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EFL TEACHERS' ATTITUDES TOWARDS TEACHING ENGLISH TO YOUNG LEARNERS

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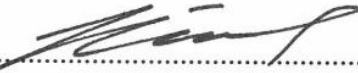**Assist. Prof. Dr. Hülya YUMRU**

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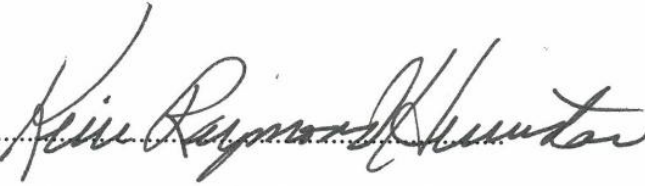DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

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ÖZET
İNGİLİZCE ÖĞRETMENLERİNİN
ÇOCUKLARA İNGİLİZCE ÖĞRETME TUTUMLARI

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Bu çalışmada, 2. 3. ve 4. sınıf olan 8–10 yaşlarındaki çocuklara İngilizceyi yabancı dil olarak öğreten öğretmenlerin profili araştırılmıştır. İngilizce öğretmenlerinin ilköğretim birinci kademedeki çocuklara, yabancı dil öğretiminde hangi çeşit pedagojik yöntemleri kullandığı(planlama ve organizasyon, materyal ve aktivite kullanımı, eğitimsel aktiviteler, öğretmenin sınıfta kullandığı dil, sınıf yönetimi ölçme ve değerlendirme vs.) incelenmiştir. Bu çalışma, özel okulda çalışan İngilizce öğretmenlerinin mesleki profilini ortaya çıkarmış ve ilköğretim 2. 3. ve 4. sınıf öğrencileri için hangi çeşit pedagojik yöntem kullanıldığını araştırmıştır. Ayrıca, öğretmenlerin mesleki tecrübelerinin pedagojik yöntem seçmede etkili olup olmadığını incelemiştir. Araştırmacı Adana ilinde bulunan 8farklı özel okuldan verileri toplamıştır. Veriler, 62 İngilizce öğretmeninden elde edilmiştir. Veri toplama aracı olarak anket ve görüşme kullanılmıştır.Anketler SPSS 17.0 paket programı kullanılarak analiz edilmiş olup, tanımlayıcı istatistik ve Ki-kare testi kullanılmıştır.Araştırma sonuçları, İngilizce öğretmenlerinin dil öğretiminde kullanılan pedagojik yöntemlerin çoğunu bildiğini ve uygulamakta olduklarını net bir şekilde ortaya çıkarmıştır. Bununla beraber, İngilizce öğretmenlerinin mesleki tecrübeleri ile pedagojik yöntem seçimi arasında anlamlı bir ilişki bulunamamıştır. Ancak, çalışma İngilizce öğretmenlerinin süreç temelli değerlendirme yöntemi konusunda eksiklikler yaşamakta olduklarını ve bu eksiklikleri nasıl gidereceklerini bilemediklerini ortaya çıkarmıştır.

Anahtar Kelimeler: Öğretmen Tutumu, Çocuklara İngilizce Öğretimi, Öğretmenlerin Pedagojik Yöntem Seçimi.

ABSTRACT

EFL TEACHERS' ATTITUDES TOWARDS

TEACHING ENGLISH TO YOUNG LEARNERS

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The aim of the study was to explore the profile of English language teachers' attitudes towards teaching English to young learners. The researcher investigated the teachers' choice of pedagogical strategies (quality in planning and organization, views about the use of L1 and L2, using materials and activities, methods, classroom language and language skills, classroom management, assessment and feedback). The researcher visited 8 different private primary schools in the Adana city center to collect data. Quantitative and qualitative data collection tools were used to collect data. The quantitative data was collected through a Teachers' Attitude Questionnaire, which was designed by Doğan (2009). The qualitative data of the study was collected via semi-structured follow-up interviews. The data was obtained from 62 English language teachers who teach 2nd, 3rd and 4th grade students in private primary schools in Adana. The quantitative data were subjected to SPSS 17.0 (Statistical Package for Social Sciences)and Chi-square test. This study showed that language teachers use variety of pedagogical strategies; however, there is no statistically significant relationship between the teachers' years of teaching experience and their choice of pedagogical strategies. It also revealed that the teachers are not ready to use performance-based assessment strategies.

Keywords: Teachers' Attitudes, Teaching English to Young Learners, Teachers' Choice of Pedagogical Strategies.

ABBREVIATIONS

The abbreviations used in the study are as follows:

EFL   **:** English as a Foreign Language

YLs   **:** Young Learners

TEYL   **:** Teaching English to Young Learners

ESL   **:** English as a Second Language

ELT   **:** English Language Teaching

SPSS   **:** Statistical Package for the Social Sciences

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CHAPTER I

1. INTRODUCTION

The aim of this study is to identify EFL teachers' choice of pedagogical strategies while teaching English to young learners. This chapter presents the background of the study, the statement of the problem and the purpose of the study. Then, the research questions, the limitations of the study and the definitions of the terms are stated.

1.1. Background of the Study

English Language is very essential for communication as it is considered to be the lingua franca of the world. Crystal (1997) states that

> English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. (p. 5)

According to a new law of education in Turkey, education is compulsory and students start school at a very early age. As it is stated by Güven (2012) "the new system includes 4 years of compulsory primary education, followed by 4 years of compulsory secondary education. Secondary institutions are defined as general, vocational and technical education establishments, providing 4 years of compulsory education after primary school" (p. 556). Accordingly, in public schools students who are in the second grade start taking English courses following the regulations in 4+4+4 obligatory primary education program (ResmiGazete, 2012). Consequently, learning a new language is crucial; even so, only the criterion of age is not enough for learning it. As Rixon argues "teachers need to consider the cultural dimensions" (cited in Brumfit, Moon and Tongue, 1991, p. 44). Fırat (2009) claims that "language teachers should be a part of the class rather than being the one who relies just on English foreign language (EFL) methodology" (p. 2).

Benjamin Franklin assertively once claims *Tell me and I forget, teach me and I may remember, involve me and I learn.* As stated by Benjamin Franklin, teachers have a big responsibility and a vital role while teaching English especially to young learners. There are many metaphors regarding the role of teachers in this language learning process. Harmer (2001) describes teachers like "actors because 'we are always on the stage'.

Others think they are like orchestral conductors 'because I direct conversation and set the pace and tone'. Yet others feel like gardeners, 'because we plant the seeds and then watch them grow" (p. 56). According to Harmer (2001) teachers are the chief and the leader in the group. They are the main character on the stage. Besides, they are like "a gardener and they watch their flowers while growing" (p. 56). Harmer (2001) describes teachers' role as that of a "controller, organizer, assessor, prompter, participant, resource, tutor and observer" (p.57).Edwards and Knight (1994) also recognize "the important role of teacher as an expert, of child as an active learner and of a set up learning goals to be achieved" (p. 21).

How to teach English to young learners has recently become a very popular question. Children do not like learning through traditional language teaching methods (Ara, 2009). They love variety of enjoyable and creative activities while learning a foreign language. Supporting this, Scott and Ytreberg (1990) state that "there is a highly important difference between what five and ten can do" (p. 1). Scott and Ytreberg (1990) also mention that young children have specific characteristics. They have an inborn capacity to learn the new language fast. Therefore, young learners' teachers need to know how to appeal to young learners while teaching English. As Richards (2011) points out:

> one of the things a person has to learn when he or she becomes a language teacher is what it *means* to be a language teacher. A sociocultural perspective on teacher learning posits a central aspect of this process as the reshaping of identity and identities within the social interaction of the classroom. (p. 14)

As with Scott and Ytreberg (1990), Halliwell (1992) and Edwards and Knights (1994), I believe teachers are role models for students. Teachers' positive and moderate attitude affect students' life even their future. Similarly, in the field of language teaching, language teachers' attitudes have either a positive or a negative effect on students' motivation in learning the target language. If students love their teachers, they can easily involve in the lesson. For these reasons, becoming a language teacher is not only difficult but also a demandingjob. Therefore, "an effective language teaching requires knowing methodology; practical knowledge; teaching skills rather than knowledge of English structures"(Demirlier, 2010, p. 2).

1.2. Statement of the Problem

Language is an essential tool for communication. English language has an important role over the past decade. The demand for learning English has increased. Tavil and İşisağ (2009) point out "the use of the English language has grown throughout Europe and much of the world in recent years" (p. 300). Consequently, teaching English to young learners has become a favorite international issue (Şensoy and Özad, 2009). Similarly, Fırat (2009) emphasizes the fact that learning a second language is essential for children and adults. They want to learn and understand different cultures and people. However, there are some major differences between how children and adults learn a foreign language. Children have a limited attention span. They are full of energy. Learning is like a game for them. There are lots of activities and materials for young learners of English.

Despite the importance attached to this issue, Demirlier (2010) mentions some problems related to foreign language teaching in Turkey. According to Demirlier (2010), one of those problems is the students' "limited opportunities to practice the language they study" (p. 1). Unfortunately this is the fact and for this reason, teachers have big responsibilities to overcome this issue. Students' learning English language is mostly limited to in-class activities. When the bell rings, foreign language learning is over for most students most of the times. This brings unpleasant feelings and students do not have sympathy for the language lesson. Second problem is related to the "insufficient number of English language teachers in the institutions" (Demirlier, 2010, p. 2). Last problem is that "the curriculum is full of grammar structures. The teachers get exhausted by the intensive program, insufficient equipment, limited time and demotivated students" (Demirlier, 2010, p. 2). Therefore, teachers need to reconsider their attitudes and the approaches they use critically.

This study will help EFL teachers to be aware of the types of pedagogical strategies to be employed in teaching English to young learners. Moreover, they will be aware of the importance of the teaching-learning process. This awareness, in turn, might give them a chance to develop and enrich themselves while teaching English.

1.3. Purpose of the Study

This study aims to identify the types of pedagogical strategies employed by EFL teachers' while teaching English to young learners in private primary schools in Adana. It also explores whether year of teaching experience influence teachers' choice of pedagogical strategies.

1.4. Research Questions

This study aims to contribute to literature by investigating EFL primary school teachers' attitude towards teaching English to young learners. To achieve this aim, it attempts to find out the answers to the following research questions:

1) What sorts of pedagogical strategies do EFL teachers employ to teach English to young learners?

2) Does the length of teaching experience affect EFL teachers' choice of pedagogical strategies while teaching English to young learners?

1.5. Limitation of the Study

An important limitation of the study is the number of the EFL teachers participated in the survey. The questionnaire was administered to 62 English language teachers. Therefore, the findings of the study may not represent the whole group of EFL teachers working with young learners.

Fraenkel, Wallen and Hyun (2012) mention some problems in the instrumentation process in survey research. They state that "several threats to the validity of the instrumentation process in surveys can cause individuals to respond differently from how they might otherwise respond" (p. 407). Also, they give an example about this problem. "A group of individuals is brought together to be interviewed all in one place and an extraneous event occurs during the interview process" (Fraenkel, Wallen and Hyun, 2012, p. 407). In this study, a questionnaire on attitude and use of language teaching materials was administered to 62 English language teachers. Furthermore, the researcher conducted interviews with the teachers. Although, they were told that their answers would not be shared with anyone, some of them might have given imaginary answers, which may not reflect their reality. Therefore, "this event might upset or otherwise affect various individuals, causing them to respond to the interview questions

in a different way from how they would have responded if the event had not occurred" (Fraenkel, Wallen and Hyun, 2012, p. 407).

1.6. Definition of Terms

The definitions of the terms used in the study are as follows:

Young Learners (YLs): Scott and Ytreberg (1990) categorize young learners into two main groups, those who are between 5 to 7 and those who are 8 to 10 year olds. Following this type of categorization, which is mainly based on what children can do at certain ages, the researcher focused on EFL teachers who work with 8-10 years old students.

YLs English Language Teachers: Teachers who teach English 2nd, 3rd and 4th grade students in private schools in this study.

2nd grade: 8 year old students attending private primary schools in Adana.

3rd grade: 9 year old students attending private primary schools in Adana.

4th grade: 10 year old students attending private primary schools in Adana.

Pedagogical Strategies: Pedagogical strategies used in this study are as follows:

1) Lesson planning and Organization

Purgason explains "lesson planning is the process of taking everything we know about teaching and learning, along with everything we know about the students and putting it together to create a road map for what a class period will look like" (cited in Murci, Brinton and Snow, 2014, p. 362). Lesson planning has stages. There are three-stage sections of lesson planning. These are before, during and after class stage sections (Purgason, cited in Murci, Brinton and Snow, 2014).

2) Teachers' attitude towards the use of native / target language in the classroom

"Education is not just preparation for life; it is also participation in life" (Farrell and Jacobs, 2010, p. 9). For this reason, language teachers' use of target language is essential. Students need to know how to integrate the target language in their real-life. Therefore, teachers need to know how to use and teach the language. This research is an

attempt to identify to what extent the EFL teachers use native and target language in their language classes.

3) Materials and Activities

"Learning activities must present and practice English in a systematic and comprehensive way so that new language items can be assimilated by the pupil" (Brewster, Ellis and Girard, 2002, p. 152). Teachers need to choose suitable materials and activities while teaching English to young learners.

4) Methods

Brewster, Ellis and Girard (2002) states "the general methodology associated with primary teaching must contribute to the general aim of all subjects taught at that level and is also an important criterion for the selection of materials" (p. 152). In other words, it is hoped that, the teaching procedures that are employed in class "should be interesting and enjoyable, but also be carefully examined in terms of their language teaching and learning potential and how they relate to what has previously been learned and what is to be learned"(Brewster, Ellis and Girard, 2002, p. 152).

5) Teachers' Interaction Skills and Availability to students

Tough states that "young children who are learning a second language in school will need support of a similar kind if the strategies for learning language are to be brought into play" (cited in Broomfit, Moon and Tongue 1991, p. 225). Therefore, teachers need to understand beyond the feelings of students. They need to encourage them and support their students for the success. Harmer (2001) describes teachers' "roles such as prompter, resource, or tutor may well fulfill this concept. Yet in one sense any role which teacher adopts and which is designed to help students learn – is to some extent facilitative" (p. 57).Therefore, teachers' interaction skills and availability to students changes and guide the teachers in a positive way.

6) Classroom Management

Classroom is a place where students gather to learn therefore it plays a significant role in education. Classroom management is very crucial for an effective education and it sometimes can be hard for teachers to manage classroom. Marzano (2003) states "teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager" (p. 1). Controlling the classroom management is like a roadmap and it is very important. As stated by (Marzano, 2003), "effective teaching and learning cannot take place in a poorly managed classroom" (p. 1). For this reason, the researcher tries to understand classroom management situations and learn more about classroom environment from the teachers' perspective.

7) Assessment

Assessment, as McKay (2006) defines, "might be informal or formal, though these terms are not concise in their meaning. Informal assessmentusually refers to classroom assessment carried out during the course of the teaching and learning process. Formal assessment usually refers to assessment that is planned and carried out following formal procedures" (p.20).

Table 1. Summative and Formative Purposes for Assessment

Summative Purposes: Assessment of Learning	Formative Purposes: Assessment for Learning
Document learning	Scaffold learning
Diagnose learning needs	Provide ongoing feedback during instruction
Provide information for communication	and/or students performances
linkages among students, families, and teachers.	Engage student in self-assessment.
Plan and improve instruction	

Similarly, as revealed in Table 1, Katz lists "how assessment is used for both summative and formative purposes" (cited in Murci, Brinton and Snow, 2014, p. 322).The aim of the present study is to draw conclusions as to the types of language assessments used by EFL teachers.

