

GAZI UNIVERSITY
EDUCATIONAL SCIENCES INSTITUTE
ENGLISH LANGUAGE TEACHING DEPARTMENT

A COMPARISON OF THE STRATEGIES FOR TEACHING ORAL PRODUCTION
SKILLS IN TURKISH AND BRITISH PRIMARY SCHOOLS

MA THESIS

Submitted by
GÖKHAN ÖMÜR

Ankara
March, 2010

GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
EĞİTİM BİLİMLERİ ANABİLİM DALI

TÜRK VE İNGİLİZ İLKÖĞRETİM OKULLARINDA UYGULANAN KONUŞMA
BECERİSİ ÖĞRETİMİ STRATEJİLERİ ÜZERİNE BİR KARŞILAŞTIRMA

YÜKSEK LİSANS TEZİ

Hazırlayan
GÖKHAN ÖMÜR

Ankara
Mart, 2010

GAZİ UNIVERSITY
EDUCATIONAL SCIENCES INSTITUTE
ENGLISH LANGUAGE TEACHING DEPARTMENT

A COMPARISON OF THE STRATEGIES FOR TEACHING ORAL PRODUCTION
SKILLS IN TURKISH AND BRITISH PRIMARY SCHOOLS

MA THESIS

Submitted by
Gökhan ÖMÜR

Submitted to
Assist. Prof. Nurgun AKAR

Ankara
March, 2010

GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
EĞİTİM BİLİMLERİ ANABİLİM DALI

TÜRK VE İNGİLİZ İLKÖĞRETİM OKULLARINDA UYGULANAN KONUŞMA
BECERİSİ ÖĞRETİMİ STRATEJİLERİ ÜZERİNE BİR KARŞILAŞTIRMA

YUKSEK LİSANS TEZİ

Gökhan ÖMÜR

Danışman: Yrd. Doç. Dr. Nurgun AKAR

**Ankara
Mart, 2010**

JÜRİ ÜYELERİNİN İMZA SAYFASI

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Gökhan Ömür'e ait "A Comparison of the Strategies for Teaching Oral Production Skills in Turkish and British Primary Schools " adlı çalışma jürimiz tarafından İngiliz Dili Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmistir.

Adı Soyadı

İmza

Üye (Tez Danışmanı): Yrd. Doç. Dr. Nurgun AKAR

.....

Üye (Asıl) : Yrd. Doç. Dr. Gülşen DEMİR

.....

Üye (Asıl) : Doç. Dr. Mehmet ÇELİK

.....

Üye (Yedek) : Doç. Dr. Arif SARIÇOBAN

.....

ABSTRACT

A COMPARISON OF THE STRATEGIES FOR TEACHING ORAL PRODUCTION SKILLS IN TURKISH AND BRITISH PRIMARY SCHOOLS

OMUR, Gokhan

YÜKSEK LİSANS, İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ

DANIŞMAN: Yrd. Doç. Dr. Nurgun AKAR

Mart, 2010

This study investigated how EAL (English lessons in The UK (United Kingdom)) are delivered to the newly arrived non-British students, who know almost nothing about English or England in order to bring up new techniques and strategies to improve the oral production skills of the pupils at primary schools in Turkey. The study used a descriptive method of research.

The introductory chapter presents the background, the aim and the scope of the study. The second chapter reviews the existing literature on English Language Teaching (ELT) in both countries. In this chapter, first, the importance of learning English, teaching English to young learners and oral production are clarified. Then the teaching of oral production in Turkish and British primary schools and EAL is defined. Next, stereotypes of EAL learners and as being the mostly known sample of those, the children of the Turkish-speaking community in The UK are identified. The chapter, lastly, holds a brief comparison of teaching EFL in Turkey with EAL in The UK. In the following chapter, the method of the study; in other words, participants and data collection procedures are presented. The data analysis chapter reveals the findings of the study. The data were collected by means of two questionnaires: one

was administered to EAL teachers in The UK (N=50) and the second to EFL teachers in Turkey (N=50).

The findings of the study revealed that certain EAL techniques and the strategies can be used efficiently in English lessons at primary schools in Turkey to promote speaking by increasing the level of the learners' motivation to participate in the authentic activities and improve their success in oral production.

ÖZET

TÜRK VE İNGİLİZ İLKÖĞRETİM OKULLARINDA UYGULANAN KONUŞMA BECERİSİ ÖĞRETİMİ STRATEJİLERİ ÜZERİNE BİR KARŞILAŞTIRMA

OMUR, Gokhan

YÜKSEK LİSANS, İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ

DANIŞMAN: Yrd. Doç. Dr. Nurgun AKAR

Mart, 2010

Bu çalışma, Türkiye’deki ilkokul öğrencilerinin yabancı dilde konuşma becerilerini geliştirmek için yeni teknikler ve stratejiler geliştirmek amacıyla, İngiltere’ye yeni gelen ve İngilizce veya İngiltere hakkında hemen hemen hiçbir şey bilmeyen çocuklara İngiltere’de EAL (Ek Dil Olarak İngilizce) derslerinin nasıl verildiğini incelemiştir.

Giriş bölümü, çalışmanın arka planı, amacı ve kapsamı hakkında bilgi vermektedir. İkinci bölüm, her iki ülkedeki İngiliz Dili Eğitimi (ELT) hakkındaki mevcut literatürü incelemektedir. Bu bölümde, ilk olarak İngilizce öğrenmenin önemi, çocuklara İngilizce öğretme ve konuşmaya dair ayrıntılar vermektedir. Daha sonra Türkiye ve İngiltere ilkokullarındaki konuşma öğretimi ve EAL’yi tanımlanmaktadır. Bir sonraki aşamada, EAL öğrencilerinin ve İngiltere’deki Türkçe konuşan topluluğun çocuklarının stereotipi tanımlanmaktadır. Bölüm son olarak Türkiye’deki EFL ile İngiltere’deki EAL’nin kısa bir karşılaştırmasını yapmaktadır. Bir sonraki bölümde, çalışmanın yöntemi, yani katılımcılar ve veri toplama usulleri sunulmaktadır. Veri analiz bölümü, çalışmanın bulgularını ortaya koymuştur. Veriler, iki anket ile toplanmıştır: Anketlerden biri İngiltere’deki EAL

öğretmenlerine (N=50) ve diğeri ise Türkiye’deki EFL öğretmenlerine (N=50) uygulanmıştır.

Çalışmanın bulguları, öğrencinin otantik etkinliklere katılması için güdülenme seviyesini artırarak konuşma seviyesini ilerletmek ve konuşma becerilerini geliştirmek amacıyla bazı EAL teknik ve stratejilerinin Türkiye’deki ilkokullarda İngilizce derslerinde etkin bir şekilde kullanılabileceğini ortaya koymuştur.

ACKNOWLEDGEMENTS

First of all, I extend my kindest thanks to my thesis supervisor, Assistant Professor Nurgun Akar, who exerted great effort on me with constant patience, and a neverending support.

But for Dr. Murat Cem Demir and Harun Özer, I would never be able to complete this thesis. Each and every contribution provided by them on writing this thesis also played a motivating role for me.

In addition to the above, I cannot forget the assistance provided by Ayhan Tergip, Fatih Kahraman, Ramazan Güveli, Ahmet Köse, Melek Gökçe and teachers of Wisdom School.

My wife, Neslihan Ömür, has a special place in my studies for her invaluable contributions and comments. Thank you dear.

I owe my endless thanks to my father, Rasim, whose constant faith in me did not result in vain, and I do appreciate the moral support of my mother, Zümre and my sister Gülcan; who were always with me despite the material distance during the formation of outline, preparation, writing and assessment of this study. I dedicate this thesis to them.

TABLE OF CONTENTS

JÜRİ ÜYELERİNİN İMZA SAYFASI	i
ABSTRACT	ii
ÖZET	iv
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
CHAPTER 1: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Aim and Research Questions of the Study	5
1.4 Significance of the Study	6
1.5 Scope and Limitations of the Study	6
1.6 Assumptions	7
1.7 Methodology	7
1.8 Key Words	8
CHAPTER 2: REVIEW OF LITERATURE	9
2.0 Introduction	9
2.1 Why Do We Learn English?	9
2.2 Teaching English to Young Learners	10
2.3 Importance of Oral Production	12
2.4 The Teaching of Oral Production at Turkish Primary Schools	14
2.4.1 Teaching EFL at State Primary Schools	15
2.4.2 Expected Oral Production Level of a Primary Graduate	18
2.4.3 Assessment of EFL	20
2.5 The Teaching of Oral Production at British Primary Schools	21
2.5.1 What is EAL?	22
2.5.2 EAL in English National Curricula (ENC)	24
2.5.3 EAL Learners in UK	25
2.5.4 EAL at Primary: Induction into School	31
2.5.5 Oral Production at Early Stages	36
2.5.5.1 Benefits and Challenges of Oral Language in EAL	39

2.5.5.2 Scaffolding Speaking in EAL Classrooms	41
2.5.5.3 Oral Production in ENC	43
2.5.6 Planning, Employing and Assessing EAL	45
2.6 A Brief Comparison of Teaching EFL in Turkey with EAL in UK	52
CHAPTER 3: METHODOLOGY	61
3.0 Introduction	61
3.1 Participants	61
3.2 Procedures	62
CHAPTER 4: DATA ANALYSIS AND RESULTS	66
4.0 Introduction	66
4.1 Data Analysis and Discussion	66
4.1.1 A Comparison of the Participants in UK and Turkey	66
4.1.1 Section A: Students	74
4.1.2 Section B: Learning Environment	86
4.1.3 Section C: Teachers	97
4.1.4 Section D: Government Support	107
4.1.4 Section E: Techniques and Strategies.....	118
CHAPTER 5: CONCLUSION	138
5.0 Introduction	138
5.1 Summary and Findings	138
5.2 Implications and Suggestions	141
REFERENCES	143
APPENDICES	155
APPENDIX 1	155
APPENDIX 2	163
APPENDIX 3	171
APPENDIX 4	176
APPENDIX 5	178
APPENDIX 6	180
APPENDIX 7	181
APPENDIX 8	182
APPENDIX 9	183

CHAPTER 1: INTRODUCTION

1.0 Introduction

This thesis aims to analyse the teaching techniques and strategies of the language teachers in English as an Additional Language (EAL) classrooms in The United Kingdom (UK) by comparing the situation with the current system of the primary schools in Turkey to improve English Language Teaching (ELT) in the Turkish Primary schools in terms of speaking.

The chapter reviews the background to the study on teaching speaking in primary schools in Turkey by mentioning how EAL lessons are designed in The UK, and states the problem, aims, research questions, and the significance followed by the limitations of the study.

1.1 Background to the Study

Speaking in a foreign language has always been a nightmare among the learners of that particular target language outside the borders of the country of origin even if it takes the lead among the so-called four skills by leaving listening, reading and writing behind (Alp, 1985). These words directly correspond to the situation in Turkey considering the situation of the speechless students after long years of English education throughout their school lives. The problem is also mentioned by Uzum (2007) in his analysis of Turkish learners' attitudes towards English Language as follows:

It is not uncommon to read somewhere or to hear from the news that English language teaching is unsuccessful in Turkey. Even the Minister of National Education has complained about the matter on many occasions, one of which

was published in the newspaper *Hürriyet* with the heading “Yabancı Dilde Yol Ayrımı” meaning “Diversion in Foreign Language” on July 10, 2006.

Although the reason for that is considered to be the inadequate knowledge of the students to produce the necessary phrases and sentences in a coherent way to carry out a conversation and also to be alert to understanding the opposite side and respond logically, the main reason underlies the fact that the essentials of speaking are not delivered in the lessons according to the nature of the spoken language. This idea is supported by the comments of König on linguistics and teacher training in teaching other foreign languages in Turkey as well (1993:41-42).

As another reason, we can raise the claim of the inadequacy of the students in the native language. A research focuses on the learners’ mother tongue to assess their language competence in terms of vocabulary in one of the schools in Afyon, and the result shows that an average 18 year-old student who is about to graduate from high school uses only 1500 different words in Turkish to talk about a familiar subject, (Ünsal, 2005:38). while a similar research in England states that the diversity of the words of an average six or seven year-old student can reach to 3000 in expression of a well-known subject (Papalia & Olds. Ed. Yapıcı, 2005:79). One cannot make a generalisation about the language level of the high-school graduates of the whole country by just examining a single school in a city, but it is enough to indicate how serious the problem is, if we also wish our students to be qualified in speaking in English.

As it has already been mentioned at the very beginning of this chapter, despite the fact that the foundation of English as a Foreign Language (EFL) is laid in as early as the 4th grade in primary schools in Turkey, one cannot help wondering about the reason why the production level of a high-school graduate is so low when the current seven years’ English language teaching, which is also expected to be nine in the future by also including the last two years of high school education, and the amount of the effort put forward by the teachers are taken into consideration. If the English knowledge given at the primary level is the base for the following years, then our

attention should be directed to how English is taught at the primary schools to enable the pupils to speak in this target language. To find better ways in teaching English in Primary Schools by focusing on the speaking skills, most of the studies have centred upon this issue within the borders of Turkey such as Kemal Ümit Sevinç's article (2006) "The Difficulties in the Teaching of English as a Foreign Language in Turkish Primary Schools". According to his recent findings, the major problems seem to lie behind the determination and implementation of teaching approaches and methods as well as unfavourable circumstances of schools such as overcrowded classrooms, inadequately qualified teachers and other adverse educational elements. According to Meltem Erken (2007:14),

Learners regard English as a unity of rules and structures, and though they can state the rules, they cannot use language functionally and productively. Even if the curriculum presented by the Ministry of National Education presents both functions and structures of language to be taught, in practice, functions are generally disregarded.

1.2 Statement of the Problem

To help primary school students learn English in a more communicative, functional and productive way a significant amount of research has been conducted in Turkey until the present time such as "Communicative Activities with Children Learning English in Primary Schools" by Türkay Bulut (1990), "Effects of Game Techniques on Achievement in English Teaching in Primary School Level" by Feriha Taşlı (2003), "A Research about Improving English Speaking Skill with the Method of English Language Teaching Supported by Active Learning Theory in Primary School" by Ayşe Saday (2007), "The Use of Multiple Intelligence Theory for English Teaching in the First Stage Primary School" by Çağrı Zafer Temel (2008), again a more recent study on "Teaching English to Primary School Students through Games" by Ece Cimcim (2008) and lastly "Teaching English Vocabulary to Young Learners via Drama" by Şerife Demircioğlu (2008). Beyond any dispute, these studies are invaluable treasures for TEFL (Teaching English as a Foreign Language)

in Turkey. Another related study to primary level ELT is put forward by Didem Nasman (2003) on “The Comparison of the English Curricula for Primary Education in Turkey and France.”

All of these may generate a complete guide in Turkey to accomplish a flawless language teaching. Nonetheless, nobody touches upon the teaching strategies, techniques or lesson designs in the country where it is said that the “Queen’s English” is spoken, which is well-known as the standard British English, and none of the research in Turkey focuses on how the English teachers in The UK deal with and teach non-native, non-British, newly arrived pupils of English as an Additional Language, who are more vulnerable than any other student in learning English due to their problems of adaptation to the country.

It is an inarguable fact that Britain is the most appropriate place to improve one’s speaking and the nation puts a significant importance on learners’ speaking skills. For instance, “Talk in the classroom is firmly established across the English National Curriculum (ENC) as the means by which children learn to think to get to grips with the topic in question, and to use group discussion to iron out the problems and make the topic their own. Shortly to say, there is no learning without speaking and listening.” (Stephen Clarke, Paul Dickenson & Jo Westbrook, 2004:103) Therefore, the teachers understand the importance of speaking in the lessons by both the prescriptions of the National Curriculum on those areas and the reflections of these prescriptions on exam papers as the part of the assessment objectives of English Language Teaching.

As the standpoint of this thesis, EAL in Britain, known as the intensive language learning programme for the new arrivals for a fast adaptation to the new world, its culture and its language, which is under the control of expert hands called ‘advanced skills teachers’ throughout the country, can be a remedy for a fast and accurate improvement in the speaking skills of the primary students in Turkey.

As a result, this study aims at analysing the teaching techniques and strategies of the language teachers in EAL classrooms in The UK, which is known as the homeland of English, under the inspection of the national curriculum throughout the country by comparing the situation with the ongoing system of the primary schools in Turkey. This analysis will either be the first or will take its place among the few which open the door slightly to other countries to enable better English Language Teaching such as that employed in the Turkish Primary schools in terms of speaking.

1.3 Aim and Research Questions of the Study

The main aim of the study is to bring up new techniques and strategies to improve the oral production skills of the pupils in the primary schools in Turkey by analysing how the EAL lessons in The UK are delivered to the newly arrived non-British students, who know almost nothing about English or England.

This study, while examining the techniques and the strategies in EAL classrooms, aims to find answers for the following five questions as well:

1. What specific indoor and outdoor activities, techniques and strategies are specially designed and implemented for EAL lessons in terms of teacher and student development in The UK?
2. What opportunities do the teachers at the primary schools in Turkey have in common or lack when compared with the ones provided for the EAL teachers in The UK?
3. What similarities and differences do the EFL pupils at primary schools in Turkey share with the learners who are newly acquainted with English in The UK?
4. How EAL lessons are assessed in The UK, and are the authorities happy with the current results?

5. How much would the British model of EAL teaching and learning applications contribute when adapted to EFL studies in Turkey in terms of the quality of the oral production level at primary schools?

1.4 Significance of the Study

There is a significant amount of specially designed and developed methods and techniques in the review of ELT literature to back up the English learners especially at primary schools. Although the number of those which directly aim to improve spoken English is not more than a few, they might still indirectly support traditional English language teaching. Some of them can be listed as ‘communicative activities in primary schools,’ ‘teaching English through games,’ ‘teaching English via drama,’ and so on. The educators of English language teaching target to use more efficient language learning for the students of English by focusing upon the mentioned research. One other subject which has not been referred to Turkey yet is the techniques and the strategies applied in The UK to the new arrival ethnic minorities by drawing upon their cultural background in order to teach English from their point of view.

Having a wide coverage in the literature of ELT, this study is of vital importance due to the fact that it aims to develop the oral production skills of the primary school students in English by analysing the techniques and the strategies applied in The UK.

1.5 Scope and Limitations of the Study

This study has certain limitations to face during its attempt to seek answers to the research questions.

First of all, the study is limited to teachers who teach English as an additional language in primary schools in The UK and teachers who teach English as a foreign language at various primary schools in Turkey. That is why the research is also limited to the questionnaires which are administered to a certain number of primary level EAL and EFL teachers in both countries.

1.6 Assumptions

The following assumptions have been considered throughout this study:

1. The questionnaires are assumed to define the current cases, attitudes and views of teachers related to the issue.
2. The teachers are assumed to be able to make judgments about teaching the speaking skill.
3. The participants are assumed to be honest while taking the questionnaires.

1.7 Methodology

The data collection instrument used in this study is questionnaires. The questionnaires (see Appendix I and Appendix II for the questionnaire in Turkish and English versions) address the EAL and EFL teachers at primary schools in The UK and Turkey with the purpose of comparing the techniques and the strategies in both countries and finding better ways to improve the speaking skills of the students at primary schools in Turkey.

These questionnaires include 60 items and are delivered to 50 EAL and 50 EFL teachers who work at primary schools in The UK and Turkey.

1.8 Key Words

AST (Advanced Skills Teacher)

EAL (English as an Additional Language)

EFL (English as a Foreign Language)

ELT (English Language Teaching)

ENC (English National Curricula)

ESL (English as a Second Language)

TA (Teacher Assistant).

CHAPTER 2: REVIEW OF LITERATURE

2.0 Introduction

This thesis aims to analyse the teaching techniques and strategies of the language teachers in EAL classrooms in The UK by comparing the situation with the current system of the primary schools in Turkey to improve English language teaching at the Turkish primary schools in terms of speaking. The chapter reviews the existing literature on English Language Teaching (ELT) in both countries. First, the importance of learning English, teaching English to young learners and oral production are clarified. Then the teaching of oral production in Turkish and British primary schools and EAL is defined. Next, stereotypes of EAL learners and, as being the most closely known sample of those, the children of the Turkish-speaking community in The UK are identified. The chapter, lastly, holds a brief comparison of teaching EFL in Turkey with EAL in The UK.

2.1 Why do we Learn English?

The question “Why we learn English?”, receives a really satisfactory and contemporary answer in 2006 from the recent publication, ‘English Language Curriculum for Primary Education’ of Ministry of National Education (MEB, Milli Eğitim Bakanlığı) in Turkey as follows (MEB, 2007:16):

In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca, in other words, the means of communication among people with different native languages. Furthermore, English is the official working language of the United Nations and NATO of which Turkey is a member. Most of the scientific meetings, conferences, symposiums and the like are held in English. Additionally, most of the

(approximately 2/3) literature in the various fields of science and technology are in English and at least half, if not more, of the business meetings and arrangements, and international trade are done in English. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum.

According to MEB, English is highly encouraged in many countries as it is without any doubt the lingua franca of the world. Harmer (2001:1) mentions the same fact by also providing a definition for lingua franca. He defines it as a second language widely adopted for communication by people whose native languages are different from each other's. As a result of this, countries need people who can speak English to have better international, social, economic and political relations. Concerning these factors, teaching and learning English becomes crucial in all countries.

2.2 Teaching English to Young Learners

A number of studies in linguistics and education prove that foreign languages should be taught to children as early as possible if they will have to face it one way or another in life. Beyond its social and personal benefits, the children who learn a language before the onset of adolescence are much more likely to have native-like pronunciation. The younger the child, the closer the process comes to acquisition because the child has less biological, neurological, social and emotional barriers that a teacher should overcome. As a result, children become better learners without much resistance to a foreign language (MEB, 2006: 36).

The term 'young learners' refers to children from the first year of formal schooling (6 years old, in Turkey) to twelve years of age (MEB, 2006:37). In some cases, which can be seen in the example of UK, language teaching may start at younger ages, such as three, when Non-British children enrol in a nursery and face English for the first time in their lives in a formal education system (Crosse, 2007). These children are usually referred to as 'very young learners'. Although these age groups are seen as representing one group, there are, in fact, distinctive differences

between what children of six years can do and what children of ten can do because when we consider, children we need to consider four related but separate developmental areas: physical, cognitive, socio-emotional and communicative growth. Physical development refers to physical growth and motor control of the children. Cognitive development is intellectual growth. Socio-emotional development is closely related to other areas of development as a child matures, that is, he becomes less egocentric and more social, and finally, communicative development is related to the other developments in terms of their necessity for children to communicate properly (MEB, 2006: 37).

There is one more issue in teaching English to young learners which is regarded as related as the age of the children for starting a second or foreign language, and that involves how long the learners are going to study English. It is suggested that there is a positive correlation between the length of the years spent and the level of language competence and performance gained, so children will probably end up even better speakers, considering the advantage of their learning ability, than adults who spare the same amount of time to learn English. On the other hand, if the children are going to learn the language for a few years and then leave it, the adults then, will reach higher standards during the same period (Cook, 1991: 85). As a matter of fact, while teaching children English as a foreign language in Turkey, the amount is usually decided by the governments according to the distribution of the other lessons in the curricula (MEB, 2007/111).

How do the Young Learners Learn?

According to the ELT experts preparing ‘English Language Curriculum for Primary Education’ in Turkey, children are eager to use the language productively when it is functional and communicative, frequent, redundant and consistent with their identity, which means English should be taught as representative of actual speech. Personally relevant and ample opportunities should be provided for the learners to practise, and there should be frequent speech around the same topic,

which needs to be less formal and peer-oriented. Lastly, expressive use of language also gains importance. Hence, the classroom context should be supportive and motivating, communicative and referential (speaking in real time, about real events and objects, to accomplish real goals), developmentally appropriate and feedback rich (no formal correction but feedback and correction in the process of natural communication) (MEB, 2006:103).

The following points are really crucial in terms of showing teachers what they should do to attract the attention of the children in English lessons and are clues to understand the needs of young learners (Moon, 2000:10).

- A. Create a real need and desire to use English.
- B. Provide sufficient time for English.
- C. Provide exposure to varied and meaningful input with a focus on communication.
- D. Provide opportunities for children to experiment with their new language.
- E. Provide plenty of opportunities to practise and use the language in different contexts.
- F. Provide feedback on learning.

2.3 Importance of Oral Production

Language is regarded as primarily speech. Many people who try to learn a foreign language may equate learning a foreign language with speaking it. Of the four language skills (reading, listening, speaking and writing), speaking is the most crucial one since most of the communication is dependent on oral production. Even though people trying to learn a foreign language possess some reading, writing and listening skills, they may not feel satisfied when they cannot use it orally (Irismet, 2006: 4). Therefore, the indispensable part of language teaching and learning, oral production, is the primary source of communication among people. It not only shows someone's level of knowledge in a particular language, but also becomes the source

of mutual understanding in relations. The following examples will be satisfactory enough to understand the value put on speaking as a skill by Turkey and The UK in English language teaching.

In Turkey, in the past, the content of the language syllabus was mostly determined by the arrangement of the phonological, grammatical, and lexical items at specific levels, and these were not beyond the sentence level; however, in the new curriculum for primary education, with the arousal of recent versions of the language syllabus enriched with such sections corresponding to speaking in lesson plans as skills, functions and tasks, oral production has gained more importance and space in syllabus design (MEB, 2007:101).

