series), the paper identified a mismatch between what is considered as good primary practice and what is realized in practice through the use of stories inside the course book. Loukia developed a parallel, story based syllabus and emphasized that a story-based framework of teaching and learning can be a very powerful tool in the hands of a teacher. Students can be intrigued by a well-organized story session that allows them to explore many features of the language. He added that teachers want to make students autonomous and lifelong learners and need to make a large step towards this aim if they want to make their students learn consciously and assume responsibility for their learning.

Sevcikova (2007) investigated summer residential courses for young learners in the Czech Republic. They are very popular since learning a foreign language is needed to travel abroad. Therefore, students connect to a common residential camp with language teaching. These camps provide at least four hours of language teaching per day, which is more intensive than found in common classes. Another advantage of camps, is students are divided into smaller groups than found in common classes and language learning is supported by other activities such as games, a whole-course game and social activities. Facing with the difficulty of the teenage group and groups being heterogeneous, she decided to conduct a study and created appropriate syllabus in the shades of mixed ability classrooms, eclectic approach and communicative language teaching. She found that the most popular activities were drawing, interview recording, didactic games and introductory icebreakers.

In another study, Akbulut (2014) emphasized that Turkish students are unable to communicate in English like the majority of EFL learners, despite starting at a young age and having long years of education. One of the several suggestions to overcome this drawback is to apply alternative approaches and methods rather than

traditional methods. In her study, Task-Based Language Teaching (TBLT) has been chosen as one of these alternatives. Her study aimed to find whether young learners' language learning skills could be developed through tasks which were prepared in accordance with the language content and the topics proposed in the curriculum by the Ministry of Education. She conducted a study with secondary school students in order to find out the effects of task-based learning. The analysis of the data showed us the positive impact of Task-based language teaching on young learners and the classroom atmosphere. The results revealed that task based lessons drew student's attention and responded to the needs and expectations of the students.

Gören (2008) aimed to evaluate the teaching English to young learners' course in a Turkish state university's ELT department with reference to the new English language curriculum for primary education. Her descriptive study included two interviews and a questionnaire. One of the interviews was for the teachers of TEYL course at the university's ELT department and the other was for the English teachers at primary schools. The questionnaire was prepared for the 4<sup>th</sup> grade students at the department. The results of the research showed that TEYL course should be improved to meet the expectations of the teacher trainees.

To sum up, apart from certain studies on syllabus design in language education, it is obvious that there is still need for such studies, particularly emphasizing the needs and attitudes of young learners apart from other stakeholders. The present study, therefore, aims to investigate the needs, attitudes and reflections of 2<sup>nd</sup> grade EFL learners and teachers to gather in-depth information about the learning and teaching process in this particular grade and provide recommendations for the improvement of the existing course.

## **Chapter 3**

### **Methodology**

In this chapter, the elements of methodology such as research design, setting, participants and the procedure of sampling, data collection instruments and data analysis will be discussed in detail.

For the purposes of this study, the following research questions were addressed:

1. What are the attitudes of 2<sup>nd</sup> grade Turkish EFL students toward learning English?
2. What are the reflections of students about the 2<sup>nd</sup> grade English course?
3. What are the reflections of teachers about the 2<sup>nd</sup> grade English course?
4. What suggestions can be offered for the improvement of the existing course?

#### **3.1 Philosophical Paradigm**

Guba and Lincoln (1994) defined paradigm as an underlying belief system or worldview, which leads the investigation. On the other hand, Kuhn (1970) explained ‘paradigm’ as a specific set of questions, attitudes and models that define how the authors, publishers, and theorists view and evaluate the science. He suggested that approved examples of actual scientific practice, which include law, theory, application, and instrumentation together, provide models from which spring particular coherent traditions of scientific research. Depending on these definitions, Göktürk (2009) claimed that the meaning of ‘paradigm’ goes well with the words “model”, “pattern” and even “example”.

Qualitative and quantitative research, are the most common research paradigms. Qualitative research is more naturalistic and case-based. On the other hand, quantitative research is an objective type of scientific analysis and it is done with the subjects of the study apart from the researcher. Denzin and Lincoln (2008) explained in their work that there are numerous approaches found in qualitative research such as case studies, interpretative practices, phenomenology, ethnography,

ethnomethodology, grounded theory, and biographical, historical, clinical research. Quantitative research designs have four types of research designs; descriptive, correlational, causal-comparative/quasi-experimental, and experimental research.

Most research texts identify three primary types of research. The first type is exploratory research, which involves qualitative studies such as observation, think aloud protocols, and content analysis and is based on a concept, people, or situation that the researcher knows little about. The second type is explanatory research, comprising quantitative studies and hypothesis testing, and deriving that hypothesis from available theories. The last type is descriptive research based on quantitative research techniques or a combination of qualitative and quantitative methods and is based on a concept, people, or situation that the researcher knows something about, but just wants to describe what s/he has found or observed.

Mixed methods research combines quantitative and qualitative research methods in different ways (Ary, Jacobs, Sorensen & Razavieh, 2006). The aim of mixed methods research is to combine qualitative and quantitative approaches in creative ways that utilize the strengths of each within a single study, rather than replacing them. The study is strengthened by mixing methods in ways that minimize weaknesses or ensure that the weaknesses of one approach do not overlap significantly with the weaknesses of another. Commonly, combining qualitative and quantitative research methods is believed as advantageous in research because it is less possible to miss something essential or make a mistake in the process of research. Moreover, it provides the benefits of both qualitative and quantitative methods to constitute a more informative, complete and a balanced method.

Johnson, Onwuegbuzie and Turner (2007) classified three types of mixed methodology according to dominance of each practice in research; qualitative dominant mixed methods research, equal status and quantitative dominant mixed methods research. Qualitative dominant mixed methods research relies on qualitative research process while recognizing the contribution of quantitative data approaches. However, quantitative dominant mixed methods research recognizes the contribution of quantitative data approaches. Finally, equal status mixed method research is seen as the 'pure mixed method' as the researcher attaches equal importance to qualitative and quantitative data and approaches in search of an answer to research questions.



Overall, in the present study, a mixed method research was used as a combination of qualitative and quantitative methods to gather in-depth information about the context that the researcher knows about, wants to describe and aims to investigate based on what she has found or observed. Specifically, it was a descriptive study based on a qualitative dominant mixed-method research design.

### **3.2 Research Design**

Greene et al. (1989) explained that there are five major purposes for conducting mixed methods research; triangulation, complementarity, development, initiation and expansion. Triangulation is done for seeking convergence and verifying results from different methods and designs studying the same phenomenon. Complementariness is for seeking elaboration, improvement, illustration and clarification of the results from one method with results from the other method. Another major purpose is initiation that discovers paradoxes and contradictions that lead to re-framing of the research questions. Development is the purpose which uses the findings from one method to help inform the other method and expansion to expand the breadth and range of research.

Occasionally, triangulation is used to refer to all instances where two or more than two research methods are used for verification. Hence, it is an optimal method to check the validity of mixed research. Denzin (1970) categorized 'triangulation' into four groups. The groups are data triangulation, investigator triangulation, theoretical triangulation and methodological triangulation. In data triangulation, data is collected from different sources to form one whole data. In investigator triangulation, more than one observer collects and interprets the data. In theoretical triangulation, more than one theory is adopted whereas in methodological triangulation more than one method is used to interpret the data.

Shih (1998) emphasized that 'triangulation' has two main purposes; completeness and confirmation. The 'confirmatory purpose' of triangulation means that it validates the qualitative results by quantitative studies. It can deal with the problems related to single-method, single-investigator and single theory biasness and confirm the research findings. Besides, the 'completeness purpose' increases the in-depth understanding of all that is under investigation by combining multiple methods and theories.

In this research, data triangulation was used for verification concerns. The data were collected from three different sources of data; a scale and reflection drawing task given to the young learners, as well as, a collaborative diary written by the teachers. By doing so, the researcher aimed to seek convergence among students' attitudes, teachers' perceptions, reflections and their teaching practices.

In order to ensure validity in this study, only the EFL teachers teaching second grade students were asked to write a collaborative diary. In other words, three 2<sup>nd</sup> grade English teachers (1 native and 2 non-native) were asked to keep a diary collaboratively, which aimed to find out their perceptions of English language teaching and learning process in their classrooms. Second, all 2<sup>nd</sup> grade Turkish EFL students were asked to complete a scale, as well as, a complete a drawing task to reflect their attitudes and needs about learning English.

### **3.3 Target Population and Participants**

The study was conducted at a private school that has kindergarten, primary and secondary schools on the Asian side of İstanbul. At this school, there are 1000 students in total and every class has approximately 20-25 students. There are only 3-second grade classes that are following a bilingual program. By saying bilingual, it is meant that students learn more than one language (such as Spanish, French and German) besides English. They study English for sixteen hours in a week. They study twelve hours a week with Turkish teachers of English language and four hours a week with a native one. While Turkish teachers give main course and critical thinking lessons, native teachers teach them phonics, how to read in English and pronunciation. Apart from having sixteen hours of English lessons, they have two hours of club classes, where English is used as a medium for the instruction. As for the assessment, the students take English exams of different institutions four times during the academic year.

For the purposes of this study, the data was gathered from 70 students (33 girls and 37 boys) engaged in a bilingual program at a private primary school. Their age average is between 7 to 8 years old. Most of them started to learn English in kindergarten, so it can be said that they have 2-3 years of experience learning English.

Apart from the students, 3 English teachers who are teaching 2<sup>nd</sup> grade students also participated in this study. Their age range was between 29 to 36 years old and they had 3-12 years of teaching experience. One of the teachers is a native teacher and the others are non-native English teachers. The two non-native teachers were females who had a strong English language background. One of them is a graduate who majored in American Culture and Literature, whereas the other majored in English Language Teaching. As for the native instructor of English, she comes from USA and majored in English Culture and Literature. She is currently studying in an English Language Teaching MA Program. Finally, she has been teaching for the last twelve years and holds an internationally recognized teaching certificate -CELTA.