8) Feedback

   Brinton states "the term feedback is preferred over the term error correction, with a further distinction made between explicit feedback and implicit feedback" (cited in Murci, Brinton and Snow, p. 344). Brookhart (2008) mentions about three types of feedback, which are descriptive, evaluative and judgmental. For Brookhart "feedback should give students a clear understanding of what to do next on a points that they can see they need to work on" (p. 12). This study contributes to our understanding of how to teachers' give feedback to their students.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter begins with a review of the definition and the characteristics of young learners, the development of children's thinking and understanding. Then it focuses on children as language learners, and finally it presents types of activities for young learners.

2.2. The Definition of a Young Learner

The area of teaching English to young learners (TEYL) grows quickly (Shin, 2007) and starts at primary levels. So, who are young learners? The term *young learner* includes a large chronological age period: from around 3 years of age to 15 (Nunan, 2011). According to Scott and Ytreberg (1990), young learners can be categorized into two main groups: children between 5-7 and 8-10 year olds. Young learners have different characteristics at different ages. These differences can reveal different mental and social characteristics in different periods of their lives (Nunan, 2011).

At primary school level, young learners "try to adopt and develop social skills and they try to understand concepts about themselves and the world they live in" (Torun, 2008, p. 7). Young learners learn differently, when compared to older children, adolescents or adults (Harmer, 2003). Pinter (2006) states, "all children are unique, and two children who are the same age can show significantly different characteristics" (cited in Nunan 2011, p. 2). Accordingly, Pinter(2006, pp.2-3)summarizes the characteristics of the younger and the older learners as in the Table 2:

Table 2.TheCharacteristics of YoungandOlderLearners

Young Learners (Aged between 3-15)	Older Learners Aged between (15- older)
• Children are at pre-school or in the first couple of years of schooling. • Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet. • They have lower levels of awareness about themselves as well as about the process of learning. • They have limited reading and writing skills, even in their first language. • Generally, they are more concerned about themselves than others. • They have limited knowledge about the world. • They enjoy fantasy, imagination and movement.	• These children are well established at school and comfortable with school routines. • They show growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system. • They show growing level of awareness about themselves as language learners and their learning. • They have well-developed skills as readers and writers. • They have a growing awareness of others and their viewpoints. • They have a growing awareness about the world around us. • They begin to show an interest in real-life issues.

Table 2 indicates the chronological age period characteristics of young learners. The difference between young learners aged 3-15 and 15-older can clearly be seen in the table. Young learners who are aged between 3- 15 have limited knowledge and low awareness about themselves as language learners and their learning. However, young learners who are aged between 15 and older have well-developed skills and high awareness. Teachers who work with young learners need to know the differences of the chronological age period. Teaching English to young learners is developing increasingly around the world (Shin, 2007). Similarly, in Turkey students who are around 10 years old start taking EFL courses in public schools following the regulations in eight-year obligatory primary education program (TebliğlerDergisi, 1997). As Arslan (2012) points out "according to the 2006 foreign language teaching policy, 4th and 5th graders

have 2 hours of compulsory and 2 hours of elective English language courses per week and are expected to go through A1- Breakthrough and reach A2-Waystage level as Basic Users before graduation from the 8th grade" (p.95).

Young learners' education is affected by continuous change and growth (Torun, 2008). In order to understand teachers' attitudes towards teaching English to young learners, it is important to define the way young learners think and learn, and their characteristics.

2.3. The Characteristics of Young Learners

Young learners have different mental growth and they learn differently. Therefore, they have certain characteristics because of the mental changes that they go through (Biricik, 2010). Nunan (2011) points out that young learners have a large chronological age span starting around 3 years of age to 15.Harmer (2001) presents the characteristics of young children as in the following:

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

Scott and Ytreberg (1990) arguethat, "there is a huge difference between what five to ten years old children can do" (p.1). Some children grow early, some later. They (1990) state that, children who are at the age of eight to ten years' olds have both adult and childish side.

They list some of the characteristics of young learners as follows:

- Their basic concepts are formed. They have very decided views of the world
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken world as well as the physical world to convey and understand meaning.
- They have definite views about what they like and what they don't like doing.
- They are able to work with others and learn from others (pp.3-4).

According to Shin, young learners can be described as elementary school-age students who are from 5 to 12 years old. Early childhood is explained from birth to 8 years old (cited in Murci, Brinton and Snow, 2014). Shin states "ESL in the United States is usually defined not by using the term young learner. ESL in the United States is usually explained U.S. grade levels in elementary school. Elementary ESL therefore refers to kindergarten through grade 5(K-5), or children 5-10 (or 11) years old" (cited in Murci, Brinton and Snow, 2014, p.551). Shin points out that there is a difference between elementary education and early childhood education in U.S. (cited in Murci, Brinton and Snow, 2014).Scott and Ytreberg (1990) state, "eight to ten years of children are component usersof their mother tongue and in this connection they are aware of the main rules of syntax in their own language."

According to them, by the age of ten, children can:

- Understand abstracts
- Understand symbols (beginning with words)
- Generalize and systematize (p.4).

Moon (2000) points out that a class of pupils and their academic ability are different. For example, an English language teacher from Malaysia lists some of the differences among her pupils. According to her, the students in her classes differ in their "perceptions of the language, relationship with the teacher, family background, types of intelligence, interests, gender, attitude and motivational for learning English, and experience of the world" (p.26).

2.4. Children as Language Learners

The characteristics of young learners are broadly revised, in sections 2.2. and 2.3. This section will be about how these characteristics are related to language learning and teaching. According to Piaget's four stages of cognitive development, there are differences between elementary and early childhood education. According to Piaget (cited in Murci, Brinton and Snow, 2014) using a language informatively depends on a child's stage of intellectual development.

Shin summarizes Piaget's four stages of cognitive development as in the following:

1) Sensorimotor stage (0-2 years old). Knowledge or intelligence is based on physical interactions and experience with limited use of symbols, including language.

2) Preoperational stage (2-7 years old). Intelligence is increasingly demonstrated through the use of symbols and language development. This stage is marked with the development of memory and imagination. Children at this stage are very egocentric in the psychological sense and cannot see things from another's perspective. Their thinking is not logical, and they do no have the ability to reason.

3) Concrete operations stage (7-11 years old). Intelligence is demonstrated through logical and organized ways of relating to concrete objects. Children are able to use inductive reasoning and take a specific experience and apply it to a general principle. Children at this stage are less egocentric and can recognize another's perspective.

4) Formal operations stage (11 years old and older). Intelligence is demonstrated through the logical use of symbols related to abstract concepts. Adolescents are capable of hypothesizing and using both inductive and deductive reasoning (Shin, cited in Murci, Brinton and Snow, 2014, p. 551).

Piaget suggests that children at 2nd, 3rd and4th grade are in the stages of concrete operations. According to Cameron (2001) a child is an "active learner and thinker constructing his or her own knowledge from working with objects or ideas" (p.4). Cameron (2001) emphasizes, "children are active 'sense-makers', but that their sense-making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom" (p.4). These are the important

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implications from Piaget for choosing appropriate activities and materials for young learners. In addition, Cameron (2001) highlights the differences between Piaget's and Vygotsky's conception of a child and how he learns:"for Piaget the child is an active learner alone in the world of objects, for Vygotsky the child is an active learner in a world full of other people" (p.6). Vygotsky(1978) discusses the effect of social factors on the cognitive development and learning of children. He contributed a lot on the idea of *zone of proximal development* (ZPD). Vygotsky (1978) points out that " the distance between the actual development as determined by independent problem-solving and the level of potential development is determined through problem-solving under adult guidance or in collaboration with more capable peers" (p.86). His ideas clearly support the advantages of adult guidance. Vygotsky believes "…with the help of adults, children can do and understand much more than they can on their own" (cited in Cameron, 2001, p.6). Similarly,Doğan (2009) explains the differences between Piaget's and Vygotsky's ideas and states that "Piaget saw the child as developing through her own activities, while Vygotsky insisted that the child functioned in a world in which she was surrounded by adults who would comment and help her in her tasks; namely, the child's knowledge is socially constructed in interaction with adults" (pp.9-10).Cameron (2001) emphasizes, "the development of the child's first language in the second year of life is held to generate a fundamental shift in cognitive development. Language provides the child with a new tool, opens up new opportunities for doing things and for organizing information through the use of words as symbols" (p.5). In brief, "in a classroom where students are provided with explanations, demonstrations and group-pair works, students can be more successful and teaching can be more effective" (Doğan 2009, p.10).

Bruner is another prominent psychologist. He tries to understand "how adults use language to mediate the world for children and help them to solve problems" (Cameron 2001, p.8). Additionally for language teaching, Bruner (1983) provides useful ideas like notions of formats and routines. "These are features of events that allow scaffolding to take place, and combine the security of the familiar with the excitement of the new" (Cameron, 2001, p.9). For example, "Bruner's most useful example of a routine is of parents reading bedtime stories to their children, the routine that is followed at the same time each day goes something like this and the child gets older, the type of book changes and the role of adult and child change, but the basic format remains" (Cameron,

2001, p.9). Following this line of thought, EFL teachers need to use scaffolding activities in their classrooms. In the classroom, classroom routines also provide opportunities for language development. Cameron (2001) exemplifies how these ideas can be put into practice:

the teacher talking to whole class, organizing distribution, perhaps using children as monitors; the scissors might be kept in a box, the paper in a cupboard. Early stage learners might hear, *George, please give out the scissors. Margaret, please give out the paper.* The context and the familiarity of the event provide an opportunity for pupils to predict meaning and intention(p.10).

Three prominent theorists' ideas and implications of those ideas into practice have been discussed in this part. The following part compares young and adult learners and question whether an earlier start in language instruction is better.

2.5. Is an Earlier Start Better?

According to many researchers, children learn languages better than adults (Doğan, 2009). Young learners are very curious. They love learning new things. They want to see real objects. They have an endless imagination capacity. For Doğan (ibid.), young learners have little learning experience about school life. Therefore, they are new and eager to learn more. According to Superfine (2002) there are certain similarities and certain differences between adults and young learners. However, teaching a foreign language to very young learners is more complicated than teaching to adults. Superfine (2002) claims that young learners have more time for language learning. So, they learn fast and integrate the learning in their real life. However, adults have difficulty while learning new language because they have lots of responsibilities. Therefore, they are less involved in language learning. As Scott and Ytreberg (ibid.) state "words are not enough for teaching languages to young learners" (p. 5). For this reason, "young learners need to play with the language" (Scott and Ytreberg, 1990, p.5). Besides, "teachers need to be equipped with knowledge, skills and different activities in order to be effective in class" (Şensoy and Özad, 2009, p.177). Besides, Halliwell (1992) claims "young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts; skills and characteristics helping them learn another language" (p. 3).

For example, children:

- are already very good at interpreting meaning without necessarily understanding the individual words;
- already have great skill in using limited language creatively;
- frequently learn indirectly rather than directly;
- take great pleasure in finding and creating fun in what they do;
- have a ready imagination;
- above all take great delight in talking! (Halliwell, 1992, p.3).

Drawing on the above characteristics, Halliwell (1992) points out that

real tasks, that is to say worthwhile and interesting to do which are not just language exercises, provide children with an occasion for real language use and let their subconscious mind work on the processing of language while their conscious mind is focused on the task. (p.6)

Teachers need to prepare materials and give clear tasks for language learners. Williams suggests seven criteria for designing suitable activities for young learner classes:

1) *Interest:* Teachers need to choose exciting, interesting and motivating activity. If students like the chosen activity, it means that teacher catch the students interest.

2) *Challenge*: It should be challengeable for the age group. It should be in the middle, neither difficult nor simple.

3) *Purpose*: Teachers try to push the children to focus on getting task done, rather than practicing a language item.

4) *Language Use*: The pupils will use receptive, productive or both language to complete the activity. Teachers need to give clear instructions or a particular language skill like a reading skill.

5) *Language Input*: There will generally be oral or written language input at an appropriate level and in context, but this is not a 'presentation-practice-production' situation (p.208).

6) *Conceptual Appropriateness*: If teachers choose appropriate activities for children, children can develop his/her thinking and his/her concepts too. They cannot make connections with language that are outside their conceptual grasp.

7) *Promotion of Learning*: Teachers need to create interesting and enjoyable activities for children.(Williams, cited in Brumfit et al., 1991, p. 208).

The atmosphere created in language classrooms is also important in teaching languages to young learners. According to Ara (2009) if teachers provide stress free environment in the language class, children can feel motivated and learn better. Regarding the classroom environment created, Harmer (2001) states "first of all we will want the classroom to be bright and colourful, with windows the children can see out of, and with enough room for different parts of the classroom, changing their activity every ten minutes or so" (p.38). Young learners are very active in classroom. While learning a language, they want to enjoy as well (Halliwell, 1992). Harmer (2001) also suggests that "students respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs" (p.38). The following part is about suitable activity types for young learners.

2.6. Types of Activities for Young Learners of English

Edwards and Knight (1994) claim that to teach a young learner is one of the most vital and most difficult educational duties. Bardakçı (2011) found out in his study that teaching materials increase young learners' achievement in English classes. Language teaching materials help teachers conduct enjoyable lessons. Enjoyable lessons, in turn, increase the learners' achievement. Teaching young learners a foreign language and helping them to accumulate word knowledge are especially difficult, because the students' attention span is very limited. Students can easily get bored. For example, they like touching, smelling, creating and watching. Thomson (2001) states, "by identifying their needs, teachers can then adapt various factors in the classroom in order to have the greatest impact on young English language learners learning" (p.3). Three prominent theorists mention that children are active learners and thinkers (Piaget 1970; Vygotsky, 1978; Bruner, 1983). Cameron (2001) states that children are (mentally) active learners who want to see a meaning and purpose for the activities that are prepared to them. For this reason, teachers need to give clear meaning or explanation for children. Children need to feel relaxed to be able to complete the activities successfully.

Regarding how to best involve children in language activities, Edward and Knight (1994) identify some key issues:

- *Education should be enjoyable.* Learners should get a sense of achievement when something is mastered and should feel unthreatened and effective as they move towards mastery. Play is an important element in this process.

- *Children construct their own understandings of what they experience.* Learning takes time. Telling does not ensure learning. Young children often have a small knowledge base on which to build.

- *Learning is a personal experience that usually occurs in a social context.* Teachers cannot learn for learners. Learners learn a lot from other people in a variety of ways.

- *The learning environment is important.* Situations both allow and limit forms of behavior. "The learning context needs to be planned carefully to ensure that it enables children to learn what they need to learn. (p.3)

These key issues are very important for both the teachers and the students. These key concepts might be summarized as in the following quotation "the learning child is not randomly discovering new ideas but is actively constructing new understandings under the carefully considered guidance of a practitioner who holds clear curricular goals" (Edwards and Knight, 1994, p.3). According to Holderness, there are two activities that are challenging for students. These are open and closed-ended activities:

> The outcome or answers are not known by children. This encourages children to problem solving and investigation. The open-ended activities may involve the teacher in a lengthier briefing session before the children can proceed; however, closed activities are known by children and children do not use much creativity in activities. (Holderness, cited in Brumfit et al., 1991, p. 24)

Table 3 exemplifies the open and the closed-ended activities. The topic in these activities is *movement*.

Table 3.Open and Closed-ended Activities

A Experiment: Roll a toy car along different surfaces. Which surfaces is best?	1 Match the pictures and words (transport).
B Problem-solving: Mr. X must travel to 15 countries, always going east. He can only stop in countries beginning with 'A' Can he do it?	2 Draw a route on a map following tapes instructions.
C Game: Can you form pairs by making connections between these pictures/objects with wheels?	3 Put the pictures from this story about a train into the correct sequence.
D Group task: Make a life-size skeleton out of newspaper	4 Pair work: Each pair uses a tall book or equivalent to make a screen between them. A chooses and describes a picture featuring movement from a selection of pictures. B tries to draw what A describes, then hunts through the pictures to find the original and compare it with his/her drawing.

Table 3 presents the examples of open-ended/closed activities. (Holderness, cited in Brumfit et al., 1991, p. 24). Open-ended activities can improve the students' creativity. They can think and try to use their imagination. Closed-ended activities are mechanical. Students read the instructions and do not use their creativity or their thinking skills.