The renewed Primary Framework in The UK also places an emphasis on speaking and listening. With this in mind, Rebecca Jenkin offers some ideas on how to promote these core skills at key stage two, which is equivalent to primary school forms three, four, five and six in Turkey. According to her article in ‘Learning and Teaching’ (Jenkin, 2010:198),

Language is an integral part of learning, and plays a key role in classroom teaching and learning - children’s confidence and proficiency as talkers and listeners are paramount. Yet in schools, speaking and listening is the Cinderella of English, fighting for the recognition and limelight that her two big sisters, reading and writing, have had for some time. Often, speaking and listening is merely used as a tool to support and guide reading and writing, and is unlikely to be actually taught and assessed. Moreover, discussion can often be dominated by the teacher and children have limited opportunities for productive speaking and listening. The renewed Primary Framework for Literacy in The UK goes some way to address the fact that there is an interdependency between speaking and listening, reading and writing, and moreover, that they are mutually enhancing. The objectives for speaking and listening complement the objectives for reading and writing in that they reinforce and extend children’s developing reading and writing skills.

2.4 The Teaching of Oral Production at Turkish Primary Schools

Richards and Rodgers (1990:1) state the following:

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; (....).

As it can be concluded from Richards and Rodgers' words, there has been a remarkable tendency towards oral production in language teaching, especially since the 1990s. In order to achieve this goal in a better and faster way, there have been many approaches and methods suggested until the present day. Some of them are briefly as follows (Richards and Rodgers, 1990):

- The Direct Method
- The Oral Approach and Situational Language Teaching
- Audio-Lingual Method
- Communicative Language Teaching
- Community Language Learning
- The Total Physical Response Method
- The Natural Approach
- Suggestopedia

Larsen-Freeman (1986:13) also mentions about almost the same approaches and methods in the development of English language teaching from the early 80s to 90s in the near history.

Among the more up-to-date ones, there are

- Multiple Intelligence
- Integrated Approach
- Brain-Based Learning

Neuro-Linguistic Programming (NLP) is also listed in ELT methodologies (MEB, 2006:19-20) together with ‘Constructivism’ as a current method used in language teaching (Brown, 2000:12).

In Turkey though, while academic circles recognise these methods, in reality, most teachers still employ the ‘Grammar Translation Method’ (GTM) as the basis of their teaching in the lessons. In the following paragraphs, the background of this method and its effect on teaching EFL in Turkey will be expressed in more detail.

2.4.1 Teaching EFL at State Primary Schools

General Overview

The most notable deficiency in the foreign language teaching system of Turkey is the methodological mistakes. The foreign language methods and applications since the Ottoman Empire times have formed a language teaching culture in the foreign language education. One of the most primary factors behind the formation of this culture is the transfers from both the West and the Ottoman education system. After the Latin language became a dead language, it continued to draw the interest and attention of the aristocracy of Europe. Texts in Latin were focused on in order to develop the esthetical feelings of the noble people and to ensure that they could read and understand works in Latin. To reach that goal, a method focusing on the Latin grammar rules and based on reading and comprehending works, analysis of texts and translation became central. Furthermore, since the Latin language has an analytical structure, it was believed that examination

and studying Latin grammar rules would develop the intelligence. To that end, Latin grammar was paid special attention at schools attended by the noble. In short, a method aiming at teaching about language rather than the language arising from the dead language Latin emerged. This conventional method, named Grammar Translation Method has had influence on almost all the methods so far and on foreign language teaching (Richards and Rodgers, 2002:192). This method of grammar, translation and comprehension of reading – text analysis that provides knowledge on the language, was transferred to our country for the teaching of foreign languages that became important during the Westernisation process initiated within the Ottoman Empire by means of teachers of foreign nationals.

In the same way, the Arabic and Persian courses taught in the Ottoman schools were conducted in the manner of analysis, root-learning, translation and learning the grammar rules pertaining to these languages rather than the language spoken and living. As seen, the language teaching methods were similar to each other in both Europe and the Ottoman Empire. The same traditional foreign language learning method was followed in both the existing schools in the Ottoman State and in the foreign new schools opened in the process of Westernisation. At it again, the foreign and local teachers in the Turkish schools opened during the process of Westernisation applied the same traditional method as well. With such methods, language was not taught, but knowledge was gained about a language. Therefore, a culture of foreign language education method has been formed since the Ottoman period, and this method has had influence on today's foreign language applications.

When the teaching techniques and the course books are examined in today's teaching environments, it is still possible to witness the effects of this method. That is to say, once the teaching of English is the subject matter in Turkey, people just think of knowing the grammar rules and reading and writing well. However, this eventually results in a mass of students who have a perfect command of English grammar, but great difficulty in making even the simplest sentence. The language that is taught and used for communication across the world turns into an activity in which translation and unnecessary grammar applications are learnt. This method

might work for foreign languages that are no more a communication language and are far from being a living daily language. Yet, it is clear that the traditional method will not yield any benefit where the living foreign languages are used for communication and as a learning tool. Methods that provide rich input for the student, stipulating the language as a communication and learning tool are needed; not the ones giving only knowledge on the language (Krashen, 1989:4).

Another most noticeable problem emerging in the methodological issue is that the centre countries (especially the USA and the UK) where English is used as the mother language to direct and divert the foreign language education systems in the other countries, called satellite countries, which ‘aim to teach the languages of the centre countries as a foreign language’ (Pennycook, 1989).

In foreign language education, the centre countries are in the status of producing and exporting any and all of the methods, techniques and materials relating to language education. The countries called satellite countries, which are open to directions and guidance of the centre countries, have already accepted this. Although these satellite countries, including Turkey, know better the wishes and requirements of their students and teachers, their policies and goals as well as their environments than a book author or researcher in the centre and should develop methods, techniques and materials unique to them, they cannot find the necessary power to produce the methods, techniques and materials for foreign language teaching (Rogers, 1990:47-48). As a result, English teachers in Turkey have become dependent on the centre, consumer technician (Işık, 2005).

Today in Turkey

Today, ‘English as a Foreign Language’ is taught as a separate subject at primary state schools in Turkey. For the 4th and the 5th grades, students have two hours of compulsory and two hours of elective English language courses per week. For the 6th, 7th and 8th grades, students have four hours of compulsory and two hours of elective English language courses per week, which is twice more compulsory

hours than the lower grades per week (MEB, 2006). The number of the hours spared for the English lessons at primary schools seems satisfactory for now if it is compared with the situation in the past, especially before 1997, when there was not even a word regarding teaching English as a lesson at primary for the children. The information above can be found in old documents of Ministry of National Education (MEB) showing the distribution of the lessons per week at primary and lower secondary which is currently combined with the primary education in Turkey as forms 6, 7 and 8 (MEB, 1930, 1954, 1970, 1986, 1992, 1994, 1997, 2001, 2005, 2007).

Now, with the updated curriculum, English lessons seem more performance-based for the students in terms of speaking. See ‘Appendix 6’ for a sample ‘Table of Contents’ from the teacher’s book of ‘Time for English’ which is the newly designed book for the 5th grades (MEB, 2009) and ‘Appendix 8’ for the ‘Speaking Observation Form’ which is used by the teachers of the 6th grade English language learners in Turkey (MEB, 2008).

Mostly, learners, for whom a foreign language does not make much sense for such purposes as career progression or business tool with an international focus, cannot find any other motives to study English than passing exams in Turkey, and in some cases a teacher might possibly face a child who does not care very much about that concern either. English lessons, therefore, should be designed with really attractive formats, especially for the primary school learners, to positively reinforce a child’s language development in the state schools (MEB, 2006:39, 40).

2.4.2 Expected Oral Production Level of a Primary Graduate

Although the amount of efforts and the studies of the educators to improve English language teaching in Turkey are at a significant level which cannot be underestimated, there is still an apparent fact that children, who seem somehow competent in terms of grammar and reading, usually happen to fail under the

circumstances requiring production in English. According to MEB (2006:200), after the students have mastered the general goals of English language teaching at primary, their assumed and expected level in speaking will be:

- using some simple structures correctly, although still making basic mistakes,
- socializing simply but effectively using the simplest common expressions and following basic routines,
- performing basic language functions, such as information exchange, requests, expressing opinions and attitudes in a simple way,
- and lastly, making themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.

Apparently, despite five years of ELT, the 8th grade learners still suffer from inadequate performance in oral production. Some of the major reasons for the limited speech of EFL learners in Turkey may be perceived as the students' lack of opportunities,

- to practise the necessary skills in an authentic setting,
- to hear spoken English outside the classroom except in a few touristic cities,
- to be motivated highly enough,
- to be taught by efficient methods,
- and lastly to learn in classrooms enhanced with rapport (Dilamar, 1991:27).

As it can be concluded from the paragraphs above, no matter how much time spent on it, if the right techniques and strategies are not employed by English language teachers and the learners are not encouraged well enough by games, songs or activities requiring involvement of the pupils in the production part, speaking in that language will not find any other motives than passing exams, and in some cases, it may not find that motive, either. English lessons, to repeat once more, should be designed with really attractive formats, especially for the primary school learners, to

positively reinforce the learners' language development in the state schools (MEB, 2006:39, 40).

2.4.3 Assessment of EFL

In Turkey, despite the fact that young children at primary school do not like those 'pen and paper' tests or any kind of examination, almost all of the teachers seem to stick to the standardised tests and written exams for their evaluation records.

It is a reality that the accurate measurement of English language level of a learner, especially in terms of oral ability, is not easy. It takes considerable time and effort, including training, to obtain valid and reliable results. Nevertheless, the assessment type will mostly depend on the needs and what aim is being planned after all (Hughes, 2003:134).

Standardised tests may be regarded as more reliable and valid compared to a teacher's

- observing, interpreting and documenting learners' use of language,
- designing assessment tasks,
- providing diagnostic feedback to children,
- evaluating the quality of learners' language performances according to rating scales,

which are advocated by MEB, but unfortunately they fail to measure active skills such as speaking, acting, convincing, bargaining and many other crucial language functions planned by MEB (2006:26) to be taught at primary schools.

There is one more solution, by which reliability and validity can be secured as well; the only thing a teacher needs to do is to support his/her assessments by one or two test scores after implementing the assessment techniques mentioned above. At

the same time by training teachers in those skills, performance levels of the children can be increased, too. If the performance of an EFL learner is not taken into consideration by the teachers, that will somehow result in poorly designed English lessons, and inevitably learners lacking in oral production skills even after five years' language education at primary schools in Turkey (MEB, 2006:27).

MEB propose different kinds of activities to teach English to young learners such as singing, playing, drawing, dancing and the like in addition to reading and writing, and then, recommend that a good solution for the assessment would be 'portfolio' as also suggested in 'The Principles and Guidelines' approved by the 'Council of Europe', and in this way, teachers can gather evidence about how students are approaching, processing and completing real-life tasks at a particular domain (MEB, 2006:26).

'Portfolio assessment' is still a good tool to show the children's development on a concrete basis and to tell what they can do. Despite the difficulty of comparing a portfolio assessment to similar assessments made by other teachers at other settings or its dependency on teachers' skills rather than generaliseable results, unlike standardised tests, by the help of 'portfolio', pupils are "evaluated on what they integrate and produce rather than on what they are able to recall and reproduce" (MEB, 2006:26).

2.5 The Teaching of Oral Production at British Primary Schools

It is regarded important that EAL learners are reassured from the start that they are not replacing the language they already know but that they are adding to it, and that their language is valued and welcomed into the school environment. Cummins (2000:19) emphasises this and highlights the important role of the first language in the acquisition of additional languages.

Educators in Britain believe that children learning EAL need to develop speaking and listening skills to adapt to the additional language curriculum. According to St. Lewis (2010:15), EAL learners need plenty of exposure to oral language in a meaningful context and plenty of opportunities to use oral language with their peers as well as with adults for a range of different purposes. Rose (qtd in St. Lewis 2010:57) 2006) also states these:

The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently. Speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development.

Therefore, teachers put great importance on the oral production of the EAL learners by seeing it as an integral part of learning which plays a key role in the classroom for all children. It teaches creativity, understanding, imagination and how to engage and act with others. In everyday life oral production is used for decision-making, problem solving, speculating and reflecting, to name but a few. Most social relationships rely heavily on talk, and in the lives of children it plays an important part for the development and maintenance of friendship. This, then, feeds into a child's confidence and attitude to school and learning (St Lewis, 2010:58).

2.5.1 What is EAL?

EAL is the expression used in The UK to refer to the teaching of English to speakers of other languages, especially in mainstream schools. Current statistics indicate that almost 10% of pupils in maintained schools are learning English as a second, third, or indeed fourth language in addition to the language spoken in their families, and over 300 languages are spoken by pupils in UK schools. One of the reports of the Department for Education and Skills (DfES), mentioned in Bernadette Hall and Wasyl Cajkler's article (2008:343) supports this as follows:

In 2007, provisional figures indicated a primary school population of 3,978,760 pupils in maintained schools in England. Of these, the number from an ethnic background described as non-white was 723,510, equivalent to 21.9% of the total. (...) and the percentage of primary pupils with a first language other than English was 13.5% (447,650 pupils; DfES, 2007). So the teaching of English as an additional language (EAL) is a key educational issue in many cities in England, where the EAL pupil 'is the mainstream' (Cummins & Cameron, 1994).

The term EAL is now preferred to English as a Second Language (ESL) as it indicates that pupils may use two or more languages other than English in their everyday life; it also suggests that learning English should be viewed as adding to a pupil's language repertoire, rather than displacing languages acquired earlier. The term "bilingual" is also commonly used to describe children learning EAL; this is sometimes used to focus less specifically on the learning of English and more on the wider issues that concern children brought up in more than one language (EAL 381, 2004).

Difference of EAL from EFL and ESL

The ELT spectrum can seem confusing at first, as different names are given to the specific skills being taught. These include English as a foreign language (EFL), for people coming into Britain for a short period to learn the language or for people all around the world learning English usually through formal education but not using it for official purposes. English as a second language (ESL) is used for people who have settled in Britain or any other country where English is used for official purposes and higher education. ESL implies a knowledge of a 'first' language only in addition to English, on the other hand, EAL acknowledges that pupils may have a knowledge of more than one other home or community language (NALDIC, 1999:1).

In The UK, the term EAL, rather than ESL, is usually used when talking about primary and secondary schools, in order to clarify that English is not the

students' first language, but their second or third (Basic Skills Agency, 2009:33). Generally speaking, EAL in schools covers both English as a second language and English as a foreign language. It is for both school pupils spending a short time in Britain and for those who have settled there permanently.

2.5.2 EAL in English National Curricula (ENC)

Adapting the NLS to the new-arrivals for whom English is an additional language was one of the fast solutions suggested by the educators in The UK (NALDIC, 2004:7-8).

The starting point of the idea above is the view that the NLS, with minor adaptations, is potentially beneficial for EAL pupils. Hence, the teaching of EAL learners should take place in the mainstream classrooms, within which any targeted support should be realised. The teaching of EAL is thus portrayed as a minor modification of the mainstream teaching of English, rather than a specialist subject area. From this perspective, EAL is a problem that pupils have, which teachers can 'fix' by the adoption of a minor modification to more general teaching techniques suggested by the National Association for Language Development in the Curriculum (NALDIC, 2004:7,8).

Recognition of EAL as a Field of Education

NALDIC has argued that the teaching and learning of EAL should be recognised by all educators as a field of education with distinctive features. The position was set out in NALDIC 'Working Paper 5' (NALDIC, 2001). It defined the distinctive features in terms of how EAL can be conceptualised, the knowledge base which informs EAL, the learners, the task faced by learners and EAL pedagogy including some principles which underpin good practice. Just as there has been a need to assert the distinctiveness of EAL, and to articulate how it may be understood, there has been a need to show what it looks like in practice.

EAL as a Cross Curriculum Discipline

EAL is primarily about teaching and learning language through the content of the whole curriculum. It takes place within the mainstream and within all subjects. It may be assumed that EAL has natural affiliations with English teaching as a mainstream subject, with modern foreign language teaching, and with English as a foreign language teaching, each of which are discrete subject areas, but EAL pedagogy is applied in all areas of the curriculum. The learning of English for pupils with EAL takes place as much in science, mathematics, humanities and the arts as it does in 'subject' English. It also takes place within the 'hidden curriculum', and beyond the school it is affected by attitudes to race and culture in the wider society (NALDIC, 1999:2).

According to the NALDIC, EAL should be a part of every teacher's professional knowledge and everybody, either at school or home, should share the responsibility of EAL pupil's language development and adaptation.

2.5.3 EAL Learners in UK

Pupils learning EAL may have recently arrived in the country or been brought up in homes in which languages other than English are used for communication within the family. Some of them may be new to English and even unfamiliar with the Roman alphabet; some may already speak, understand or be literate in more than one language and others may have previously been taught English as a foreign language.

EAL is not just a UK phenomenon: in any country, there are school classes which include children of different nationalities, who may speak a little English, no English at all, or be fully bi- or trilingual. These children present a range of different nationalities, ages, first languages and backgrounds; for example, children of asylum seekers, who are the people who have fled from their own countries to find a safe home for themselves, migrant workers, international students or professionals. They

also have a various range of needs, skills and abilities (L. Haslam, Y. Wilkin, and E. Kellet, 2008:425).

When considering the schools in Britain, obviously, many languages may be spoken within one classroom, and for newly-arrived pupils from overseas, levels of education – as well as levels of language learning– may vary widely which is a considerable challenge for the mainstream teacher, but for all pupils, it is important to be able to access the curriculum as soon and as effectively as possible, in parallel to gaining language skills useful in both social and academic life (Teachernet, 2007).

According to National Association for Language Development in the Curriculum (NALDIC) (Working Paper 5, 1999), the list of five factors from among many of them which will have an impact on the development of pupils' language skills and their ability to apply these skills to their learning across the curriculum are as follows:

- the age at which pupils enter the educational system;
- their previous experience of schooling and literacy in their first language;
- their knowledge, skills and understanding of languages and the school curriculum,
- home and community expectations and understanding of the education system,
- support structures for learning and language development at home and at school.

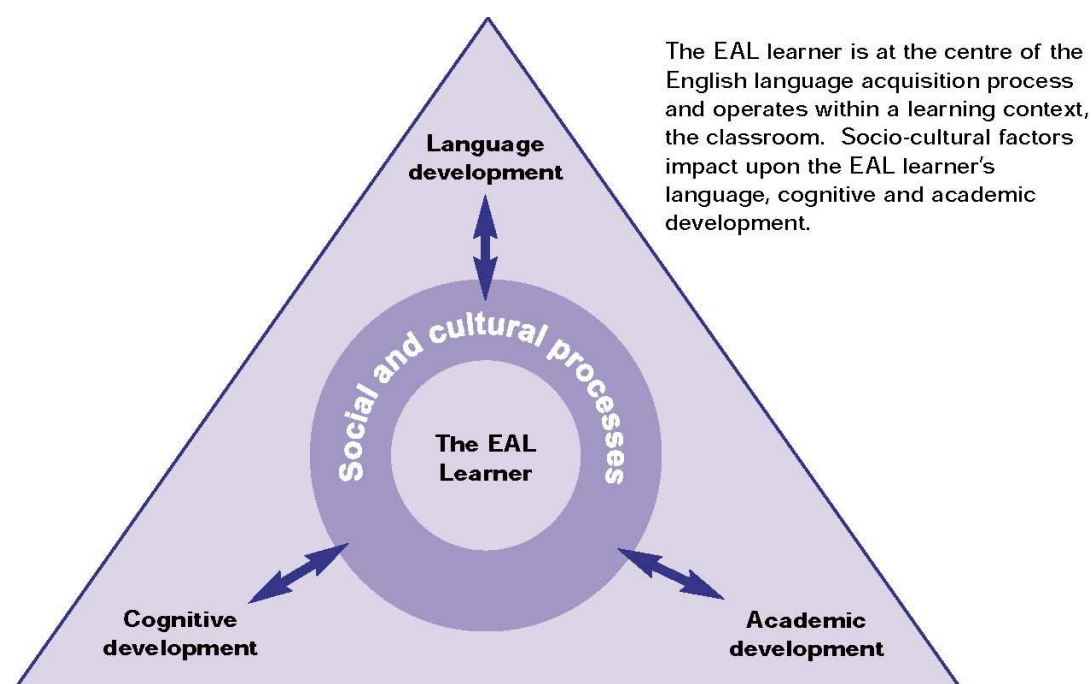
Distinctive Needs of EAL Learners

Pupils learning EAL share many common characteristics with pupils whose first language is English. Many of their learning needs are similar to those of other children and young people learning in The UK schools. However, these pupils also have distinct and different needs from other pupils by virtue of the fact that they are

learning in and through another language, and that they come from cultural backgrounds and communities with different understandings and expectations of education, language and learning (NALDIC, Working Paper 5, 1999). EAL learners, therefore, have two main tasks in the learning context of the school: they need to learn English and they need to learn the content of the curriculum. The learning context will have an influence on both of these as learners will be affected by attitudes towards them, their culture, language, religion and ethnicity. EAL pedagogy is, therefore, about using strategies to meet both the language and the learning needs of EAL pupils in a wide range of teaching contexts (EMASS, 2004).

Diagram 1 describes the main interrelated factors which influence the EAL learner within the learning context (EMASS, 2004:9).

Diagram 1: The Learning Context



(Adapted from Virginia Collier)

EAL pupils may quickly develop a competent level of informal, social English, but to succeed in school they need to develop academic language and literacy. In school, these two strands of language, social and academic, can develop together. For example, if pupils are discussing football they will be engaging in ‘social’ talk, but they will also be displaying and exchanging subject knowledge, using technical vocabulary which may not always be valued in the school curriculum. Below, for example, is a piece of writing by Halil, a Turkish pupil in year six, on his favourite footballers in the 2006 World Cup, where he uses comparatives and extends his understanding of the uses of adjectives (DfES, 2006):

Brazil won the World Cup five times and only lost it twice. With Ronaldinho’s skills and dribbles the team is good. With Ronaldo’s skilling-up and close shooting it is better. With Adriano’s blasts and speed the team is excellent.

Likewise, Dita, a pupil from the Czech Republic, calls upon her football knowledge and expertise to predict and hypothesise about the 2006 World Cup matches:

I think Brazil might win because they have really good players. In the final I want it to be Czech v Brazil, so that Czech can win and show everyone how good they are. I think that England are going to lose straight away against Paraguay on Saturday because they don’t have Rooney, and Rooney is a big boost for England and I don’t think he will recover so fast.

Halil and Dita are literate in Turkish and in Czech. They already understand oral and written language structures in their first languages, and they are using this knowledge to develop their English language in school as they learn curriculum content. Calling upon pupils’ interests and enthusiasms is an effective starting point for language learning which can be social in nature, but can also involve learning language structures that support pupils’ thinking in English and in other subject areas (DfES, 2006).

The EAL learning needs of pupils vary greatly from beginners to advanced learners. Stages of English have been widely used to describe the different stages of English through which pupils commonly progress, for example, those widely used throughout the 1990s (Hester, 1990). A new set of descriptors to support assessment for learning is currently under development for pupils at Key Stage One (KS1), which is an equivalent of the first two years of primary school education in Turkey and Key Stage Two (KS2) which also stands for the years from three to six in primary in Turkey. This describes seven levels of language development from 'new to English' to 'competent user of English' (Leung and Scott, 2009:278).

Learners with Turkish Speaking Origin in The UK

Among the EAL learners, maybe the most familiar ones in terms of background, culture and learning difficulties, will be the children of the Turkish-speaking community in The UK, as well as forming one of the best criteria to compare the quality and the success of the two countries in English language teaching at primary schools. The Turkish-speaking EAL learners, except the country they live in now, do not differ from the Turkish learners in Turkey in any other language aspect. They might even suffer from a lack of a proper first language competence. They are at the same age, both new to English, share the same difficulties in grammar and pronunciation, and so on.

To make population estimates of the Turkish speaking community in Britain is difficult, but more than half are living in the inner London area and most of them are in Hackney and Haringey, which are two of the most deprived areas: Hackney was the third most deprived local authority out of 366, and Haringey was tenth according to the 'Deprivation Index' prepared by the Department of Environment (DofE, 1994). As the sixth most commonly spoken language in London schools, Turkish was estimated to be spoken by roughly 70,000 people in London in 2002, with a serious rise in the number since then (Enneli, 2002).

In the Turkish speaking community, there are three basic sub-communities, which are Kurds, Turks and Turkish Cypriots (Sonyel, 1988:40). Apart from these three groups, there are also mixed origin people whose children may be counted as another category of Turkish-speaking people, who have got parents from the combination of Turkish-Kurdish, Turkish-Cypriot, Kurdish-Cypriot, and Turkish-, Kurdish-, Cypriot-Others who are outside the Turkish-speaking communities (Enneli, 2002:3).

Over ten per cent of pupils in maintained primary and secondary schools in England are from ethnic minority backgrounds, and over seven per cent of pupils do not have English as their first language (DfEE and OFSTED, 1997:109). Especially in Hackney and Haringey, Turkish became the second most common language after Bengali among the pupils whose home language is other than English, according to the reports of London Borough of Hackney and Haringey (OFSTED, 1997). Some of the schools organise parents' nights specifically for Turkish-speaking pupils' parents and the schools never behave as 'culturally blind' or 'assimilationist'. In fact, the contrary is true (Enneli, 2002:5-6).

Problems Faced by Turkish Students in The UK

A conference held in 2001 by Turkish educators, who moved to England years ago for some reason and decided to settle down as teachers, teacher assistants, deputies or even heads of the schools they worked for, enlightened the audience on the problems faced by Turkish students within the British Education System. The speaker, who is currently a British citizen, Kelami Dedezade is a Turkish Cypriot and experienced with the issues of the Turkish students and their families after long years of education he tried to provide for them. According to the conference notes, he lists the problems under seven main titles which are:

- Language
- Racism

- Culture clash
- Lack of parental interest
- Social status
- Clashing views on morals/ethics and discipline (parents and student)
- Parents not knowing English

Under the title of ‘language problem’, it is stated that those students who have had schooling in Turkey, and therefore, who are literate in Turkish, learn and become literate in English much faster. This is not the case for many of the students (Dedezade, 2001).