### **3.4 Procedures**

In this part of the study, detailed information was provided about data collection procedures, the types of sampling, data collection instruments, data analysis procedures and lastly trustworthiness, respectively.

**3.4.1 Data collection procedures.** In this section, types of sampling and data collection instruments were presented.

**3.4.1.1 Types of sampling.** Latham (2007) explained sampling as method of data collection by which representative selection of participants was selected. Lohr (2009, p. 3) believed that a good sample should be “representative in the sense that characteristics of interest in the population can be estimated from the sample with a known degree of accuracy”. Namely, the sampled participants should be identical to the target population. In literature, two standard categories exist for sampling; ‘convenience sampling’ and ‘purposive sampling’.

Convenience sampling is defined by Teddlie and Tashakkori (2003) as a non-probability sampling technique, which involves drawing samples that are both easily accessible and willing to participate in a study. It means that convenience sampling is a technique in which subjects are selected because of their convenient accessibility or because they are easier to recruit for the researcher. Mostly, it is neither possible nor practical for the researcher to collect data from the entire population. Hence, conducting a research with the subjects available becomes a more preferable

sampling method for the researcher in terms of practicality. In this study, the quantitative phase (scale) utilized convenience sampling as the subjects of the study (2<sup>nd</sup> grade Turkish EFL students) were selected from the institution where the researcher works.

On the other hand, qualitative research most often makes use of ‘purposive’ sampling rather than ‘random’ sampling. Purposive sampling is one of the non-probabilistic sampling techniques. Tashakkori and Teddlie (2003, p. 713) explained purposive sampling techniques as selecting cases that are “based on specific purposes rather than randomly” and are designed to generate a sample that addresses specific purposes related to research questions. Oliver (2006) defined purposive sampling as the sampling where the researcher makes the decisions about which individuals to include in the sample. The researcher could take this decision depending on the participant’s knowledge of the research issue, capacity or willingness to take part in the research.

In this research, the qualitative phases (drawings and reflections) utilized purposive sampling since the results of the first step (scale) were the causal factor to determine the subjects to be included in the further steps of the study.

**3.4.1.2 Data collection instruments.** There are various factors, which affect language learning. This study examines the needs and attitudes of the students towards their success in second language acquisition between seventy-second grade students within a private primary school. A 5 point Attitude Likert Scale, drawings, reflections of the teachers, course analysis of the institution were the data sources used to identify students’ second language (L2) learning needs and their attitudes toward the target language, which is English.

This study was based on a qualitative dominant mixed-method research design with 2<sup>nd</sup> grade students and the data was collected in a private primary school in Istanbul, Turkey. The data was gathered from three instruments for the triangulation process; Smiley Face Language Attitude Scale, reflection drawing task and collaborative diary. The following part explains the data collection procedure in detail.

In the first phase, Smiley Face Language Attitude Scale was administered to 70 participating students in total. Before applying the scale, a small talk was done with

students. It was explained to them that this research would not affect them negatively no matter what their answers were. By doing this talk, the researcher aimed to abolish confusion in their heads and also the anxiety, which may have appeared. Honest answers were also asked from them and they were helped by paraphrasing and explaining where they had difficulty understanding the questions. After, students were given a reflection drawing task by which they drew pictures about their English lessons and wrote three Turkish sentences about their English classes. Apart from the students, three 2<sup>nd</sup> grade EFL teachers were asked to keep a collaborative diary about their teaching environment and atmosphere.

**3.4.1.2.1 Smiley face language attitude scale.** In this research, a Smiley Face Language Attitude Scale was adapted from Çelik (2016), which aimed to examine language attitudes of English Language learners. The smiley questionnaire consisted of two sections and 18 items. Two of the items were prepared by two open-ended questions. It was conducted in the students' native language 'Turkish.'

In the first section, students were asked about their gender as the only demographic information. The second section consisted of 18 questions, which aimed to measure students' attitudes towards general English and learning English. By saying general English, it was aimed to measure students' feelings about English, how much they love English and learning. Checking students' ideas about the difficulty of English and their own language learning process, were the other aims of the researcher. By saying learning English, the researcher aimed to check students' feelings and ideas about four main skills such as listening, speaking, reading and writing. Moreover, classroom tasks and activities and their mood in English classes were targeted.

In the questionnaire, there were four questions for measuring students' attitudes towards general English and fourteen questions for measuring students' attitudes towards learning English. Under the subscale of students' attitudes towards general English, there were four questions for checking students' attitudes towards general English. These were related to how students feel about learning English (Question 1), how much students love English (Question 5), how difficult students think English is (Question 16) and how comfortable students feel while learning English in class (Question 15).

Under the subscale of students' attitudes towards learning English, there were four questions for four main skills (listening, speaking, reading, and writing). The questions aimed to gather information about how much students love listening in English (Question 7), how much students love speaking English (Question 8), how much students love reading in English (Question 9) and how much students love writing in English (Question 10).

In addition, there were six questions for classroom tasks and activities; how much students love learning new words in English (Question 6), what students feel about singing in English (Question 2), what students feel about the games you play in English (Question 3), what students feel about doing English homework (Question 4), how enjoyable students think English classes are (Question 11) and how necessary students think learning English is (Question 12).

Finally, there were two questions related to the course book activities. They were how enjoyable students think the activities in English course book are (Question 13) and how attractive students think the topics in English course book are (Question 14). The last two questions were open-ended questions; what are three activities students liked most in English classes (Question 17) and what are three of activities students have most difficulty in English classes (Question 18).

**3.4.1.2.2 Reflection drawing task.** There is empirical and practical evidence for promoting the development of thinking and reasoning in young children in the early years by providing two curriculum components; planning and reflection (Epstein, 2003). These activities encourage children to consider what they are doing and learning. They also promote a range of academic, social and artistic competencies. Here, reflection means remembering with analysis. By engaging children in reflection, they are encouraged to go beyond reporting what they have done. They become aware of what they learned, what was interesting, how they feel about it and what they can do to extend the experience. By doing planning and reflecting students become active learners and parts of an ongoing cycle of deeper thought and thoughtful application.

Gardner (1995) explained that 2-7 years old children begin to master few sets of symbols and symbolic systems. The symbols are used to describe the vision of their world, through drawings, building blocks, modelling clay as well as singing,

dancing, gesturing etc. Tonelli (2012) added that children transfer their conceptions, knowledge of the world, emotions, feelings and meanings of cultural production to their drawings.

According to Vygotsky (1962) forms of communication might have included symbols, algebraic systems, art, writing, diagrams and writing. He also mentioned that children would express their feelings by drawings or telling stories if they were not prepared to express themselves by traditional forms of writing. Brooks (2009) supported Vygotsky and indicated that drawings contain memory, experience, imagination and observation. Therefore, it requires the integration of these aspects and such activities to give children the opportunity to express their feelings, opinions and views, which is seldom possible to do through the words.

In addition, Linguevis (2007) commented that a representation of something in a drawing may bring certain information that would not be found in a written text. According to her view, a drawing is a form of basic language used by children for expressing their ideas when they have not yet mastered the written code.

In this study, therefore, the participating students were asked to draw pictures that reflect their English lessons because they may express themselves better in drawings. The children were given a sheet of paper, regular and colored pencils to make their drawings. Apart from that, students were asked to write three Turkish sentences about their English lessons to get more in-depth information about their reflections toward English.

**3.4.1.2.3 Collaborative diary.** Reflection means an activity/process in which an experience is recalled, considered and evaluated. It responded to previous experiences, involving conscious recall and examines the experience as a basis for evaluation (Richards, 1991). Bartlett (1990) emphasized that being a reflective teacher means moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions which regard instructions and management techniques as part of broader educational purposes. In addition, Krishan and Lee (2002) indicated that a diary is a record of first-person observations of learning experiences over a period of time. For this reason, a teachers’ diary may be an influential tool for getting reflections on the teaching styles, methods, needs, strengths and weaknesses.

Many approaches can be used when becoming a critically reflective teacher, including observations, team teachings, self-reports, autobiographies, journal writing, recording lessons and collaborative diary keeping. Diary studies have gained importance as a tool of investigating processes of learning and teaching in second language classrooms since the late 1970s (Brock, Yu & Wong, 1992). There are numerous merits of this approach to classroom research. It helps identifying the variables that are important to individual teachers and learners. By diaries, it is possible to enhance awareness about the way a teacher teaches and a student learns. Besides, it provides teacher and learners a tool for reflection and a first-hand account of teaching and learning experiences. Moreover, on-going records of classroom events and teacher and learner reflections are enhanced. Lastly, it promotes the development of reflective teaching (Allwright, 1983; Bailey, 1990; Brown, 1985; Nunan, 1989; Richards, 1990).

For the purposes of this study, 3 participating 2<sup>nd</sup> grade EFL teachers were asked to write a collaborative diary about their classroom practices. Each teacher wrote one weekly entry about the general attitudes and engagement of the student in the lesson, as well as, their ideas about the 2<sup>nd</sup> grade English program (lesson plans, objectives, materials and activities). The collaborative diary writing process lasted 7 weeks in total. Each entry was one paragraph long; therefore, the diary was around 11 pages in total. Table 1 summarizes the research questions and the corresponding procedures:



Table 1

*Overview of Research Questions and Corresponding Procedures*

Research Questions	Data Collection Instruments	Data Analysis
1. What are the attitudes of 2nd grade Turkish EFL students toward learning English?	Smiley Face Language Attitude Scale (adapted from Çelik, 2016)	Frequency Count (SPSS)
2. What are the reflections of students about the 2 <sup>nd</sup> grade English course?	Reflection Drawing Task	Content Analysis (Fraenkel and Wallen, 2009)
3. What are the reflections of teachers about the 2 <sup>nd</sup> grade English course?	Collaborative Diary of Teachers	Content Analysis (Fraenkel and Wallen, 2009)
4. What suggestions can be provided for the improvement of the existing course?	Smiley Face Language Attitude Scale (adapted from Çelik, 2016)	Frequency Count (SPSS)
	Reflection Drawing Task Collaborative Diary of Teachers	Content Analysis (Fraenkel and Wallen, 2009)

**3.4.2 Data analysis procedures.** For the purposes of this study, both quantitative and qualitative data was gathered from 70 Turkish EFL students, 1 native and 2 non-native teachers engaged in the 2<sup>nd</sup> year English program. This section describes the data analysis procedures followed in this study.