Halliwell (1992) mentions two particular aspects of our lessons. "The first is stir/settle factor and the second is the involvement factor" (p. 20).

Table 4. Two Particular Aspects, Stir and Settle Factors

Usually Stirs	Usually Settles
Oral work	Copying
Competitions	Colouring
Lotto	Listening
Doing plays	Tests (if not too difficult)
Pupil at a time	Being read to

Scott and Ytreberg (1990) draw our attention to the very limited attention span of young learners. As young learners have very short attention span, they can easily get lost during the lesson. Therefore, teachers need to use both stirring and settling activities in language classrooms (Torun, 2008). Songs, rhymes and games are the popular

activity types to be used for young learners in teaching languages (Ara, 2009). Çakır (1999) argues that language teachers use language songs for fun activities in Turkey. Therefore, it helps students to improve language skills. Teachers need to organize well-planned, clear and supportive language education for their students. Furthermore, teaching and learning are defined as "serious activities that need to be fun, particularly when they involve young children" (Edwards and Knight, 1994, p.36).Fun activities are the enjoyable ways of drawing children's attention during the lesson. According to Halliwell (1992) "games are very effective opportunity for indirect learning" (p.6).

> However, fun comes when we are in control. Children enjoy learning when they are in control of what they are doing. But that usually only occurs as a result of the work of a skilled teacher whether parent, nursery worker or class teacher. (Edwards and Knight, 1994, p.36)

Drawing on the features of young learners, one might find many suitable activity types that are motivating to use language meaningfully.The following are examples of such activities:

- doing puzzles and solving problems
- writing and solving riddles
- using maps
- measuring and weighing things
- conducting surveys (e.g. food, birthdays, traffic survey)
- growing plants
- following and writing recipes
- interviewing people (e.g. parents, people in the neighborhood, different occupations)
- making things (e.g. masks, airplanes, puppets)
- pretend play and drama (e.g. witches, spacemen, stranded on an island)
- inventing games (e.g. board games, writing the instructions)
- choosing (e.g. films, clothes)
- writing letters (for real purposes)
- reading and designing brochures
- designing and recording a TV program

- finding out (e.g. what things are made of, what materials are used for, how things grow, whether objects float or sink)
- filling in forms
- studying the local environment (e.g. plants, birds, buildings)
- making charts and graphs
- using songs and rhymes
- listening to stories (a particularly motivating form of language input, and recommended as a daily activity)
- painting, drawing and talking about what we are doing

(Williams, cited in Brumfit et al., 1991, p.209).

Additionally, Halliwell (1992) describes the advantages of the second form of real language use in the classroom. For her it supports the learning process by:

- encouraging the children to trust their instinct to predict meaning in spite of limited linguistic understanding;
- providing an element of indirect learning in that the children are not concentrating on learning what they are listening to but the brain is processing it nonetheless;
- confirming that language is something you actually use 'for real' and not just something you do exercise and games in;
- increasing the amount of exposure the children get to the language, while still remaining within the fairly predictable and narrowly focused limits of classroom talk (p. 15).

Not only activities but also the materials are another significant aspectin TEYL. Teachers need a road map. Torun (2008) indicates that efficient uses of materials make abstract ideas and concepts more comprehensible and this is a good chance for teachers. To illustrate, students can touch a piece of cotton and at the same time they feel that it is soft. They will understand the harmony of the meaning with the vocabulary and structure (Torun, 2008). Tomlinson (2008) defines suitable materials as both child-friendly and teacher-friendly. Therefore, "materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively. If they don't provide such texts and they don't stimulate the learners to think and feel whilst experiencing them there is very little chance of the materials facilitating any durable language acquisition

at all"(Tomlinson, 2008, p.4). Torun (2008) states that materials give the chance to the teachers to bring the outside of the world in the classroom and with the help of materials, students can learn the real language as it is used by its native speakers. Halliwell (1992) mentions that language classrooms are "raucous, active and arduous places and teachers need to be realistic in their expectations for the learners"(p. 19). For example, "teachers should notreject the idea of pair work because their classes are big, or not very able, or poorly motivated" (p.19). Garvie (cited in Brumfit et all., 1991) mentions building up a resource of materials. In this bank, there should be "real objects to see, pick up, play with, the realia of the here and now, there should be pictures, models and other representational material, and there should be ideas for moving the children on to more abstract and challenging thinking" (Garvie, cited in Brumfit et all., 1991, p.124).

In addition, Shin (2014) elaborates appropriate classroom instructions for young learners. Shin states "teachers need to make instruction developmentally appropriate by considering the characteristics of young learners" (cited in Murci, Brinton and Snow, 2014, p. 557).

Following this line of argument, appropriate classroom instructions are:

- enjoyable and interesting
- active and hands-on
- supported and scaffolded
- meaningful and purposeful
- culturally appropriate and relevant

(Shin, cited in Murci, Brinton and Snow, 2014, p. 557).

Each of these instructions makes the lesson attractive and interesting. To conclude, using appropriate activities and materials are important key factors in teaching languages to young learners.

2.6.1. Ideas for Capturing Young Learners' Attention

In a study, Sugar and Sugar(2002) claim, "each student has a personal preference for how she receives, interprets, and understands information" (p.4).Grinder (n.d.).states, "there are three types of learners: visual, auditory and kinesthetic learners" (Grinder, cited in Sugar and Sugar, 2002, p.4). Because of the types of learners, teachers need to capture young learners' attention in a suitable way. In order to do this, teachers need to

analyze their learners' learning styles and then use language-teaching materials accordingly. To illustrate, young learners can easily get excited when teacher presents the following ideas for capturing young learners' attention (Shin, cited in Murci, Brinton and Snow, 2014, p.557).

Brightly colored visuals

- Photos
- Pictures
- Art work
- Cartoons
- Flash cards
- Posters
- Storybooks (picture books)
- Scrapbooks
- Coloring books
- Stickers

Also, engaging activities make the learners active. Especially games are very suitable for young learners. "Games provide real-time experiences that appeal to auditory, visual, and kinesthetic learners" (Sugar and Sugar, 2002, pp.8-9).

Therefore, Shin states, "young learners need to have lots of hands-on activities that encourage them to interact with and manipulate realia" (cited in Murci, Brinton and Snow, 2014, p.558). Thus, engaging activities list is a guide for teachers to draw learners' attention to the real language use.

Engaging activities

- Singing
- Chanting
- Telling stories
- Role playing and acting
- Drawing, coloring, and painting
- Playing games, like Simon Says, I Spy, Hangman, and Charades
- Creating mini-books, like accordion books and four-step books (Shin, cited in Murci, Brinton and Snow, 2014,p.557).

Additionally, how teachers behave towards young learners is a very important issue in young learners' classes. For this reason, teachers need to remember to:

- encourage and praise their young learners

- give all of them love and attention equally

- help them build good character and self-esteem

- nurture their home culture and language

- open their minds to other cultures (Shin, cited in Murci, Brinton and Snow, 2014, pp.562-563).

In conclusion, choosing or designing appropriate activities and materials is an essential component for the establishment of an effective language-learning environment for young learners. The following chapter is about the explanation of the research design of the study.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this chapter, theresearcher aims to give information about the methodological procedures of the study. First, the research design, participants, and data collection tools are presented. Then, data collection procedures together with the methods used for data analysis are introduced.

3.2. Research Design

This descriptive study aimed to identify EFL teachers' choice of pedagogical strategies while teaching English to young learners. Quantitative and qualitative research design was used to collect data. Fraenkel, Wallen and Hyun (2012) state in quantitative research, data is"obtained when the variable being studied is measured along scale that indicates how much of the variable is present. Quantitative data are reported in terms of scores" (p. 188). A survey method was used to collect quantitative data. According to Fraenkel, Wallen and Hyun (2012) the aim of surveys is "to describe the characteristics of a population" (p. 393). The quantitative data was collected through a Teachers' Attitude Questionnaire, which was designed by Doğan (2009). Fırat (2009) states "questionnaires are useful in providing background information. They are usually paper-and-pencil instruments that the respondents complete" (p. 25). Furthermore, Fraenkel, Wallen and Hyun (2012) explain, "researchers are often interested in the opinions of a large group of people about a particular topic or issue. They ask a number of questions, all related to the issue, to find answers" (p. 393). Namely, a questionnaire helps researchers to reach and collect the data directly. The qualitative data of the study was collected via semi-structured follow-up interviews.

3.3. Participants

The participants of this study were 62 EFL young learners' teachers teaching at 8 different private primary schools in Adana. Convenience sampling strategy was used to select the participants, as they were the easiest to reach. In convenience sampling strategy the aim is "to select either a random or a systematic nonrandom sample. A

convenience sample is a group of individuals who are available for study" (cited in Fraenkel, Wallen and Hyun, 2012, p. 99).

3.4.Data Collection Tools

EFL primary school teachers' choice of pedagogical strategies while teaching English to young learners was investigated by means of aTeachers' Attitude Questionnaire (see Appendix 1) and a follow-up semi-structured interview. This section presents further information about the data collection tools used in this study.

3.4.1. TheTeachers' Attitude Questionnaire

Data was collected through a Teachers' Attitude Questionnaire developed by Doğan (2009). The original questionnaire consisted of 65 questions and there were three parts in it.

To begin with, in the first part there were questions trying to understand the educational background of the teachers, their years of experience with YLs and whether they had any training for TEYL or not (Doğan, 2009).

The second part was about teacher qualities related to teachers' professional identity, such as teachers' classroom behavior, the techniques and the methods of the teacher, classroom management skills and the materials teachers of YLs use in teaching.

The third part was about, teacher qualities regarding YLs English teachers' personal identities.

In this present study, the researcher used onlythe first part of the questionnaire together with the question, which asks teachers year of teaching experience. The first part of the original questionnaire consisted of 48 questions related to eight main categories:

1)Teachers' Views about Planning and Organization: This part included 5 questions (Questions 1, 2, 3, 4 and 13),

2)Teachers' Views about The use of L1 and L2, Perceived Competence in English and Attitude Towards Job: This part included 4 questions (Questions 5, 6, 8, and10),

3) Teachers' Views about Materials and Activities: This part included 12 questions (Questions 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 and 25),

4)Teachers' Views about Methods: This part included 5 questions. (Questions 27, 28, 30, 31 and 32),

5) Teachers' Views aboutTeachers' Views about Teacher Interaction Skills and Availability to Students: This part included 9 questions (Questions 7, 9 11, 33, 34, 35, 36,45 and 46),

6) Teachers' Views about Classroom Management: This part included 6 questions (Questions 12, 26, 29, 44, 47 and 48),

7) Teachers' Views about Assessment: This part included 4 questions (Questions: 37, 38, 39 and 40),

8) Teachers' Views about Feedback: This part included 3 questions (Questions: 41, 42 and 43).

The Teachers' Attitude Questionnairewas based on three-point rating scale ranging from *Always*, *Sometimes*, and *Never*. Doğan (2009) prepared the Turkish and English version of the questionnaire. Doğan (2009) explained that "as for the content validity of the questionnaires, pilot studies were administered and she mentioned that in order to the language validity, an expert in Turkish language proofread the questionnaire items" (p. 25). The researcher in this study used Turkish version of the teachers' attitude questionnaire (Appendix II); the reason of this was to make sure that the questions were truly understood.

Moreover, following Doğan's (2009) suggestion for further study, in the present questionnaire the researcher also considered the participant teachers' year of teaching experience while analyzing the data.

3.4.1.1. Piloting of the Teachers' Attitude Questionnaire

Before obtaining the data for the present study, the Teachers' Attitude Questionnaire was piloted with 31 teachers who are working with 4th graders in public primary schools. The aim of the piloting was to investigate the effectiveness of the data collection tool. According to Demirlier (2010) a pilot study is a kind of small-scale version of the whole study. Following this line of thought, the aim of the piloting in this study was to evaluate the quality of data collection instrument before using it in the main study.

The researcher piloted the questionnaire during an in-service teacher development program for TEYL, which she participated in 2013 summer in Malatya. The researcher requested the course participants to fill in the questionnaire in order to make necessary changes, if needed.After the piloting stage, the researcher decided to use only one part

of the questionnaire as the respondents had difficulty in answering 65 questions. It also became clear that a semi-structured follow-up interview would help the researcher to elaborate some of the answers given in the questionnaire.

3.4.2. Follow-up Semi-Structured Interview

The researcher conducted follow-up semi-structured interviews with eight EFL teachers working atdifferent private primary schools in Adana.Fraenkel, Wallen and Hyun (2012) describe interviewing as a process within which the researchers "check the accuracy of-to verify or refute- the impressions he or she has gained through observation" (p. 450). Fettermanperceives"interviewing as the most important data collection technique a qualitative researcher possesses. The purpose of interviewing people is to find out what is on their minds – what they think or how they feel about something" (cited in Fraenkel, Wallen and Hyun, 2012, p. 450-451).

In this study, follow-up semi-structured interviews were used with the belief that"structured and semi-structured interviews are often best conducted toward the end of a study, as they tend to shape responses to the teacher's perception of how things are" (Fraenkel, Wallen and Hyun, 2012, p. 451).

The following questions framed the follow-up semi-structured interviews:

1. What are the action steps that you take towards those students who are demotivated during the lessons?
2. Do you use or create any extra materials to overcome this problem?

The researcher did not record the interviews; yet, she took notes about the important details during the interview. Each interview took about 5 to 10 minutes.

3.5. Data Collection Procedure

The data collection procedure of the study took about three months in 2013-2014 academic years. Before administering the questionnaire, the researcher presented a brief description of the questionnaire to the head of the ELT departments and in some cases the principals of the schools. The researcher visited 8 private schools in Adana city center to collect data having arranged with the participants' the day and the time. The questionnaires were answered in participant teachers' own time. Two months later, eight voluntary EFL teachers were administered the follow-up semi-structuredinterview to explore the perceptions emerged in the questionnaire in depth.

3.6. Data Analysis Procedure

Statistical Package for Social Sciences (SPSS) was used to analyze the data collected through the Teachers' Attitude Questionnaire. The items in the questionnaire were computed according to scales. Then, they were analyzed in the form of percentages (%) and frequencies (f) by means of SPSS procedures. The tables were also drawn by SPSS application.

The data gained through the interviews were subjected to content analysis. According to Fraenkel, Wallen and Hyun (2012) content analysis "is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communication" (p. 478).

4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter presents the findings of the study that have been gathered through a Teachers' Attitude Questionnaire (see Appendix 1) and follow-up semi- structured interviews. The study aimed to understand what sorts of pedagogical strategies young learner English language teachers employ and whether the length of teaching experience affect their choice of pedagogical strategies while teaching English to young learners. The findings of the study are presented in two main sections. In the first section, findings elicited through the Teachers' Attitude Questionnaire are discussed. In the second section the results elicited through follow-up semi- structured interviews are presented.

4.2. Findings from the Teachers' Attitude Questionnaire

In this particular study, the teacher questionnaire consisted of 48 items. 62 young learner English teachers answered the teachers' questionnaire. Five males and fifty-seven females responded to the questionnaire items. The findings elicited through the Teachers' Attitude Questionnaire are presented in nine sub-sections.

4.2.1. Demographic Characteristics of the Participants

The first part of the questionnaire consisted of personal information about the teachers.

Table 5. Distribution of Teachers' Age

Age	F	%
20-25	7	11.3
26-30	24	38.7
31-35	16	25.8
36-40	8	12.9
+40	7	11.3
Total	62	100

Table 5 reveals the age differences among the EFL teachers. Seven (11.3%) teachers' age ranged 20 to 25 while 24 teachers' (38.7%) age ranged 26 to 30. Out of 62 teachers, sixteen (%12.9) of them were 31 to 35. Also, the age range of 20-25 and +40 had the same percentage.

Table 6 demonstrates the teachers' year of teaching experience in English language teaching.