It is an undesirable fact that although the Turkish-origin students born in The UK can speak informal, daily English fluently in the streets among their friends in two or three years’ time, most of them seriously lack the essential skills to prove themselves in the schools and exams (Enneli, 2002). Consequently, it may be concluded from the observations of Dedezade and research by Enneli that being born in The UK is not a big advantage to learn proper English if there is not a good education specifically arranged for those pupils, and most of the newly-arrived Turkish pupils in the mainstream schools of England succeed better than the ones already born there and adapt to the National contents of the lessons after overcoming the language barrier by the help of the EAL programme and its intensive and positive effect on them.

2.5.4 EAL at Primary: Induction into School

Ethnic Minority Achievement Support Service (EMASS) (2009) states that EAL learners have varied experience both in terms of prior education, first language skills and in learning English. Research into the acquisition of second language indicates that children can take up to two years to develop ‘basic interpersonal communication skills’ (playground / street survival language), but it can take from

five to seven years or more to acquire the full range of literacy skills (cognitive academic language proficiency) needed to cope with the literacy demands of the curriculum. EMASS (2009) also explains the current situation in the UK as follows:

EAL learners in our primary schools come from a wide variety of language and literacy backgrounds: some have already been exposed to English language and British culture and others are new to both. Some have already developed literacy skills in their home language and others have not. Some may start in Y2 (year two) never having experienced school before.

In The UK, it is believed that successful admissions policies will enable learners to settle quickly and begin learning. The following strategies provided by EMASS (2004) are supportive for all EAL pupils coming to The UK.

“In order to welcome the new EAL pupil, staff should take support and training to feel confident about meeting the needs of EAL pupils. The school’s Ethnic Minority Achievement (EMA) co-ordinator should take a key role in developing and implementing the induction programme. First, office staff should be consulted, as they are usually the first point of contact for the new arrivals. The first meeting with a family and child will establish the basis of the home-school relationship and will provide information which will enable the child to settle into the new school quickly because for some minority ethnic parents or carers this may be their first experience of an English school.”

Before the Pupil Arrives

As mentioned earlier via the information taken from EMASS (2004), there is a great preparation in schools before a pupil arrives and starts education in The UK. After the application of the parents to a local school, either a family visit by a school staff is arranged or the family is asked to visit the school in a short while. A translator is also arranged by the school if needed during the interview, and then the process goes on with the following steps:

1. **The admission form is filled by parents:** See Appendix 4 for the sample admission form provided from EMASS (2004).
2. **An induction pack is given by school:** An induction pack is usually provided for the admission of bilingual pupils in The UK, and it could include: Information about the English school system, a school prospectus and the school's expectations of pupils, travel arrangements for secondary school pupils, the homework system and how parents might support children at home, pictures or photographs of uniform or dress requirements, suppliers and information about grants, lunch arrangements, including information of benefits such as free school meals, information about school resources, for example, Family Literacy classes or toy libraries, and contacts for local services, such as: welfare advice, doctors and health clinics; the local Race Equality Council, community and faith groups (EMASS, 2004).
3. **School tour is arranged:** A teacher gives the family a tour around the school, showing typical school activities. A photograph booklet may show the activities and the times in clock format (EMASS, 2004)
4. **Support for the family is provided if necessary:** Some minority ethnic families may have moved from stressful situations, for example, those of refugee and asylum seeker origin. It works as an aid for anything needed.
5. **Time for the school and teachers to prepare for the pupil's arrival:** At pupil's arrival it is ensured that all staff members teaching and supporting the pupil are familiar with the relevant sections. According to the paper of EMASS, on or before the day, teachers should:
 - Talk to the class about the new pupil's country of origin if the child is a new arrival to the United Kingdom.
 - Emphasize that the pupil speaks a different language.
 - Teach the class to say, "Hello" and a few phrases in the pupil's home language.

- Display examples of the pupil's home language and familiar images to make the child feel welcome.
- Pair the pupil with another pupil who speaks the same language within the school where possible. Ideally, this should be in the same class.

6. Considerations for placing the pupil into the appropriate class: A pupil who arrives with little or no schooling may benefit from being placed in the year below. However, there can be disadvantages and the implications need to be considered very carefully. The pupil is likely to get frustrated if the tasks are cognitively undemanding. The school and the family, under the supervision of the experts, decide on this placement (EMASS, 2004).

When the Pupil Arrives

After all the steps left behind, it seems that the real job of the school has just begun with the arrival of the EAL learner at the school. Among the jobs, three of them can be counted as

1. To make the pupils familiar with the environment
2. To provide basic survival English
3. To introduce the pupil to lessons / the classroom

Make the pupils familiar with the environment

In this step of induction, school ensures that one or two members of staff have time with the pupil and are a regular contact point throughout the day. This includes bilingual Language Assistant support where possible. Then the teacher shows the pupil around the school again for re-familiarisation, and make sure that the office, toilets and the water supply are shown. Following, the teacher makes sure that the school routine is understood by supplying a diagrammatic form to support. Finally, the classroom or EAL teacher sets a clear routine as the

pupil may be anxious about what will happen next if the routine changes (EMASS, 2004).

Provide Basic Survival English

Initially this may be by giving the pupil picture cards and a section of beginner bilingual grids which are available from EMASS or on the EMASS website (EMASS, 2004). These images may be made into a picture chain by laminating and hole punching.

Introducing the pupil to the lessons/classroom

Some parts of what a classroom or EAL teacher should do to introduce the pupil to lessons and the classroom are listed by EMASS (2004) as follows:

- Discover how much English the pupil has and ask very simple questions.
- Sit the pupil near to the front of the class, to facilitate frequent eye contact with the teacher.
- Promote a feeling of being included by planning teaching activities which do not require the use of English, for example, collaborative circle games.
- Allow the pupil to remain “silent”. It is quite normal for a pupil to “remain silent” for up to a year. This is not a “passive” stage. During this time the pupil will be watching, actively listening and tuning in, and developing new meanings. Previous experiences will be related to new contexts. Keep talking to the pupil, picking up on non-verbal responses.

As the Pupil Begins to Settle in

The last things to be done before the assessment period of the EAL pupil are briefly as follows (EMASS, 2004):

- Plan in advance for the effective use of Ethnic Minority Achievement (EMA) staff, giving time for the creation of additional resources.
- Short-term withdrawal may be appropriate for occasional brief sessions of 10-15 minutes to provide an opportunity for individual communication and to rehearse vocabulary and new skills. Aim to include the pupil in lessons through planned, differentiated activities and the use of additional adults within the classroom.
- In every situation where English language is used, the English-speaking pupils are likely to dominate. Build the pupil's confidence by providing opportunities for achievement and praise, especially when the pupil can act as an expert. Build on the pupil's strengths.
- Use all of the pupil's language skills to support learning by encouraging the use of the first language. The use of the first language has a positive impact on the acquisition of English.
- Maintain regular communication with parents, sharing the pupil's achievements. Consider the best way of sharing where parents have limited English. Suggest ways of supporting at home.
- Try not to over-correct developing English. Provide good role models of both social and formal English language.

2.5.5 Oral Production at Early Stages

The early-stage children considered are primarily those who have already acquired their first language or languages. For the children, who acquire two or more languages simultaneously, both languages have equal cognitive and emotional weight. Although each language is associated with certain people, in general, the children can use the languages interchangeably (Cameron and Bygate, 1997:22).

Cameron and Bygate (1997:23-24), after working with thousands of multilingual children in schools, have no doubt that these children, if they are to succeed in the English educational system and in The UK, do need to learn English,

especially with advanced speaking skills. The question is how this should happen. There are many different models of children learning English (or another language) as a second or subsequent/additional language. In some cases, children are plunged into the new language, like being thrown into a swimming pool without any support and left to sink or swim (see figure 1). This is referred as the submersion approach.

Figure 1: Picture description of ‘Submersion Approach’



In other models such as The UK model applied on EAL children, children are more gently inducted into the new language. The swimming pool analogy in the article of Cameron and Bygate (1997:23-24) can be adapted to describe the children jumping into the water, but with armbands or floats provided to ensure that they do not sink (see figure 2). This is referred to as the immersion approach.

Figure 2: Picture description of ‘Immersion Approach’



For children learning English as an additional language, speaking skills are required for a range of purposes other than communicating. According to EMA (2010:69), they are essential for developing cognitive ability as well as the language of specific curriculum areas, and it is important that spoken language is given status if it is to support such development. Teachers always pay attention explicitly to language structures as well as vocabulary and the use of these for a range of cognitive functions. Nevertheless, there is one significant fact that language learning styles vary, and some children will not want to speak until they feel confident they can produce an accurate and complete utterance. Different children will have

different attitudes towards learning by experimenting and some will feel more comfortable than others about taking risks. A silent period, where children are learning receptively by listening, is a natural stage that many early-stage learners of English as an additional language go through. Therefore, under these conditions teachers can support children in the early stages best by ensuring that anxiety levels are kept low and by not exhorting them to contribute orally until they feel ready to do so. They will benefit from

- the opportunity to build on their previous experience including their first language,
- hearing good models of English used for purposes that are clear,
- pre-teaching or preparation in their first language,
- working with a talk partner who speaks their first language as well as English,
- working on practical tasks in small groups,
- visual support such as pictures and props, and the like (EMA, 2010:70).

2.5.5.1 Benefits and Challenges of Oral Language in EAL

Some of the benefits and challenges of oral language according to St Lewis (2010:55) are as follows:

Benefits:

- Oral language provides opportunities to clarify what has been said. Teachers and practitioners can judge by the response of the children whether they have understood.
- Practitioners are able to scaffold the learners' response and help with extending the contributions.

- Oral language is more repetitive than written language and gives the EAL learner the opportunity to hear the same idea being expressed a number of times in a variety of ways.
- Oral language can be supported by intonation, facial expression and gestures as well as dramatic actions.
- Speaking and listening can be directly linked to practical activities.
- Oral language takes place in real time, and often words such as ‘here, that one’ or ‘this’ are used to refer to something in view. EAL learners find these direct pointers helpful in attaching meaning to the language they hear.
- Oral language can also be used for building confidence in EAL learners especially in a one-to-one or small group setting.

Challenges:

- Oral language can move very quickly sometimes confusing the listener especially if they are totally new to English.
- Oral language often contains fragments of sentences, colloquialisms and figurative language which can present a barrier to understanding.
- The pace of oral language may make it difficult for the child to contribute meaningfully.

Many of the above challenges can be overcome by careful planning and an understanding of the need of the learner. EAL learners also need an understanding of purpose and audience. The opportunity to activate prior knowledge of the topic or to make connections with something familiar is important. Modelling the language they are expected to use is also essential as well as being given time to process and mentally rehearse their own speech (St Lewis, 2010).

2.5.5.2 Scaffolding Speaking in EAL Classrooms

Some knowledge of the EAL learner is important in providing scaffolding. There needs to be an overview of the language need for some, for example children new to English, who have developed a certain competence in spoken social English as well as children who need to develop more complex, academic uses of English. The support will vary, and it is important and essential that children's learning is challenged and that appropriate activities are selected so that learners are able to develop and achieve. Here are some of the effective strategies adapted from St. Lewis (2010:59) to scaffold the oral production of the EAL learner in the classroom:

- **Remodelling and recasting:** EAL learners are sometimes keen to engage in speaking activities, and in this way they can be as chatty as any other child. The EAL teacher can provide useful guidance by gently recasting the child's speech as appropriate.
- **Guided talk:** This can take a variety of forms, for example oral rehearsal before a piece of writing or sharing subject-specific vocabulary. It provides the opportunity for children to use language purposefully, to extend the speech where possible, to interact with their peers, learn the conventions of speaking and listening, taking turns, and it develops their confidence to speak out in a secure environment.
- **Planned opportunities for speaking and listening as part of whole class teaching:** This forms an important part of many literacy lessons and an adult can be used to model to provide prompts to support EAL learners such as nods, use of first language, praise and a range of non-verbal cues. EAL learners often become confident about answering and asking questions in these sessions because they are also listening to the input from their peers as well as the adults.
- **Talking partners:** This activity involves children becoming confident in speaking about a range of topics including sharing news, describing objects and pictures, and giving and following instructions.

- **Scaffolding through visual support and ICT (Information and Communication Technologies):** Visuals can support children in constructing their talk and providing prompts. ICT readily engages EAL learners in exploratory talk and the interactive whiteboard is a fantastic tool to present learning in a more visual way. Refer to 'Appendix 8' to learn what percentage of a lesson the teachers in The UK use the interactive whiteboard according to the survey of the magazine named 'Teachers' (DfES, 2007:2).
- **Exploratory talk:** This involves collective reasoning and EAL learners can be guided by the teacher to pose questions, model the language of reasoning , compare ideas and join in.
- **Talk frames:** This is designed to order and guide the speaker and can include a range of activities and games including barrier, word tennis and guess the object games. These activities support the development of academic language because it often requires the children to use language unambiguously. They may be required to use the language of description, mathematical vocabulary classification, and positional or directional language.
- **Experiential learning:** Throughout the primary phase, all children need opportunities to experience and rehearse language within meaningful contexts during both adult-led and self-chosen activities. Practical activities including role-play and small-world play will provide a supportive context for speaking and listening. A carefully resourced home corner acknowledges diversity of lifestyles and will provide a familiar starting point for children to act out experiences using languages, including the first language, for communicating with peers and adults.
- **Storytelling and drama:** Dramatic play provides a rich context for developing speaking and listening skills. Dressing-up, storybags, puppets and drama-based activities such as hot-seating enhance retelling and acting out stories. These activities are also memorable and feed into an enjoyable concept of learning.

2.5.5.3 Oral Production in English National Curriculum (ENC)

There are four aspects of speaking and listening in the National Curriculum programme of study for English (Jenkin, 2010):

1. **Speaking:** to speak competently and creatively to explore, develop and sustain ideas through talk
2. **Listening and responding:** to understand, recall and respond to speakers' implicit and explicit meanings; to explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.
3. **Group discussion and interaction:** to take different roles in groups to develop thinking and complete tasks; participate in conversations, making appropriate contributions building on others' suggestions and responses.
4. **Drama:** Using dramatic techniques, including work in role playing to explore ideas and texts; create, share and evaluate ideas and understanding through drama.

In addition to all of the techniques and strategies implemented in The UK, Jenkin (2010:209) gives the following clues to improve the speaking skills of the EAL pupil during his or her education and social life in England:

- The teacher can establish a set of rules for speaking and listening to provide a secure and reinforcing environment for the people who wish to speak: These could include some of the following as in Table 1:

Table 1: Rules for talking and listening

RULES FOR TALKING	RULES FOR LISTENING
Respect each other's opinion	Respect each other's opinions
One voice at a time	Don't interrupt
Say what you think	Listen carefully
Say why you think it	Be open to new ideas
Build on what others say	Think about what others say
Support and include each other	
Ask when you don't understand	
Try and reach agreement	
Be noise aware	

- The teacher can arrange mixed groups and group work: Ability groups are useful if work is pitched at the appropriate level of challenge whereas structured mixed ability groups ensure a range of views and are suitable for tasks which require diversity. Same language groups can be advantageous to children learning English as an additional language if appropriate to the task.
- The teacher can appoint roles to group members: A leader/chair can organise the group and encourage participation; a scribe can be used to note the key points; a reporter can sum up and present ideas to an audience; a mentor can be used to help group members to complete a task, offering support and clarification; an observer could be used to make notes on how the group works and offer contributions.
- The teacher can take advantage of stimuli, games and puppets: Teachers can use varied stimuli during the first five minutes of each lesson. For example, a poem, photograph, a painting or a piece of music would encourage children to talk about the stimulus

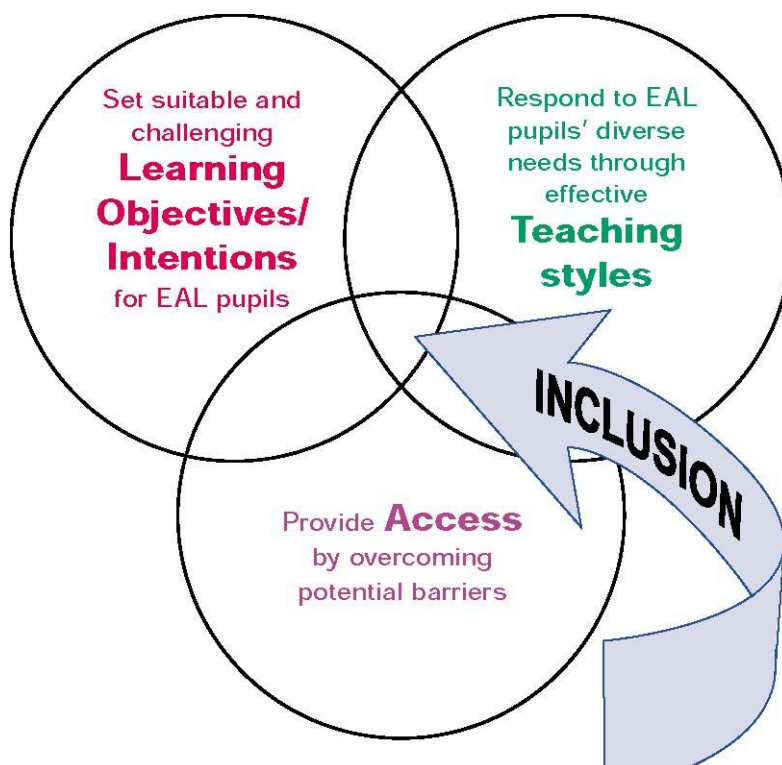
Other ideas:

- Extend children's understanding of drama by using the convention of teacher in role. This involves taking on some aspects of a character in the situation being explored. Teachers should demonstrate voice change, gesture and facial expression.
- Remember to set goals with clear criteria for success and praise responses. Make clear what is expected of them in the activity by explaining the criteria for judging achievement and improvement and by helping them to review their own progress by using a 'talk log' where children make notes on their contribution, areas of strength and aspects to improve on.
- Ensure that children have time to think before they respond to questions and, in particular, that children have rehearsal time, and try to encourage more than one word answers. It might be useful to spend time with children learning key words and help them understand concepts needed for the topic or theme being talked about. At times it can be useful to encourage children to use their home language, for example when organising initial ideas.

2.5.6 Planning, Employing and Assessing EAL

In The UK, planning is seen as the first step of every critical issue. When considering effective planning in learning and teaching strategies for supporting EAL pupils, 'The Circles of Inclusion' diagram (Diagram 2) (EMASS, 2004, p.21), based on the 'National Curriculum Inclusion Statement' is a useful tool for gauging the standard of current practice. Learning and teaching strategies should adhere to the three principles set out in the diagram below:

Diagram 2: The Circles of Inclusion



Potential barriers to learning for EAL pupils include

- limited vocabulary and knowledge of language structures required for a specific task
- unfamiliar subject context
- new teaching style
- lack of confidence
- unwelcoming environment

Access can be provided by setting suitable learning challenges, which are based on prior knowledge and experience. These learning objectives must be

- realistic
- achievable

The teaching styles necessary to achieve learning objectives should include

- consideration of pupil's preferred learning styles, for example, visual, auditory or kinaesthetic
- creation of meaningful contexts to aid understanding
- use of appropriate EAL strategies, such as scaffolded learning using key visuals and collaborative activities

Planning Framework for EAL Pupils

EAL inspectors see EAL as a 'subject' alongside other subjects in the curriculum, thus giving EAL a status it is not normally accorded in official documents. Emphasis is, therefore, placed on 'effective planning' and 'pupil achievement'. It is a common belief that 'pupils' conceptual thinking may be in advance of their ability to speak English, and so more challenging work should be given to those pupils who need it via effective planning (OFSTED, 2000:27-32).

The suggestions of EMASS (2004), which are already familiar from the previous sections related to getting to know pupils, are the key elements of an effective planning as well. The distinctiveness of planning for EAL learners comes from the type and breadth of strategies which build upon both their prior knowledge and language acquisition demands. This implies a dual focus on content and language demands. Teachers should endeavour to include the following key headings, outlined in this framework, when planning a unit of work:

- Knowledge of EAL pupils
- English language acquisition levels and targets
- Previous educational experience and literacy in other languages

To support these three headings, Teachernet (2007) asserts that EAL learner's age, previous experience of schooling and curriculum content, knowledge of other

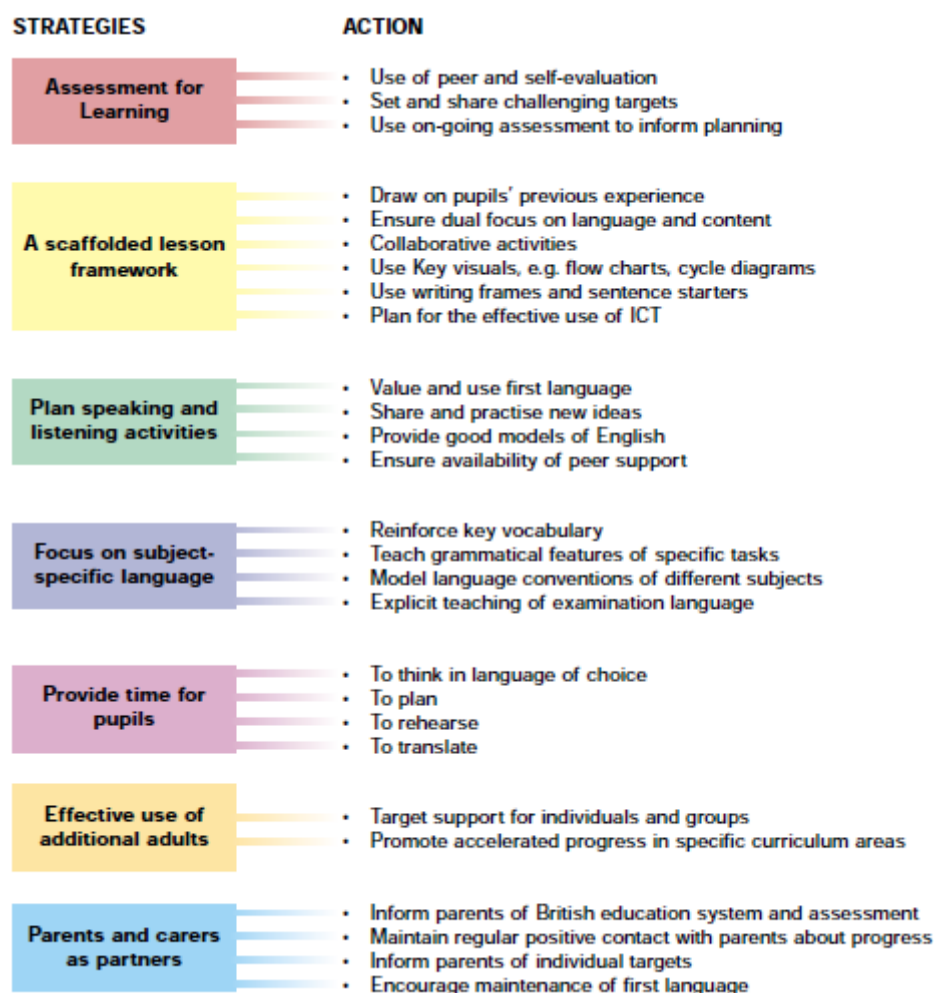
languages and levels of literacy in their first or other languages must be taken into account in bringing them up to speed with curriculum subjects. See ‘Appendix 5’ (EMASS, 2004) for a comprehensive framework led by the elements of effective planning.

Planning for More Advanced EAL Learners

Research (EMASS, 2004, p.39) shows that it is possible for EAL pupils to be conversationally fluent within two years. It takes between five and seven years for them to operate on a par with their monolingual peers. It may take longer to become proficient in using academic English. It is fundamental that language development needs are not masked by competence in oral language. Ongoing planning for English language acquisition is essential for more advanced EAL learners to achieve their full potential.

The Key Visual taken from EMASS (2004:39) in Diagram 3 provides the most effective strategies to use with more advanced learners of EAL, along with the actions which can be used in learning and teaching.

Diagram 3: Specific strategies for more advanced EAL learners



Guidelines for Assessment of EAL Pupils

EMASS (2004:17) states that the assessment of pupils of EAL should follow the same principles for the effective assessment of all pupils, and the conditions for assessment are as important as the assessment itself.

Teachers assessing EAL pupils should

- be sensitive to the pupil's first language and heritage culture
- take account of how long the pupil has been learning English
- assess in ways and in contexts which are age and culture appropriate
- consider the influence of behaviour, attitude and cultural expectations

- be aware that children's levels in different strands of language acquisition may vary

When EAL pupils have not made the expected progress, teachers refer to "Guidance for the assessment of EAL pupils who may have Special Education Needs", EMASS 2004. Progress should be at least one step in two terms for newly arrived pupils and up to Step 4 in eight terms.

A short version of the guidelines mentioned above can be listed as follows (EMASS, 2004:45,46):

Speaking Step 1: Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

Speaking Step 2: Pupils copy talk that has been modelled. In their speech they show some control of English word order, and their pronunciation is generally intelligible.

Speaking Step 3 (Threshold): Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

Speaking Step 4 (Secure): Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

Speaking Step 5 (Consolidating): Pupils begin to engage in dialogue or conversation within an academic context. In developing and explaining their ideas, they speak clearly and use a growing vocabulary.

Speaking Step 6 (Competent): Pupils use language appropriately across the curriculum for different academic purposes (for example, explaining) – some minor errors may still be evident. They are able to use more complex sentences.

Speaking Step 7 (Independent): Pupils have the range of speaking skills necessary to participate fully within the curriculum, and can be fairly assessed using only the National Curriculum for English.