To begin to answer the first question, the quantitative data was collected by means of Smiley Face Language Attitude Scale. The data was entered and calculated through SPSS reporting frequency statistics.

For the second question, the data was gathered through analyzing the students' reflection drawing task in which the participating students were asked to draw pictures and write three Turkish sentences about their English lessons. First, young learners' drawings represented their communications and the researcher used content analysis to identify and categorize the themes found in the children's production. Specifically, the analysis included four steps: (a) drawings and descriptions (three statements) were examined by the researcher to identify the themes, (b) triangulation was achieved between three researchers who have been familiar with this age group of learners by conducting similar investigations to reach 100% agreement on themes, (c) the most common drawings were selected and the descriptions were coded, and (d) the drawings and the descriptions were categorized under two major themes

referring to their positive and negative statements on learning English. Finally, the data analysis procedure comprised a quantitative part to account for the frequency of the positive and negative descriptions. To reduce biases during the analysis, the researchers did not have any background information about the children.

Third question was answered by teachers' collaborative diary. Throughout a 7-week period, the three English teachers kept diary on their teaching, read each other's diary and discussed their teaching and diary keeping experiences on a weekly basis. Their discussions were recorded and later, transcribed by the researcher. Specifically, the diary entries, the teachers' written responses to each other's entries and the transcripts of their group discussions were subsequently analyzed to find how these three interacted and what patterns occurred most frequently (Richards, 1991).

To answer the fourth question, all of the instruments were analyzed. The analyses of the obtained qualitative findings were done using content analysis (Fraenkel & Wallen, 2009).

The categories and themes were subject to the checking of inter-raters. To identify the degree of inter-rater reliability, two experts in the field of English Language Teaching (ELT) identified themes from the codes. The inter-raters reliability for the raters was found to be .84, which indicated close agreement on the general themes apart from the different verbalizations of similar concepts.

**3.4.3 Trustworthiness.** Trustworthiness plays a crucial role regardless of the type of research, as qualitative and quantitative research. Guba and Lincoln (1981) explained four criteria to be effective in a research; credibility, transferability, dependability and lastly conformability, this related to internal validity, external validity, reliability and objectivity, respectively. In order to establish trustworthiness in this study, each criterion was analyzed one by one according to the research.

Credibility is considered one of the most significant factors to establish trustworthiness in research (Guba & Lincoln, 1985). In this study, triangulation and examination of previous research findings as strategies were carried out to ensure credibility. Brewer and Hunter (1989) claimed that when different methods are used, it compensates limitations caused by individuals and reveals their advantages at the same time. The data from reflection drawing task and collaborative diary as the qualitative part of the study were analyzed to enrich data collected from Smiley Face

Language Attitude Scale as quantitative data. On the other hand, previous research findings were analyzed to ensure the possibility of research.

One other criterion for trustworthiness is transferability, which is the degree of the study to be applicable in other context (Merriam, 1998). To ensure transferability thick data collection of the data, a study setting and participants was provided in a detailed way.

Dependability of a study means that when the study is applied in the same context through the same methods including the same participants again on the condition that same results can be obtained. To meet this criterion, the researcher supplied every detail of data collection, procedures and data analysis process.

To conclude, establishing conformability was obtained by triangulation method used in this study with two types of quantitative and qualitative research methods to supply data by means of Smiley Face Language Attitude Scale, reflection drawing task and collaborative diary keeping.

### **3.5 Limitations**

The present study has some limitations to be taken into consideration. One of the main limitations in this study is the limited number of participants. As the study was conducted only with primary class instructors who were limited in number, the internal validity could have been affected. Besides, the study is based on the data gained from 2nd grade students and both NS and NNS instructors who worked in the same program, which again means that the sample data could only be generalized to this population. This limits its external validity of the results, as they cannot be generalized to different contexts.

The study's second limitation is student's exposure of English out of the classroom was not taken into consideration. Some participants might be exposed to the target language out of school context and this fact was not considered by the researcher.

Finally, because of the time constraints within the school, the time allocated for the research was not a long process. In a larger period of time, the results could have been different.

### **3.6 Delimitations**

There are a few delimitations of the present study. Firstly, the data collection might have been done with different grades and compared the findings. Besides, classroom observations could have been done to examine the classroom practices in 2<sup>nd</sup> grade EFL classrooms. Finally, document analysis could have provided more realistic data about the teaching and learning process in this grade level. Apart from these delimitations, the researcher preferred to gather the data from the institution she works, since she has been teaching second grade students and wanted to provide suggestions about how the existing course can be improved.



## Chapter 4

### Results

#### 4.1 Overview

This chapter covers the findings about 2nd grade Turkish EFL students' attitudes toward learning English in a private primary (k-12) school in Istanbul, Turkey. The study attempts to find out the reflections of the students and teachers about the 2<sup>nd</sup> grade English course. Finally, suggestions about the improvement of the existing course are provided based on the gathered quantitative and qualitative findings. The following part of this chapter presents and discusses the findings of each research question addressed in this study in detail.

#### 4.2 Findings related to the Students' Attitudes about learning English

In an attempt to answer the first research question, the data came from the Smiley Face Language Attitude Scale related to the 2<sup>nd</sup> grade students' language attitudes towards learning English. As each question had different range, the tables of the gathered results are reported in a table separately.

To begin with, in the scale, there were four questions for measuring students' feelings about learning English. The following table presents the obtained findings:

Table 2

*Feelings about learning English*

Question Number	Question	Answers	%
1	What do you feel about learning English?	Very Good	48.6
		Good	28.6
		No Idea	17.0
		Bad	2.9
		Very Bad	2.9

As answers for the first question, 48.6 % of the students stated that they feel “very good” and 28.6% of the students feel “good” about learning English. However,

17 % of the students mentioned that they have “no idea” and 2.9% felt “bad” and “very bad” about learning English.

Moreover, as shown in the table below, the 16<sup>th</sup> question “How difficult do you think English is?” was rated from 25.6% of the students as “very easy” and 34.3% as “easy.” 22.9% of the participants mentioned that they have “no idea” whereas 8.6% were thinking that English is “difficult” and “very difficult”.

Table 3

*Difficulty about learning English*

Question Number	Question	Answers	%
16	How difficult do you think English is?	Very Easy	25.6
		Easy	34.3
		No idea	22.9
		Difficult	8.6
		Very Difficult	8.6

The 5<sup>th</sup> question displayed in Table 4 below was about how much do the participating 2<sup>nd</sup> graders love English. Based on the results, 52.9% of the students indicated that they “like it very much” whilst 28.6% of them mentioned that they “like it”. Next, the answer “no idea” was chosen from 8.6% participants, 7.1% of them answered the question as “like a little” and lastly, 2.8% of them as rated this question as “don’t like it at all”.

Table 4

*Love of English*

Question Number	Question	Answers	%
5	How much do you love English?	Like very much	52.9
		Like	28.6
		No idea	8.6
		Like a little	7.1
		Don't like at all	2.8

Finally, the 15<sup>th</sup> question was related to how comfortable the students felt while learning English in 2<sup>nd</sup> grade classroom. 45.7% of the students were “a lot of” comfortable, 22.9% were comfortable “to some extent” and the same ratio was calculated for the students who had “no idea”. Lastly, students had “a little” comfort

were ranked as 5.7% whereas the ones who “did not feel comfortable at all” were 2.8% (see Table 5 below).

Table 5  
*Feeling Comfortable while learning English*

Question Number	Question	Answers	%
15	How comfortable do you feel while learning English in class?	A lot	45.7
		To some extent	22.9
		No idea	22.9
		A little	5.7
		Not at all	2.8

Apart from the questions related to the students’ attitudes towards learning English, there were four questions about the feelings on four main language skills, which are shown in the following table.

Table 6  
*Learning Four Language Skills*

Question Number	Question	Answers	%
7	How much do you love listening in English?	Like very much	35.7
		Like	22.9
		No idea	27.1
		Like a little	11.4
		Don't like at all	2.9
8	How much do you love speaking English?	Like very much	45.7
		Like	24.3
		No idea	11.4
		Like a little	12.9
		Don't like at all	5.7
9	How much do you love reading in English?	Like very much	35.7
		Like	27.1
		No idea	21.4
		Like a little	8.7
		Don't like at all	7.1
10	How much do you love writing in English?	Like very much	28.7
		Like	25.7
		No idea	21.4
		Like a little	17.1
		Don't like at all	7.1

As for the listening skill, in the 7th question on “How much do you love listening in English?” 35.7% of the students mentioned that they like it “very much” and 22.9% of them “liked” listening in English. However, 27.1 % had “no idea” about listening. Finally, 11.4% liked this particular skill “a little”, whereas 2.9% “did not like” listening in English at all.

For the speaking skill, students were asked how much they love speaking English in the 8<sup>th</sup> question. 45.7% of the students commented that they like speaking English very much. 24.3% of the participants were mentioning that they like speaking in English, 11.4% of the students indicated that they have no idea. Finally, the answers “like a little” ranked 12.9% and “do not like at all” 5.7%.