Table 6. Teachers' Years of Teaching Experience

Year of teaching experience	F	%
1-5 years	26	41.9
6-10 years	22	35.5
+10 years	14	22.6
Total	62	100

As Table 6 shows twenty-six (41.9%) of the teachers had 1 to 5 years of teaching experience while twenty-two (34.9%) of them had 6 to 10 years of teaching experience. Fourteen (22.6%) of them had more than ten years of teaching experience.

Table 7. Teachers' Undergraduate Area of Study

Undergraduate Area of Study	F	%
Teaching English as a Foreign Language	36	58.1
Others	26	42.8
Total	62	100

As it is presented in Table 7, thirty-six (58.1%) of the teachers graduated from Education Faculties of English Language Teaching departments. Thirty-six English language teachers (58.1%) had taken lessons on how to teach English to young learners in their programs. However, twenty-six (42.9%) of them were not trained specifically on teaching English to young learners.

The results presented in the following table (Table 8) reveal that there is no statistically significant relationship between the teachers' years of teaching experience and their choice of pedagogical strategies. Additionally, 65.4% of the teachers with 1-5 years of teaching experience, 68.2% of the teachers with 6 to10 years of experience, and 78.6% of the teachers with 10+years of experience said that they "always" use pedagogical strategies.

Table 8.The Teachers' Choice of Pedagogical Strategies in Relation to Their Year of Teaching Experience

	Always		**Sometimes**		**Never**		**Total**
Experience	**F**	**%**	**F**	**%**	**F**	**%**	
1-5	17	(65.4%)	8	(30.8%)	1	(3.8%)	26
6-10	15	(68.2%)	6	(27.3%)	1	(4.5%)	22
10+	11	(78.6%)	3	(21.4%)	0		14

Chi-square test; x^2= 1.126, P= 0.890 (statistically insignificant)

4.2.2. Teachers' Views about Planning and Organization

The items in this section aim to elicit how language teachers view planning and organization. There are a total of five items. Table 9 presents the frequencies and the percentages of the responses opted for those five items.

Table 9. Teachers' Views about Planning and Organization

	Experience	Always		Sometimes		Never	
		F	%	F	%	F	%
I am prepared for the lesson.	1-5 years	25	96.1	1	3.9	-	-
(I 1)	6-10 years	21	95.4	1	4.6	-	-
	10+ years	14	100	0	0.0	-	-
I am energetic in the lesson.	1-5 years	20	76.9	6	23.0	-	-
(I 2)	6-10 years	19	86.4	3	13.6	-	-
	10+ years	14	100	0	0.0	-	-
I teach the lesson in an	1-5 years	23	88.5	3	11.5	-	-
organized way.	6-10 years	20	90.9	2	9.1	-	-
(I 3)	10+ years	13	92.9	1	7.1	-	-
I explain the instructions	1-5 years	23	88.5	3	11.5	-	-
clearly.	6-10 years	20	90.9	2	9.1	-	-
(I 4)	10+ years	13	92.9	1	7.	-	-
I consider my students'	1-5 years	18	69.2	8	30.8	-	-
interests while planning	6-10 years	20	90.9	2	9.1	-	-
the lesson.	10+ years	11	78.6	3	21.4	-	-
(I 13)							

As the data in Table 9 reveal 96.1% of the teachers who have 1-5 years of teaching experience, 95.4% of the teachers who have 6-10 years of teaching experience, and 100% of the teachers who have 10+years of experience said that they are "always" prepared for the lesson. Additionally, 3.9% of the teachers with 1-5 years of teaching experience, and 4.6% of the teachers with 6-10 years of experience stated that they are "sometimes" prepared for the lesson. There is no "never" response for Item 1 *I am prepared for the lesson.* Drawing on the responses, we might assume when the teachers become experienced in teaching, they tend to prepare their lessons in advance.

Moreover, for Item 2 *I am energetic in the lesson*, 76.9% of the teachers who have 1-5 years of teaching experience, 86.4% of the teachers who have 6-10 years of teaching experience and 100% of the teachers who have 10+ teaching experience said that they

are "always" energetic in the lesson. Furthermore, 23.0% of the teachers who have 1-5 years of experience, 13.6% of the teachers who have 6-10 years of teaching experience pointed out that they are "sometimes" energetic in the lesson. There is no "never" response for this item. As shown in Table 4, most of the teachers believe, working with young learners requires lots of energy. As the years of experience progress, the percentage is getting higher.

Regarding Item 3 *I teach the lesson in an organized way,* 88.5% of the teachers who have 1-5 years of teaching experience, 90.9% of the teachers who have 6-10 years of teaching experience and 13 (92.9%) of the teachers who have 10+ years of teaching experience said that they "always" teach the lesson in an organized way. 11.5% of the teachers who have 1-5 years of teaching experience, 9.1% of the teachers who have 6-10 years of experience, and 7.1% of the teachers who have 10+ years of experience stated that they "sometimes" teach the lesson in an organized way. There is no "never" response for this item. As it is understood from Table 4, teachers with 10+ years of teaching experience teach the lesson in an organized way and they are happy to teach the lesson in this way. For this reason, we might state teaching the lesson in an organized way could parallel with years of teaching experience.

To Item 4 *I explain the instructions clearly,* 88.5% of the teachers who have 1-5 years of teaching experience, 90.9% of the teachers who have 6-10 years of teaching experience and 92.9% of the teachers who have 10+ years of teaching experience indicated that they "always" explain the instructions clearly. Additionally, 11.5% of the teachers who have 1-5 years of teaching experience, 9.1% of the teachers who have 6-10 years of teaching experience and 7.1% of the teachers who have 10+ years of teaching experience said that they "sometimes" explain the instructions clearly. There is no "never" response for this item. Most of the experienced teachers (1-5 years, 6-10 and 10+ years) think that their instructions are clear enough to explain the requirements of the activities; however, we understand that the teachers who have more experience have higher percentage.

Finally, with regards to Item 13 *I consider my students' interests while planning the lesson,* 69.2% of the teachers who have 1-5 years of teaching experience, 90.9% of the teachers who have 6-10 years of teaching experience and 78.6% of the teachers who have 10+ years of teaching experience pointed out that they "always" consider their students' interests while planning the lesson. 30.8% of the teachers who have 1-5 years

of teaching experience, 9.1% of the teachers who have 6-10 years of teaching experience and 21.4% of the teachers who have 10+ years of teaching experience mentioned that they "sometimes" consider their students' interests while planning the lesson. As can be seen in Table 4, teachers with 6 -10 years of teaching experience consider their students interests more than the others while planning the lesson.

4.2.3. Findings about Teachers' Views about The use of L1 and L2, Perceived Competence in English and Attitude Towards Job

This section presents how language teachers view the use of L1 and L2, their perceived language competence together with their attitude towards their job as summarized in Table 10.

Table 10. Findings about Teachers' Views about The use of L1 and L2, Perceived Competence in English and Attitude Towards Job

	Experience	Always		Sometimes		Never	
		F	%	F	%	F	%
I speak English in the lesson. (I 5)	1-5years	18	69.2	8	30.8	-	-
	6-10years	12	54.5	10	45.5	-	-
	10+years	9	64.3	5	35.7	-	-
I revert into Turkish when students have difficulty in understanding. (I 8)	1-5years	4	15.4	20	76.9	2	7.7
	6-10years	10	45.5	11	50.0	1	4.5
	10+years	2	14.3	10	71.4	2	14.3
I am competent in English organized way. (I 6)	1-5years	25	96.2	1	3.8	0	0.0
	6-10years	21	95.5	0	0.0	1	4.5
	10+years	14	100	0	0.0	0	0.0
I love teaching English. (I 10)	1-5years	25	96.2	1	3.8	-	-
	6-10years	22	100	0	0.0	-	-
	10+years	14	100	0	0.0	-	-

As pointed out in Table 10, to Item 5 *I speak English in the lesson,* 69.2% of the teachers who have 1-5 years of teaching experience, 54.5% of the teachers who have 6-10 years of teaching experience and %64.3 of the teachers who have 10+ years of teaching experience stated that they "always" speak English in the lesson, while 30.8% of the teachers who have 1-5 years of teaching experience, 45.5% of the teachers who have 6-10 years of teaching experience and 35.7% of the teachers who have 10+ years of teaching experience pointed out they "sometimes" speak English in the lesson. There is no "never" answer for this question. As shown in Table 5, teachers with 1-5 years of teaching experience speak English in the English lesson at the beginning of their teaching career. The percentages of teachers with 6-10 and 10+ years of teaching experience reveal that they use not only the target language but also the mother tongue in the classroom.

Considering Item 8 *I revert into Turkishwhen students havedifficulty in understanding,* 15.4% of the teachers who have 1-5 years of teaching experience and 45.5% of the teachers who have 6-10 years of teaching experience and 14.3% of the teachers who have 10+ years of teaching experience indicated that they "always" revert into Turkish when students have difficulty in understanding; while, 76.9% of the teachers who have 1-5 years of teaching experience, 50.0% of the teachers who have 6-10 years of experience and 71.4% of the teachers who have 10+ years of experience stated that they "sometimes" revert into Turkish when students have difficulty in understanding. Additionally 7.7% of the teachers, who have 1-5 years of teaching experience, 4.5% of the teachers, who have 6-10 years of experience, and 14.3% of the teachers, who have 10+ years of experience, mentioned that they "never" revert into Turkish when students have difficulty in understanding. As it is understood from Table 5, teachers with 1-5 years of teaching experience "sometimes" revert into Turkish when students have difficulty in understanding. While 76.9% of the teachers who have 1-5 years of teaching experience "sometimes" revert into Turkish when students have difficulty in understanding, the majority of the teachers "sometimes" use Turkish in the lessons.

With regard to Item 6 *I am competent in English,* 96.2% of the teachers who have 1-5 years of teaching experience, 95.5% of the teachers who have 6-10 years of teaching experience and 14 (100%) of the teachers who have 10+ years of teaching experience pointed out that they are "always" competent in English in organized way.

Furthermore, only 3.8% of the teachers who has 1-5 years of teaching experience said that they "sometimes" feel competent in English in organized way. Also, only 4.5% of the teachers who have 6-10 years of teaching experience stated that they are "never" competent in English in organized way. As can be seen in Table 5, the percentages are very high. Most of the teachers feel they are competent in English in organized way.

As for Item 10 *I love teaching English,* 96.2% of the teachers who have 1-5 years of teaching experience, 100% of the teachers who have 6-10 years of teaching experience and 100% of the teachers who have 10+ years of teaching experience said that they "always" love teaching English. Only 3.8% of the teachers who have 1-5 years of teaching experience pointed out that they "sometimes" loveteaching English. There is no "never" answer for this question. According to the results presented in Table 5, teachers in both 6-10 and 10+ groups opted for "always" for this question. Teachers who are at the beginning of their teaching career (1-5 years) love teaching English more than the others.

4.2.4. Teachers' Views about Materials and Activities

The items in this section aim to elicit the teachers' views about language teaching materials and activities on a three-point Likert-type scale. Table 11 shows the frequencies and the percentages of the responses opted for twelve items in this section.

Table 11. Teachers' Views about Materials and Activities

	Experience	Always		Sometimes		Never	
		F	**%**	**F**	**%**	**F**	**%**
I use songs.	1-5 years	13	50.0	13	50.0	-	-
(I 14)	6-10 years	12	54.5	10	45.5	-	-
	10+ years	7	50.0	7	50.0	-	-
I use story.	1-5 years	7	26.9	19	73.1	-	-
(I 15)	6-10 years	6	27.3	16	72.7	-	-
	10+ years	6	42.9	8	57.1	-	-
I use riddles.	1-5 years	3	11.5	17	65.4	6	23.1
(I 16)	6-10 years	4	18.2	15	68.2	3	13.6
	10+ years	4	28.6	9	64.3	1	7.1
I use games.	1-5 years	17	65.4	9	34.6	-	-
(I 17)	6-10 years	13	59.1	9	40.9	-	-
	10+ years	8	57.1	6	42.9	-	-
I use drama.	1-5 years	11	42.3	15	57.7	-	-
(I 18)	6-10 years	7	31.8	15	68.2	-	-
	10+ years	9	64.3	5	35.7	-	-
I use coloring activities	1-5 years	5	19.3	20	76.9	1	3.8
(I 19)	6-10 years	8	36.4	12	54.5	2	9.1
	10+ years	5	35.7	9	64.3	0	0.0
I use art and craft	1-5 years	3	11.5	18	69.2	5	19.3
activities.	6-10 years	7	31.8	13	59.1	2	9.1
(I 20)	10+ years	2	14.3	12	85.7	0	0.0
I use drawing.	1-5 years	10	38.5	15	57.7	1	3.8
(I 21)	6-10 years	13	59.1	8	36.4	1	4.5
	10+ years	6	42.9	8	57.1	0	0.0
I use technology	1-5 years	22	84.6	3	11.6	1	3.8
(computer,VCD,OHP).	6-10 years	17	77.3	5	22.7	0	0.0
(I 22)	10+ years	14	100	0	0.0	0	0.0
I use visuals	1-5 years	22	84.6	4	15.4	-	-
(picture, flashcards, poster).	6-10 years	19	86.4	3	13.6	-	-
(I 23)	10+ years	12	85.7	2	14.3	-	-
I bring realia to	1-5 years	12	46.2	13	50.0	1	3.8
the classroom.	6-10 years	5	22.7	16	72.8	1	4.5
(I 24)	10+ years	5	35.7	8	57.2	1	7.1
I use sources other than	1-5 years	13	50.0	13	50.0	0	0.0
the course book.	6-10 years	10	45.5	11	50.0	1	4.5
(I 25)	10+ years	9	64.3	5	35.7	0	0.0

As shown in Table 11, to Item 14 *I use songs,*half of the teachers (50.0%, 54.5%, 50.0%) from three of the teacher groups stated that they "always" use songs. Similarly, almost half of the teachers from each group (1-5 and 10+ years of teaching experience) stated that they "sometimes" use songs (50.0% and 50.0%). There is no "never" answer for this question.

Responses given to Item 15 *I use story* revealed that most of the teachers (73.1% and 72.7%) with 1-5 and 6-10 years of teaching experience "sometimes" use stories. However, less than half of the teachers (42.9%) with 10+ years of teaching experience "always" use stories in their language teaching courses. There is no "never" answer for this question.

As for Item 16 *I use riddles,* only a few number of teachers (11.5%, 18.2%, 28.6%) from three of the teacher groups opted for "always." More than half of the teachers (68.2%, 65.4%, 64.3%) stated that they "sometimes" use riddles. Additionally, 23.1% of the teachers with 1-5 years of teaching experience, 13.6% of the teachers with 6 to10 years of experience, and 7.1% of the teachers with 10+years of experience indicated that they "never" use riddles. We might understand that most of the teachers tend not to use riddles in their teaching practices.

As the data indicated more than half of the teachers (65.4%, 59.1%, 57.1%) from three of the teachers groups opted for "always" for Item 17 I use games. Furthermore, 34.6% of the teachers who have 1-5 years of teaching experience, 40.9% of the teachers who have 6-10 years of teaching experience and 42.9% of the teachers who have 10+ years of teaching experience stated that they "sometimes" use games. There is no "never" reply for this question. Results surprisingly showed that more than half of the teachers (65.4%) with 1-5 years of teaching experience mostly use games in language teaching.

To Item 18 *I use drama,* the most experienced teacher group (64.3%) stated they "always" use drama and less than half of the teachers (42.3% and 31.8%) in the first two groups (1-5 and 6-10 years of teaching experience) stated they "always" use drama. Furthermore, 57.7% of the teachers with 1-5 years of teaching experience, 68.2% of the teachers with 6-10 years of teaching experience and 35.7% of the teachers who have 10+ years of teaching experience mentioned that they "sometimes" use drama. There is no "never" response for this item.