In-Service Training and Support in EAL Teaching

Over 300 languages are spoken in the homes of almost 500.000 bilingual children attending British schools (NALDIC, 1999:1); consequently, training and support is a need for both mainstream staff and specialist EAL staff, and incorporates a range of key factors such as

- Recognising the child's mother tongue, and making it clear that speaking in their home language can be a positive part of the learning process
- Giving newly-arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence increases
- Boosting the child's self-esteem
- Viewing the cultural differences brought by the pupil to the class as a bonus, and using this in the teaching process
- Having high expectations; expecting pupils to contribute with more than one-word answers
- Using teaching strategies that do not allow any racist comments or jokes
- Allowing support from bilingual parents, volunteers or other professionals to develop children's understanding and vocabulary
- Assessing the work of pupils learning EAL in relation to the national curriculum standards and expectations as early as possible in their school career

Strategies to bring out pupils' language potential can include

- using culturally relevant resources and learning materials

- promoting thinking and talking in first languages to support understanding
- grouping EAL learners who share the same home language
- using ICT to enable children to develop and edit a text.

Teachers should analyse the language demands of lesson content in order to understand how each lesson can promote language as well as content learning. There are a number of specialist roles existing to promote English language teaching in The UK, among them Specialist Language Support Teachers, Bilingual Teaching Assistants, Higher Level Teaching Assistants and EAL Coordinators. (Teachernet, 2007)

It might be concluded that a pupil starting education in The UK is more advantageous to learn English than the one who lives in a country where English is taught as a foreign language. Still the advantages and disadvantages might possibly balance each other in terms of the difficulties faced by the learners whether in The UK by an EAL learner or in Turkey by an EFL learner, as the starting point of both learner is almost the same. The factors which will affect the child's learning are the amount of time and support allocated by the governments, the correct techniques and strategies implemented by the educators, and also the quality in terms of planning and the training of the teaching staff.

2.6 A Brief Comparison of Teaching EFL in Turkey with EAL in UK

English has an important role as a foreign language having a compulsory status in the Turkish Educational System. Doğançay-Aktuna (1998:37) stresses the significance of English in Turkey as follows:

In Turkey, English carries the instrumental function of being the most studied foreign language and the most popular medium of instruction after Turkish. On an interpersonal level, it is used as a link language for international business and for tourism while also providing a code that symbolises

modernisation and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder.

Unfortunately, the level of foreign language teaching across the nation is not as desired. Although language courses are offered from the 4th grade on, almost 90 percent of the graduates of high school or university cannot communicate with a foreign person and cannot express himself/herself. Even a great majority of the English teachers, who study 5 years of English at the primary school, 2 years at high school and at least 4 years at the Faculties of Education in order to have a graduate diploma, are not able to teach English being a proper model to their classes.

Some of the reasons will be explained in the following paragraphs under the subtitles of ‘Objectives and Motivation, Modelling for Learners, Financial Opportunities, Materials, Exposure, Allocation of the English Lessons on time-table, Collaboration with Parents, In-Service Training’ by comparing the situation with EAL teaching in The UK.

Objectives and Motivation

In Turkey, the goal of teaching foreign languages at the formal, non-formal and distance education institutions is to ensure that the subject individuals of foreign language teaching will acquire

- a) Listening – comprehending
- b) Reading – comprehending
- c) Speaking
- d) Writing

skills, communicate with the language they learn and develop a positive attitude towards foreign language education in accordance with the general purpose and fundamental principles of the National Education considering also the goal and levels of the schools and institutions (MEB, 2009).

Preparation of a better teaching environment in the classroom depends on the encouragement of the students by the teachers. English Curriculum of the MEB contains the relevant goals regarding this point (MEB, 2009).

For example;

Goal: Enjoying learning a foreign language by means of high motivation

Behaviour: Rewarding the students who speak English

The majority of the foreign language teachers, with respect to their circumstances, neither have the consciousness of productivity nor are they encouraged by the school administrations to develop the necessary motivation to improve themselves in language teaching after graduating from relevant faculties with numerous deficiencies and to attempt to correct such deficiencies by the schools. Therefore, the teacher who start teaching with certain taboo ideas becomes 'foreign-dependent'. Teachers who are confronted with many educational or institutional problems lose their creativity day by day. Depending on this, we see insufficient teachers who discourage or over-criticise the students and have dogmatic ideas and are strict with narrow interests.

On the other hand, in The UK, the objective of EAL teaching is to enable the learner to reach the competency required in English (where they can communicate their ideas and feelings). The teachers usually go through a serious education programme requiring special training on bilingualism, psychology of refugees, specially designed teaching techniques and strategies for EAL learners in order to teach a young EAL learner, and they are mostly motivated by the day to day development of their students in that their communication improves and the enthusiasm they see in the student. The students are motivated in their desire to communicate and contribute in class. That should be the most important factor in their lives in The UK.

Modelling for Learners

The educational institutions where the foreign language teachers have graduated from so far vary greatly from each other. Some striking resources of foreign language teachers prior to 1982 are as follows (Demircan, 1988: 106):

1. Teachers who study at other departments of universities and learn A, B and C levels of foreign languages
2. External graduates of foreign language departments of the Education Institute,
3. Graduates of ‘non-formal higher education summer school’ of the Education Institute
4. Teachers who study ‘accelerated’ (1-2 months against 1 year) at the Education Institute (1978-1980)
5. The ones who pass the ‘assistant teaching’ examination set by the Ministry of National Education from time to time.

Later on, graduates of other department of the universities, of which medium of instruction is English, were qualified as teachers in order to fill in the vacancies in the staff of English teachers. The distance Education English Language Teaching Program was initiated in 2002.

As seen above, it is apparent that the number of foreign language teachers who did not graduate from teacher training institutions is rather high considering the resources of foreign language teachers. There are still teachers whose origin is not language teaching among the teachers of English (Çelebi, 2006: 285-307). It is not possible to accept the schools of this kind of teachers who are permitted to work as foreign language teachers by foreign language teacher training institutions. In fact, the situation is not much different today. There are a considerable number of teachers who have not studied language teaching among teachers of English, and this implementation is still resumed.

In The UK though, the teacher is a very important model for the student in their need to speak and write in English. In correct pronunciation, use of idioms, and

even the recognition of slang. The teacher needs to make available different accents of spoken English as well as different forms of written English.

Financial Opportunities

In Turkey, there is no specific budget arranged for the sole use of ELT or English language teachers. Therefore, even though there are some voluntary teachers who wish to organise trips or any similar indoor or outdoor activities at school, they need to charge the cost from the parents, which means in a normal state school where the families of the learners do not usually earn enough to afford such events, the ideas are not taken into action. Because grant and funding is not a part of promoting education in Turkey, nobody can get any financial support for their enterprise.

On the contrary, there are funds available to schools to enable them to purchase EAL initiatives and activities in The UK. There usually is an ‘Inset Day’ devoted to EAL teacher training every couple of years. These help teachers to deal with new non-English speaking arrivals to recognise their needs and plan and prepare class activities accordingly.

Materials

A curriculum consists of goal, content, method, tools – materials and evaluation stages. In determining such stages, the application stage should be initiated after pilot schemes based on scientific data rather than importing from foreign resources. In Turkey, the course books prepared based on the ‘constructivist approach’ that was incorporated as of the 2004-2005 academic year in Turkey, are taught across the country without any pilot area application. The tools and materials and especially the course books used and their content should be determined by paying special attention to the culture, frame of mind and learning styles of the Turkish people. Some utopian applications should be avoided, and the socio-economic realities of the country should be the driving factor.

In foreign language teaching, the point is not only providing the knowledge to the student, but also it is necessary to utilise various tools and materials while conveying such knowledge to the students. In this context, visual, audio and both visual and audio tools should be used. Materialisation of what is taught will positively affect learning.

People can remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they both see and hear, 70% of what they say, and 90% of what they both do and say. These percentages clearly reveal the importance of the audio – visual materials. Unfortunately, most of the schools in Turkey do not have an adequate technical facilities. The learners mainly make use of course books and the blackboard, which translates as insufficient foreign language teaching. In fact, course books have CDs, but either schools do not possess CD players, or where they do, some teachers do not make use of them. Taking advantage of the technology in foreign language teaching at our schools means creating environments where students can apply what they learn by means of such equipment in one sense.

The listening and speaking skills of the foreign language learners in most of the Turkish schools cannot be developed due to inadequate tools and materials. Further, existing tools and materials in some schools remain idle and unutilised because of not knowing how to use them (such as a smart board). To eliminate these undesired circumstances, teachers should be offered training on how to utilise these tools and materials since the majority of the teachers do not have enough experience and knowledge on this point.

In The UK schools, materials are regularly assessed for their effectiveness and relevance, and the teaching staff is specially trained to use the technologic devices in education. Smart board, pc, printer, scanner, laminator, projector and the like are the main sources in a usual classroom. There are plenty of fiction, non-fiction and reference books on the shelves. Display boards, digital picture frames and trained staff would be available in a mainstream school as they are regularly paid by the government per child. In addition, EAL children are observed by higher agencies too, and supported in terms of extra materials.

Exposure

In Turkey, although English lessons did not have an allocated time in the primary school curriculum before 1997 (MEB, 1930, 1954, 1970, 1986, 1992, 1994), at that time, there were such schools named as Anatolian high schools, which consisted of a one-year English preparatory class, then a three-year's English language teaching at secondary, followed by, another three-year period of English lessons in high-school, and as a natural consequence of long years of exposure to English language, the learners used to have a higher level of proficiency in English (Kırkgöz, 2007: 218).

On the other hand, despite their compulsory hours for English lessons, state schools were still not as successful as Anatolian schools in terms of teaching English to the learners. It might be regarded as the result of the inadequate number of the materials and inefficient teaching techniques implemented (Kırkgöz, 2007: 218).

After 1997, by the approval of an eight-year compulsory primary school education, and the start of foreign language teaching with the fourth grade at primary schools, the new curriculum suggested student-centred learning, where the teachers were encouraged to promote learners' communication skills and maximise the learners' use of English (Kırkgöz, 2007: 218).

To increase exposure time in The UK, all lessons are naturally in English and visual aids are used widely. Only when it is absolutely necessary, then, is the home language used.

Allocation of English Hours on the Time-Table

From the 1997-98 academic year in our country, foreign language teaching starts at the 4th grade, and continues with the second foreign language in later stages, and with reinforced foreign language courses upon request. There are 2 hours of English courses in the 4th and 5th grades; 4 hours in the 6, 7 and 8th grades.

The General Directorate of Primary School Education of the Ministry of National Education [MEB] prepared a report recommending the inclusion of the foreign language courses from the 1st grade on, based on a questionnaire conducted with more than 2.000 teachers in 2000, considering the fact that foreign language learning is more productive and successful at younger ages as scientifically proved. This report is not in effect yet since the decision-making process has not been passed.

On the other hand, EAL is a matter of every lesson in the curriculum. Except the literacy hours and the practice of EAL aid in the other lessons, every morning, a 20-minute reading and 45-minute literacy sessions take place before the lessons start for the EAL learner.

Collaboration with Parents

The leading fact accepted by everyone is the communication of the teachers with the parents of the students at the primary and secondary education grades. Having examined the parent-teacher meetings held in Turkey, it is apparent that these meetings held only twice a year are not sufficient for the education purposes.

Another issue is that the families do not have adequate knowledge and skills about foreign language education. Nonetheless, it is for sure that the parents who establish regular meetings with the teachers and teachers who direct and guide the parents on learning English will positively affect the success of the students.

In Britain, the schools have weekly newsletters where dates for assemblies, trips, school events and activities are communicated to parents. The newsletters are translated into the community languages as well. For instance, Turkish parents have the advantage of reading the newsletter in Turkish every week. What is more, in some primary schools in London, there is a Turkish consultation surgery held within a fortnight. Interpreters are available during parent-teacher consultations which are held at least three times a year.

In-Service Training

The majority of the foreign language teachers in Turkey with respect to their circumstances, neither have the consciousness of productivity nor are they encouraged by the school administrations, nor do they have the necessary motivation to develop themselves on language teaching as a result of graduating from relevant faculties with numerous deficiencies and of doing nothing to correct such deficiencies at schools.

The foreign language teacher training and in-service training system should be arranged and adjusted in a way to directly serve the related goal in line with the scientific data based on the environment and requirement analysis. Coordination may be ensured between the universities and the MEB by such an arrangement. The prospective teachers may get ready in a more realistic manner with awareness of the teaching environment and methods by dropping off the unnecessary theoretical knowledge, of whose impact on application is disputed. In the same way, in-service training may be given to all teachers at certain intervals by teams of trainers with the effective support of the universities.

As mentioned in the previous sections, in The UK, there are several occasions for teachers to attend certificate programmes, seminars or workshops organised by both schools or private institutions. EAL or EFL teachers might find extra courses or training sessions in various subject areas related to their own interests and needs so that their teaching skills significantly improve throughout a teaching period in the mainstream schools. ‘Advanced Skills Teachers’ would be a good example of how teachers specialise in their subject areas. The comparison above, which has focused on eight main areas, uncovers the fact that there exist significant differences between the Turkish and British systems and strategies as regards English language teaching.

CHAPTER 3: METHODOLOGY

3.0 Introduction

The aim of this study is to analyse the teaching techniques and strategies of the language teachers in EAL classrooms in The UK by comparing the situation with the current system of the primary schools in Turkey to improve ELT in the Turkish Primary schools in terms of speaking. This chapter expresses the method used in the study. First, subjects are introduced and then the procedure followed throughout the research is explained. Finally, findings of the research are interpreted.

3.1 Participants

This study was carried out at British primary schools in The UK and Turkish primary schools in Turkey. One hundred primary school teachers (50 of them are EAL teachers in The UK, and the other 50 are EFL teachers in Turkey) participated in the study.

Table 2 illustrates the number and the distribution of the participants of the EAL and EFL questionnaires (*n*).

Table 2: Distribution of the participants of the EAL and EFL questionnaires (*n*).

COUNTRY	POPULATION (<i>n</i>)
EAL UK	50
EFL TR (Turkey)	50
TOTAL	100

3.2 Procedure

In order to find out about the ideas of the English language teachers in The UK and Turkey about EAL and EFL teaching in their own countries in terms of students, learning environment, teachers, government support and techniques and strategies employed at primary schools, two questionnaires (one for the EAL teachers in The UK and one for the EFL teachers in Turkey) (see Appendices 1 and 2) were used as the data collection method. As there was no previously administered instrument for the research problem of this study available, all the questions in the questionnaires (see Appendices 1 and 2) were formed by the researcher. Each item in the questionnaires (see Appendices 1 and 2) finds its basis in the literature review of the study.

While preparing the questions in the questionnaires (see Appendices 1 and 2), the researcher benefited from the theoretical information about EAL techniques and strategies in Chapter II. The questionnaire for the EAL teachers in The UK (see Appendix 1) and the questionnaire for the EFL teachers in Turkey (see Appendix 2) are identical in terms of content and organisation except a slight change in the ‘EAL’ and ‘EFL’ terminology. At the very beginning of the two questionnaires, there are three questions which were specifically designed to have background information about the participants in terms of their language competence and teaching experience in their profession as English language teachers. After this part, the questionnaires consisted of a total of 60 questions and contain five sections (see Appendices 1 and 2).

The first 10 questions in ‘Section A’ (Students) are designed to find out about the observations of the teachers on learners’ financial background, its effect on their competence and performance in English, interest of the families on the child’s language development, and learners’ motivation to learn English in both countries.

Questions from 11 to 20 in ‘Section B’ (Learning Environment) focus more on the classroom design, the teacher-student ratio in each classroom, adequacy of the

teaching staff, allocation of the lessons to the time-table, the use of multimedia in the lessons, awareness of the different attainment levels of the students and teaching accordingly, outdoor activities, exposure to the target language and inspection of the authorities regarding these matters.

Questions from 21 to 30 in ‘Section C’ (Teachers) aim to provide information about the qualification level of the teachers in The UK when compared to Turkey, teachers’ collaboration with parents and other teachers, their recognition of the learners in terms of competence in English and teachers’ effect on learners’ motivation.

Questions from 31 to 40 in ‘Section D’ (Government Support) reveals information about the government support in both countries to improve English language teaching in terms of providing in-service training to increase the quality of education and the teacher professionalism specific grants and funds to arrange events and activities which will promote English language performance of the learners, premiums to motivate teachers from time to time and clear targets to understand the learning objective behind English language teaching.

Finally, the purpose of the last 20 questions in ‘Section E’ (Techniques and Strategies) is to give information about the current techniques and the strategies employed at British and Turkish primary schools in practice by the teachers in terms of English language teaching, in other words, the questions in this section aim to indicate what really happens in the classrooms rather than what the expected is.

‘Table 3’ shows the distribution of the questions in both questionnaires from the perspective of categories of each question:

Table 3 Distribution of the questions in the questionnaires

SECTION	QUESTION NO	CATEGORY
A	1-10	STUDENTS
B	11-20	LEARNING ENVIRONMENT
C	21-30	TEACHERS
D	31-40	GOVERNMENT SUPPORT
E	41-60	TECHNIQUES and STRATEGIES

Each item in the questionnaires (see Appendices 1 and 2) was piloted on 10 EAL teachers at British primary schools and 10 EFL teachers at Turkish primary schools in order to be able to check the content and organisation of the questionnaire and to reorganise the questionnaire in the most appropriate form for the teachers to answer the questions easily.

As a statistical concept, ‘Cronbach's alpha’ is the most common form of internal consistency reliability coefficient. Alpha equals zero when the true score is not measured at all, and there is only an error component. Alpha equals 1.0 when all items measure only the true score and there is no error component (...). By convention, a lenient cut-off of .60 is common in exploratory research; alpha should be at least .70 or higher to retain an item in an "adequate" scale; and many researchers require a cut-off of .80 for a "good scale" (Garson, 2009). See ‘Appendix 9’ for the SPSS report showing that all the reliability values in this study are above 0,99. Therefore, according to Garson’s (2009:72) evaluation, the reliability statistics of the questionnaires, which are calculated by the help of SPSS, are highly satisfactory.

The questionnaires (see Appendices 1 and 2) consisting of 60 items each, have been designed in order to examine the EAL and the EFL teachers’ aspects and

actions regarding the students, learning environment, teachers, government support, and the techniques and the strategies implemented in The UK and Turkey under the perspective of oral production skills and their improvement in English language teaching at primary schools (see Appendix 1 and 2). Scoring procedures are as follows:

- **3** Always
- **2** Sometimes
- **1** Never

CHAPTER 4: DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter aims to present the analysis of the data and the results by providing graphs and comments on the graphs.

4.1 Data Analysis and Discussion

4.1.1 A Comparison of the Participants in UK and Turkey

This chapter firstly reveals whether there is a meaningful statistical difference between the opinions of the English and Turkish teachers for the five chapters listed below and the entire study that is called General obtained from the averages of these chapters is tested by using inter-averages difference control “independent samples t test.”

1. Opinions on students
2. Opinions on learning environment
3. Opinions on teachers
4. Opinions on government support
5. Opinions on techniques and strategies

Analyses are conducted in the light of this data. The first chapter containing “Opinion on students” of the English and Turkish teachers consists of 10 questions, the second chapter “Opinions on learning environment” 10 questions, the third chapter “Opinions on teachers” 10 questions, the forth chapter “Opinions on government support” 10 questions and fifth and last chapter titled “Opinions on techniques and strategies” comprises 20 questions.

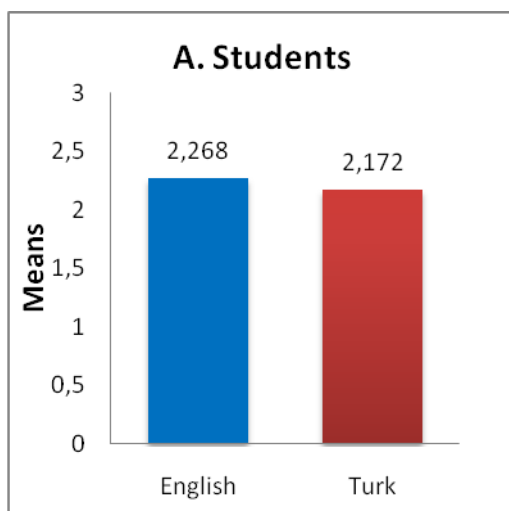
H_0 null hypotheses that bear the thesis that “the difference between the opinions of the English and Turkish teachers in chapter X” will be tested by the comparison of t table value and t calculation value obtained from the analysis done with 1,645 as the table value in the 98 degrees of freedom (df = The degrees of freedom used to obtain the observed significance level). The aim of the X indication in the hypothesis above is to make the hypotheses have a general appearance by using the coded phrases in the chapters of our study. In the event that the t calculation value as absolute value in the charts below is greater than 1,645, which is the t table value in the 98 degree of freedom, H_0 null hypothesis is rejected, and it will be said that the difference between the English and Turkish teachers for the mentioned chapter is significant. Another comparison leading to the same result will yield that the sig. (significance 2 - tailed) in the table should be smaller than 0,05 of margin of error of the test. In the case of opposite of this, namely, that t-calculation value is smaller than t-table value with the calculated absolute value or sig. (significance 2-tailed) value is greater will ensure that the H_0 null hypothesis is accepted.

The following table (Table-1) includes the determinant statistical values (basic statistics), mean, standard deviation and mean standard error values obtained from the responses of the English and Turkish teachers for each chapter. The graphics under this table indicate the means obtained from the responses of English and Turkish teachers for each chapter.

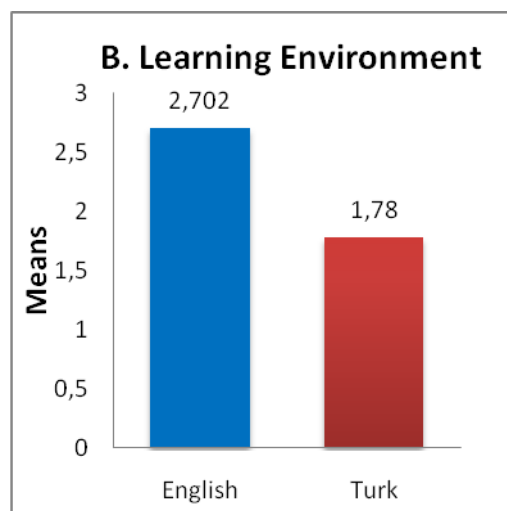
Group Statistics

Section	Teachers	N	Mean	Std. Deviation	Std. Error
A. STUDENTS	English	50	2,2680	0,22446	0,03174
	Turk	50	2,1720	0,33688	0,04764
B. LEARNING ENVIRONMENT	English	50	2,7020	0,29726	0,04204
	Turk	50	1,7800	0,43566	0,06161
C. TEACHERS	English	50	2,6460	0,30786	0,04354
	Turk	50	2,1760	0,48846	0,06908
D.GOVERNMENT SUPPORT	English	50	2,0960	0,39639	0,05606
	Turk	50	1,5840	0,36942	0,05224
E. TECHNIQUES AND STRATEGIES	English	50	2,4570	0,31832	0,04502
	Turk	50	2,0500	0,38079	0,05385
GENERAL	English	50	2,4338	0,29677	0,04197
	Turk	50	1,9570	0,39491	0,05585

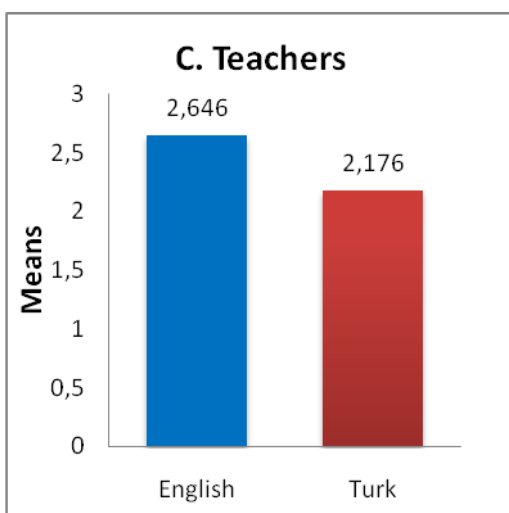
Table-1



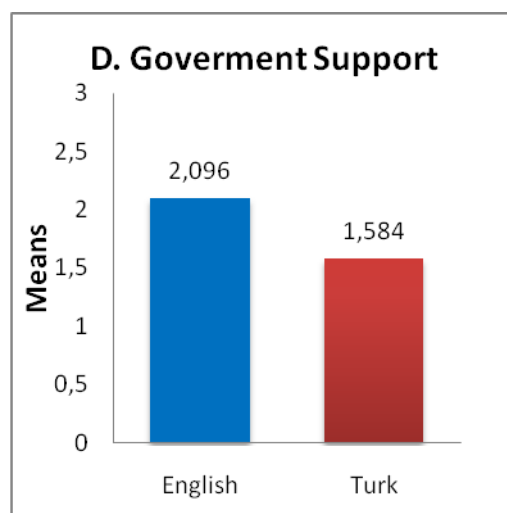
Graphic-1



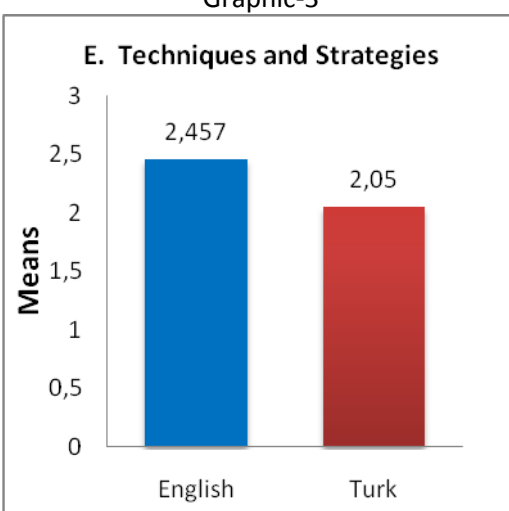
Graphic-2



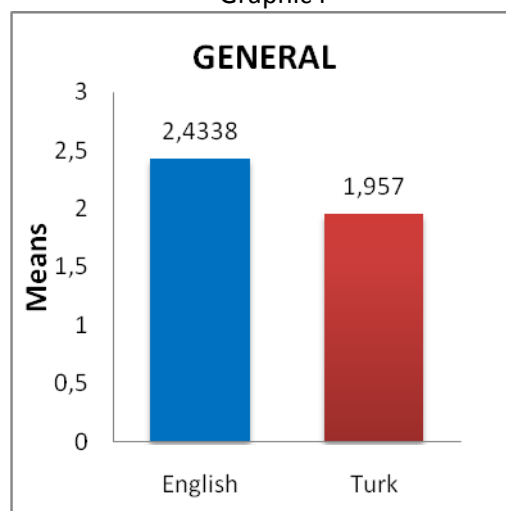
Graphic-3



Graphic-4



Graphic-5



Graphic-6

Table 2 gives the t-test results, the interpretation of the results are provided under the said table.