The scale’s 9<sup>th</sup> question “How much do you love reading in English?” was evaluating the reading skill. 35.7% of 2<sup>nd</sup> graders answered it “like very much” and the answer “like” was chosen by 27.1% of the students. Moreover, 21.4% of the participants did have no idea about how much they love reading in English. Lastly, 8.7% of the students answered the question with the option “like a little” and 7.1% mentioned that they do not like reading in English at all.

The 10<sup>th</sup> question was related to writing skill and it was questioning how much the participants love writing in English. 28.7% of them indicated that they like it very much and 25.7% of them mentioned that they like writing in English. As the situation was the same in reading, 21.4% of the students had no idea. While, the ratio for the answer “Like a little” was 17.1%, “Don’t like at all” ranked 7.1% as in reading.

Furthermore, the scale consisted of 6 questions on classroom tasks and activities in 2<sup>nd</sup> grade English classes. The following question shown in Table 7 shows the students’ attitudes about learning new words in English:



Table 7

*Learning New Words in English*

Question Number	Question	Answers	%
6	How much do you love learning new words in English?	Like very much	48.6
		Like	22.9
		No idea	18.6
		Like a little	5.7
		Don't like at all	4.2

As displayed in Table 6 above, 48.6% of the participants mentioned that they liked learning new words in English “very much” and 22.9% of them indicated that they simply “liked” it. Besides, 18.6% had “no idea”, 5.7% liked it “a little” and lastly, 4.2% indicated that they “did not like” learning new words in English at all.

In addition, the second question on the feelings of the participants about singing in English, 67.2% ranked “very good” while and 14.3% as “good”. 11.4% of the participants had “no idea” whereas 1.4% and 5.7% found singing in English “bad” and “very bad” (see Table 8 below).

Table 8

*Singing in English*

Question Number	Question	Answers	%
2	What do you feel about singing in English?	Very Good	67.2
		Good	14.3
		No idea	11.4
		Bad	1.4
		Very Bad	5.7

Moreover, for the question about playing games in English (see Table 9 below), 44.4% of the 2<sup>nd</sup> graders indicated that they felt “very good” and 31.4% had “good” feelings. However, 15.7% of the students had “no idea” about playing games in English, 7.1% found it “bad” and only 1.4% had a “very bad” feeling about playing games in English classes.

Table 9

*Playing games in English*

Question Number	Question	Answers	%
3	What do you feel about the games you play in English?	Very Good	44.4
		Good	31.4
		No idea	15.7
		Bad	7.1
		Very Bad	1.4

As another question, the participants were asked to answer the question “What do you feel about doing English homework?”. Based on the obtained results, 21.5% of them responded as “very good” and 35.7% chose “good”. On the contrary, 10% of the participants had “no idea”, 21.4% mentioned that they felt “bad” about it and 11.4% found doing homework “very bad”.

Table 10

*Doing Homework*

Question Number	Question	Answers	%
4	What do you feel about doing English homework?	Very Good	21.5
		Good	35.7
		No idea	10.0
		Bad	21.4
		Very Bad	11.4

Besides, a different question included in the questionnaire was about how enjoyable students feel the English classes were in 2<sup>nd</sup> grade. As an answer of this question, 51.4% of the participants found it enjoyable “a lot” and 24.3% preferred the answer “to some extent”. Additionally, 5.7% expressed that they had “no idea” and 12.9% thought that their English classes were enjoyable “a little”. Finally, to the same question, 5.7% of the students gave the answer “not at all” (see Table 11 below):

Table 11

*How Enjoyable English Classes are*

Question Number	Question	Answers	%
11	How enjoyable do you think English classes are?	A lot	51.4
		To some extent	24.3
		No idea	5.7
		A little	12.9
		Not at all	5.7

Finally, “How necessary do you think learning English is?” was the 12<sup>th</sup> question in the scale on the tasks and activities in 2<sup>nd</sup> grade English classes. According to the findings presented in Table 11, 75.7% of the participants thought that it was necessary “a lot” and 10% of them mentioned that it was necessary to “some extent”. Besides, 8.5% had “no idea” about this question. On the contrary, the same percentage of 2.9%” was shared by the students who answered this particular question as “a little” and “not at all”.

Table 12

*Necessity to Learn English*

Question Number	Question	Answers	%
12	How necessary do you think learning English is?	A lot	75.7
		To some extent	10.0
		No idea	8.5
		A little	2.9
		Not at all	2.9

Moreover, the following two questions in Table 13 reported the 2<sup>nd</sup> graders’ attitudes about the activities in English course book. First, 37.2% of the students commented that the activities in their course book were enjoyable “a lot”, 20% of them said that they were enjoyable” to some extent” and 18.6% indicated that they had “no idea” about this question. Finally, 17.1% of them thought that the activities in their English course book were enjoyable “a little” and 7.1% of them chose the answer “not enjoyable at all”.

Second, the 14<sup>th</sup> question “How attractive do you think the topics in English course book are?”, was rated as “a lot” by 31.4% of the participants, 27.1% was

chosen as “to some extent” and 22.9% had “no idea” about this particular question. Lastly, only 12.9% of the participants answered the question as “a little” and 5.7% as “not at all”.

Table 13

*How Enjoyable the Activities are in the Course Book*

Question Number	Question	Answers	%
13	How enjoyable do you think the activities in English course book are?	A lot	37.2
		To some extent	20.0
		No idea	18.6
		A little	17.1
		Not at all	7.1
14	How attractive do you think the topics in English course book are?	A lot	31.4
		To some extent	27.1
		No idea	22.9
		A little	12.9
		Not at all	5.7

Apart from the ranking questions, the last two questions in the questionnaire were open-ended questions. The first questions were about the three most favorite activities of the students in 2<sup>nd</sup> grade English classes, which are shown in the following table:

Table 14

*The Most Favorite Activities in English*

Question Number	Question	Answers	%
17	What are three activities you like most in English classes?	Playing games	45.7
		Watching videos	34.3
		Singing songs	34.3
		Studying from course books	21.4
		Listening to songs	20.0
		Reading book	15.7
		Writing	15.7
		Drawing	11.4
		Reading	10.0
		Coloring	10.0
		Studying	8.6
		Cutting	7.1
		Dancing	5.7
Doing exercises from the workbook	4.3		
Sticking	4.3		

For the 17<sup>th</sup> question, students were asked to indicate three activities they liked the most, however not every student mentioned three activities, some preferred to write less. 45.7% of the students emphasized that they like playing games. The second top activity was watching videos with 34.3% and the same frequency is shared by singing songs. While 21.4% of the students were happy with studying the course books, 20% of the participants mentioned that they like listening to songs. Reading book and writing were the two activities, which got 15.7%. Drawing was the choice of 11.4% of the participants. Reading and coloring ranked 10% for each. While 8.6% of the participants commented that studying is one of their favorite activities and dancing was mentioned by 7.1% of the students. Dancing was one of the favorite activities of 5.7% of the participants. Lastly, doing exercises from the workbook and sticking were mentioned as one of the favorite activities by 4.3% of the participants.

On the other hand, the 2<sup>nd</sup> graders were asked about their least favorite activities in English. As reported in Table 15 below, 40% of the participants

commented that writing was an activity they have difficulty. Another activity was doing homework which was selected by 22.9% 2<sup>nd</sup> graders. While studying the course book was indicated by 21.4%, reading was written by 17.1% of the participants. Speaking ranked the 5<sup>th</sup> most difficult activity, since it was mentioned by 12.9% of the students. Doing exercises from worksheets and workbooks got 8.6% frequency each and they were followed by sticking and cutting with 7.1% each. Finally, all 4.3% of the participants mentioned that doing exercises from the student's book, getting books from the cupboard, learning "flags", working individually, having exams, singing fast and listening to/singing/memorizing songs were one of the most difficult activities in English classes.

Table 15  
*The Least Favorite Activities in English*

Question Number	Question	Answers	%
18	What are three activities that you have the most difficulty with in English classes?	Writing	40.0
		Doing homework	22.9
		Studying course books	21.4
		Reading	17.1
		Speaking	12.9
		Doing exercises from worksheets	8.6
		Doing exercises from the workbook	8.6
		Sticking	7.1
		Cutting	7.1
		Doing exercises from the student's book	4.3
		Getting books from the cupboard	4.3
		Learning "flags"	4.3
		Working individually	4.3
		Exam	4.3
Singing fast	4.3		
Listening to/ singing/ memorizing songs	4.3		

### 4.3 Findings about Reflection Drawing Task

In an attempt to find out the reflections of students and teachers about the 2<sup>nd</sup> grade English course, the data was gathered from reflection drawing task and a collaborative diary. The following part first presents the findings from the students' reflection drawing task and then, summarizes the collaborative diary.

First of all, the reflections of students' drawings were grouped under two major themes: positive and negative statements about learning English in the 2<sup>nd</sup> grade classroom. The following table illustrates the frequencies of the positive statements obtained from the students:

Table 16

*Positive Statements*

<i>Positive Statements</i>	<i>f</i>
I love English lesson.	20.3
I love my teacher.	14.0
I love learning English.	10.5
Learning English is fun.	5.2
The songs are nice.	5.2
The activities are fun.	5.2
I play games with my teacher and friends.	4.8
I dance with my teacher and friends.	4.8
TOTAL	70

As it can be seen from the statements above, the 2<sup>nd</sup> graders had mostly positive reflections about learning English. The majority of participants drew their English lesson, English teacher and learning English. For instance, 20.3 of the participants mentioned that they love English lessons and 14.0 of them indicated their love to the teacher. In addition, 10.5 of the participants commented that they love learning English. The children illustrated their stories and then wrote down statements similar to the one selected by the researcher: "*I love my teacher. I love English lesson. I love learning English*" (Drawing 1).