With regard to Item 19 *I use coloring activities,* 19.3% of the teachers who have 1-5 years of teaching experience, 36.4% of the teachers who have 6-10 years of teaching experience and 35.7% of the teachers who have 10+ years of teaching experience pointed out that they "always" use coloring activities. Furthermore, 76.9% of the teachers who have 1 to 5 years of teaching experience, 54.5% of the teachers who have 6-10 years of teaching experience and 64.3% of the teachers who have 10+ years of teaching experience stated that they "always" use coloring activities. Only 3.8% of the teachers who have 1 to 5 years of teaching experience, 9.1% of the teachers who have 6-10 years of teaching experience mentioned that they "never" use coloring activities. According to the results presented in Table 6, 76.9% 1-5 years of teaching experience teachers opted for "sometimes" for this question. Teachers who are at the beginning of the teaching career (1-5 years) love using coloring activities more than others.

As the data indicate majority of the 10+ years of experience teachers (85.7%) opted for "sometimes" for Item 20 *I use art and craft activities.* The rest of the teachers (69.2% and 59.1%) in 1-5 and 10+ years of teaching experience group responded as "sometimes" for Item 20. Moreover, there were only a few number of teachers (19.3%, 9.1%) with 1-5 and 6-10 years of teaching experience said that they "never" use art and craft activities.

As for Item 21 *I use drawings,* 38.5% of the teachers who have 1-5 years of teaching experience, 59.1% of the teachers who have 6 -10 years of teaching experience and 42.9% of the teachers who have 10+ years of teaching experience said that they "always" use drawings. Teachers with 1-5 and 10+ years of teaching experience both have nearly the same percentage (57.7% and 57.1 %). They stated that they "sometimes" use drawings in language teaching. The rest of the teachers, who have 6 - 10 years of teaching experience mentioned that they (36.4%) "sometimes" use drawings. Only a small number (3.8%) of teachers who have 1-5 and 6-10 years of teaching experience claimed that they "never" use drawings.

For Item 22 *I use technology (Computer, VCD, OHP)* 100% of the teachers who have 10+ teaching experience stated they "always" use technology. Similarly, a great majority of the rest of the teachers (84.6% and 77.3%) with 1-5 and 6-10 years of teaching experience mentioned they "always" use technology. On the other hand, 11.6% of the teachers who have 1-5 years of teaching experience, 22.7% of the teachers who have 6-10 years of teaching experience stated that they "sometimes" use technology.

Additionally, there were only a few number of teachers (3.8%) with 1-5 years of teaching experience who opted for "never."Therefore, we might assume all of the most experienced teachers strongly believe that they use technology.

As the date indicate majority of the teachers (88.4%, 86.4% and 85.7%) from three of the teachers groups answered "always" for Item 23 *I use visuals (picture, flashcards, poster).*Further, 15.4% of the teachers who have 1-5 years of teaching experience, 13.6% of the teachers who have 6-10 years of teaching experience and 14.3% of the teachers who have 10+ years of teaching experience pointed out that they "sometimes" use visuals. There is no "never" respond for this question, which proves nearly all of the teachers use visuals for young language learners.

To Item 24 *I bring realia to the classroom,*almost half of the teachers (46.2%) with 1-5 years of teaching experience chose "always." The responses from the rest of the teachers were less than half. That is, 22.7% of the teachers who have 1-5 years of teaching experience and 35.7% of the teachers who have 6-10 years of teaching experience said that they "always" bring realia to the classroom. Besides, 50.0% of the teachers who have 1-5 years of teaching experience, 72.8% of the teachers who have 6-10 years of teaching experience and 57.2% of the teachers who have 10+ years of teaching experience mentioned that they "sometimes" bring realia to the classroom. Only a small number (3.8%, 4.5% and 7.1%) of teachers with 1-5, 6-10 and those who have 10+ years of teaching experience claimed they "never" bring realia to the classroom.

As for Item 25 *I use sources other than the course book,* 50.0% of the teachers with 1-5 years of teaching experience, 45.5% of the teachers with 6-10 years of teaching experience and 64.3% of the teachers with10+ years of teaching experience said that they "always" use sources other than the course book. According to the results presented in Table 6, half of the teachers (50.0%) with 1-5 and 10+ years of teaching experience stated that they "sometimes" use sources other than the course book. The rest of the teachers (35.7%) with 10+ years of teaching experience said they "sometimes" use sources other than the course book. Furthermore, only 4.5% of the teachers with 6-10 years of teaching experience stated that they "never" " use sources other than the course book.

Regarding the final Item 25 *I use sources other than the course book,* a great majority of the 10+ years of teaching experience teachers (64.3%) expressed that they

"always" use sources other than the course book while 50.0% of the teachers with 1-5 and 6-10 years of teaching experience stated that they "sometimes" use sources other than the course book.

4.2.5. Teachers Views about Methods

This section includes five items to identify how language teachers view language-teaching methods. Table 12 presents the frequencies and the percentages of the teachers' responses.

Table 12. Teachers' Views about Methods

	Experience	Always		Sometimes		Never	
		F	%	F	%	F	%
I act out while teaching.	1-5 years	18	69.2	8	30.8	-	-
(I 27)	6-10 years	16	72.7	6	27.3	-	-
	10+ years	13	92.9	1	7.1	-	-
I use mime and gestures.	1-5 years	25	96.2	1	3.8	-	-
(I 28)	6-10 years	19	86.4	3	13.6	-	-
	10+ years	14	100	0	0.0	-	-
I have my students work	1-5 years	10	38.5	16	61.5	-	-
in groups.	6-10 years	9	40.9	13	59.1	-	-
(I 30)	10+ years	8	57.1	6	42.9	-	-
I have my students work	1-5 years	9	34.6	17	65.4	0	0.0
in pairs.	6-10 years	8	36.4	12	54.5	2	9.1
(I 31)	10+ years	8	57.1	6	42.9	0	0.0
I revise the learnt topics.	1-5 years	21	80.8	5	19.2	-	-
(I 32)	6-10 years	20	90.9	2	9.1	-	-
	10+ years	12	85.7	2	14.3	-	-

Responses to Item 27 *I act out while teaching* reveal that most of the teachers in each group "always" act out while teaching (69.2%, 72.7%, 92.9% respectively). Additionally, 30.8% of the teachers who have 1-5 years of teaching experience, 27.3% of the teachers who have 6-10 years of experience, and 7.1% of the teachers who have 10+years of experience said that they "sometimes" act out while teaching. There is no "never" answer for this question.

As the data in Table 7 Item 28 indicate majority of the teachers "always" use mime and gestures (96.2%, 86.4%, 100% respectively). Furthermore, 3.8% of the teachers who have 1-5 years of teaching experience, 13.6% of the teachers who have 6-10 years of experience stated that they "sometimes" use mime and gestures. There is no "never" answer for this question.

To Item number 30 *I have my students work in groups,* 38.5% of the teachers who have 1-5 years of teaching experience, 40.9% of the teachers who have 6-10 years of experience, and 57.1% of the teachers who have 10+years of experience mentioned that they "always" have their students work in groups. Furthermore, majority of teachers with1-5 years of teaching experience (61.5%) "sometimes" use group work in the lessons. Surprisingly, more than half of the teachers with 10+ years of experience (57.1%) "always" use group work in the lesson.

Item 31 *I have my students work in pairs*was rated as "always" by the majority of the teachers who have 10+ years of teaching experience whereas 65.4% of the 1-5 years of teaching experience teachers rated the same item as "sometimes." Besides, 10+ years of teaching experience teachers responded with the same amount of percentage for the item 30 *"I have my students work in groups"*and item 31 *"I have my students work in pairs".* Likewise, 57.1% of the 10+ years of teaching experience teachers "always" use both group and pair works. 10+ years of teaching experience teachers believe it is important to use both of the methods actively in the classroom.

As can be seen in Table 7, for the final Item (32) *I revise the learnt topics,* 80.8% of the teachers who have 1-5 years of teaching experience, 90.9% of the teachers who have 6-10 years of experience, and 85.7% of the teachers who have 10+years of experience mentioned that they "always" revise the learnt topics. Additionally, 19.2% of the teachers who have 1-5 years of teaching experience, 9.1% of the teachers who have 6-10 years of experience and 14.3% of the teachers who have 10+years of experience

pointed out that they "sometimes" revise the learnt topics. There is no "never" answer for this question.

4.2.6. Teachers' Views about Teacher Interaction Skills and Availability to Students

The items in this section aim to elicit how language teachers view their interaction skills and availability to students. In this part, there are a total of nine items. The following table presents the percentages and frequencies of the responses given to those nine items.

Table 13. Teachers' Views about Teacher Interaction Skills and Availability to Students

	Experience	Always		Sometimes		Never	
		F	%	F	%	F	%
I promote my students'	1-5years	18	69.2	8	30.8	-	-
thinking skills.	6-10years	15	68.1	7	31.9	-	-
(I 7)	10+years	13	92.9	1	7.1	-	-
I help my students	1-5years	23	88.5	3	11.5	-	-
when they have difficulty.	6-10years	19	86.4	3	13.6	-	-
(I 9)	10+years	13	92.9	1	7.1	-	-
I encourage my students	1-5years	22	84.6	4	15.4	-	-
to ask questions.	6-10years	18	81.8	4	18.2	-	-
(I 11)	10+years	13	92.9	1	7.1	-	-
I teach the lesson in an	1-5years	21	80.8	5	19.2	-	-
entertaining way.	6-10years	18	81.8	4	18.2	-	-
(I 33)	10+years	14	100	0	0.0	-	-
I encourage my students	1-5years	25	96.2	1	3.8	-	-
in lessons.	6-10years	21	95.5	1	4.5	-	-
(I 34)	10+years	14	100	0	0.0	-	-

I walk around in the	1-5years	24	92.3	2	7.7	-	-
classroom to assist	6-10years	21	95.5	1	4.5	-	-
my students.	10+years	13	92.9	1	7.1	-	-
(I 35)							
I encourage my students	1-5years	13	50.0	13	50.0	-	-
to do research.	6-10years	12	54.5	10	45.4	-	-
(I 36)	10+years	10	71.4	4	28.6	-	-
I give examples from	1-5years	7	26.9	18	69.3	1	3.8
my life.	6-10years	8	36.4	12	54.5	2	9.1
(I 45)	10+years	5	35.7	9	64.3	0	0.0
I want my student to give	1-5years	10	38.5	16	61.5	-	-
examples from their lives.	6-10years	9	40.9	13	59.1	-	-
(I 46)	10+years	8	57.1	6	42.9	-	-

As for Item 7 *I promote my students' thinking skills,* while the most experienced teacher group strongly (92.9%) stated they promote their students' thinking skills, more than half of the teachers (69.2% and 68.1%) in the first two groups (1-5 and 6-10 years of teaching experience) stated they "always" promote their students' thinking skills.

As the data indicate majority of the teachers (88.5%, 86.4%, 92.9%) from three of the teacher groups opted for "always" for Item 9 *I help my students when they have difficulty.*Additionally, 11.5% of the teachers who have 1-5 years of teaching experience, 13.6% of the teachers who have 6-10 years of teaching experience and 7.1% of the teachers who have 10+ years of teaching experience pointed out that they "sometimes"help their students when they have difficulty. There is no "never" answer for this question, which proves almost all of the teachers value helping students when they have difficulty in the language learning process.

With regard to Item 11 *I encourage my students to ask questions,* 84.6% of the teachers who have 1-5 years of teaching experience and 81.8% of the teachers who have 6-10 years of teaching experience indicated that they "always" encourage their students to ask questions. A great majority of the teachers (92.9%) who have 10+ years of teaching experience stated they "always" encourage their students to ask questions.

Surprisingly, the teachers in 6-10 years of teaching experience group got the lowest percentage (81.8 %) among the others. Furthermore, 15.4% of the teachers who have 1-5 years of teaching experience, 18.2% of the teachers who have 6-10 years of teaching experience and 7.1% of the teachers who have 10+ years of teaching experience said they "sometimes" encourage their students to ask questions.

Responses given to Item 33 *I teach the lesson in anentertaining way* revealed that 100% of teachers who have 10+ years of teaching experience believed they "always" teach the lesson in an entertaining way. Similarly, most of the teachers (80.8% and 81.8%) from two other groups (1-5 and 6-10 years of teaching experience respectively) opted for "always" for the same item. It might be inferred that teachers believe in the importance of teaching the lessons in anentertaining way.

To Item 34 *I encourage my students in lessons*, 100% of the 10+ years of teaching experience teachers chose "always." The responses from the rest of the teachers were not different. That is, 96.2% of the teachers who have 1-5 years of teaching experience and 95.5% of the teachers who have 6-10 years of teaching experience said that they "always" encourage their students in lessons. In addition, 3.8% of the teachers who have 1-5 years of teaching experience, 4.5% of the teachers who have 6-10 years of teaching experience stated that they "sometimes" encourage their students in lessons. There is no "never" answer for this question. In general, the majority of the teachers "always" encourage their students in lessons.

As displayed by the data, great majority of the teachers (95.5%) with 6-10 years of teaching experience stated they "always" walk around the classroom to assist their students (Item 35). The rest of the teachers, who have 1-5 years of teaching experience and the ones who have 6-10 years of teaching experience (92.3% 95.5%) mentioned that they "always" walk around in the classroom to assist their students. Furthermore, 7.7% of the teachers with 1-5 years of teaching experience, 4.5% of the teachers with 6-10 years of teaching experience and 7.1% of the teachers who have 10+ years of teaching experience stated that they "sometimes" walk around in the classroom to assist their students. There is no "never" response for this item.

A great majority of the 10+ years of teaching experience teachers (71.4%) expressed in Item 36 that they encourage their students to "always" do research while 50.0 % of the teachers with 1-5 years of teaching experience mentioned that they "sometimes" encourage their students to do research. Additionally, 50.0% of the teachers who have

1-5 years of teaching experience, 45.4% of the teachers who have 6-10 years of teaching experience and 28.6% of the teachers who have 10+ years of teaching experience stated that they "sometimes" encourage their students to do research. There is no "never" answer for this question.

As it is understood from Table 8, 36.4% of the teachers who have 6-10 years of teaching experience "always" give examples from their life; however, 69.3% of the teachers who have 1-5 years of teaching experience "sometimes" give examples from their life (Item 45). In contrast, 3.8% of the teachers with 1-5 years of teaching experience "never" give examples from their life. Additionally, more than half of the teachers (69.3%, 54.5%, 64.3%) stated that they "sometimes" encourage their students to do research. Only a small number (3.8% and 9.1%) of teachers with 1-5 years of teaching experience and those who have 6-10 years of teaching experience claimed they "never" encourage their students to do research.

Regarding Item 46 *I want my studentstogiveexamples from their lives,* 38.5% of the teachers with 1-5 years of teaching experience and 40.9% of the teachers with 6-10 years of teaching experience mentioned that they "always" want their students to give examples from their lives. 57.1% of the teachers who have 10+ years of teaching experience "always" wanted their students to give examples from their lives; whereas, 61.5% of the teachers who have 1-5 years of teaching experience opted for "sometimes" for this item.

4.2.7. Teachers' Views about Classroom Management

The items in this part of the questionnaire aimed to explore how teachers view classroom management. The data were gathered from six items on a three-point Likert-type rating scale. Table 14 presents the frequencies and percentages of the items.