		Two Independent Sampling t Tests Chart						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t calculation	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
A. STUDENTS	Equal variances assumed	7,603	0,007	1,677	98	0,097	0,09600	0,05725
	Equal variances not assumed			1,677	85,345	0,097	0,09600	0,05725
B. LEARNING ENVIRONMENT	Equal variances assumed	10,105	0,002	12,361	98	0,000	0,92200	0,07459
	Equal variances not assumed			12,361	86,498	0,000	0,92200	0,07459
C. TEACHERS	Equal variances assumed	6,749	0,011	5,756	98	0,000	0,47000	0,08165
	Equal variances not assumed			5,756	82,624	0,000	0,47000	0,08165
D. GOVERNMENT SUPPORT	Equal variances assumed	0,204	0,653	6,682	98	0,000	0,51200	0,07663
	Equal variances not assumed			6,682	97,517	0,000	0,51200	0,07663
E. TECHNIQUES AND STRATEGIES	Equal variances assumed	4,625	0,034	5,799	98	0,000	0,40700	0,07019
	Equal variances not assumed			5,799	95,013	0,000	0,40700	0,07019
GENERAL	Equal variances assumed	5,383	0,022	6,825	98	0,000	0,47680	0,06986
	Equal variances not assumed			6,825	90,961	0,000	0,47680	0,06986

Table-2

The interpretations of the two independent sampling t-test results are given below.

1. Because 1,677, which is the t calculation value in the 98 degrees of freedom in the t test table of the “Opinions on the students” is very close to 1,645, which is the t-table value (as absolute value) in the same degree of freedom, we are concerned with whether sign. (significance 2-tailed) value in the table that will take us to the same result is greater or less than the 0,05 margin of error instead of a comparison between these two values. We accept H_0 - null hypothesis having the argument that “the difference between the opinions on the students of the English and Turkish teachers is not significant” since the sig. (significance 2-tailed) value is greater than 0,05 margin of error that we conducted 0,097 test. In summary, we can say that the difference between the means pertaining to the opinions of the English and Turkish teachers on students seen in the Graph-1 given above is not significant statistically in the 95 percent confidence level.

2. In the chapter “Opinions on the learning environment”, the H_0 – null hypothesis – having the argument that “the difference between the opinions on the learning environment of the English and Turkish teachers is not significant” is rejected because 12,361, the t calculation value in the 98 degree of freedom in the t test table is greater than the t-table value (as absolute value) of 1,645 in the same degree of freedom ($t \text{ calculation} = 12,361 > t \text{ table} = 1,645$). Another comparison that takes us to the same result is that sig. (significance 2-tailed) value in the table is less than margin of error of 0,05 that we did 0,000 test. In summary, we can say that the difference between the means pertaining to the opinions of the English and Turkish teachers on learning environment given in the Graph-2 given above is significant statistically in the 95 percent confidence level.

3. In the chapter “Opinions on the teachers”, the H_0 – null hypothesis – with the argument that “the difference between the opinions on the teachers of the English and Turkish teachers is not significant” is rejected because 5,756, the t calculation value in the 98 degree of freedom in the t test table is greater than the t-table value (as absolute value) of 1,645 in the same degree of freedom ($t \text{ calculation} = 5,756 > t \text{ table} = 1,645$). Another comparison that takes us to the same result is that sig. (significance 2-tailed) value in the table is less than margin

of error of 0,05 that we did 0,000 test. In summary, we can say that the difference between the means pertaining to the opinions of the English and Turkish teachers on teachers given in the Graph-3 given above is significant statistically in the 95 percent confidence level.

4. In the chapter “Opinions on the government support”, the H_0 – null hypothesis – having the argument that “the difference between the opinions on the government support of the English and Turkish teachers is not significant” is rejected because 6,682, the t calculation value in the 98 degree of freedom in the t test table is greater than the t -table value (as absolute value) of 1,645 in the same degree of freedom (t calculation = 12,361 > t table = 1,645). Another comparison that takes us to the same result is that sig. (significance 2-tailed) value in the table is less than margin of error of 0,05 that we did 0,000 test. In summary, we can say that the difference between the means pertaining to the opinions of the English and Turkish teachers on government support given in the Graph-4 given above is significant statistically in the 95 percent confidence level.
5. In the chapter “Opinions on the techniques and strategies”, the H_0 – null hypothesis – with the argument that “the difference between the opinions on the techniques and strategies of the English and Turkish teachers is not significant” is rejected because 5,799, the t calculation value in the 98 degree of freedom in the t test table is greater than the t -table value (as absolute value) of 1,645 in the same degree of freedom (t calculation = 5,799 > t table = 1,645). Another comparison that takes us to the same result is that sig. (significance 2-tailed) value in the table is less than margin of error of 0,05 that we did 0,000 test. In summary, we can say that the difference between the means pertaining to the opinions of the English and Turkish teachers on techniques and strategies given in the Graph-5 given above is significant statistically in the 95 percent confidence level.
6. For the General variant obtained from the average of 5 chapters in order to have a general opinion about the entirety of the study, the H_0 – null hypothesis – having the argument that “the difference between the general opinions of the English and

Turkish teachers on the oral production skills is not significant” is rejected because 6,825, the t calculation value in the 98 degree of freedom in the t test table is greater than the t-table value (as absolute value) of 1,645 in the same degree of freedom ($t \text{ calculation} = 6,825 > t \text{ table} = 1,645$). Another comparison that takes us to the same result is that sig. (significance 2-tailed) value in the table is less than margin of error of 0,05 that we did 0,000 test. In summary, we can say that the difference between the means pertaining to the opinions of the English and Turkish teachers on oral production skills given in the Graph-6 given above is significant statistically in the 95 percent confidence level.

In the light of the results given in articles above, it has been found out that the English and Turkish teachers have different opinions in statistical terms in all the chapters except for the “Opinion on students” and in the generality of these opinions. In other words, it can be said that in the comparison on the teaching strategies of speaking skills applied in the Turkish and British Primary Schools within the sampling at hand the difference on opinions of teachers of these two countries are statistically significant. While the limited number of samplings included in this study prevents us from making a generalisation, it has a guiding quality for the future and more comprehensive works to be carried out on this subject.

The first three questions at the beginning of the two questionnaires (see Appendices 1 and 2) were designed to have background information about the participants in terms of their language competence and teaching experience in their profession as EAL or EFL teachers.

‘Table 4’ gives information about the participants who work as primary school EAL teachers in The UK, and ‘Table 5’ gives information about the ones who work as primary school EFL teachers in Turkey.

Table 4 Background Information about the EAL Teachers in The UK in Percentages

TEACHING EXPERIENCE in PERCENTAGES				
1. Year	1-5 Years	5-10 Years	10-15 Years	15 and over
0%	44%	28%	24%	4%
ENGLISH as NATIVE LANGUAGE in PERCENTAGES				
Native Speaker			Non-native Speaker	
60%			40%	
PARTICIPANTS HAVING CERTIFICATES in PERCENTAGES				
I have no certificates at all!			At Least 1 or more	
0%			100%	

As Table 4 shows, in The UK, almost half of the participants (44%) are newly-qualified teachers who have recently started to teach, and have finished or about to finish their induction period in the schools they work, according to the standards of English education system. The other half of them (52%) has at least completed their fifth year in their profession. There are only few teachers (4%) who have been teaching for 15 years or more. It is not very surprising to see that the number of the participants who are *native speakers* of English, generates 60% of the total amount while most of the teachers were participating from London, which is one of the most cosmopolitan cities in the world, and that the percentage of the *non-native speakers* (40%) is one of the indicators of EAL teaching to be really common among all ethnic groups and to be usually requiring bilingual teachers. Seeing all of the participants (100%) have at least one or more *certificates* related to their profession may be regarded as a fact that the teachers in The UK are trying to improve their qualification by taking advantage of attending educational certificate programmes as part of the in-service training arranged by education authorities.

Table 5 Background Information about the EFL Teachers in Turkey in Percentages

TEACHING EXPERIENCE in PERCENTAGES				
1. Year	1-5 Years	5-10 Years	10-15 Years	15 and over
0%	50%	30%	14%	6%
LANGUAGE COMPETENCE in PERCENTAGES				
Native Speaker			Non-native Speaker	
0%			100%	
PARTICIPANTS HAVING CERTIFICATES in PERCENTAGES				
I have no certificates at all!			At Least 1 or more	
66%			34%	

Table 5 indicates that the experience of the EFL teachers participating in the questionnaire from Turkey is more or less the same as the EAL teachers in The UK with 50% newly-qualified, 44% five to fifteen year and 6% plus 15 year teachers. Naturally, there is native speakers of English among the participants in Turkey because of the fact that native speakers do not work at Turkish state primary schools except few private ones which can afford recruiting overseas teachers. In terms of in-service training, it can be seen that only 34% of the Turkish teachers attended to a certificate programme to promote their teaching skills in English. It may be the result of, first, lack of interest of the teachers in such professionalism programmes, which are not compulsory and usually requiring an admission fee, and second, the government does not offer many such teacher training programmes in Turkey.

4.1.1 Section A: Students

The first 10 questions in this section are designed to find out the observations of the teachers on learners' financial background, its effect on their competence and

performance in English, interest of the families on the child's language development and learners' motivation to learn English in both countries.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	2	4%	20	40%
sometimes	40	80%	25	50%
always	8	16%	5	10%

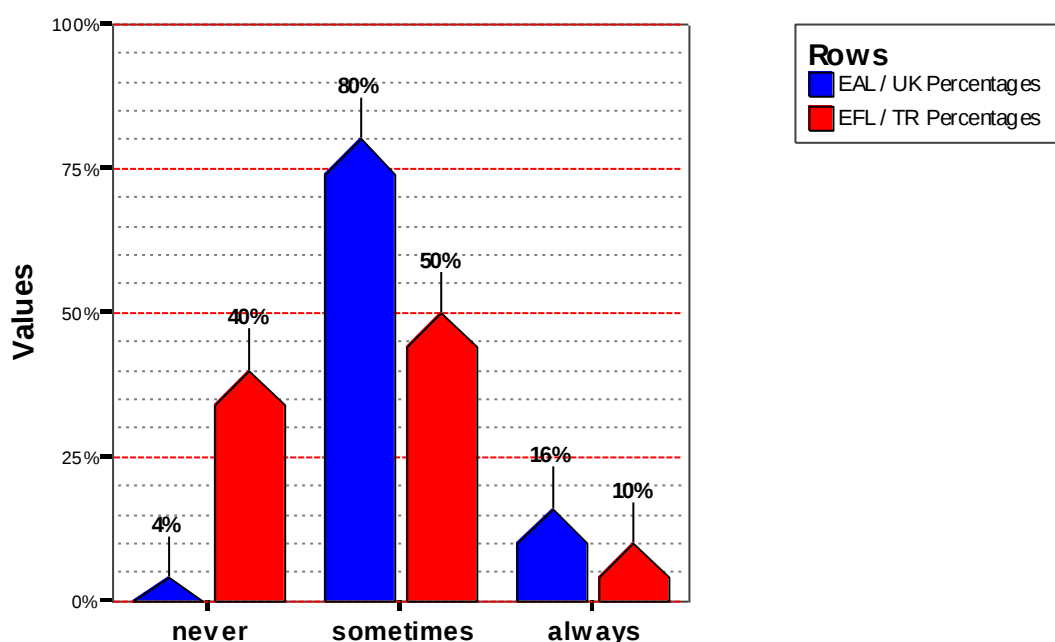


Figure A-1: Distribution of responses to question 1. T1 (EAL Teachers) (n = 50), T2 (EFL Teachers) (n = 50).

As a touchstone of English language teaching, Jeremy Harmer (Harmer, 2008:19-20) underlines at the very beginning of his book, 'How to Teach English', that it is vital to learn about the students in order to teach" effectively. For this reason, the first question focuses on the background of the learners. As can be seen in Figure A-1, the teachers in Turkey say that 40% of their students *never* come from really poor backgrounds, whereas the responses to the same question in The UK underpin that only 4% of their learners *never* come from really poor backgrounds.

This indicates that the number of the pupils coming from really poor backgrounds in the latter is twice more than the ones in Turkey. This is mostly because it is only the immigrants or asylum seekers who strive for learning English in the United Kingdom. The conditions and the facilities that the learners have are significant in that “Where students have different cultural backgrounds from the teacher or from each other, they may feel differently from their classmates about topics in the curriculum. They may have different responses to classroom practices from the ones the teacher expects or the ones which the writers of the course book they are using anticipate” (Harmer, 2008:19-20).

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	8	16%	10	20%
sometimes	37	74%	30	60%
always	5	10%	10	20%

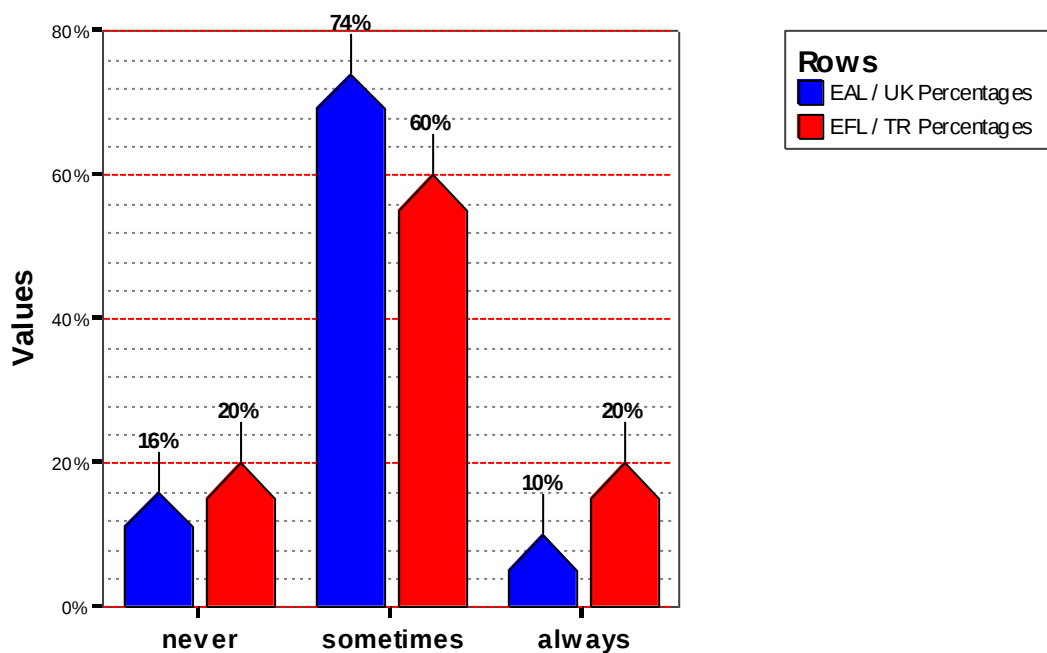


Figure A-2: Distribution of responses to question 2. T1 (n = 50), T2 (n = 50).

As Figure A-2 displays, the teachers who claimed that the success of the students having low life standards is *always* 10% and 20% in The UK and Turkey respectively. As it has been discussed above, the living conditions and the family background have quite an important influence over the learners 'success.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	6	12%
sometimes	20	40%	35	70%
always	30	60%	9	18%

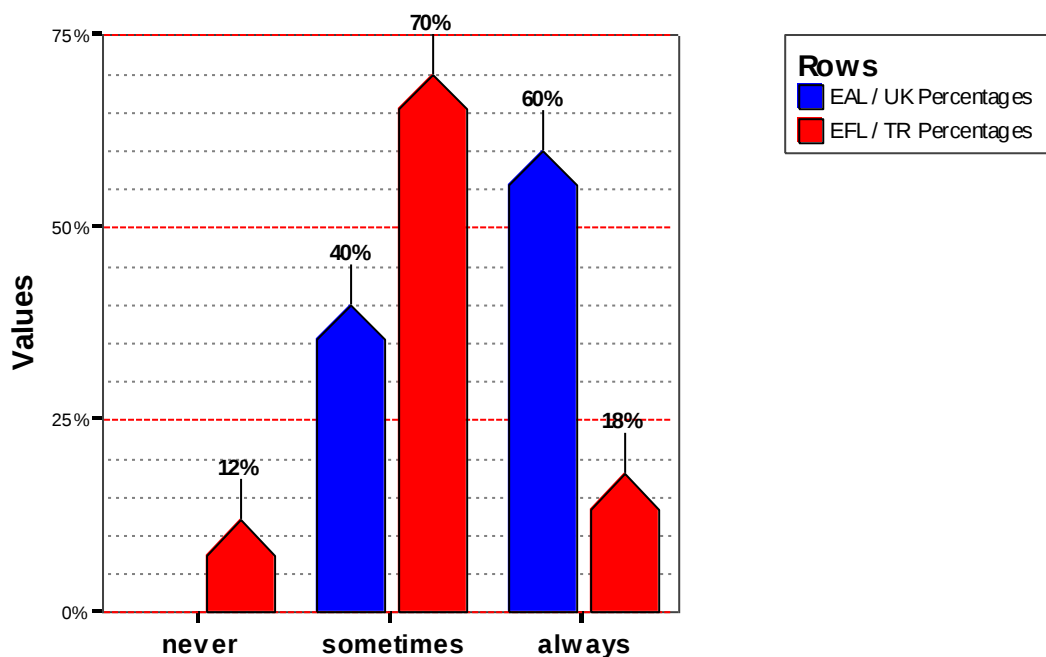


Figure A-3: Distribution of responses to question 3. T1 (n = 50), T2 (n = 50).

The variation between the families in Turkey and The UK goes too far away from each other as the families in The UK are 60% *always* interested in their children's progress, while the families in Turkey are only chasing up 18% *always*. There can be many reasons listed underlining this result in terms of obligations and needs. In The UK, learning English is an issue for immigrants, but most of the parents are not competent in English. Due to this fact, parents make a huge effort for their children to learn English. Secondly and more notably, the children are obliged to learn English in order to carry on their education which they have to. Hence, not even a single family in Britain is said to be not interested in their children's learning. On the other hand, pupils in Turkey are confronted with a 'University Entrance Exam', in which English is out of the question, in order for them to have a higher

education and have better job possibilities. Therefore, English learning is mostly not the main focus until a student gets university education.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	7	14%	8	16%
sometimes	40	80%	37	74%
always	3	6%	5	10%

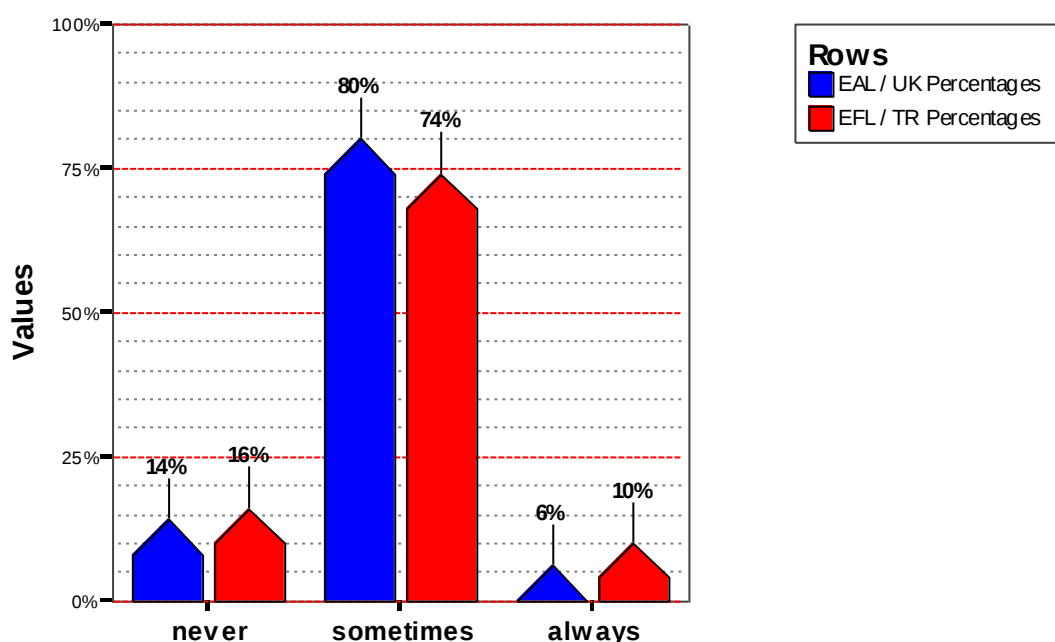


Figure A-4: Distribution of responses to question 4. T1 (n = 50), T2 (n = 50).

According to Figure A-4, students that know almost nothing when they first start to learn English is restricted to only 6% *always* in The UK, and 10% *always* in Turkey. Although a higher difference might be estimated between The UK and Turkey, it is quite understandable due to the fact that English is a universal language as the most common words that are spoken all over the world are believed to be OK and YES, which implies that the pupils have faced with some basic English words either on TV or through their environment.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	35	70%	16	32%
sometimes	15	30%	0	0%
always	0	0%	34	68%

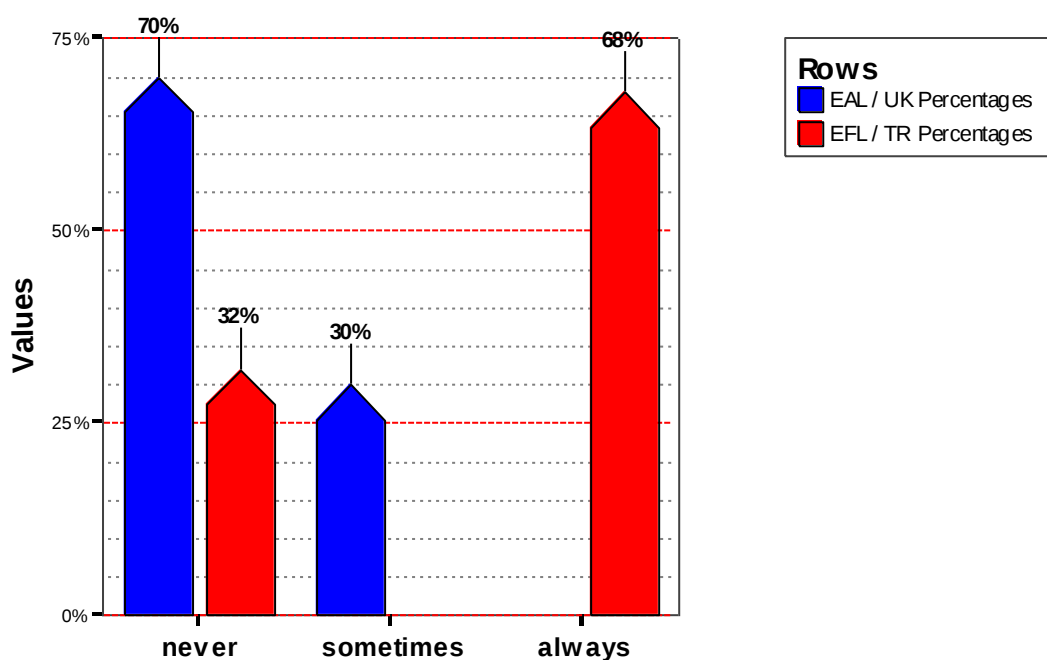


Figure A-5: Distribution of responses to question 5. T1 (n = 50), T2 (n = 50).

Figure A-5 proves that teachers in The UK do not regard the native language as an obstacle in learning English by saying 0% *always*. However, the percentage in Turkey goes up to 40% *always*, as the former learner group have the opportunity and the necessity to speak English in a way, whereas the Turkish learner group prefer corresponding in the native language even in English lessons. Unfortunately, in Turkey it is a common fact that even the teachers prefer to use Turkish in English lessons. Scott Thornbury (2004:48) highlights this fact by saying “Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes, such as ‘Let’s see, Whose turn is it?, That’s amazing, Never mind’ etc.”.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	1	2%	6	12%
sometimes	22	44%	32	64%
always	27	54%	12	24%

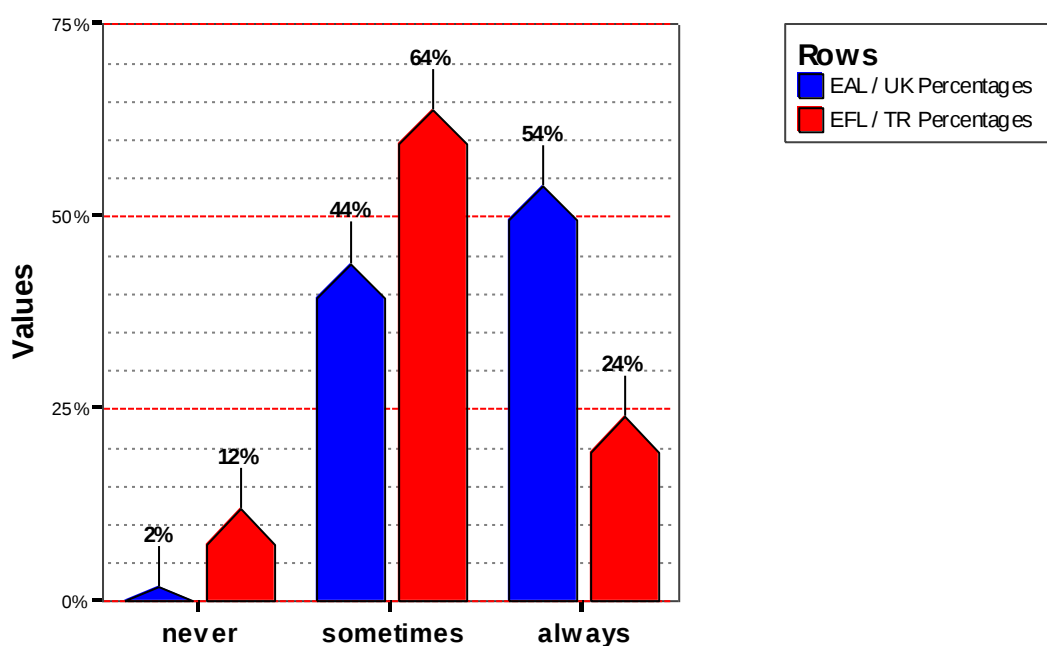


Figure A-6: Distribution of responses to question 6. T1 (n = 50), T2 (n = 50).