*Drawing 1. Love of English teacher, English lesson and English*

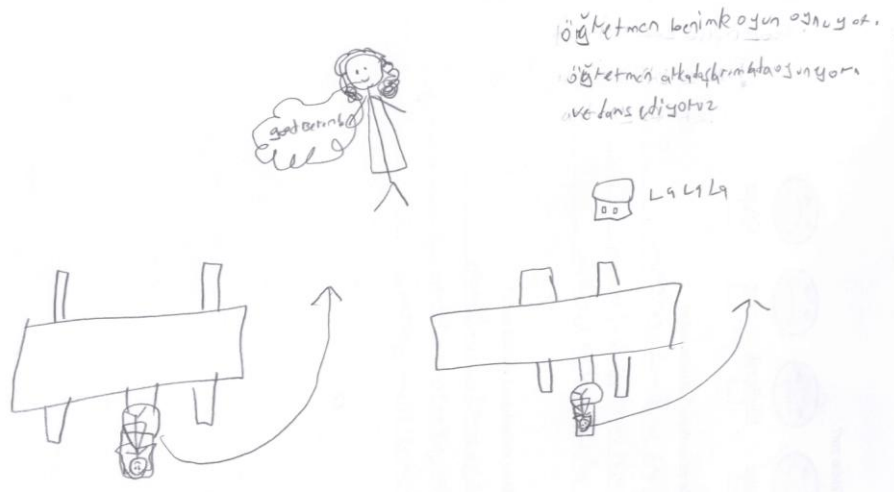
Furthermore, 5.2% of the 2<sup>nd</sup> graders drew and simply reflected, as shown in this description: “*Learning English is fun. The songs are nice. The activities are fun*” (Drawing 2) which again shows their positive attitude towards English.



*Drawing 2. Fun of learning English, listening to songs and doing activities*

Finally, in their reflection drawing task, 4.8% of the children drew and then dictated similar statements as follows: “*I play games with my teacher and friends. I dance with my teacher and friends*” (Drawing 3).





*Drawing 3. Play games and dance with my teacher and friends*

On the other hand, some of the 2<sup>nd</sup> graders wrote down some negative comments in their drawing task as well which are reported in the table below:

Table 17

*Negative Statements*

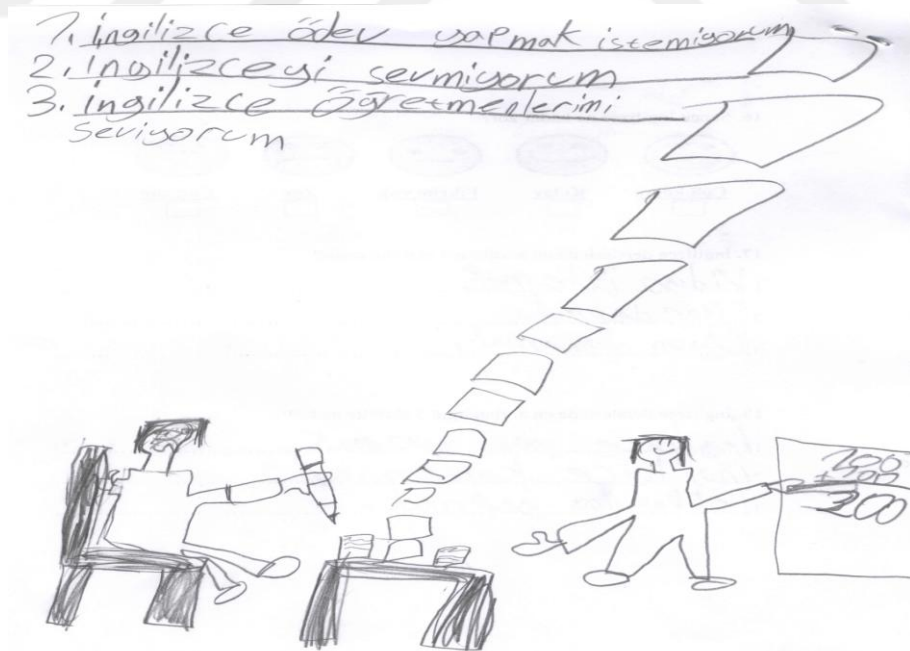
<i>Negative Statements</i>	<i>f</i>
I don't like English much.	6.3
I don't like my teacher much.	2.4
I don't like the English lesson much.	6.3
I don't want to do English homework.	9.0
TOTAL	24

As shown in the table above 6.3% of the participants indicated that they did not like English or the English lesson much, 2.4% of them did not like their teacher. One child illustrated his drawing and wrote down, “*I don't like English much. I don't like my teacher much. I don't like the English lesson much*” (Drawing 4).



Drawing 4. Don't like English, English teacher and English lesson

The last and the most frequent negative statement obtained for the students' drawings, was related to doing homework in English lessons. 9% of the 2<sup>nd</sup> graders explicitly stated that they did not like doing English homework. The following drawing is one of the representations of the similar pictures: "I don't like doing homework in English lessons" (Drawing 5).



Drawing 5. Don't like doing English homework

To wrap up, based on the reflection drawing task, it can be implied that the 2<sup>nd</sup> graders had mostly positive attitudes about English apart from the slightly negative

comments about English in general and the lessons, as well as, the homework assignment. The majority of the students explicitly stated that they loved their teacher, the lesson and learning the language. They also thought that learning English is fun through songs, games and dance, which supports their positive attitude toward English.

#### **4.4 Findings about the Collaborative Teacher Diary**

Furthermore, the collaborative diary entries revealed the perceptions of teachers about the 2<sup>nd</sup> grade English course. Based on the content analysis, five major themes namely, student engagement, motivation and attitudes, course content and English program were identified. The following section presents and summarizes the qualitative findings related to each theme:

**4.4.1 Student engagement.** Based on the diary of the 2<sup>nd</sup> grade English language teachers, it was found that all the teachers believe that student engagement is one of the key points in teaching. Engaging students plays a very important role in teaching process. It is emphasized that building and maintaining a good level of student engagement is one of the most important tasks a teacher has. In order to gain student engagement, teachers apply different techniques and use various materials by keeping in mind that each individual has his own unique learning type, such as being visual, aural, verbal, kinesthetic, social, logical and solitary. The following excerpts from three teachers clarify this point:

To keep my students engaged, I usually try to make my lessons as dynamic as possible by including fun activities such as games, coloring exercises and basic scientific experiments into the lessons. All of these help me keep my students focused on the subject as they don't get bored and disoriented throughout the lesson. Furthermore, such activities increase their levels of interest and motivation. (Teacher 1 – Diary Entry, 20<sup>th</sup> February, 2017)

I always try to engage them with different activities to meet each student`s need. For example, in one lesson, showing a 5-minute video saves a lot of time and at the same time, engages them fully, while in

another lesson a matching activity is applied in which they have to move and stick some stuff on the wall. (Teacher 2 – Diary Entry, 23<sup>rd</sup> February, 2017)

In my lessons, students are more engaged with the activities such as singing, drawing or playing games. I can simply say that students are more active while they are doing activities rather than doing the books. Most of the students like to do group work or pair work instead of working alone. (Teacher 3 – Diary Entry, 28<sup>th</sup> February, 2017)

**4.4.2 Students' motivation.** 2<sup>nd</sup> grade teachers indicated in the diary that the students' motivation goes hand in hand with student engagement and they believe that for maintaining students' level of engagement, motivation is essential. Two of the teachers had comments related to the students' level of English and motivation. Their entries in the diary are quoted below:

What I have observed is that the students' level of English and being properly engaged are two main factors in their motivation. For instance, the ones with lower proficiency tend to get less motivated since they don't fully comprehend what is going on during the lesson and they simply give up trying. (Teacher 2 – Diary Entry, 3<sup>rd</sup> March, 2017)

Generally, students take the instructions from their teachers and do what they are asked to. However, some students are more motivated and engaged in the lessons and willing to participate in the lessons more than the others. For instance, students who love English and who are better than the others are more motivated and like to participate more. (Teacher 3 – Diary Entry, 7<sup>th</sup> March, 2017)

Furthermore, the 2<sup>nd</sup> grade teachers mentioned about students' motivation in their diary entries. Whereas a teacher was emphasizing the importance of the relationship between the teacher and the students, the other noted about intrinsic and extrinsic motivation. The two excerpts justify these points:

Another important factor is the relationship between the teacher and the students. I have found out that the more the students feel relaxed and confident during the lesson, the more motivated they are. As soon as they realize they can trust me, they are highly motivated to do anything required. (Teacher 2 – Diary Entry, 3<sup>rd</sup> March, 2017)

Most of the students are motivated. However, because of their age and awareness of life, I believe they're extrinsically motivated rather than intrinsically motivated. Their teachers and parents try to motivate them from time to time by explaining why they need to learn English, giving extra points on classroom management tools, etc. (Teacher 3 – Diary Entry, 7<sup>th</sup> March, 2017)

Finally, Teacher 1 explained how she keeps the students motivated and mentioned about activities and approaches she follows during the process of the students' engagement and getting them motivated in the following excerpt:

Keeping the lessons interesting by doing fun activities, offering the students some rewards, using positive words and approaches all the time are a few of the motivation booster examples I've been using in my lessons. They not only help to keep my students motivated, but also support their engagement in the lesson. (Teacher 1 – Diary Entry, 2<sup>nd</sup> March, 2017)

**4.4.3 Students' attitudes.** Attitude is a broad term to describe. For this reason, teachers commented on it from different perspectives in their diary. For instance, Teacher 1 mentioned that students' attitudes on learning affect not only their interest in the subject, but also their performance during the lessons. She believes that once the students have a negative attitude on learning a new language, it creates a barrier in their learning process and at times, can be very hard for the students to overcome this problem. According to her opinion, the teachers' role is of the utmost importance in changing the negativity in students' attitude. As a teacher, she supports the idea of instilling a can-do attitude into students, which has always been a priority. She made an entry as quoted below:

One of my students was very negative that she couldn't read anything in English. At first I kept reminding the class that it would be totally fine to make mistakes during their learning process. This gave her a little bit more confidence, then she realized she can actually read the texts very well. Now she is hanging onto her can-do approach and she is aware that I wouldn't give up on her. (Teacher 1 – Diary Entry, 9<sup>th</sup> March, 2017)

On the other hand, Teacher 2 criticized the nature of any English program follow by the institution, since it mostly deals with asking students to sit and do some activities/worksheets. However, in her lessons, students are freer to do some fun activities because there isn't a course book. So, by not following the routine way of studying, students get more motivated which results in their positive attitude as well. She entered the quotation mentioned below:

I always come up with certain activity which can meet students' needs and increase their positive attitude. To me, it is the most important benefit the students get from having a native teacher since they do force themselves to use the language and sometimes their broken English just trying to communicate. (Teacher 2 – Diary Entry, 13<sup>th</sup> March, 2017)

Teacher 3 believes that most of the students have positive attitudes toward learning English, its culture, English lessons and their English teachers. However, because students have nearly 20 hours of English lessons a week, they sometimes get frustrated and bored. When it comes to culture, she observed that some students have negative attitudes, as seen towards the animal “pig”, because of the cultural differences from the target culture.