Table 14. Teachers' Views about Classroom Management

	Experience	Always F	%	Sometimes F	%	Never F	%
I use wait time after	1-5 years	24	92.3	2	7.7	-	-
probing question	6-10 years	19	86.4	3	13.6	-	-
(I 12)	10+ years	14	100	0	0.0	-	-
I create a relaxed	1-5years	22	84.6	4	15.4	-	-
classroom atmosphere.	6-10years	20	90.9	2	9.1	-	-
(I 26)	10+years	13	92.9	1	7.1	-	-
I want my students to	1-5 years	26	100	-	-	-	-
participate in the lessons.	6-10 years	22	100	-	-	-	-
(I 29)	10+ years	14	100	-	-	-	-
I maintaindiscipline.	1-5 years	21	80.8	5	19.2	-	-
(I 44)	6-10 years	20	90.9	2	9.1	-	-
	10+ years	14	100	0	0.0	-	-
I use my voice effectively.	1-5 years	21	80.8	5	19.2	0	0.0
(I 47)	6-10 years	20	91.0	1	4.5	1	4.5
	10+ years	13	92.9	1	7.1	0	0.0
My handwriting is legible.	1-5 years	17	65.4	7	26.9	2	7.7
(I 48)	6-10 years	15	68.2	3	13.6	4	18.2
	10+ years	9	64.3	3	21.4	2	14.3

For Item 12 *I use wait time afterprobing question,* 100% of the teachers who have 10+ teaching experience stated they "always" use wait time after probing a question. Similarly, a great majority of the rest of the teachers (92.3% and 86.4) with 1-5 and 6-10 years of teaching experience teachers indicated they "always" use wait time after probing a question. Additionally, there were only a few number of teachers (7.7%, 13.6%) with 1-5 and 6-10 years of teaching experience who opted for "sometimes." Therefore, we might assume almost all of the teachers strongly claim that they need to give wait time for young learners with the belief that young learners have short concentration span.

Regarding Item 26 *I create a relaxed classroom atmosphere,* a considerable number of the teachers (84.6%, 90.9%, 92.9% respectively) with 1-5, 6-10 and 10+ years of teaching experience pointed out that they "always" create a relaxed classroom atmosphere while 15.4% of the teachers with 1-5, 9.1% of the teachers with 6-10 and 7.1% of the teachers with 10+ years of teaching experience said that they "sometimes" create a relaxed classroom atmosphere. There is no "never" answer for this question. Teachers in all three categories have high percentage results; however, 10+ years of teaching experience teachers have the highest percentage among all.

To Item 29 *I want my students to participate in the lessons,* all of the teachers in three groups according to their years of teaching experience pointed out that they "always" want their students to participate in the lessons. There are no "sometimes" or "never" responses for this item. As illustrated in Table 9, all participants want their students to participate in the lessons.

Considering Item 44 *I maintain the discipline* 80.8% of the teachers with 1-5 years of teaching experience, 90.9% of the teachers with 6-10 years of teaching experience and 100% of the teachers with 10+ years of teaching experience mentioned that they "always" maintain discipline while 19.2% of the teachers who have 1-5 years of teaching experience, 9.1% of the teachers who have 6-10 years of teaching experience said that they "sometimes" maintain discipline. There is no "never" answer for this item. The percentages of the responses given to Item 44 *"I maintain the discipline"* are parallel with years of teaching experiences. Similarly, most of the teachers think they "always" maintain discipline to create an effective language-learning environment.

As for Item 47 *I use my voice effectively,* 80.8% of the teachers with 1-5 years of teaching experience, 91.0% of the teachers with 6-10 years of teaching experience teachers and 92.9% of the teachers who have 10+ years of teaching experience pointed out that they "always" use their voice effectively. Furthermore, 19.2% of the teachers who have 1-5 years of teaching experience, 4.5% of the teachers who have 6-10 years of teaching experience teachers and 7.1% of the teachers who have 10+ years of teaching experience said that they "sometimes" use their voice effectively. Additionally, 4.5% of the teachers have 6-10 years of teaching experience said they "never" use their voice effectively. We observe that there is not a big difference among the 6-10 (91.0%) and 10+ years of teaching experience (92.9%) teachers. They opted for "always" considering the use of their voice effectively.

The responses to Item 48 *My handwriting is legible,* show that more than half of the teachers (65.4%, 68.2%, 64.3%) with 1-5, 6-10 and 10+ years of teaching experience believe their handwriting is "always" legible. Moreover, 26.9% of the teachers who have 1 to 5 years of teaching experience, 13.6% of the teachers who have 6 to 10 years of teaching experience and 21.4% of the teachers who have 10+ teaching experience said that their handwriting is "sometimes" legible 7.7% of the teachers who have 1 to 5 years of teaching experience, 18.2% of the teachers who have 6 to 10 years of teaching experience and 14.3% of the teachers who have 10+ years of teaching experience said that their handwriting is "never" legible. A considerable number of teachers (68.2%) with 6 to 10 years of teaching experience believe that their handwriting is "always" legible.

4.2.8. Teachers' Views about Assessment

This section presents how language teachers view assessment as presented in Table 15.

Table 15. Teachers' Views about Assessment

	Experience	Always		Sometimes		Never	
		F	%	F	%	F	%
I assign performance tasks.	1-5years	6	23.1	19	73.1	1	3.8
(I 37)	6-10years	8	36.4	12	54.5	2	9.1
	10+years	7	50.0	7	50.0	0	0.0
I want my students to	1-5years	4	15.4	14	53.8	8	30.8
evaluate themselves on	6-10years	3	13.6	15	68.2	4	18.2
an evaluation form.	10+years	2	14.3	7	50.0	5	35.7
(I 38)							
I want my students compile	1-5years	14	53.8	10	38.5	2	7.7
their tasks in a portfolio.	6-10years	13	59.1	6	27.3	3	13.6
(I 39)	10+years	10	71.4	4	28.6	0	0.0
I assign project tasks.	1-5years	6	23.1	20	76.9	-	-
(I 40)	6-10years	6	27.3	16	72.7	-	-
	10+years	7	50.0	7	50.0	-	-

As shown in Table 15, to Item 37 *I assign performance tasks,*23.1% of the teachers who have 1-5 years of teaching experience, 36.4% of the teachers who have 6 to10 years of experience, and 50.0% of the teachers who have 10+years of experience said that they "always" assign performance tasks. Additionally, 73.1% of the teachers who have 1-5 years of teaching experience, 54.5% of the teachers who have 6 -10 years of experience, and 50.0% of the teachers who have 10+years of experience mentioned that they "sometimes" assign performance tasks. Only 1 (3.8%) of the teachers who has 1-5 years of teaching experience and 9.1% of the teachers who have 6-10 years of experience pointed out that they "never" assigns performance tasks. As it is understood from the Table 10, more than half of the teachers (73.1%) who have 1-5 years of teaching experience "sometimes" assign performance tasks. On the other hand, half of the teachers (50.0%) almost "always" assign performance tasks.

Responses given to Item 38 *I want my students to evaluate themselves on an evaluation form* reveal small distinctions with nearly equal distributions. That is, 15.4% of the teachers who have 1-5 years of teaching experience, 13.6% of the teachers who have 6-10 years of teaching experience and 14.3% of the teachers who have 10+ years of teaching experience "always" want their students to evaluate themselves on an evaluation form. Similarly, almost half of the teachers from each group stated that they "sometimes" want their students to evaluate themselves on an evaluation form (53.8%, 68.2% and 50.0%). Furthermore, 30.8% of the teachers who have 1-5 years of teaching experience, 18.2% of the teachers who have 6-10 years of teaching experience and 35.7% of the teachers who have 10+ years of teaching experience stated that they "never" want their students to evaluate themselves on an evaluation form.

The responses given to Item 39 *I want my students to compile their tasks in a portfolio* show that half of the less experienced teachers (53.8% and 59.1%) "always" want their students compile their tasks in a portfolio while the majority of the teachers (71.4%) with 10+ years of teaching experience "always" prefer asking students to compile tasks in a portfolio.

To Item 40 *I assign project tasks* 23.1% of the teachers who have 1-5 years of teaching experience, 27.3% of the teachers who have 6-10 years of teaching experience and 50.0% of the teachers who have 10+ years of teaching experience pointed out that they "always" assign project tasks. Additionally, 76.9% of the teachers who have 1-5 years of teaching experience, 72.7% of the teachers who have 6-10 years and 50.0% of

the teachers who have 10+ years of teaching experience said that they "sometimes" assign project tasks. There is no "never" answer for this question.

4.2.9. Teachers' Views about Feedback

The items in this section aim to find out how language teachers view feedback. Table 16 presents the frequencies and the percentages of the teacher responses given to three items used for this purpose.

Table 16. Teachers' Views about Feedback

	Experience	Always		Sometimes		Never	
		F	%	F	%	F	%
I check homework regularly.	1-5years	24	92.3	2	7.7	-	-
(I 41)	6-10years	19	86.4	3	13.6	-	-
	10+years	13	92.9	1	7.1	-	-
I underline the mistakes	1-5years	23	88.5	3	11.5	0	0.0
on homework.	6-10years	19	86.4	1	4.5	2	9.1
(I 42)	10+years	13	92.9	0	0.0	1	7.1
I check whether students	1-5years	25	96.2	1	3.8	0	0.0
understand the tasks or not.	6-10years	18	81.9	3	13.6	1	4.5
(I 43)	10+years	13	92.9	0	0.0	1	7.1

As pointed out in Table 16, for Item 41 *I check homework regularly,* majority of the teachers opted for "always." That is, 92.3% of the teachers who have 1-5 years of teaching experience, 86.4% of the teachers who have 6-10 years of teaching experience and 92.9% of the teachers who have 10+ teaching experience stated that they "always" check homework regularly. Furthermore, 7.7% of the teachers who have 1-5 years of teaching experience, 13.6% of the teachers who have 6-10 years of teaching experience and 7.1% of the teachers who have 10+ teaching experience indicated that they "sometimes" check homework regularly. There is no "never" answer for this question. Drawing on the above findings, we might state that the teachers with 10+ years of teaching experience are more idealistic than the others in this aspect.

Considering Item 42 *I underline the mistakesonhomework,*we observe that most of the teachers (88.5%, 86.4%, 92.9% respectively) "always" underline the mistakes on homework. Additionally, 11.5% of the teachers who have 1-5 years of teaching experience and 4.5% of the teachers with 6-10 years of teaching experience "sometimes" underline the mistakes on homework. Additionally, only a small percentage of teachers are against signaling student mistakes on paper. That is, 9.1% of the teachers who have 6-10 years of teaching experience and 7.1% of the teachers who have 10+ years of teaching experience pointed out that they "never" underline the mistakes on homework.

To Item 43 *I check whether students understand the tasks or not,*majority of the teachers (96.2%, 81.9%, 92.9%) opted for "always." Furthermore, 3.8% of the teachers who have 1-5 years of teaching experience and 13.6% of the teachers who have 6-10 years of teaching experience stated they "sometimes" check whether students understand the tasks or not. However, 4.5% of the teachers who have 6-10 years of teaching experience and 7.1% of the teachers who have 10+ teaching experience said that they "never" check whether students understand the tasks or not.

4.3. Findings from the Follow-up Semi-structured Interviews

The follow-up structured interview was held with 8 English language teachers to explore the perceptions emerged in the questionnaire in depth.During the interview the teachers answered 8 questions. Each interview took about 5 to 10 minutes. The responses given to the questions were recorded and then they were subjected to content analysis. The following sub-sections present the findings from each question respectively.

4.3.1. Question 1: What do you think about the importance of considering your students' interests while preparing the lesson plans?

The aim of this question was to find out whether the teachers consider their students' interests while preparing their lessons. Firstly, Teacher 1 and 2 mentioned that using technology, playing games, asking questions about cartoon characters or famous actors/actresses draw the students' attention in the language lessons for young learners. This was also seen in the Teachers' Attitude Questionnaire. Teachers were encouraged

to consider their students' interests and try to choose and prepare appropriate lesson plan for them.

Teacher 1:*My students love actors and actresses. Justin Bieber is one of their favorite singers. Depending on the topic, I give examples by using famous actors and actresses in my lessons. Also, I mostly give examples from sports for boys and fashion for girls.*

Teacher 2: *I choose a most popular cartoon character. To illustrate, young learners love Pepe and his adventures. In "there is/there are" topic, I ask my students: "Is there a table in Pepe's house?" or "Is there a chair in Pepe's house?" Students are eager to answer questions about Pepe.*

Most of the teachers also stated that using one of the above mentioned techniques especially work while teaching grammar or vocabulary. Furthermore, the teachers mostly agreed with the fact that storytelling charms young learners very much. Teachers also agreed that using technology charms students. Technology grows very fast and young learners use it even in their daily lives. Teacher 3 stated the importance of using internet and social network pages. By this way, Teacher 3 had a chance to learn more about his/her students' interests in detail.

Teacher 3: *I use the technology and I add them in my Facebook page. By the help of the technology, I visit my students' web page and have an idea about their personal identity. Therefore, I try to keep in touch with their daily lives.*

Lastly, one of the teachers indicated that she considers her students' visual, auditory and kinesthetic intelligence while preparing her lesson plans.Different teachers' ideas show that they think and use different methods. Most of them have awareness of considering their students' interests while preparing the lesson plan.

4.3.2. Question 2: Do you speak English in the lesson?

The aim of this question was to understand the teachers' ideas of L1 and L2 use in English lessons, their perceived language competence together with their attitude towards their job. The findings revealed that teachers who are at the beginning of their teaching career mostly speak English in the English lessons. For example, Teacher 1 mentioned the importance of drawing during the lesson. Teacher 2 stated that s/he never uses Turkish explanations during the lesson, but just let his/her students to take key notes to remember the sentence or word.

Teacher 1: *I do not say the Turkish meaning of "pen," instead I try to draw a pen on the board.*

Teacher 2: *I never let them to write Turkish explanations in their notebooks or on the board. I only use verbal Turkish explanation and let them to take key notes in Turkish on their books.*

On the other hand, the rest of the teachers stated that that they use not only the target language but also the mother tongue in the classroom. They stated their use of English is mostly limited to the basic classroom instructions such as *"Come here," "Sit down," "Stand up," and "Open your books."* However, the teachers mentioned that they usually use native language during the lesson for young learners. To illustrate, they use native language while explaining the purpose of lessons and the grammar topics, giving instructions, pointing out the classroom rules and while giving and explaining homework. Teacher 3 clearly stated that young learners need to hear Turkish translation while learning the language.

Teacher 3: *I do not explain the conceptual words. Young learners want to see, touch and even smell. I always use Turkish translation to help them understand better.*

Besides, if they compare English grammar with Turkish grammar, they mentioned they use native language. Finally, some of the teachers indicated when the students do not understand the meanings of vocabulary items; they draw them on the board, show pictures or use their mime and gestures to explain them. Others stated that for the explanations of abstract vocabulary items they prefer translating them into Turkish. Teacher 4 supported using target language; however, s/he implied that s/he never manages to get perfect classroom management just speaking English especially for the young language learners.

Teacher 4: *When I only speak English in the first graders, I lose the whole class. As a male teacher, I do not manage to attract them exclusively speaking English during the class. If I compare the second graders with the first graders, second graders are much better. Because, after learning the basic classroom language, I can use and create new different sentences. Additionally, if I compare the third and fourth graders, I do not say any specific results. It just depends on the students' level. The level of readiness is vital in classroom.*

4.3.3. Question 3: Do you think it is important for a teacher to use songs in language teaching?

Teachers all agree that it is important to use songs in their teaching. When doing so, they usually use the songs offered in the course books or traditional songs.When teachers use songs apart from the ones offered in course books, they usually use "You tube" channel from the Internet. They mention that they can easily reach the songs and their lyrics from the "You tube" webpage. Teacher 1 mentioned that using traditional songs attracts students' enthusiasm very much.

Teacher 1: *In body parts topic, I teach them traditional "Head, shoulder, knees and toes" song. They love this song. They not only sing but also follow the lyrics from the PowerPoint slide. Besides, they act out. They touch and point their head, shoulder, knees and toes. I think they never forget this song. They hear, see and read the lyrics and they do the action.*

Most of the teachers believe listening to songs help young learners in many ways. First of all, they believe listening to songs help students to pick up the rhythm of the language, which in turn result in effectivepronunciation. Teacher 2 claimed that students love singing a song. Students try to sing and search new popular songs; however, teachers stated that they sometimes choose traditional and pop music for young language learners.