It can be derived from the responses to question six (Figure A-6) that students in Turkey have other priorities than learning English, as only 12 teachers out of 50 express that they are *always* self-motivated to learn English, consisting almost a quarter (24%). Not surprisingly, more than half of the participant teachers state that this motivation is 54% *always* in The UK and only 2% *never*. As we have touched upon above, learning English is essential in England to make a living, which becomes the first and foremost priority in a primary school. Yet the motivation to learn English at primary schools in Turkey diminishes dramatically if it is not a private school. This result can be understood considering the lack of facilities as well as the students' lack of concentration.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	2	4%	10	20%
sometimes	27	54%	20	40%
always	21	42%	20	40%

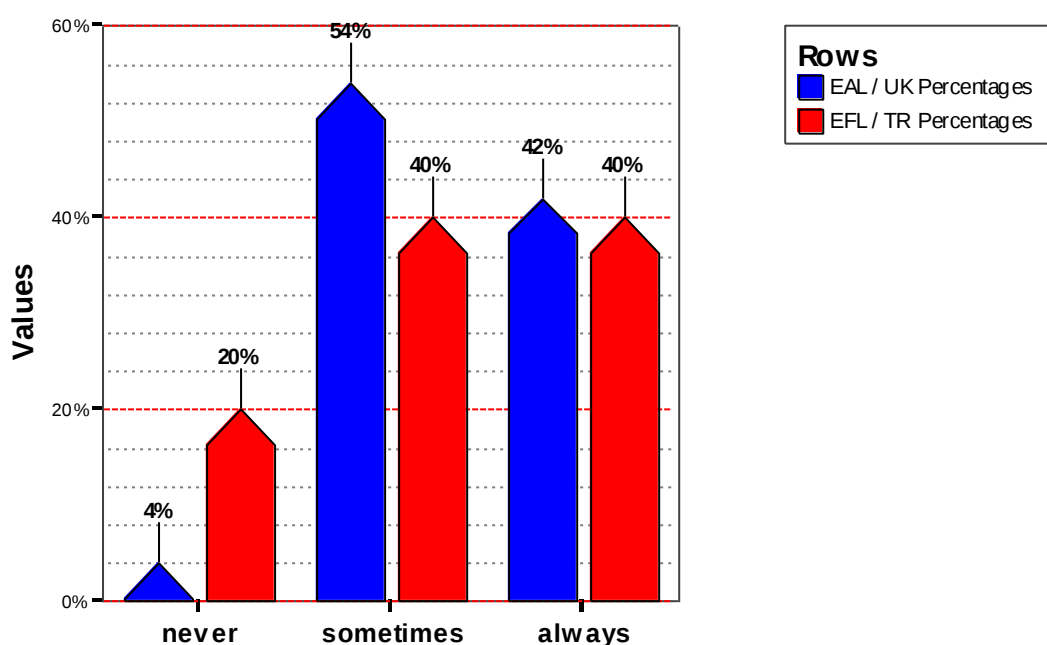


Figure A-7: Distribution of responses to question 7. T1 (n = 50), T2 (n = 50).

Figure A-7 reveals the fact that according to teachers, not giving permission for the native language is highly stronger in Turkey by 20% *never*, comparing to the one in The UK being only 4% *never*. Not more than 2 of the participant teachers are opposed to the idea of allowing the pupils to communicate in the mother tongue. One of the reasons for this might be that the pupils in Turkey are all native speakers of Turkish and mostly they do not have any other opportunity to practise their English apart from the English lesson(s); that is why some idealist teachers believe that the ‘submersion’ method would work better under these circumstances and want the learners to be exposed to the language as much as possible, whereas in The UK the students are obliged to speak in English as they cannot use their mother tongue with learners of different ethnic origins speaking other languages. Furthermore, as far as

observed, most of the teachers in schools get the aid of a bilingual teacher or adult who can speak both English and the native language of a pupil where necessary. In some occasions, if there is no bilingual assistants in the classroom, teachers try to find other bilingual students, who are born in Britain, to help the EAL learner learn better.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	1	2%	2	4%
sometimes	9	18%	3	6%
always	40	80%	45	90%

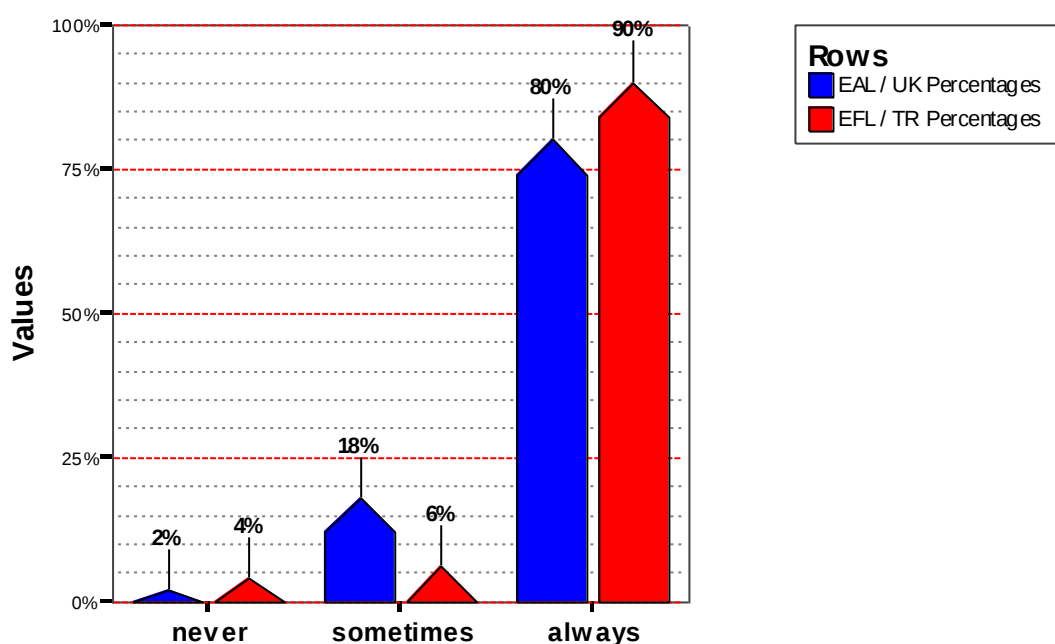


Figure A-8: Distribution of responses to question 8. T1 (n = 50), T2 (n = 50).

When it comes to the using of a bilingual dictionary, Figure A-8 suggests that neither in The UK, nor in Turkey do the teachers ban it. The ratio in these two countries is so similar to each other that the percentage of those who replied *always* and *sometimes* to this question is 98% in The UK and 96% in Turkey. This is an expected result as there may sometimes be misunderstandings or unclear expressions when an ‘English to English’ dictionary is used especially for the beginner levels.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	19	38%	29	58%
always	31	62%	21	42%

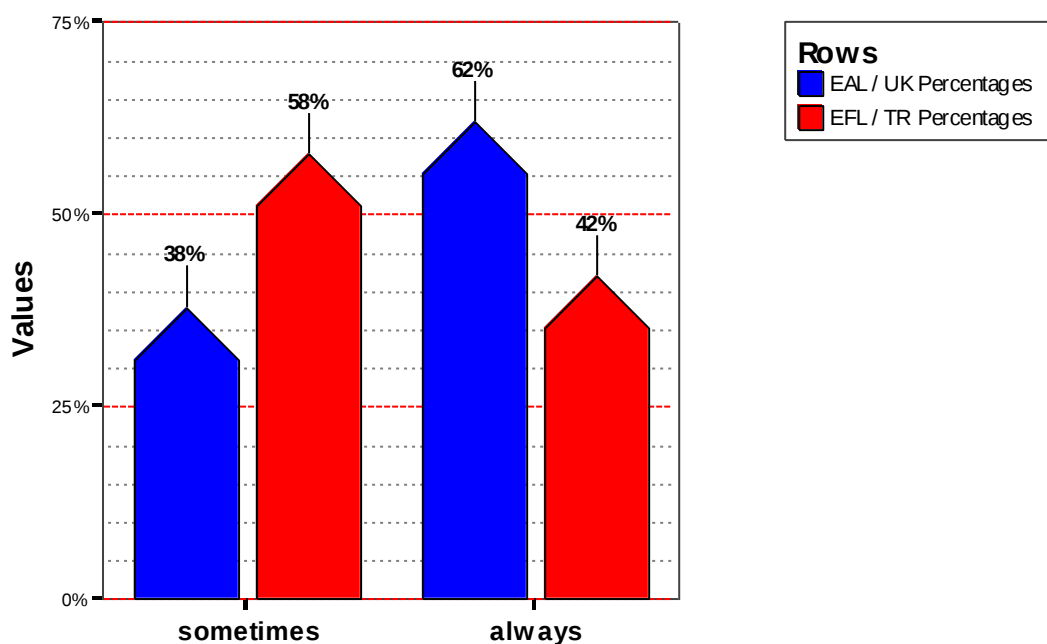


Figure A-9: Distribution of responses to question 9. T1 (n = 50), T2 (n = 50).

Figure A-9 reflects the opinions of the teacher about himself/herself. The pupils in The UK remark that they are quite satisfied with the way their teacher teaches them by saying 62% *always*. As to Turkey, there is a visible decrease in this rate with 42% *always*. It is noticed that the learners in Turkey are not very happy with their teachers' style. It may be because they are still mostly taught in a more grammar-based way, which puts them under pressure to speak accurately rather than fluently. As a result, this leads to the failure of a student in his/her effort to learn the language. In contrast to this method, the English style of teaching makes the student speak fluently first, and in this way, encourages the student to learn more.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	2	4%	12	24%
sometimes	21	42%	23	46%
always	27	54%	15	30%

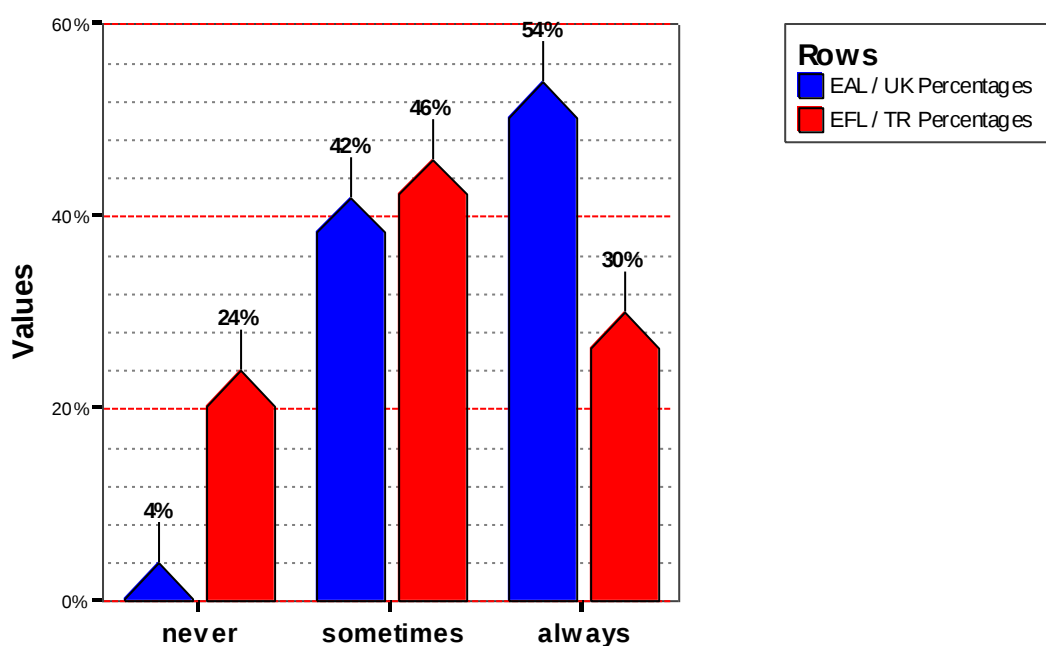


Figure A-10: Distribution of responses to question 10. T1 (n = 50), T2 (n = 50).

Figure A-10 asserts that the English learners in Turkey are 24% *never* able to communicate well in English within one/two year/s of time. As can be expected, this ratio is less in The UK by being 4%, as there is the strong influence of the environment of the latter in this comparison.

4.1.2 Section B: Learning Environment

Questions from 11 to 20 in this section focus more on the classroom design, the teacher-student ratio in each classroom, adequacy of the teaching staff, allocation of the lessons to the time-table, the use of multimedia in the lessons, awareness of the

different attainment levels of the students and teaching accordingly, outdoor activities, exposure to the target language and inspection of the authorities regarding these matters.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	2	4%	16	32%
sometimes	33	66%	13	26%
always	15	30%	21	42%

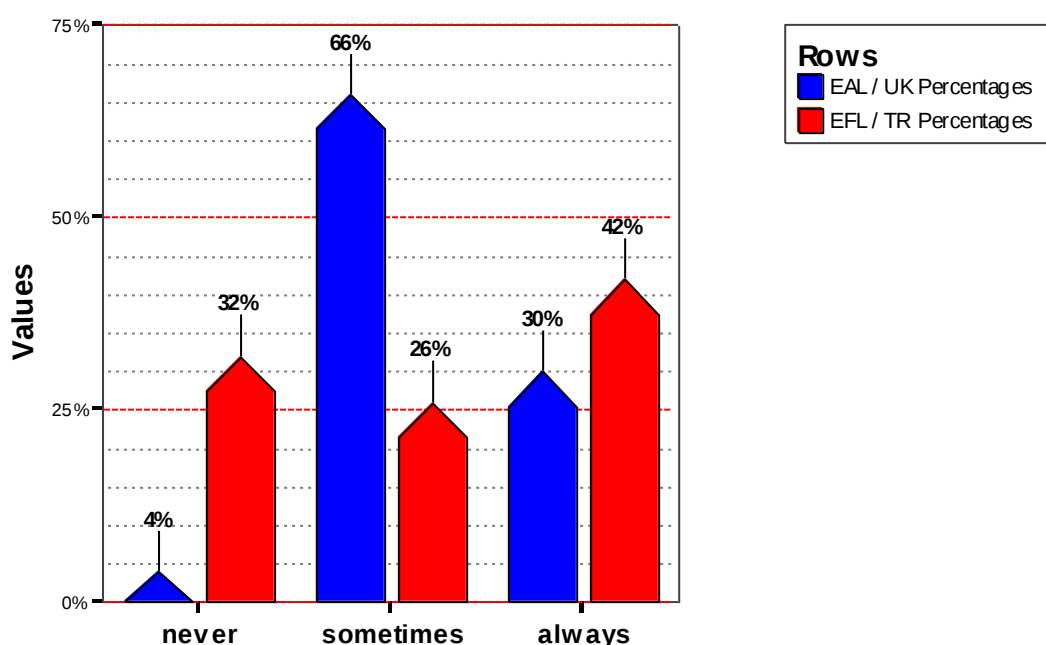


Figure B-11: Distribute of responses to question 11. T1 (n = 50), T2 (n = 50).

Apart from the background of the pupils, a suitable environment for an efficient learning is quite influential for the learning process. For instance, some of the universities in Turkey do not allow more than 30 students in a language class due to the reason that motivation decreases in a crowded class. On the other hand, in a primary or secondary state school, the students are like jam-packed in one class, and most of the time of a lesson is spent on the teacher's struggle to keep the silence in the classroom. In this recent questionnaire, the frame shows that the current situation

is yet to be improved. 32% of the teachers say their class is *never* appropriate for a proper learning in terms of student amount, whereas The UK teachers state that they have more facilities and the number of students in a class is appropriate for learning in this sense.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	50	100%
sometimes	11	22%	0	0%
always	39	78%	0	0%

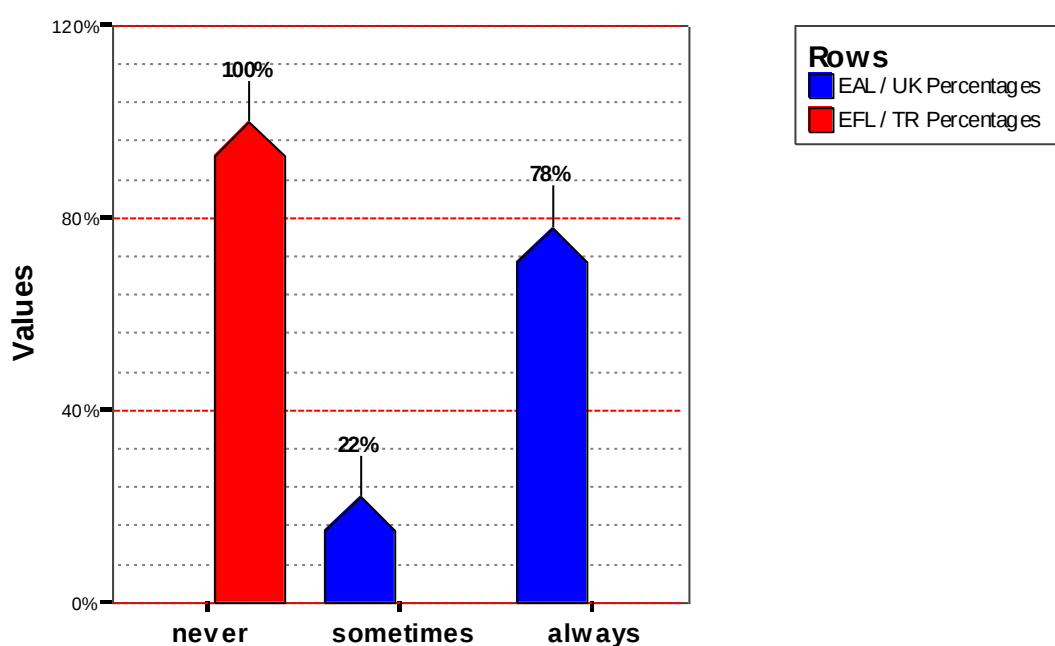


Figure B-12: Distribution of responses to question 12. T1 (n = 50), T2 (n = 50).

Figure B-12 aims to find out how influential to have a teacher assistant in a class. Even though there are, on some occasions, trainee teachers, who are known as student teachers, in lessons in Turkey, there is not exactly a concept of teacher assistant handling with those who are low in abilities so that the teacher can carry on his teaching without getting stuck with one student. As this is not applicable for the

participants in Turkey, the ratio in The UK bears much more importance to have an image. 78% of the teachers postulate that the teacher assistants are *always* helpful.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	5	10%	48	96%
always	45	90%	2	4%

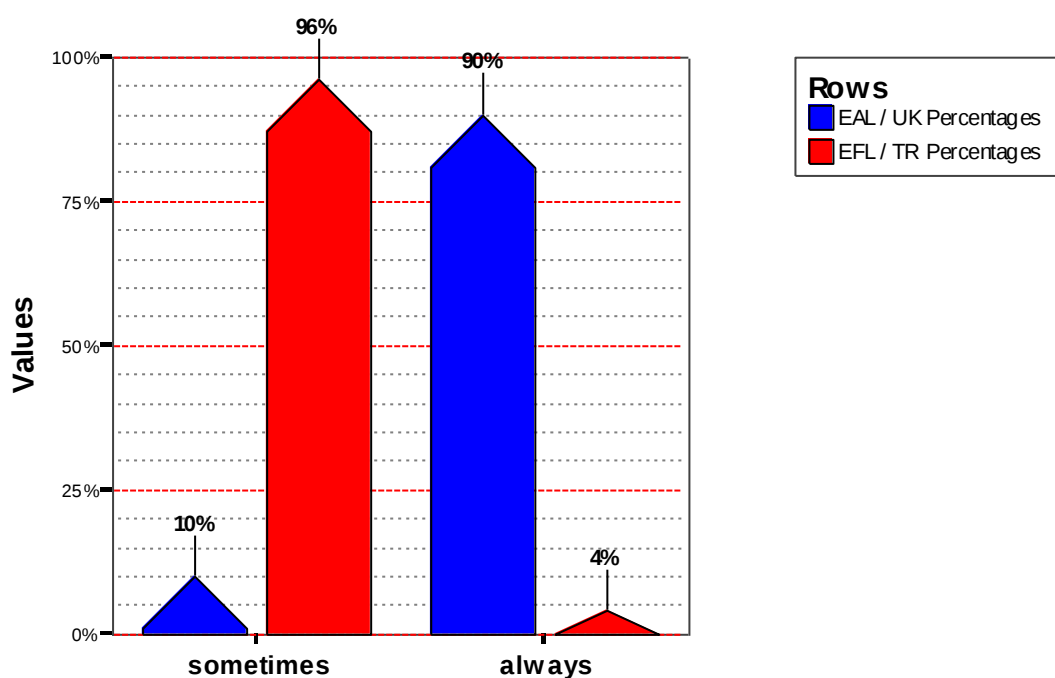


Figure B-13: Distribution of responses to question 13. T1 (n = 50), T2 (n = 50).

What draws the attention in Figure B-13 is that the authorities come and visit regularly in both countries. Nevertheless, the difference is that they are visited more often in The UK with a 90% *always* and 10% *sometimes*, while it is 4% *always* and 96% *sometimes* in Turkey.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	35	70%
sometimes	0	0%	15	30%
always	50	100%	0	0%

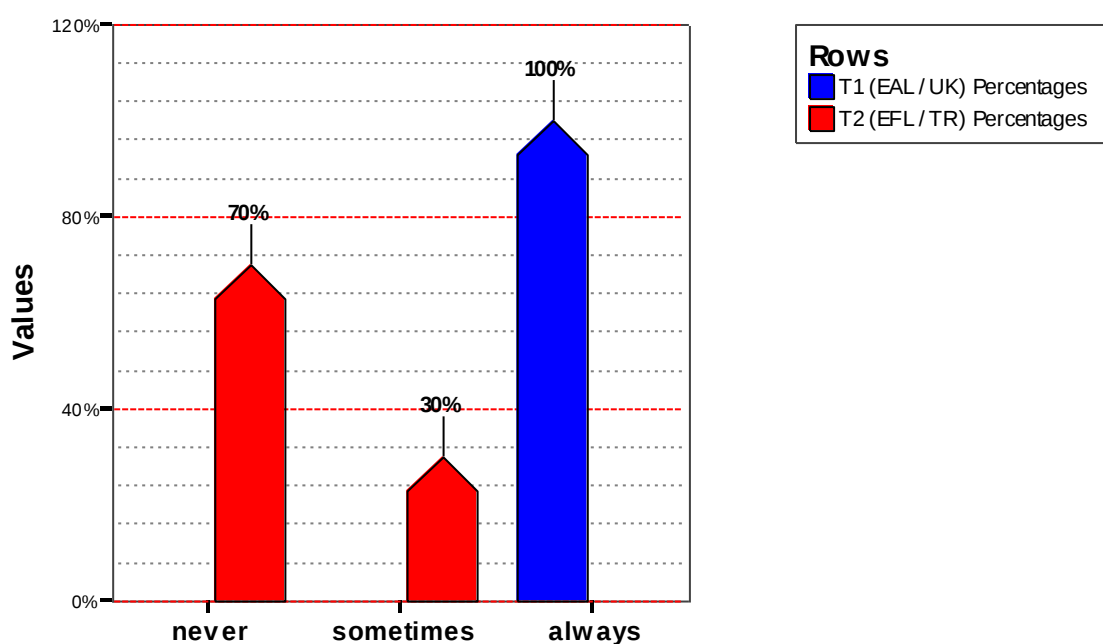


Figure B-14: Distribution of responses to question 14. T1 (n = 50), T2 (n = 50).