Finally, Teacher 3 also believes that the students whose English is better, have more positive attitudes toward learning the target language. The entry seen below is the quotation entered by her:

I believe the ones who are better at English have more positive attitudes than the others. In my lessons, I observe that those students enjoy learning English more than the weaker ones. (Teacher 3 – Diary Entry, 16<sup>th</sup> March, 2017)

**4.4.4 Course content.** First of all, it should be mentioned that each teacher analyzed the course content according to the type of lessons they have been teaching. For instance, Teacher 1 teaches “Critical Thinking & Content and Language Integrated Learning (CLIL)”, Teacher 2 “Literacy” and Teacher 3 main course lesson which is called “Inquiry” to the 2nd graders. However, Teacher 2 and Teacher 3 commented on the course content of other teachers’ lessons as well.

Teacher 1’s lesson plan is designed to cover 2 hours of Mathematics and 2 hours of Science subjects in a week. Most Mathematics subjects are planned in correspondence with what students learn in their Turkish Mathematics lessons and it gives Teacher 1 a big advantage since the students are mostly familiar with the subject. In addition, having a basic knowledge of the topic in their mother tongue encourages the students to participate more during the lesson. She also commented that since the Science topics are from students’ daily lives, students are using the language outside the classroom. Next quotation was taken from the diary entry:

The topics covered in Science are more of every day subjects such as living-nonliving things, healthy-unhealthy food and so on. Talking about such topics gives my students the chance to integrate their English skills into their daily life. For instance, now when we talk about our lunch breaks at schools, my students can comment on the menu and tell me whether we have a healthy option or not. (Teacher 1 - Diary Entry, 21<sup>th</sup> March, 2017)

Moreover, Teacher 2 and Teacher 3 commented on Critical Thinking and CLIL lessons. Whereas Teacher 2 mentioned the advantage of the course content and the materials. Teacher 3 supported the subjects’ content related to real life experiences. The excerpts added below:

The CLIL lessons deal with the Math and Science lessons and the good point here is they cover the lessons which they are learning in Turkish, so it makes it easier for the students to understand what is going on in the lesson, plus they are provided with this great activity book, which makes it fun for both teachers and students to get a hold of the general themes. (Teacher 2 – Diary Entry, 24<sup>th</sup> March, 2017)

In Critical Thinking and CLIL lessons, students study Mathematics, Science and Social sciences in English. In CLIL lessons, students find solutions to the problems that they face in real life situations. They do various activities and experiments in order to find the solutions. (Teacher 3 – Diary Entry, 27<sup>th</sup> March, 2017)

In Teacher 2's lessons, there are two sets of books that need to be covered. A set of short stories and a book related to method phonics. The book focuses on the phonetics and writing, while the storybooks deal with their extensive reading and developing general reading skills. As a native teacher, Teacher 2 criticizes her teaching materials, as it is mentioned in her quotation below:

Literacy classes are easy and boring since every 2 or 3 weeks we start a new story book and there aren't enough activities to do. When it comes to the book, again the students are not happy with that because it is not colorful. Giving these reasons, it is kind of challenging for the teacher to provide the students with the appropriate materials and the teachers needs to come up with more fruitful and engaging activities. (Teacher 2 – Diary Entry, 24<sup>th</sup> March, 2017)

Apart from Teacher 2, Teacher 3 also mentioned the content of Literacy lessons. She commented that the focus is phonology and getting the students to realize the differences between the sounds and how to pronounce and write them. She added that videos, pictures, worksheets and projects are used during the lessons. She criticized the lesson plans prepared by the institution for Literacy lessons and praised the effort of the teacher. Her critical entry about the Literacy lessons' content is indicated below:

In every two or three weeks, which is a bit long time, students finish a book. With the effort and preparations of their Literacy teacher, students do lots of activities during reading the books. However, in order to fulfill the lessons, the teacher should spend a lot of time for preparing her own lesson plans and lesson content. It is bit difficult since we have other responsibilities to be accomplished. (Teacher 3 – Diary Entry, 27<sup>th</sup> March, 2017)



Finally, entries were made about the course content of “Inquiry” lessons. As it was mentioned above, lessons called “Inquiry” are the main course lessons of the program. In these lessons, students are expected to question, search and comprehend. As it is the main course, all the four skills have got equal importance in the lessons. Students are encouraged to speak in the target language, read and listen. Writing activities are done according to their age and level. While vocabulary teaching is necessary, grammar teaching is not practiced since it is seen as a part of language learning rather than language acquisition. However, Teacher 2 believes there is a gap between the thoughts and the practice of Inquiry lessons in respect to grammar teaching:

The Inquiry lesson mostly deals with their general English regarding reading, writing and grammar. Although the school believes they are not teaching grammar, but since they follow a course book, they have to cover grammar to some extent. (Teacher 2 – Diary Entry, 24<sup>th</sup> March, 2017)

Teacher 3 indicated that no teacher is allowed to speak Turkish or other languages with the students. The idea behind this rule is the administrators would like the students to get as much input in English as possible. Therefore, even during break times, teachers are not allowed to speak Turkish in front of the students. In these circumstances, the only medium of instruction in English is itself again. Students are encouraged to speak English with their teachers and friends and even as they speak Turkish, the teachers reply to them in English. No translation or code switching are done in the teaching and learning environment. Teacher 3 added the quotation below in order to explain the activities and materials they use while teaching.

Teachers and students practice dialogues, role-plays, conversations, games and drawing, painting, songs, videos and cartoons are examined. Matching pictures, telling chunks, acting out, drills are some examples of language activities. Teachers give importance to do pair and group work as well. (Teacher 3 – Diary Entry, 27<sup>th</sup> March, 2017)

**4.4.5 English program.** As a part of collaborative diary, English program of the institution was analyzed by the participating teachers. While analyzing the program, Teacher 1 and Teacher 2 mentioned the difficulties they and their students faced or are still facing. For instance, they explained their teaching experience in the quotations below:

At the beginning, it was quite challenging for me to target both teaching a foreign language and content at the same time, however, since the students have also been working on their language skills in other English courses, I haven't had any problems keeping the students in the loop throughout my CLIL lessons. (Teacher 1 – Diary Entry, 29<sup>th</sup> March, 2017)

I sometimes feel like the English program is too intensive for second graders. My observation has proved those students who start their school/kindergarten with the same institute, find it less challenging and more enjoyable. When it comes to new comers, they mostly feel like they are in the middle of nowhere during the first weeks/ months. (Teacher 2 – Diary Entry, 5<sup>th</sup> April, 2017)

Finally, Teacher 3 explained the English program differently than the other teachers. She mentioned that the English program for the 2<sup>nd</sup> graders is prepared according to 4 themes. Students have 18-hour lessons per week, in which English is used as the medium of instruction. Students acquire the four skills of English and its culture at the same time. Within the program, students study Math and Science in English, parallel to their Turkish Math and Science lessons. Each semester is divided into two, so each semester has two themes. The program is shaped according to those themes. For instance, the themes of 2016-2017 Academic Year were 'Who we are?', 'How the world works', 'Where we are in place and time' and 'How we express ourselves'. Teacher 3 explains her lessons below:

In my lessons, we basically follow the units of the book, which is appropriate for post-method era. Students learn four skills and vocabulary. However, grammar is taught implicitly. 5 lessons a week are organized around the book and three of the lessons are based on extra

worksheets, videos, projects and other activities. We receive frameworks for each week's lessons, however, we need to add activities that should be done during the lessons. (Teacher 3 – Diary Entry, 7<sup>th</sup> April, 2017)

To conclude, all teachers believe that student engagement is an important factor in teaching and it plays a vital role in the teaching process. In addition, the students' engagement is strongly related to motivation. Students whose English is better, are more motivated than the others and mostly students have positive attitudes toward learning English. On the other hand, it can be stated that the EFL teachers who have been teaching the 2<sup>nd</sup> grade students, have positive attitudes toward teaching but most of them support the improvement of the current course content and English program.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion of Findings for Research Questions**

The purpose of this study was to identify the attitudes of the 2<sup>nd</sup> grade Turkish EFL learners toward learning English, as well as, find out whether the existing course meets their needs related to the development of the four language skills, grammatical structures and vocabulary. Finally, the study attempts provide suggestions for the improvement of the language course parallel to the needs and attitudes of the students, as wells as, reflections of the teachers enrolled in the 2<sup>nd</sup> year English program. To accomplish these aims, data was collected using both qualitative and quantitative instruments, which comprised a scale and reflection drawing task given to the students and a collaborative diary written by the teachers. The following section discusses the findings of each research question in detail.