Teacher 2: *My students love singing English songs. I observe that they even sing in the break time.*

Secondly, they believe using songs increases student motivation in learning the language. Most importantly, teachers totally agree that singing songs appeal students with different multiple intelligences. For example, they are aware that learners with visual, auditory and kinesthetic intelligences learn effectively while listening to songs and dancing. On the contrary, only one teacher stated that young learners forget new songs easily. Therefore, she stated she always practices the course book unit songs.

Teacher 3: *I learn and get ideas from my students. I gave them a piece of paper and they write their suggestions. For example, I choose one of their favorites every week and every Friday we listen to that popular song.*

4.3.4. Question 4: What do you think of using pair or group work activities?

Most of the teachers indicated that they prefer using pair work activities. They are also aware of the advantages of working in pairs with young learners.

Teacher 1: *I prefer pair work. I want them to work in pairs and create a new mini dialogue together. They create and then they act it out. By this way, they enjoy and learn fast.*

Regarding the advantages of pair work activities, they believe such activities help students to communicate in the target language. They also believe that when students talk and share the work in pairs, they have more self-confidence and they are away from stress. Working together, they argued, creates a competitive environment. Therefore, students learn and enjoy learning in pair works. Teachers often use games, board games,speaking activities likedialogue, drama, asking-questions, miming activities in pair works. On the other hand, teachers all agree that group work has many disadvantages for young learners. Teachers' common responses are as in the following: *There can be impatient students in the class; Children can be scattered in group work; Students may speak with high volume in the group work.* In addition to this, *some young studentsdo not sit properly* and *they have limited attention span.*

Teacher 2: *Group work is not easy with young learners. I do not like using group work. I only group work while playing games.*

Therefore, because of these reasons, teachers do not always use group work. They suggest that only 4th grade students are ready to work in groups. Also, some of the teacher mentioned using not only pair work, but also the group work activities.

Teacher 3: *I use both of them, but I prefer mostly pair work. For example, I give physical description worksheet to my students. I want them to complete the missing parts, stroll around the class and try to finish the missing parts.*

4.3.5. Question 5: Do you promote your students' thinking skills? How do you do that?

The teachers stated they do their best to promote their students' thinking skills. Teachers claimed they especially use pre-reading questions as an opportunity to promote their students' thinking skills. Teacher 1 explained how to use and promote his/her students thinking skills in the lesson.

Teacher 1: *I want them to describe and write their house in 2020. It is not an easy task. I work this with 4th graders. They like using their imagination while designing their house in 2020.*

In addition, they use brainstorming, guessing games and creating a new story with the belief that these types of activities have a remarkable effect in promoting young learners' thinking skills. Teacher 2 and 3 stated that if they integrate the games in lesson, students enjoy and try to learn more.

Teacher 2: *I use guessing games with 2nd graders. They love playing guessing games. For example, I imitate an animal sound. They think and try to predict the correct animal. Then, I choose one of my students and s/he comes in the middle of the class and imitates the animal sound and his/ her friends try to guess the correct animal.*

Teacher 3: *I use word snake game. It is a very enjoyable game for 3rd graders. The whole class participate the word game. First a student writes a word such as an apple and the other student drives a new word by using "e" like elephant. They think and create new words.*

Similarly, one of the teachers said that she uses body language to promote students thinking skills. The majority of the teachers mentioned that they always use "WH" questions to help their students to think on various subjects and answer the questions accordingly. For example, the teachers mentioned they ask their students to give different examples. Most of the teachers stated that they usually find the opportunity to promote this skill in reading and speaking lessons. Teacher 4 and 5 want their students to write a new story or give them project tasks to promote their students thinking skills.

Teacher 4: *I show different pictures for 4th grade students and I want them to write a new funny, sorrowful, horror or detective story by using the picture or pictures. They think and enjoy while writing the new stories.*

Teacher 5: *I promote my students thinking skills while doing the project work with them. For instance, I give them a controlled writing activity and ask them to describe and write their room by using there is/ there are. Then, I ask them what else they can write and tell about their room. Besides, in have got/has got topic, I want them to draw a monster. I tell them to imagine that this monster pushes the pool. Can you describe and write how the monster looks like? So, they write it has got five ears and seven eyes. Students use their imagination and create different monsters.*

4.3.6. Question 6: Do you want your students to participate in the lessons actively? Why?

The teachers clearly want their students to participate in the lessons actively. They use variety of techniques to achieve this aim. Teachers all agree to encourage their students to participate in the lesson.

Teacher 1: *I encourage my students to participate the lesson actively.*

Firstly, they use real life objects and songs to encourage them to play with the language. Secondly, they give awards and small gifts such as stickers to increase students' level of classroom participation. Another common technique the teachers use to motivate students to participate in class activities is giving pluses and minuses while checking homework. Teachers also believe creating and using English corners help student participation. For example, they feel writing students' names on those corners considering students' weekly class participation and enthusiasm help to increase student motivation. Teacher 2 mentioned the way using method of awards to his/her students in lessons.

Teacher 2: *I use the method of awards to help them actively participate in lessons. For example, I give 2nd graders a date until after 10 days from the date I promise. I explain them to collect stickers on that specified day. Then, whoever collects the most awards, will gain the big prize. In brief, they struggle to receive more stickers than the others and they are eager to fight for learning. I observe they carefully follow the lesson in such a process. I also observe that the number of students' participation incredibly increased with this method. I use the same method for 3rd graders; however, not the same method for the 4th graders. 4th graders try to collect the high score on the class board.*

Finally, one teacher pointed out that, she mostly incorporates student interaction to increase student-talking time. Teacher 3 explained how to include students in lesson actively. Giving responsibilities like becoming a leader or pretending like a teacher encourage students to participate the lessons well.

Teacher 3*: I let my students to be a teacher in some of the lessons. Students pretend like a teacher. By this way, students become a leader in the class. They enjoy acting like a teacher in the classroom. Additionally, I always use number game with 2nd graders while learning the number topic. I want 10 students to come in front of the board. Then,*

I select one student. S/he comes and tries to put the numbers in order. I let my students to participate in lesson actively.

4.3.7. Question 7: Do you want your students to evaluate themselves on an evaluation form?

The percentages of responses given to this question reveal small distinctions with nearly equal distributions. That is, almost half of the teachers from each three groups stated that they "sometimes" want their students to evaluate themselves on an evaluation form. Teachers all pointed out that in younger age groups such requirements would not be successful, as they believe young learners would not assess themselves objectively.

Teacher 1: *I never want my students to evaluate themselves in an evaluation form. Young learners do not like to be criticized. They do not focus on the issues objectively.*

However, they stated they might try it at least once in the future. Furthermore, one of the teachers stated that she puts this method into practice for a term with 4th graders. During that term, she wanted her students to gather their works in a portfolio for a term. She stated that using portfolio has greatly contributed to her courses as the students had the chance to compare and see their own improvement. She stated observing their progress helped the students feel happy and be more motivated. She also mentioned taking quizzes before the main examinations are highly effective to help students to be aware of their own progress. She said that she obtained positive and successful results by using these methods. Additionally, Teacher 2 prefers using evaluation forms that include in the rear parts of their course books.

Teacher 2: *I never want my students to evaluate themselves in an evaluation form. I only want them to open their own course book evaluation form. It includes in the rear parts of their course books. It is surprising that approximately 2 of the 30 children can criticize themselves in a neutral way. When I ask them what do you think your English progress or do you think you have talent about language learning, they only say that I have done all the homework that you gave, I have completed the project works. So, students think that they are well enough to learning English language. They do not have any idea about what the criterion is. If you want your students to evaluate themselves, you should give them evaluation criterion.*

4.3.8. Question 8: Do you underline the mistakes on your students' homework?

The teachers stated that they regularly try to show their students' grammar and spelling mistakes.

Teacher 1: *I regularly check my students' mistakes. I dwell on looking their books, note books and warn them not to do the same mistakes again.*

Teacher 2: *I definitely do regular check. I walk around the tables in 2nd and 3rd graders. I circle their mistakes and say the correct forms. If I see more than one mistake, I want them to write that word or sentence five times. I believe that repetition is necessary to learning new language. As for the 4th graders, we have an intense system of giving homework because they have many supporting books. I walk around the tables and check the writing assignment.*

Most of the teachers do not underline the mistakes yet; they talk to their students about their mistakes. Teacher 3 and 4 mentioned that they regularly check homework and underline the mistakes.

Teacher 3: *I never underline the mistake; however, I write the correct sentence or word under the mistake. I collect 2nd, 3rd and even for 4th graders' notebooks and control all my students' homework word by word.*

Teacher 4:*I usually control the mistakes but sometimes I write the correct answers on the board and want them to check their own mistakes themselves. As for the 3rd and 4th graders, they can manage to follow me; however, 1st and 2nd graders are not successful to accomplish this duty. On the other hand, I give them a project works and we hang the projects on the board. Students' friends and everyone in the school see their projects on the board. I never interfere mistakes in those projects. I think other students would not see the error of my students because students might feel offended for their mistakes. It hurts them. Therefore, when I notice the mistake, I ask them to see me in the break or lunch time to speak face to face later.*

Last but not least, they stated that they do not instantly correct the mistakes during the speaking and project works.

Teacher 5: *I check my students' grammar or spelling mistakes; however, I do not immediately correct the mistakes in speaking exercises. I let them to speak freely. So, I give my students necessary feedback. If the next assignment is parallel to the next assignment, I follow and go through them whether to make sure they do not make the same mistake again.*

On the other hand, Teacher 6 stated the students' negative feelings about red color pens. So, s/he pays attention to choose different colors of pens while checking the mistakes.

Teacher 6: *As soon as possible, I try to underline the mistakes by using different color pens and I write the correct word or sentence in capital letters. I know the negative effect of red color. Therefore, I prefer colors other than red.*

CHAPTER V

5. CONCLUSIONS AND DISCUSSIONS

5.1. Introduction

This chapter presents an overview of the study together with the conclusions and discussions. Then, it highlights the suggestions and implications for further research.

5.2. Overview of the Study

The main purpose of this study was to identify EFL primary teachers' choice of pedagogical strategies while teaching English to young learners. Sixty-two EFL young learners' teachers teaching at 8 different private primary schools in Adana participated in this study. There has not been any research done in this region, which specifically focuses on the young learners 'teachers' choice of pedagogical strategies. For this reason, this study is significant as the findings will help us to understand insiders' perspective on the teachers' choice of pedagogical classroom practice strategies under 8 sub-headings: *Planning and organization, The use of L1 and L2 and teachers' perceived language competence in English, Materials and activities, Teaching methods, Teacher interaction skills-availability to students, Classroom management, Assessment and Feedback.*

This study was carried out with 62 English language teachers working in private primary schools with 2nd, 3rd and 4th grade students in Adana. The study employed both quantitative and qualitative research methods. The quantitative data was collected through a Teachers' Attitude Questionnaire. The items in the questionnaire were computed according to scales. Then, they were analyzed in the form of percentages (%) and frequencies (f) by means of SPSS procedures. The tables were also drawn by SPSS application. The qualitative data was collected through a follow-up semi-structured interview with eight of the 62 EFL teachers. The data collected from the follow-up semi-structured interview was subjected to content analysis to triangulate the findings gathered from the questionnaire.

The study aimed to find answers to the following research questions:

1) What sorts of pedagogical strategies do EFL teachers employ to teach English to young learners?

2) Does the length of teaching experience affect EFL teachers' choice of pedagogical strategies while teaching English to young learners?

5.3. Conclusions and Discussions

The findings of the study indicated that EFL teachers working at private schools in Adana area use variety of pedagogical strategies while teaching English to young learners and this finding is in line with those conclusions drawn by Scott and Ytreberg (1990), Edward & Knight (1994), Garvie (in Brumfit et all. 1991), Halliwell (1992), Harmer (2001), Shin (2014), William (1991) and Moon (2000).The study also highlighted the fact that the length of teaching experience does not affect EFL teachers' choice of pedagogical strategies as concluded by the studies of Şensoy&Özad (2009), Torun (2008), Ara (2009), Thomson (2001), Shin (2007), Gürbüz (2012) and Çakır (1999). The conclusions drawn from each research question are discussed below respectively.

Concerning the first pedagogical strategy, *Planning and organization,* the results revealed that the majority of the teachers are prepared for the lessons. They are energetic in the lessons and they teach the lessons in an organized way. They emphasized that they explain the instructions clearly and that they consider their students' interests while planning the lessons. The responses elicited both from the questionnaires and the interviews indicated that the teachers are aware of the fact that young learners have a great amount of energy and that the teachers need to turn this energy into an advantage. By this way, they believe, they increase their students' level of participation in English lessons and their motivation towards learning English. This conclusion is in line with Şensoy and Özad's (2009) study. According to Şensoy and Özad (2009) preparing and planning the materials designed for young learners need to be suitable for students' level. Teachers from the Şensoy and Özad's(2009) study mention that they are planning and using variety of modern activities for their students.

In terms of *Using L1 and L2 in the lessons, their perceived language competence in English together with their attitude towards their job*, the findings indicated that majority of the teachers speak English in the lesson, they revert into Turkish only when

the students have difficulty in understanding the messages. In addition, almost all of the teachers believe that they are competent in English and that they love teaching English. The interview results helped us to elaborate at which stage of a lesson the teachers revert into Turkish. Accordingly, we concluded that the teachers use their native language while explaining the purpose of the lessons and grammatical structures, giving instructions, pointing out the classroom rules and explaining homework. When they were asked why they revert into Turkish at those stages of a lesson, they stated that they feel mother tongue explanations at those stages to help students feel relaxed. Findings from this part might be summarized as in Gürbüz's (2012) and Shin's (2007) studies. If the teachers love their jobs and if they are competent enough in their professions students can understand how language works with the guidance of their teachers. According to Gürbüz (2012) and Shin (2007) studies show that in order to be an effective language teacher; language competency is the most significant issue.

The third category in the questionnaire put forward that the majority of the teachers use songs, stories, riddles, games, drama, coloring activities, art and craft activities, drawing, technology (computer, VCD, OHP), visuals (picture, flashcards, poster), realia in the classroom and that they use sources other than the course book. This conclusion from the third category is line with Shin's (2007) study. Moreover, the interview results revealed that the teachers believe using songs increases student motivation in learning the language. The teachers noticeably agree that singing songs appeal students with different multiple intelligences. Therefore, the findings about using songs implied the same conclusion with Torun (2008), Ara (2009) and Çakır (1999). For this reason, we might argue that teachers believe they need to use both stirring and settling activities in language classrooms (Torun, 2008). For them, songs, rhymes and games are motivating activity types to be used for young learners in teaching languages (Ara, 2009). Çakır (1999) also argues that language teachers use language songs for fun activities in Turkey.

Considering the teaching *Methods* used by the teachers, we arrived at three main conclusions. Firstly, the findings indicated that the majority of the teachers use body language, intonation, mime and gestures parallel to what they are saying to make the meaning clear for their students. Secondly, results showed that almost all of the teachers are aware of the fact that group and pair work activities maximize student-talking time. As for group work, however, most of the teachers claimed that they mostly use pair

works with young learners with the belief that group work activities are difficult to handle with this age group. Regarding this point, these results are similar with Shin's (2007) study. Shin (2007) shares ten helpful ideas for language teachers who are working at primary English language program. Also, Shin (2007) mentions that individual/ pairwork/ groupwork/ whole class and teacher-pupil/ pupil-pupil activities need to implement according to students' language level in the classroom. Thirdly, the majority of the teachers believe that revision is crucial with young learners as they have short attention span. The teachers also stated they give importance to using variety in their lessons. Their understanding of using variety is limited to the form of activity design like individual, pairwork and groupwork activities and using body language, mime, gestures and tone of voice.

In terms of *Teacher interaction skills and teacher availability to students*, most of the teachers agree that they promote their students' thinking skills; they help their students when they have difficulty, they encourage their students to ask questions and they teach the lesson in an entertaining way. Moreover, they encourage their students in the lessons, they monitor students when they are on task, they encourage their students to do research, they give examples from their life and they want their student to give examples from their own lives. In this study, the teachers all believe that students are different and that they all have different academic abilities. Therefore, teachers believe they need to have perfect interaction skills and availability to help and encourage their students.