The frame that is drawn in Figure B-14 is about being exposed to the target language. Some schools arrange pen pals to help learners' language development, but still, it is a written form of communication in which the pupils have many problems. Although there is no opportunity to have a native speaker teacher at state primary schools in Turkey, the pupils can speak to the tourists in big cities or holiday resorts. Moreover, they are even able to chat verbally. Yet, it is a matter of debate how satisfactory it is. Therefore, the learner groups in The UK have no other choice but to speak to a native speaker of English according to what the teachers imply: 100% *always*. The teachers in Turkey express that this rate is 30% for their students.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	11	22%	19	38%
sometimes	18	36%	22	44%
always	21	42%	9	18%

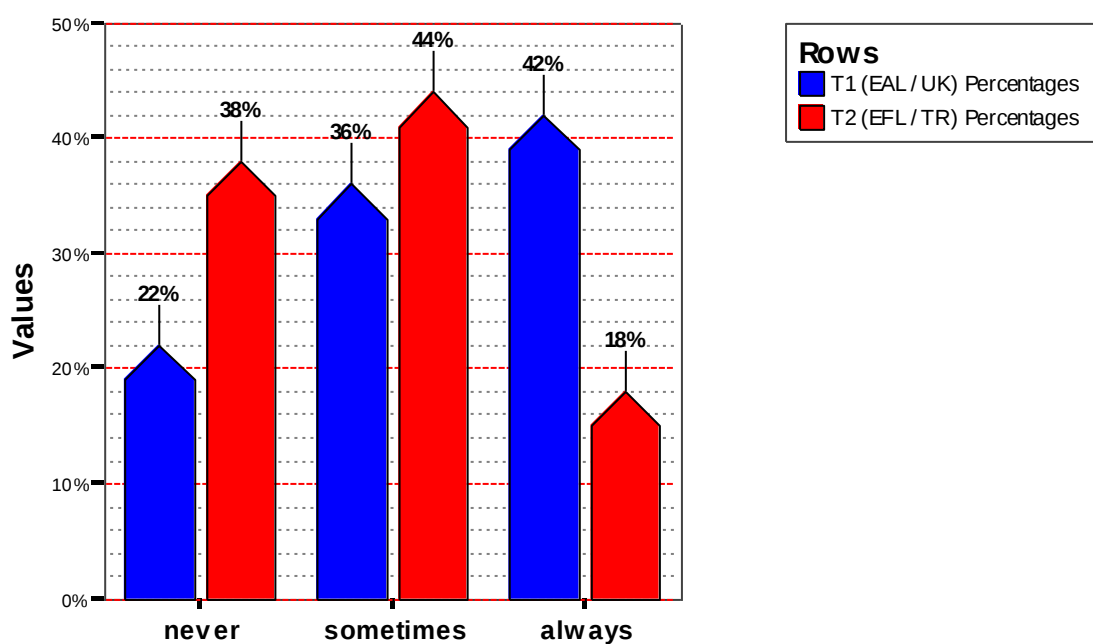


Figure B-15: Distribution of responses to question 15. T1 (n = 50), T2 (n = 50).

It seems that the teachers neither in The UK nor in Turkey are quite satisfied with their number of lessons to meet the general expectation – Figure B-15. The rate is 22% *never* in The UK and 38% *never* in Turkey. However, it should be noted that this is the case for the teachers, the families and the government, which means it is not that easy to reach a contenting level.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	5	10%
sometimes	5	10%	27	54%
always	45	90%	18	36%

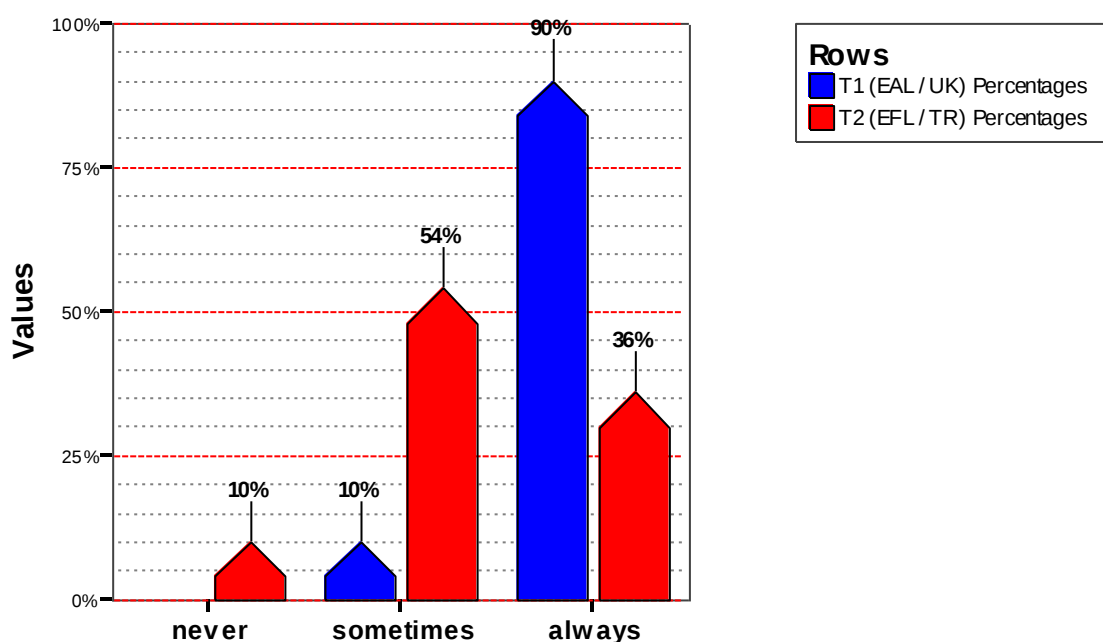


Figure B-16: Distribution of responses to question 16. T1 (n = 50), T2 (n = 50).

At the primary schools in The UK, especially in the classrooms where EAL learners are present, the whole class is designed in accordance with the materials such as posters, display boards, signs, dictionaries and the like, which are related to the subject matter of the lesson to enable the pupils to grasp the point easily in English. For this reason, 90% of the participant teachers express that their class is *always* designed for English. The remaining 10% might be those who have a few number of EAL learners in the class, and therefore, the design is decided by other teachers too for other subjects or contents. In contrast, the classroom design in Turkey is normally based on cleanness and tidiness rather than a colourful environment or display boards with lots of work done by the learners except some

schools having a limited space for those materials. Owing to this fact, it may restrict the space for English (38% *always*).

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	3	6%
sometimes	7	14%	30	60%
always	43	86%	17	34%

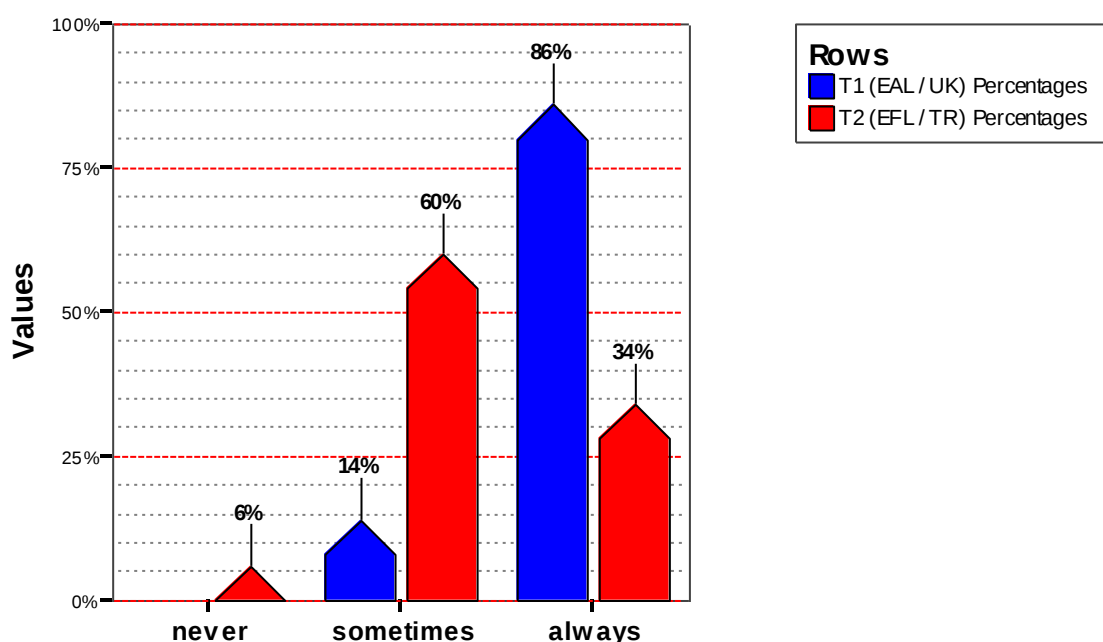


Figure B-17: Distribution of responses to question 17. T1 (n = 50), T2 (n = 50).

As the learners are different from each other, their learning style is different, as well. Some of them learn auditorily, whereas some others can achieve better learning through visual materials, and it is the kinesthetic type of learning that makes a student learn much more easily, which involves the student using his body. In order to be an efficient teacher, it is vital to take these statements into account and use different sources of materials both to increase the interest of the pupils and to make the learning an enjoying process. “As teachers, we need to do everything we can to

keep abreast of technological change in educational resources. But we should never let technology drive our decisions about teaching and learning” (Harmer, 2008: 32). 86% of the EAL teachers *always* use the benefit of this variety in their teaching such as the ICT, audio-visual materials and so on. It is 34% of the participants in Turkey who say *always* for this question.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	47	94%
sometimes	14	28%	3	6%
always	36	72%	0	0%

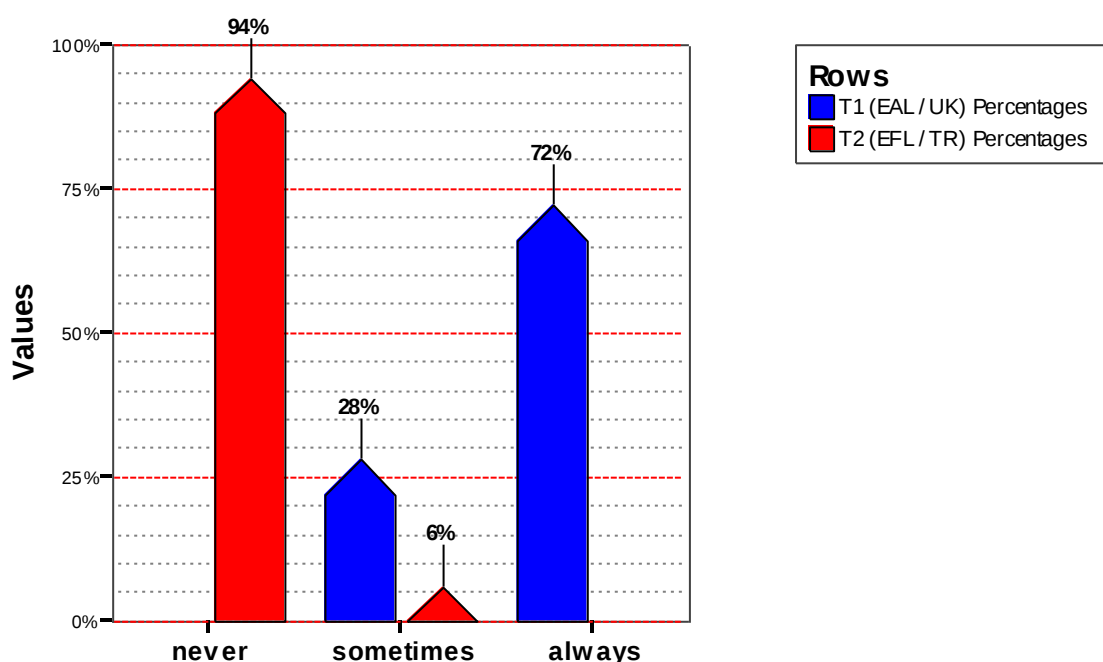


Figure B-18: Distribution of responses to question 18. T1 (n = 50), T2 (n = 50).

Questions number 18 and 19 will be commented on together as they focus on almost the same subject in the questionnaires (See Appendix 1 and Appendix 2). It is the duty of every single teacher to be as creative as possible and put some variety in the lessons. Outdoor activities are an option in this sense. Along with EU Projects

and similar opportunities being taken into account as well for Turkey, the ratio is still 0% *always* and 6% *sometimes* (Figure B-18). One of the participant EFL teachers in Turkey says that her colleague has been a good model for her by calling his friend in the US and giving opportunity to the learners to ask this native speaker any question. At the beginning they seem shy, but later on it is observed that the learners become quite eager to speak after a while. Another option would be to bring real life contexts such as newspapers or magazines into the lesson. Even though this is much easier, there are still 18% of the Turkish teachers *never* doing it.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	9	18%
sometimes	30	60%	29	58%
always	20	40%	12	24%

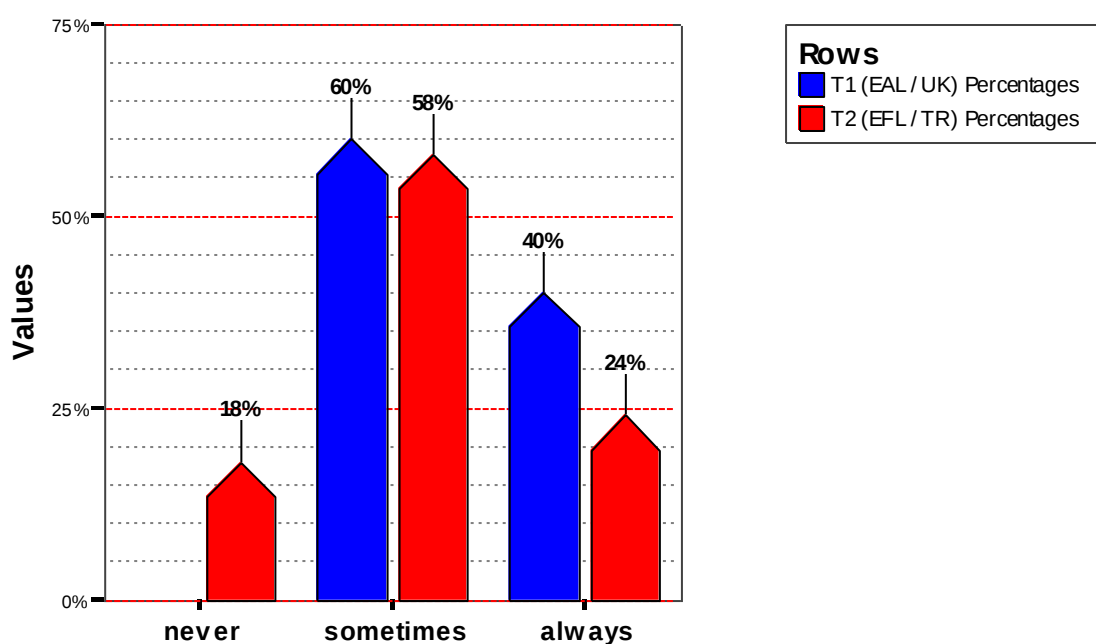


Figure B-19: Distribution of responses to question 19. T1 (n = 50), T2 (n = 50).

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	15	30%
sometimes	0	0%	25	50%
always	50	100%	10	20%

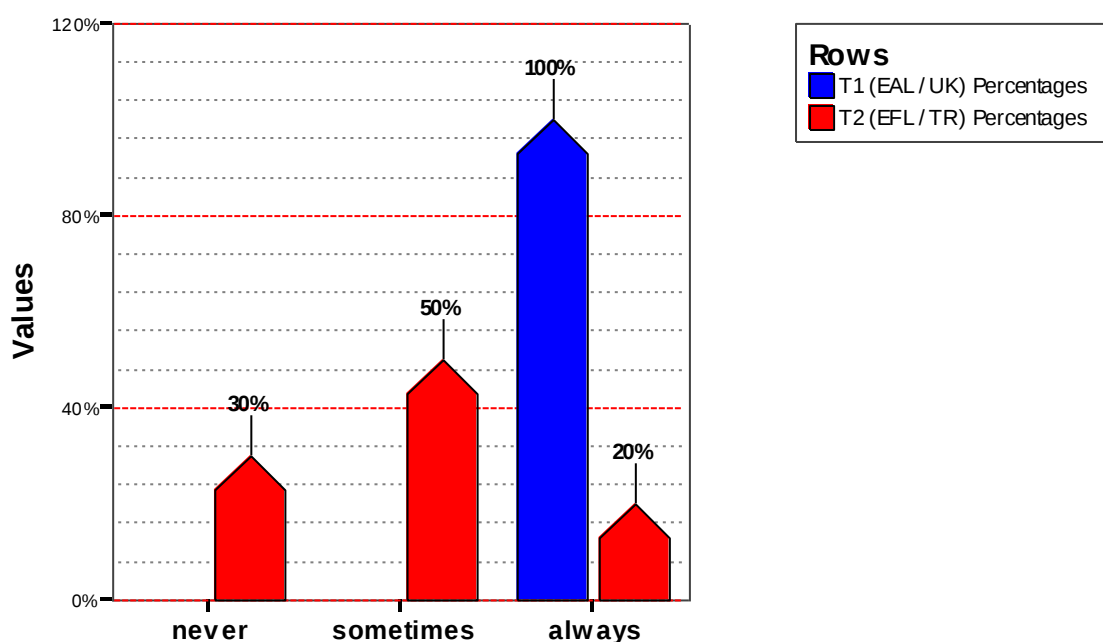


Figure B-20: Distribution of responses to question 20. T1 (n = 50), T2 (n = 50).

Differentiation is a means of preparing learner centred plans in The UK, and it is examined by the authorities. Hence, all of the teachers – 100% – *always* take this into account while preparing their lesson plans.

Part of a good teacher's art is the ability to adopt a number of different roles in the class, (...). If, for example, the teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning. We may need to be prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed. (Harmer, 25)

However, there are still many EFL teachers who have only one single lesson plan for the whole class. 30% of the participant EFL teachers confess that they do not adjust their lesson plans for students in different needs.

4.1.3 Section C: Teachers

Questions from 21 to 30 in this section aim to provide information about the qualification level of the teachers in The UK when compared to Turkey, teachers' collaboration with parents and other teachers, their recognition of the learners in terms of competence in English and teachers' effect on learners' motivation.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	9	18%	29	58%
always	41	82%	21	42%

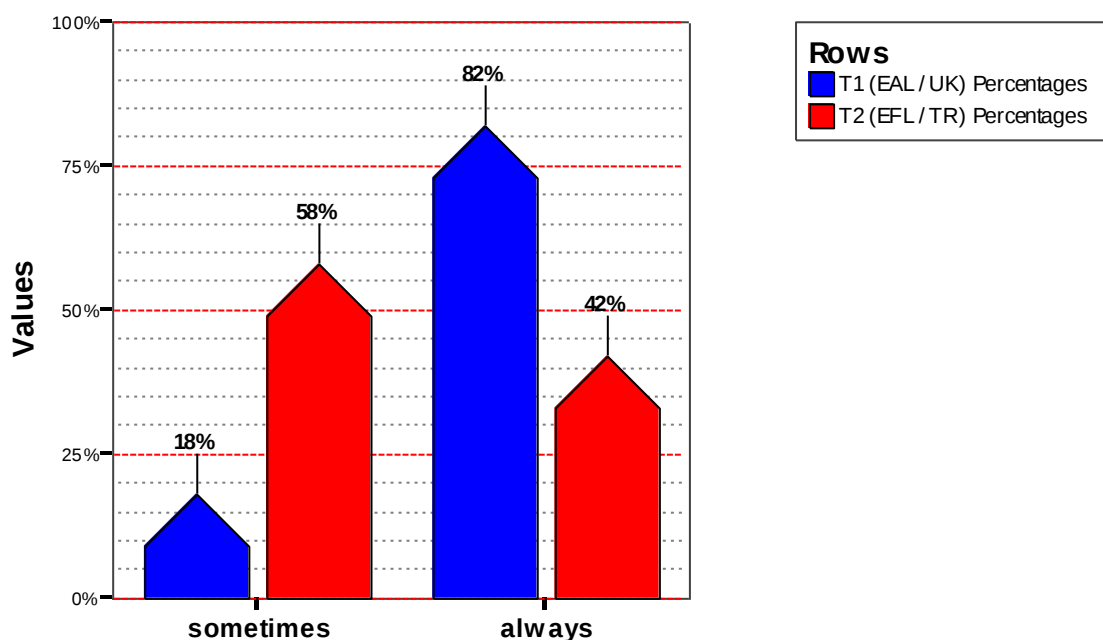


Figure C-21: Distribution of responses to question 21. T1 (n = 50), T2 (n = 50).

41 out of 50 participants in The UK assert that they *always* give a good account of themselves in teaching which makes 82% (Figure C-21). On the other hand, less than the half of the participants in Turkey, 42%, express their view as *always* meeting the criteria. The first reason behind this result may be lying under the fact that almost all of the teachers in The UK are quite confident in speaking English, as they are either native speakers or at the level of natives.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	6	12%
sometimes	12	24%	25	50%
always	38	76%	19	38%

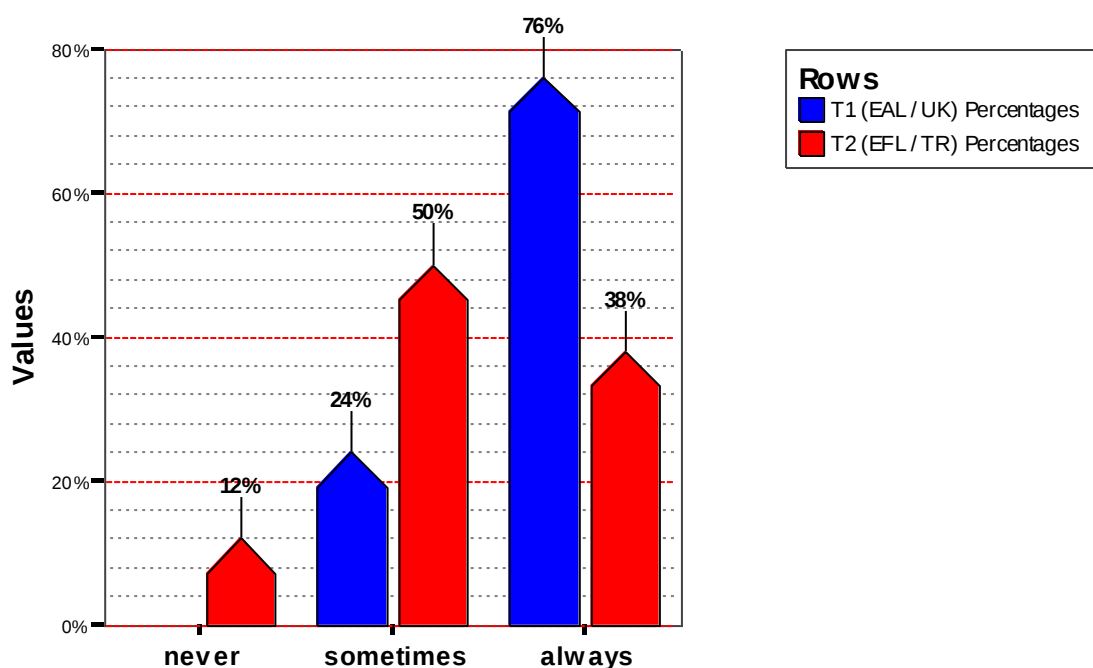


Figure C-22: Distribution of responses to question 22. T1 (n = 50), T2 (n = 50).

Interestingly enough, when it comes to evaluating the other teachers, the ratios go down in both countries. According to Figure C-22, EAL teachers in The UK, 76% of their colleagues *always* fulfil the requirements of the national curriculum whereas the teachers in Turkey reckon 38% of their colleagues *always* achieve these criteria.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	9	18%
sometimes	37	74%	33	66%
always	13	26%	8	16%

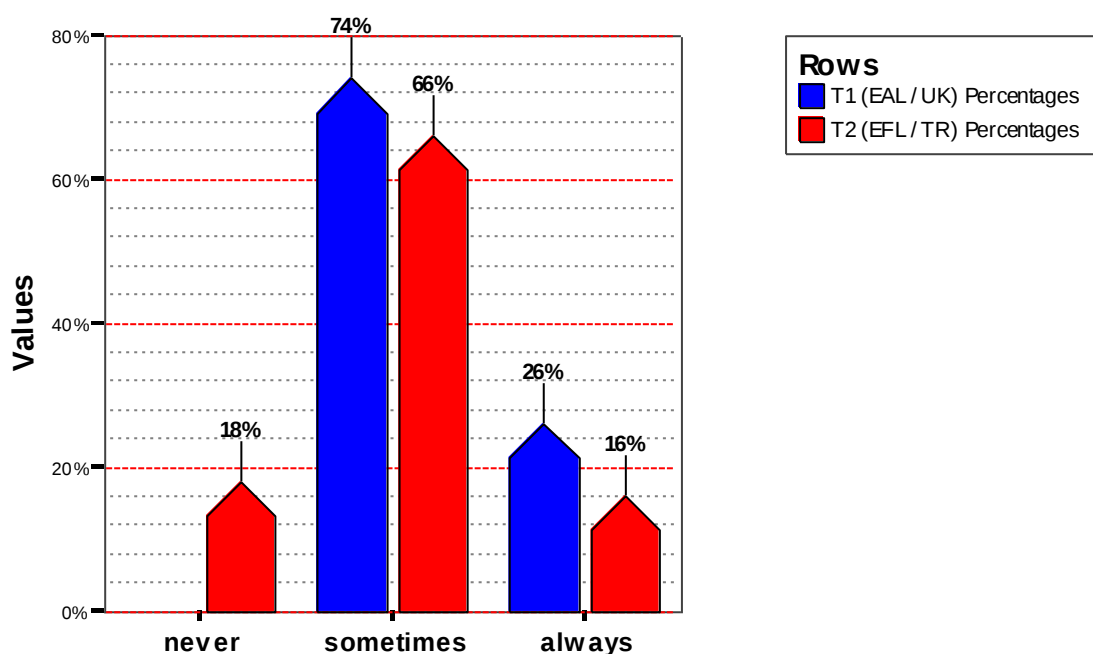


Figure C-23: Distribute of responses to question 23. T1 (n = 50), T2 (n = 50).