**5.1.1 Discussion of Findings for RQ 1: What are the attitudes of 2<sup>nd</sup> grade Turkish EFL students toward learning English?** The first question attempted to investigate the attitudes of 2<sup>nd</sup> grade Turkish EFL students towards learning English. With regards to this question, the Smiley Face Language Scale was comprised of five subscales; feelings about learning English, feelings on four main language skills, classroom tasks and activities, attitudes about the activities in English course book and open-ended questions about most and least favorite activities in English classes, were administered to the students.

Considering the feelings of the 2<sup>nd</sup> graders about learning English, the analysis of the scale revealed that most of the participants shared positive feelings and attitudes toward learning English. Even though they thought English was a little bit difficult, they still loved learning English and felt comfortable while learning the language in class.

Another finding gathered for the study was related to the students' feelings about four main language skills. Based on the obtained data, it was found that most

students love listening, speaking, reading and writing in English. However, writing and listening in English gained less attention from the students.

Furthermore, the findings proved that students had positive attitudes toward the classroom tasks and activities. They particularly loved learning new words, singing and the games in English. The findings also displayed that singing songs and playing games were two of the activities they liked the most. Moreover, the 2<sup>nd</sup> graders stated that their English classes were enjoyable and that learning English was necessary.

On the contrary, doing homework was one of the least favorite activities for the participants. The possible reason for this finding might be the case that students are at the age of playing games in their spare time and do not like to spend their time by doing homework. Moreover, this particular age group is not aware of the positive effects of doing homework. Therefore, the lack of awareness might be the other reason for the students not giving enough importance to their homework. Another reason behind this might be related to the content of homework being boring or difficult. This assumption can be supported by the study of Landing-Corretjer (2009) since it shows the 5<sup>th</sup> and 6<sup>th</sup> graders do not complete their homework because they find it too difficult, boring or not understandable.

The findings revealed that although most of the students had positive attitudes toward the activities in the course book, there were still some negative feelings. Specifically, studying the course book was one of the least favorite activities by the students. A possible reason behind this finding might be ignoring the students' needs. This assumption can be supported by the study of Rahimi and Hassani (2011) as they believed the perfect book can be explained as a book, which suits the needs, abilities and interests of the learners and the teachers as well. İnal (2006) also shares the same idea, which is related to not having a perfect course book that meets the needs of all students, teachers and schools. At this point, it can be stated that teachers, students and administrators should be involved in the process of choosing and adapting a course book based on the students' needs, interests and attitudes.

The final findings indicated that writing was one of the least favorite activities among the students. A possible reason behind this might be that at this age, students improve their writing skills in their native language and L2 writing skills can be developed according to their L1 writing proficiency. One another reason might be students generally do writing activities around the exercises in their course book.

Since studying course book is one of the least favorite activities, this might be affecting their attitudes toward the skill “writing”.

Based on the gathered data, it can be inferred that the findings of the current study were in accordance with the research study of Karahan (2007) stating that having positive language attitudes will let students have positive orientation towards learning English. However, there are also some significant differences between these two studies. Karahan (2007) discovered that Turkish secondary school students have negative attitudes towards speaking English between each other since there is no need for the English language in their daily lives. No such finding was found in the recent study. The possible reasons for this finding might be due to the fact that student profiles, learning environments and the types of instruction differ. For instance, students of current research are primary school students and they receive more English input since they study nearly 20 hours of English each week with two Turkish teachers and one native teacher. Moreover, they learn to speak mostly inductively and they do not question. Additionally, most of them started to learn English in kindergarten with native teachers, therefore, they are used to speaking in English, even though they cannot produce grammatically correct sentences. This can be supported by Krashen (1982) because of the declaration of young learners may be more proficient in the long run, especially in oral communication.

In addition, the recent study displays differences between the study of Akça and Elkılıç (2008) who analyzed 4<sup>th</sup> grade Turkish students’ motivation and attitudes towards learning English through the medium of storytelling in a private school. Whereas the current study’s results revealed that the most favorite activities for the students were playing games, watching videos and singing songs, the findings of their study proved that storytelling and grammar were perceived as an enjoyable English task by the majority of the participants. A possible reason for the differences might be related to the students’ age. Since the participants of the present study are younger, they might enjoy fun activities more. This reason can be supported by Bourke (2006) because of the belief that children live in a world of fantasy, not in a world of grammatical rules and they do not have schemas related to grammar. Finally, the study implemented by Akça and Elkılıç (2008) revealed some similarities with the current study in terms of the least popular learning activities. The results showed that students do not like tests and writing and the current studies

show similarities, since these two activities were one of the least favorite activities of the participants.

**5.1.2 Discussion of Findings for RQ 2: What are the reflections of students about the 2<sup>nd</sup> grade English course?** The second question aimed to find out the reflections of students about the 2<sup>nd</sup> grade English course. To answer this question, a reflection drawing task was administered to participating students. Furthermore, students were asked to write three sentences related to their English lessons.

To begin with, the reflections of students' drawings were grouped under positive and negative statements about learning English in the 2<sup>nd</sup> grade classroom. The findings demonstrated that students mostly have positive reflections about learning English. The majority of the drawings were related to their English teacher, English lesson and about learning English and the mostly used positive statements were "I love my teacher", "I love English lesson" and "I love learning English".

On the other hand, twenty-four of the 2<sup>nd</sup> grade students dictated some negative comments in their drawing task. The mostly mentioned negative statements were "I don't want to do English homework", "I don't like English much" and "I don't like the English lesson much". Based on the reflection drawing task, it can be implied that the 2<sup>nd</sup> grade students had mostly positive attitudes about English. The majority of the participants indicated that they loved their teacher, English lesson and learning English. They also thought that learning English is amusing by singing, playing games and dancing which support their positive attitude toward English. These findings were parallel to the studies conducted by Karahan (2007) and Gardner & Lambert (1972) that displayed close relationships between the success of second/foreign language learning as well as motivation and attitude.

**5.1.3 Discussion of Findings for RQ 3: What are the reflections of teachers about the 2<sup>nd</sup> grade English course?** The third question aimed to find out the reflections of teachers about the 2<sup>nd</sup> grade English course. To answer this question, reflections of the teachers were gathered from a collaborative diary.

The collaborative diary consisted of five major themes: student engagement, motivation and attitudes, course content and English program. Firstly, the findings of

student engagement theme proved that teachers believed that it was one of the key points in the teaching process for their classrooms.

Secondly, the indications of the teachers regarding the students' motivation, were coherent with the students who had a lower proficiency of English and tended to get less motivated. In other words, students who love English are more motivated. Another reflection related to motivation, was the more the students felt relaxed and confident in the lesson, the more motivated they were. Lastly, the students were more extrinsically rather than intrinsically motivated. The results of teachers' collaborative diary were related to the study of Gass and Salinker (2008) in respect of Krashen's affective filter hypothesis showing that the learners, whose attitudes are not optimal, will seek less input and they will have a higher affective filter. For this reason, the input will not reach to Language Acquisition Device (LAD). Another similar finding in the study of Ellis (1992) stated that the learners who have positive attitudes gain their goals easier and become more successful than the ones who have negative attitudes.

Thirdly, collaborative diary entries revealed that most of the students have positive attitudes toward learning English. This finding is parallel with the study of Fathia et al. (2014) that shows their analysis about attitude being an essential component in language learning. They believed that both attitude and motivation have positive impacts on students and motivation can influence their attitudes towards language learning and achievement.

In addition, the course content was analyzed in order to get teachers reflections. The results revealed that all of the 2<sup>nd</sup> grade teachers had different course content and subjects to cover while teaching English. Whereas all the teachers were contented about the course content of CLIL lessons, literacy and the main course lessons were criticized due to the books and materials currently being used. A reason behind this finding might be that CLIL lessons have more specific subjects when compared to the other lessons. Since the main objectives of the lesson are teaching Math and Science, it can be said that the program is around the subjects appropriate to second graders. However, when literacy and main course lessons are considered, the subjects can differ. The needs and perceptions about students and teachers should be evaluated during the preparation of the course content and the selection of course books and materials. However, this is not the case in the current study. Therefore, the



finding of the study shows differences between the study of Blinne (2013) in which students were asked to be involved actively in selecting, changing and adapting the course goals and the learning content. The students answered questions to find out their needs and interests and constructed a syllabus relevant to those needs and interests.

Lastly, the reflections of the teachers showed crucial findings related to the English program followed by the institution. Specifically, they exhibited that English program was too intensive and challenging both for the students and teachers. Besides, most teachers complained that they had to prepare extra materials and activities for their lessons.

Overall, the findings of current study revealed that while the teachers mostly had positive attitudes towards teaching English, some of them had certain problems with course content and the English program they follow.

With reference to previous research, it was noted that while the overall findings of this study were consistent with previous research, they have some differences as well. In respect to having positive attitudes, the findings of this study are in accordance with the research of Reeves (2006) as well as Karabenick and Noda (2004) who stated that those researches were conducted in different contexts examining teacher's attitudes toward ELLs. For instance, the case for Reeves (2006) was the inclusion of ELLs in mainstream classrooms and for Karabenick and Noda (2004) teachers' beliefs, attitudes, practices and needs related to immigrant and refugee ELLs in USA.

On the other hand, there are some differences between the findings of the current study and the studies of Mitchell (2016) and McKinney (2008). For instance, in the study of Mitchell (2016), a direct correlation was found between the years of experience and their attitudes regarding coursework modifications and significant differences in teachers' attitudes were observed among the teachers who had or had not received professional development. The case for the study of McKinney (2008) was teachers who felt they had adequate experience have more favorable attitudes toward ELLs. However, in this study no attitude difference was observed between the more experienced and less experienced teachers. The reason behind the findings might be related to the context, since those studies were conducted in USA with teachers who are teaching to ELLs students.