As for *Classroom management*, conclusions are line with those of Ara's (2009) study. Majority of the teacher beliefs are similar to those of Ara's (2009) who emphasizes the importance of providing stress free environment in the language class so as to help children feel confident and motivated to learn better. Teachers in the present study also encourage their students to participate in the lessons and to achieve this they believe they give certain amount of wait time after probing questions and use their voice effectively. Moreover, they believe maintaining discipline is important to use class time effectively. It was clearly seen that the teachers want their students to participate in the lessons actively. They use variety of techniques to achieve this aim. They try to set positive classroom environment for their students. They use real life objects and songs, give their students small presents, stickers or awards and give pluses and minuses to motivate students to participate in the lessons actively. They are also aware of the fact

that young learners are very active and want to enjoy while learning a language in the classroom.

Another important pedagogical classroom practice strategy is *Assessment*. Most of the teachers stated that they assign performance tasks and project tasks; however they mentioned they do not want their students to evaluate themselves using either evaluation forms or checklists with the belief that the students do not have the skills to assess themselves objectively. Reflecting on the teachers' perception of assessment, we may conclude that the teachers in the present study are not yet ready to implement self-assessment with young learners as part of language teaching process. For this reason, it seems that the students miss the opportunity to reflect on their own learning which is a basic skill to become autonomous learners. These conclusions are line with those of McKay's (2006) study. According to McKay (2006), teachers need to support young learners when they are involved in the self-assessment process.

Furthermore, the teachers pointed out that they do not want their students to compile their tasks in a portfolioas they believe asking students to keep portfolios would not work with young learners. The percentages of responses given to this question and interview responses are parallel to each other. Drawing on the responses, we might conclude that the teachers are not aware of the advantages of using portfolios with young learners. Zorba and Tosun (2011) focused on enriching kindergarten students' English by using language portfolios and additional instructional materials in their study and pointed out "additional instruction materials and the language portfolio increased their motivation, incorporate them in the courses, and prolonged their attention span. Besides, these materials improved their interests in English courses and made the courses enjoyable for the learners" (p. 40).Furthermore, Gonzales' (2009) studyreveals how to promote student autonomy through the use of the European Language Portfolio. Regarding these points, Zorba and Tosun (2011) and Gonzales (2009) agree with the importance of using portfolios with young learners.

The last pedagogical classroom practice strategy is *Feedback*. The majority of the teachers pointed out that they check homework regularly, they underline the mistakes on homework and they check whether students understand the tasks or not. Additionally during the interviews the teachers stressed that showing the students their mistakes is very beneficial to the students and for this reason they stated they regularly give feedback to their students. However, it became clear that the teachers use different

intervention styles. For example, while some of them talk to their students about their mistakes, some others underline or rewrite the correct sentences again. We may support the teachers' conception of feedback with Thomson's (2001) argument, which asserts, "providing feedback on the goals will also aid understanding of accomplishments" (p. 7). By this way, if teachers ensure clear feedbacks, students would not be overwhelmed with the confusing feedbacks.

Finally, we concluded that there is no statistically significant relationship between the teachers' years of teaching experience and their choice of pedagogical strategies. Teachers with varied years of teaching experiences prefer using similar methods, activities and strategies when teaching English to young language learners.

5.4.Suggestionsfor Further Research

This study investigated EFL teachers' choice of pedagogical strategies and whether the length of teaching experience affect their choice while teaching English to young learners or not. The data were gathered only from 62 English language teachers working in private primary schools with 2nd, 3rd and 4th grade students in Adana. Further studies could be done with EFL teachers working at public schools to have a better understanding of the processes involved in language teaching in the same region. Moreover, further studies can be conducted to compare both public and private school EFL teachers' choice of pedagogical strategies. Finally, studies on how to establish teacher development programs, which focus on teachers' experiential understanding of self-assessment can be conducted and the effects of such programs on teachers' conceptions of self-assessment can be investigated.

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7. APPENDICES

7.1. APPENDIX 1: TEACHER QUESTIONNAIRE

Dear Colleague,

This questionnaire aims to find out the profile of a young learner English teacher. Consider your classroom activities for 2nd, 3rd and 4th grade students while answering the questions.

Thank you very much for your cooperation.

1. The name of the school:

2. Gender: a) Male b) Female

3. Age:

4. BA Degree: Faculty: _____ Department: _____

5. Do you hold MA degree? a) Yes, department: b) No

6. Do you hold PhD degree?) Yes, department: b) No

7. Did you take a "Teaching English to Young Learners" course at university?

a) Yes b) No

8. How long have you been teaching English to Young Learners (9-12 year olds)?

8. Have you taken any in-service training for TEYL?

a) Yes b) No

If yes;

When:_____ Where:_____ Duration:_____

PART I

Please evaluate yourself on your 2nd, 3rd and 4th grade classes' classroom practice.

1. I come to classroom prepared.

   a) Always b) Sometimes c) Never

2. I am energetic in the lesson

   a) Always b) Sometimes c) Never

3. I teach in an organized way.

   a) Always b) Sometimes c) Never

4. I explain the instructions clearly.

   a) Always b) Sometimes c) Never

5. I speak English in the lesson.

   a) Always b) Sometimes c) Never

6. I am component in English.

   a) Always b) Sometimes c) Never

7. I promote my students' thinking skills.

   a) Always b) Sometimes c) Never

8. I revert into Turkish when my students do not understand.

   a) Always b) Sometimes c) Never

9. I help my students when they have difficulty.

   a) Always b) Sometimes c) Never

10. I love teaching English.

   a) Always b) Sometimes c) Never

11. I encourage my students to ask questions.

   a) Always b) Sometimes c) Never

12. I use wait time after asking questions.

   a) Always b) Sometimes c) Never

13. I consider my students' interests while planning the lesson.

   a) Always b) Sometimes c) Never

14. I use songs.

   a) Always b) Sometimes c) Never

15. I use story.

   a) Always b) Sometimes c) Never

16. I use riddles.

   a) Always b) Sometimes c) Never

17. I use games.

   a) Always b) Sometimes c) Never

18. I use drama.

   a) Always b) Sometimes c) Never

19. I use coloring activities.

   a) Always b) Sometimes c) Never

20. I use art and craft activities.

   a) Always b) Sometimes c) Never

21. I use drawing.

   a) Always b) Sometimes c) Never

22. I use technology (computer, OHP, VCD).

   a) Always b) Sometimes c) Never

23. I use visuals (pictures, flashcards, and posters).

   a) Always b) Sometimes c) Never

24. I bring realia (puppets, toys, fruit) to the classroom.

   a) Always b) Sometimes c) Never

25. I use sources other than the course book.

   a) Always b) Sometimes c) Never

26. I create a relaxed atmosphere in the classroom.

   a) Always b) Sometimes c) Never

27. I act out while teaching.

   a) Always b) Sometimes c) Never

28. I use mimes and gestures.

   a) Always b) Sometimes c) Never

29. I want my students to participate in lessons.

   a) Always b) Sometimes c) Never

30. I have my students work in groups.

   a) Always b) Sometimes c) Never

31. I have my students work in pairs.

   a) Always b) Sometimes c) Never

32. I revise the learnt topics.

   a) Always b) Sometimes c) Never

33. I teach the lesson in an entertaining way.

   a) Always b) Sometimes c) Never

34. I encourage my students.

   a) Always b) Sometimes c) Never

35. I walk around in the classroom to assist my students.

   a) Always b) Sometimes c) Never

36. I encourage my students to do research.

   a) Always b) Sometimes c) Never

37. I assign performance tasks.

   a) Always b) Sometimes c) Never

38. I want my students to evaluate themselves on an evaluation form.

    a) Always b) Sometimes c) Never

39. I want my students to compile their tasks in a portfolio.

    a) Always b) Sometimes c) Never

40. I assign project tasks.

    a) Always b) Sometimes c) Never

41. I check my students' homework regularly.

    a) Always b) Sometimes c) Never

42. I underline the mistakes on my students' homework.

    a) Always b) Sometimes c) Never

43. I check whether my students understand the task or not.

    a) Always b) Sometimes c) Never

44. I maintain discipline.

    a) Always b) Sometimes c) Never

45. I give examples from my life.

    a) Always b) Sometimes c) Never

46. I want my students to give examples from their lives.

    a) Always b) Sometimes c) Never

47. I use my voice effectively.

    a) Always b) Sometimes c) Never

48. My handwriting is legible.

    a) Always b) Sometimes c) Never

7.2. APPENDIX 2: ÖĞRETMEN ANKETİ

Değerlimeslektaşım,

Bu   anket, Çocuklaraİngilizceöğretenöğretmeninprofiliniortayaçıkarmayıhedefleyenbiraraştırmaya veritoplamakamacıylahazırlanmıştır.Anketi,   2.   3.   ve4. sınıflardakisınıfiçietkinliklerinizigözönündebulundurarakyanıtlayınız.

Yardımlarınızdandolayıteşekkürederim.

1. Çalıştığınızokulunadı:

2. Cinsiyet: a) Bay b) Bayan

3. Yaş:

4. Lisansderecenizialdığınızfakülte:_____ Bölüm:_____

5. YüksekLisanseğitimialdınız mı? a) Evet, hangibölüm:………….. b) Hayır

6. Doktoraeğitimialdınız mı? a) Evet, hangibölüm:……… b) Hayır

7. Lisanseğitimiboyunca, çocuklarayabancıdileğitimialdınız mı? a) Evet b) Hayır

7. Kaçyıldırçocuklara (9-12 yaşgurubu) İngilizceöğretiyorsunuz?

8. Çocuklarayabancıdileğitimiileilgiliherhangibirhizmetiçieğitimaldınız mı?

a) Evet b) Hayır

Yanıtınızevetise;

Ne zaman:_____ Nerede:_____ Nekadarsüre:_____

BÖLÜM 1

2.   3.   ve   4. sınıflardakisınıfiçietkinliklerinizigözönündebulundurarakkendinizideğerlendiriniz.

1. Dersehazırlıklıgelirim.

   a) Her zaman b) Bazen c) Asla

2. Dersteenerjidoluyum.

   a) Her zaman b) Bazen c) Asla

3. Dersiplanlıbirşekildeişlerim.

   a) Her zaman b) Bazen c) Asla

4. Dersteöğrencilerimeçalışmalarındaneyapacaklarınıaçıkbirşekildesöylerim.

   a) Her zaman b) Bazen c) Asla

5. Dersteİngilizcekonuşurum.

   a) Her zaman b) Bazen c) Asla

6. İngilizcebilgimyeterlidir.

   a) Her zaman b) Bazen c) Asla

7. Derste, öğrencilerimidüşünmeyeyönlendiririm.

   a) Her zaman b) Bazen c) Asla

8. Derste, öğrencilerimanlamadığızamanTürkçekullanırım.

   a) Her zaman b) Bazen c) Asla

9. Öğrencilerimzorlandığızamanonlarayardımcıolurum.

   a) Her zaman b) Bazen c) Asla

10. İngilizceöğretmeyiseverim.

    a) Her zaman b) Bazen c) Asla

11. Öğrencilerimisorusormayayönlendiririm.

    a) Her zaman b) Bazen c) Asla

12. Öğrencilerimesorusorduktansonra, cevaplamalarıiçinsüreveripbeklerim.

    a) Her zaman b) Bazen c) Asla

13. Dersiplanlarkenöğrencileriminilgialanlarınıgözönündebulundururum.

    a) Her zaman b) Bazen c) Asla

14. Şarkıkullanarakdersyaparım.

    a) Her zaman b) Bazen c) Asla

15. Hikâyekullanarakdersyaparım.

    a) Her zaman b) Bazen c) Asla

16. Derste, İngilizcetekerlemekullanırım.

    a) Her zaman b) Bazen c) Asla

17. Dersteöğrencilerimeİngilizceoyunlaroynatırım.

    a) Her zaman b) Bazen c) Asla

18. Derste, öğrencilerime roller vererekçalışma (drama-canlandırma) yaptırırım.

    a) Her zaman b) Bazen c) Asla

19. Derste, öğrencilerimeresimveboyamaçalışmasıyaptırırım.

    a) Her zaman b) Bazen c) Asla

20. Derste, öğrencilerimeresim el işiuygulamasıyaptırırım.

    a) Her zaman b) Bazen c) Asla

21. Dersanlatırkentahtayaşekillerçizerim.

    a) Her zaman b) Bazen c) Asla

22. Derste, teknolojikaraçlar (bilgisayar, vcd, tepegözgibi) kullanırım.

   a) Her zaman b) Bazen c) Asla

23. Derste, görselaraçlar(resim, poster, fotoğraf) kullanırım.

   a) Her zaman b) Bazen c) Asla

24. Sınıfagerçekeşyalar (kukla, oyuncak, meyvegibi) getiririm.

   a) Her zaman b) Bazen c) Asla

25. Derskitabıdışında, başkakaynaklarkullanırım.

   a) Her zaman b) Bazen c) Asla

26. Dersteöğrencilerimerahatbirortamsağlarım.

   a) Her zaman b) Bazen c) Asla

27. Dersanlatırkencanlandırmayaparım.

   a) Her zaman b) Bazen c) Asla

28. Dersanlatırken, el-kolhareketleriveyüzifadelerikullanırım.

   a) Her zaman b) Bazen c) Asla

29. Derse, öğrencileriminkatılmasınıisterim.

   a) Her zaman b) Bazen c) Asla

30. Öğrencilerime, grupçalışmasıyaptırırım.

   a) Her zaman b) Bazen c) Asla

31. Derste, öğrencilerimesınıftanbaşkaarkadaşlarıylaikiliçalışmayaptırırım.

   a) Her zaman b) Bazen c) Asla

32. Öğrenilenkonularıtekrarederim.

   a) Her zaman b) Bazen c) Asla

33. Eğlencelibirşekildedersanlatırım.

   a) Her zaman b) Bazen c) Asla

34. Derste, öğrencilerimicesaretlendiririm.

   a) Her zaman b) Bazen c) Asla

35**.**   Derstehepaynıyerdedurmam,
   öğrencilerimeyardımcıolmakiçinsıralarınarasındagezinirim.

   a) Her zaman b) Bazen c) Asla

36. Öğrencilerimiaraştırmayapmayayönlendiririm.

   a) Her zaman b) Bazen c) Asla

37. Öğrencilerime, performansgöreviveririm.

a) Her zaman b) Bazen c) Asla

38. Öğrencilerime, yaptığıçalışmalarda form vererek, kendilerinideğerlendirmeleriniisterim.

a) Her zaman b) Bazen c) Asla

39. Öğrenciliminyaptıklarıçalışmalarıbirdosyada (üründosyası) toplamasınıisterim.

a) Her zaman b) Bazen c) Asla

40. Öğrencilerime, projeçalışmasıveririm.

a) Her zaman b) Bazen c) Asla

41. ÖğrencileriminödevlerinidüzenlikontroIederim.

a) Her zaman b) Bazen c) Asla

42. Öğrencileriminödevlerindekiyanlışlarıonlaragösteririm.

a) Her zaman b) Bazen c) Asla

43. Derstekiçalışmalarda, öğrencilerin ne yapacaklarınıanlayıpanlamadıklarınıkontroIederim.

a) Her zaman b) Bazen c) Asla

44. Derstedisiplinisağlarım.

a) Her zaman b) Bazen c) Asla

45. Derstekendiyaşantımdanörneklerveririm.

a) Her zaman b) Bazen c) Asla

46. Dersteöğrenciliminkendiyaşantılarındanörneklervermesiniisterim.

a) Her zaman b) Bazen c) Asla

47. Derstesesimietkilikullanırım.

a) Her zaman b) Bazen c) Asla

48. El yazımokunaklıdır.

a) Her zaman b) Bazen c) Asla