**5.1.4 Discussion of Findings for RQ 4: What suggestions can be provided for the improvement of the existing course?** The third question of this study attempted to provide suggestions for the improvement of the existing course. In order to accomplish this aim, data was gathered from a scale, a reflection drawing task and a collaborative diary. The findings proved that students had positive attitudes toward learning English. They especially loved playing games, watching videos and singing songs. However, some improvements needed to be done on existing course.

First of all, the data analysis revealed that some students did not like writing, doing homework and studying the course book. At this point, some suggestions might include writing activities, which are fun, such as giving homework, which includes more interactive tasks such as, dialogue completion or project work.

In addition, studying the course book was considered as one of the least favorite activities. Suggestions can include working from another course book that can be used while teaching and this course book should have more enjoyable activities and attractive topics. Apart from those mentioned, more games, videos and songs can be included into the English program. This finding shares similarities with the study of Sower (1996) since there is an inappropriateness of current materials. The study of Sower (1996) discovered that the materials were not following Developmentally Appropriate Practice from National Association for the Education of Young Children, therefore, the researcher examined the current theories and methods in primary and pre-school education. In addition, there are some similarities with the study of Sevcikova (2007) because drawing and games are one of the most popular activities in the research and she decided to create a syllabus in the shades of mix ability classrooms, eclectic approach and communicative language teaching.

Secondly, a possible suggestion can be given about the students' engagement, motivation and attitudes. Since the findings comprised with students with a less proficiency level of English tend to be less motivated, have lower positive attitudes and they are not fully engaged, current differentiated instruction of the institution need to be improved. A teacher should decide what is important for each student and guarantee a high level of learning (Stanford & Reeves, 2009). Differentiated instruction emphasizes that one style of teaching will not accommodate with every student (Levine, 2002), therefore, the people who are responsible of preparing the

English program of the institution should know how to differentiate content, process, and product for the students.

Thirdly, the results indicated that course content needs should include more interactive tasks such as, games, projects and songs, which will foster student engagement and motivation of the students. In other words, the content of the course should include themes and activities that are fun and enjoyable for young learners.

From these suggestions, it is obvious that the findings of the present study are consistent with similar studies conducted with young learners. For instance, Şanal (2016) emphasized the importance of designing the courses and syllabi according to the needs and attitudes of the learners. Additionally, he supported the idea of having syllabus; however, he thought that teachers needed to be able to choose appropriate syllabi for their students after identifying their needs. This study supports this finding since it is believed that a hybrid syllabus prepared after analysis of needs and attitudes of students should be used in young learners' classes.

Moreover, the recent study findings also supported Bourke's (2006) study in respect that a second/foreign language syllabus should reflect the world of children since they live in a world of fantasy, not a world of grammar or lexis. In his study, Bourke (2006) suggested that a young learner syllabus should contain interesting topics, stories, games, fun, doing & making activities, songs, rhymes, pair and group work tasks etc. In this sense, the existing 2<sup>nd</sup> grade English program should comprise more interesting topics and tasks such as games and songs.

Another finding of this study was related to the existing course content and English program. To put simply, a multi-dimensional/hybrid syllabus can be a suggested for the current program. As Johnson (2009) and Nia, Abbaspour and Zare (2012) explained that multidimensional/hybrid syllabus may be created by various syllabus specifications and offer potential pedagogic advantages of changing focus at regular points, it would be useful to apply it in the institution.

Overall, as emphasized in various studies, to prepare an effective syllabus for EFL learners, needs analysis should be conducted at the very beginning for identifying the needs of stakeholders, discovering the interests and expectations of students, monitoring the changes, choosing materials and activities and planning (Graves, 2000; Dubin, 1986; Nunan, 1988; Brown, 1995, 2006; Garcia, 2007; Burden & Byrd, 1999; Richards, 2001). It is obvious that students' and teachers'

needs and attitudes should be identified before designing a 2<sup>nd</sup> grade English course and a multidimensional/hybrid syllabus could be developed to fulfill those needs.

## **5.2 Practical Implications**

This study has both descriptive and practical implications for analyzing the attitudes, needs and reflections of both young learner students and teachers in Turkish EFL context. As discussed before, there is limited number of specific studies on young learners in Turkey and this study aims to provide insights to insufficient literature in its specific context.

In the light of the findings, some pedagogical implications can be suggested as the results provide insights about the attitudes and needs of the students and teachers enrolled in the 2<sup>nd</sup> grade English program EFL. First of all, activities such as songs and games should be included more frequently in the classroom practices. Secondly, adequate importance should be given to the reflections of stakeholders related to the course content, materials and activities used in this particular grade. Lastly, the English course needs to be prepared according to the analyses of attitudes, needs and reflections of the learners and teachers.

Overall, the findings of this study are significant and crucial for analyzing the attitudes, needs and reflections of students as well as teachers in 2<sup>nd</sup> grade EFL classes in Turkey.

## **5.3 Conclusions**

The result of this study indicated that most of the students had positive attitudes toward English, learning English, English lessons and teachers whereas they were negative about writing, doing homework and studying course book. Instead, their favorite activities are playing games, watching videos and singing songs. In addition, the teachers also shared positive attitudes toward teaching English to 2<sup>nd</sup> grade students apart from the problems they experienced with the content of the course and English program. As a result, modifying the course content and preparing a multidimensional/hybrid syllabus according to the needs and attitudes of the stakeholders is a crucial step to be taken for the 2<sup>nd</sup> grade English classes.

To conclude, the aim of this study was to identify the attitudes of the 2<sup>nd</sup> grade Turkish EFL learners towards learning English, as well as, find out whether the existing course meet their needs, related the development of four language skills, grammatical structures and vocabulary. Moreover, it aimed to provide suggestions for the improvement of the language course parallel to the needs and attitudes of the students and reflections of the teachers enrolled in this program. The findings of this study demonstrated that most of the students and teachers revealed positive attitudes toward learning and teaching English. However, it is inevitable that the existing English program and the course content should be modified according to the needs and reflections of the students and teacher enrolled in this grade.

#### **5.4 Recommendations for Further Research**

The present study provides some recommendations for further study. First and foremost, the present study took place in a private primary school with 70 students and included three teachers. Hence, the same study can be applied in the other schools with the same grade students and teachers to strengthen the findings of the present study. Another suggestion is that different data collection instruments such as observations and video recording and data analysis procedures could have provided more in-depth results for this study. Last but not least, the study could be extended to a longer period of time, which could have led to detailed results about the 2<sup>nd</sup> grade EFL program. The results of this study should be taken as suggestive for the future studies on teaching and learning English in young learners' classrooms.

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## APPENDICES

### A. Smiley Face Language Attitude Scale

Gender: Female  Male

Please tick the box of the answer you find yourself on each question.

1. What do you feel about learning English?



Very good



Good



No idea



Bad



Very bad

2. What do you feel about singing in English?



Very good



Good



No idea



Bad



Very bad

3. What do you feel about the games you play in English?



Very good



Good



No idea



Bad



Very bad

4. What do you feel about doing English homework?



Very good



Good



No idea



Bad



Very bad

5. How much do you love English?



Like very much

Like

No idea

Like a little

Don't like at all

6. How much do you love learning new words in English?



Like very much

Like

No idea

Like a little

Don't like at all

7. How much do you love listening in English?



Like very much

Like

No idea

Like a little

Don't like at all

8. How much do you love speaking English?



Like very much

Like

No idea

Like a little

Don't like at all

9. How much do you love reading in English?



Like very much Like No idea Like a little Don't like at all

10. How much do you love writing in English?



Like very much Like No idea Like a little Don't like at all

11. How enjoyable do you think English classes are?



A lot To some extent No idea A little Not at all

12. How necessary do you think learning English is?



A lot To some extent No idea A little Not at all

13. How enjoyable do you think the activities in English course book are?



A lot

To some extent

No idea

A little

Not at all

14. How attractive do you think the topics in English course book are?



A lot

To some extent

No idea

A little

Not at all

15. How comfortable do you feel while learning English in class?



A lot

To some extent

No idea

A little

Not at all

16. How difficult do you think English is?



Very easy

Easy

No idea

Difficult

Very difficult

**17. What are three activities you like most in English classes?**

1.....

2.....

3.....

**18. What are three activities that you have the most difficulty with in English classes?**

1.....

2.....

3.....



## **B. Reflection Drawing Task**

**Please draw a picture of your English classroom.**



**Write three sentences about your English lessons.**

- 1)
- 2)
- 3)

## **C. Collaborative Teachers Diary**

**Please reflect on the following concepts considering your 2<sup>nd</sup> grade classes.**

**1) Students' Engagement:**

**2) Students' Motivation:**

**3) Students' Attitudes:**

**4) Course Content:**

**5) English Program:**



## D. Curriculum Vitae

### PERSONAL INFORMATION

Surname, Name : Şimşek, Deniz  
Nationality : Turkish (T.C.)  
Date and Place of Birth : 18 May 1980, İstanbul  
Marital Status : Single  
Phone : +90 553 357 60 76  
Email : dsimsek2014@gmail.com

### EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University	2017
BA	Maltepe University	2015
High School	Sakarya Anatolia High School	1998

### WORK EXPERIENCE

Year	Place	Enrollment
2015-Present	Bahçeşehir Colleges	English Teacher
2014-2015	Early American English	English Teacher

### FOREIGN LANGUAGES

Advanced English, Pre-intermediate Spanish and Italian

### CERTIFICATES

**2016 -** Holds 'Microsoft Recognized Educator' certificate from Microsoft  
**2013 -** International House, London, England, Language Development & Teaching Skills  
**1999 – 2000** City of Westminster College, London, England, City & Guilds Certificate in TV and Video Studies. Also attended courses in Print & Visual Media and Multimedia Internet Design  
**1998 – 1999** The Bell Language School, Cambridge, England

### HOBBIES

Amateur short filmmaking, cinema, music, socializing, travelling and taking photographs