Teachers expect their students to improve themselves as much as they can. However, it is an issue whether they update themselves by attending seminars, conferences, training programmes and so on. According to the data, it is merely 26% of the teachers in The UK and 16% of the teachers in Turkey who reveal that they *always* do self improvement.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	5	10%
sometimes	0	0%	28	56%
always	50	100%	17	34%

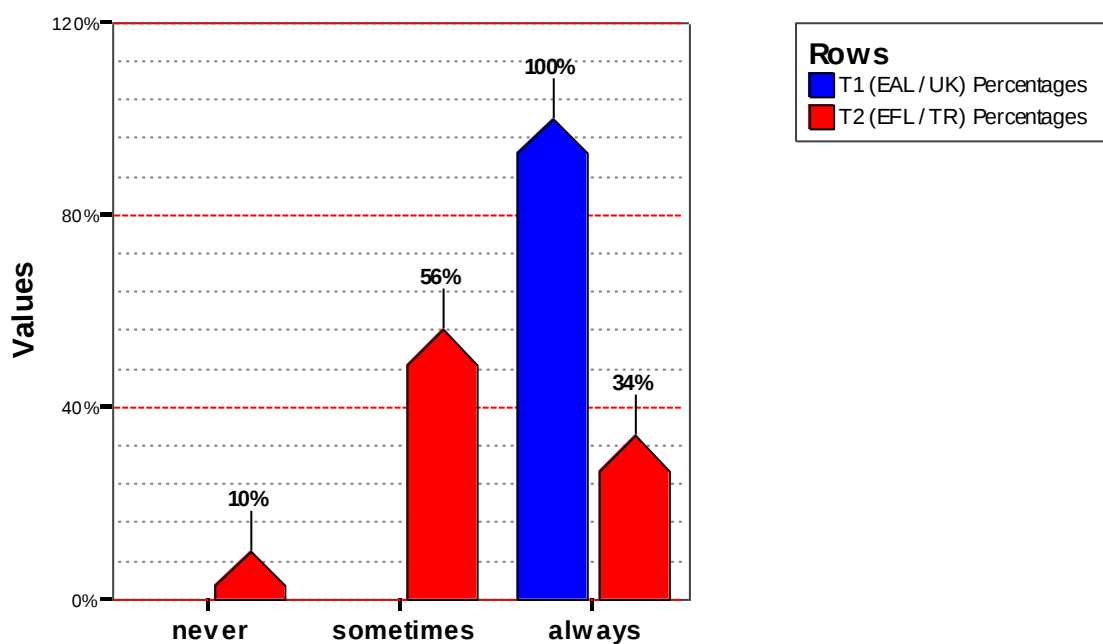


Figure C-24: Distribution of responses to question 24. T1 (n = 50), T2 (n = 50).

It is a worthwhile part of a job to be assessed by an authority, and so is teaching. Most of the teachers in The UK, 76%, state that they are *always* observed by those who are in charge, as reflected in Figure C-24. Even though those who say *always* for this question seems to be lower in Turkey with 34% while the response for *sometimes* is above average with 56%.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	10	20%
sometimes	26	52%	35	70%
always	24	48%	5	10%

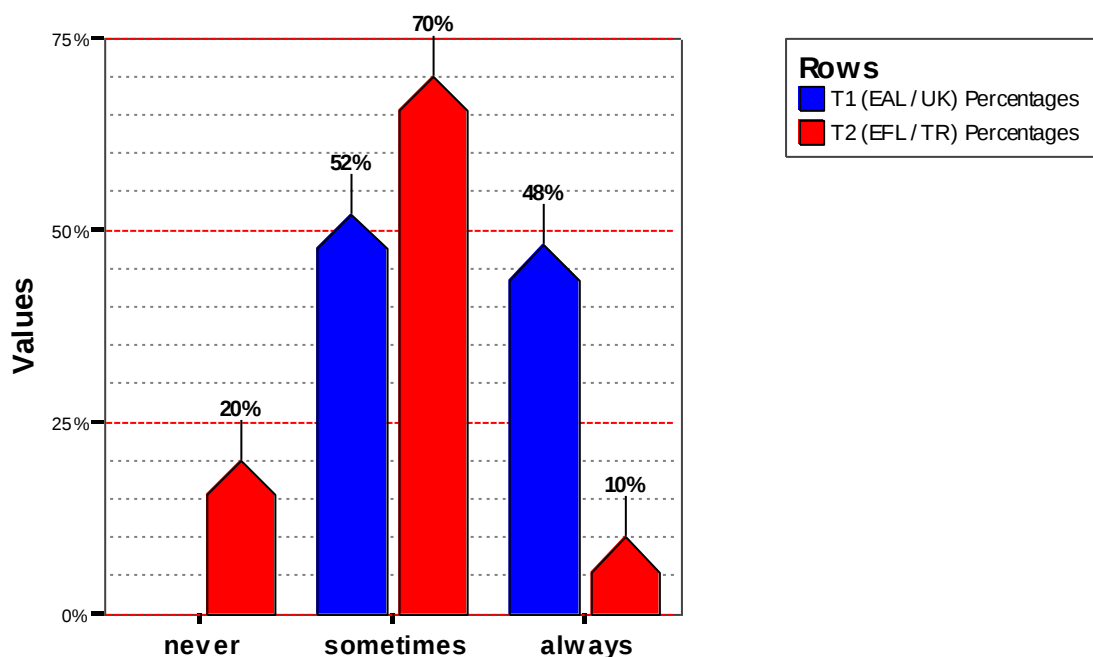


Figure C-25: Distribution of responses to question 25. T1 (n = 50), T2 (n = 50).

It is of no doubt that good communication between the parents and the teachers has much to do with the pupil's progress. For this very reason, this was interrogated to get an idea about the flow of information to and from teachers. The statistics, Figure C-25, suggest that the EAL teachers who have a tendency to *always* do this by a conveyance of 48%. However, the teachers who *always* have a good contact with the families either by visiting at home or inviting them to the school in Turkey is a little bit disappointing with the rate of 10%. There is a good percentage in the *sometimes* response, which is 70%.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	3	6%	19	38%
sometimes	27	54%	23	46%
always	20	40%	8	16%

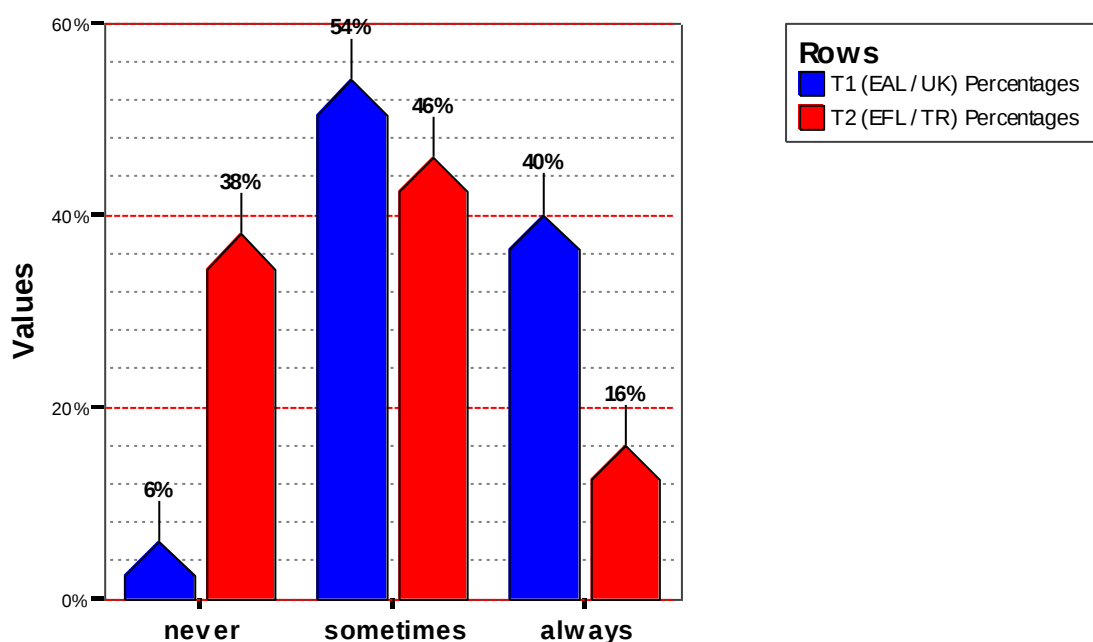


Figure C-26: Distribution of responses to question 26. T1 (n = 50), T2 (n = 50).

Question 26 was asked to find out the collaboration of parents and teachers on homework. What Figure C-26 reveals is that 40% of the EAL teachers and 16% of the EFL teachers *always* get feedback from the parents when they assign home studies. It should be taken into consideration that the average of homework load is much lower in The UK compared to the one in Turkey. Thus, it is easier for a teacher to chase the student's homework when it is assigned only once in a week/fortnight. One of the ways to get in touch with the parents in Britain is the text message service of the schools. The students get detention if they do not do their homework and the parents are informed about the situation. If a learner in Turkey does not do his/her homework, it is reflected on his report.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	5	10%
sometimes	22	44%	38	76%
always	28	56%	7	14%

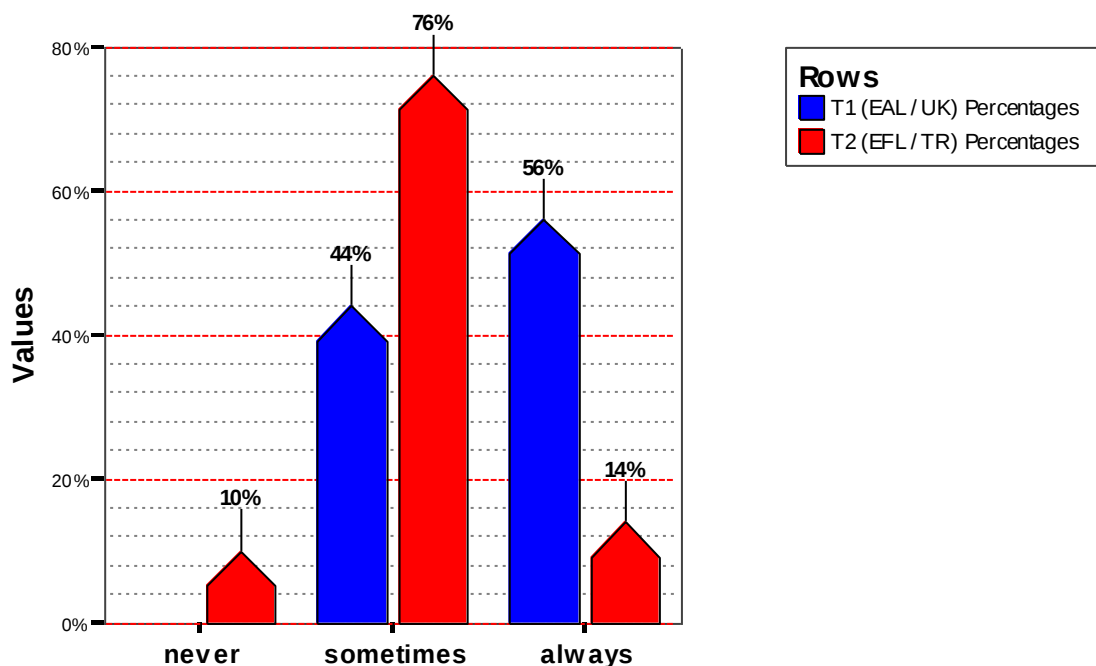


Figure C-27: Distribution of responses to question 27. T1 (n = 50), T2 (n = 50).

It is a matter of debate whether the teachers have the necessary information about each and every student's background in English. It is essential owing to the fact that when a student has a prior knowledge about a subject, they may get bored while the others are trying to understand the matter. Though the comparison may not be fair due to the number of students in a class, The UK teachers precede in this Figure C-27 as 56% of them *always* have that knowledge. The statistics indicate that the rate is even less than a quarter in Turkey, 14%. There is a positive correlation between 2 or 6 EAL students in a class; there are at least 20 EFL students in one class in Turkey.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	0	0%	21	42%
always	50	100%	29	58%

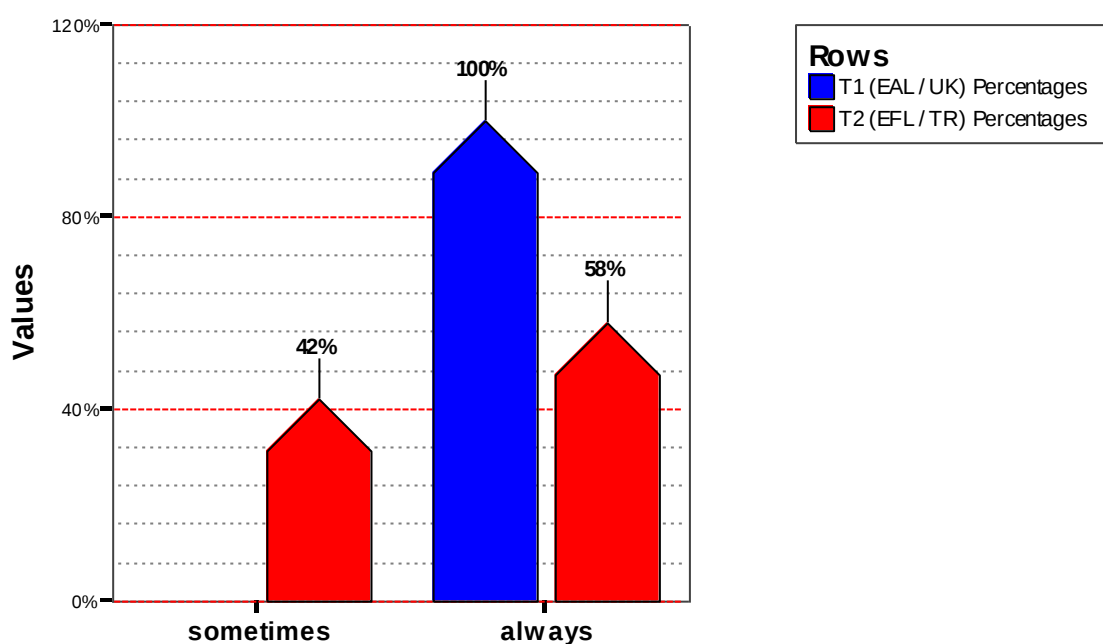


Figure C-28: Distribution of responses to question 28. T1 (n = 50), T2 (n = 50).

According to what we learn from Figure C-28, the means of positive reinforcement such as praises and rewards are *always* applied by far the best in the UK, as it is 100%. The rate in Turkey brings a doubt to the minds whether the positive influence of this kind of a reinforcement is underestimated by the teachers in Turkey, since it is a little bit more than half, 58%, who *always* encourage their students with their words.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	8	16%	15	30%
always	42	84%	35	70%

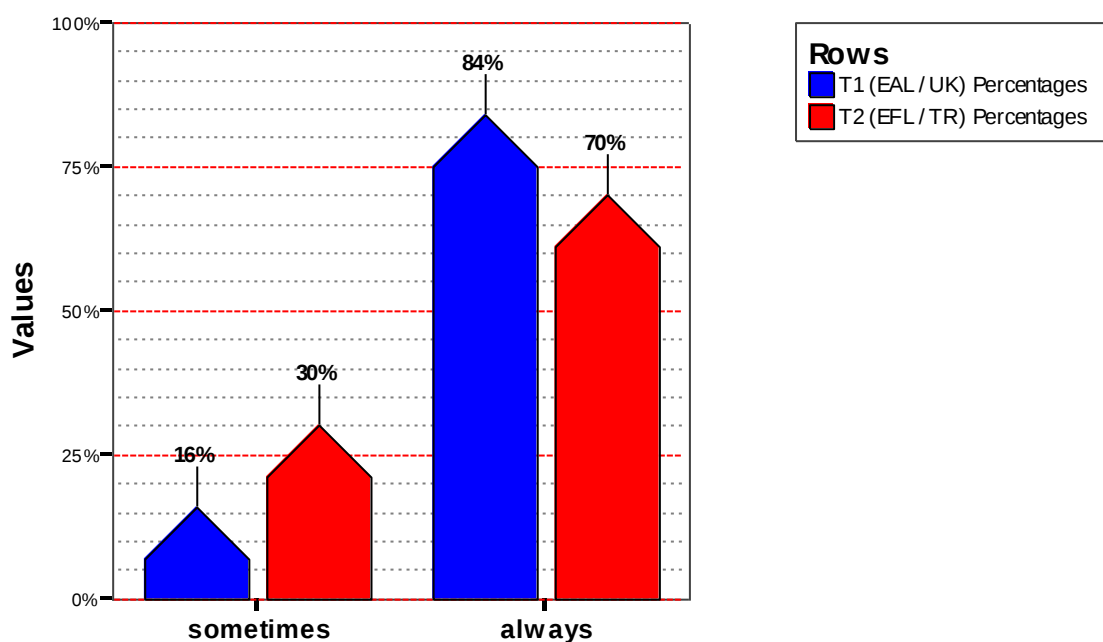


Figure C-29: Distribution of responses to question 29. T1 (n = 50), T2 (n = 50).

Figure C-29 illuminates how positively learner motivation has an effect on the test papers. 84% of the EAL teachers and 70% of the EFL teachers consider they *always* see the positive effects. It's worthy that there is no *never* answer in neither of the countries.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	1	2%	12	24%
sometimes	28	56%	33	66%
always	21	42%	5	10%

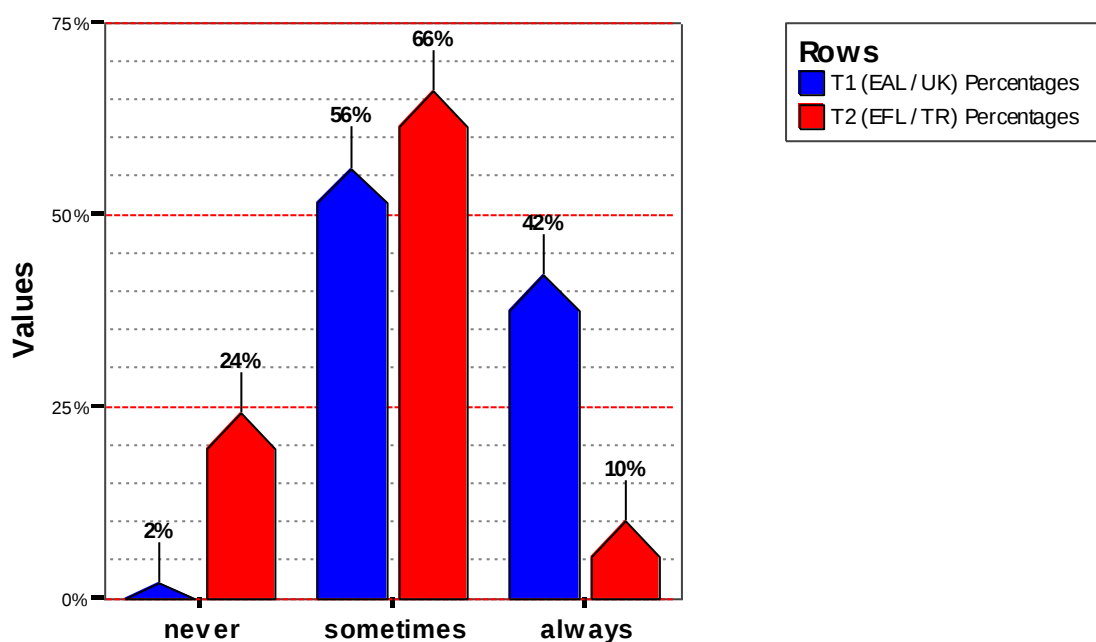


Figure C-30: Distribution of responses to question 30. T1 (n = 50), T2 (n = 50).

It is of high significance to have a good as well as a regular cooperation and collaboration with the other colleagues either in our own school or even the schools nearby. Figure C-30 suggests that 2% of the EAL teachers in The UK and 24% of the EFL teachers in Turkey do not have that kind of a relationship. In The UK there is a network of schools in every borough for Modern Foreign Languages, which supplies the teachers from different schools with opportunities to come together on a regular

basis, around once in an academic term, and uncover what is going on in their schools.

4.1.4 Section D: Government Support

Questions from 31 to 40 in this section reveal information about the government support in both countries to improve English language teaching in terms of providing in-service training to increase the quality of education and the teacher professionalism, specific grants and funds to arrange events and activities which will promote English language performance of the learners, premiums to motivate teachers from time to time and clear targets to understand the learning objective behind English language teaching.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	3	6%	50	100%
sometimes	28	56%	0	0%
always	19	38%	0	0%

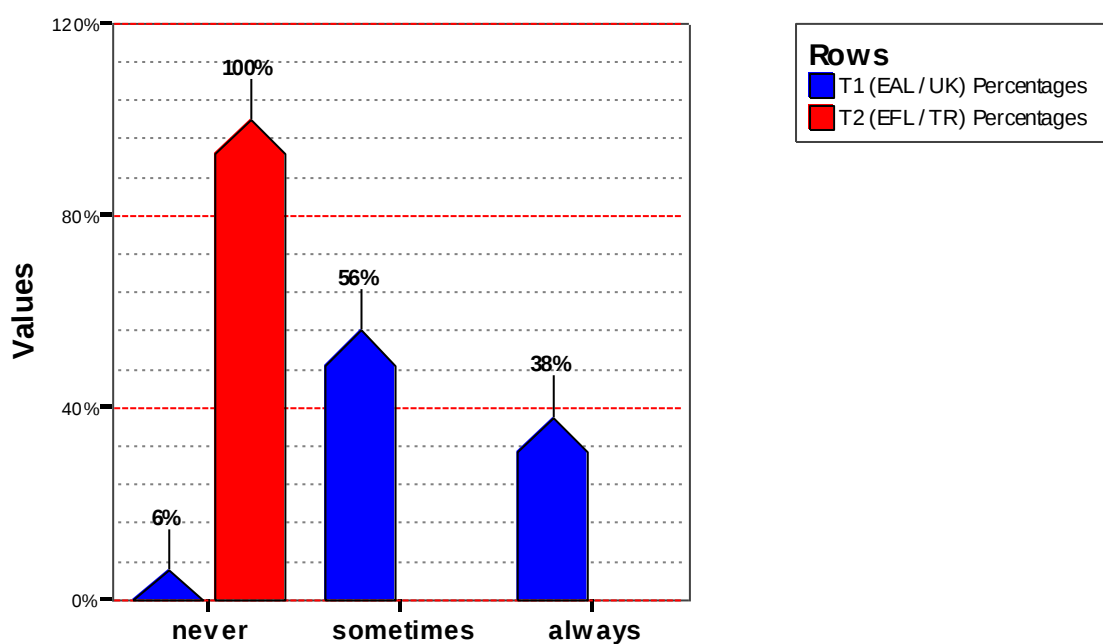


Figure D-31: Distribution of responses to question 31. T1 (n = 50), T2 (n = 50).

As mentioned above, questions from 31 to 40 in this section are designated to find out about the governmental support for teaching English. It is divulged by the teachers in Turkey that they do not have even the slightest funding, for the result is 100% *never* (Figure D-31). Although not satisfactory enough, the British government funds the schools in this sense, as 38% of the teachers allege that they always have a financial support from their government.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	9	18%	48	96%
sometimes	30	60%	2	4%
always	11	22%	0	0%

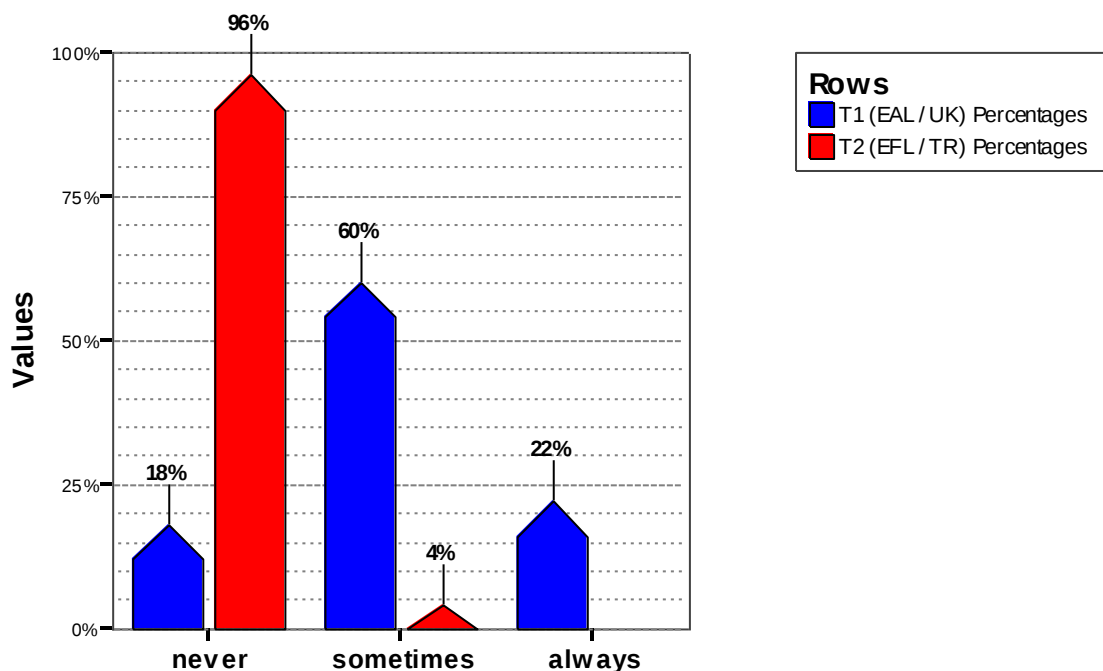


Figure D-32: Distribution of responses to question 32. T1 (n = 50), T2 (n = 50).

The issue that is pointed out in Figure D-32 is about how eager the governments are to promote English language teaching. Although sometimes instructors from universities are sent abroad to attend some seminars and workshops, the statistics bring into light that this is not applied in the primary and secondary schools in Turkey as the absolute majority, 96%, put forward that they are *never* sent to training or educational workshops by the government to promote EFL teacher professionalism. The circumstances in the UK are not that gloomy as only the 18% of the teachers set forth that they are *never* sent to that kind of training.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	23	46%
sometimes	10	20%	27	54%
always	40	80%	0	0%

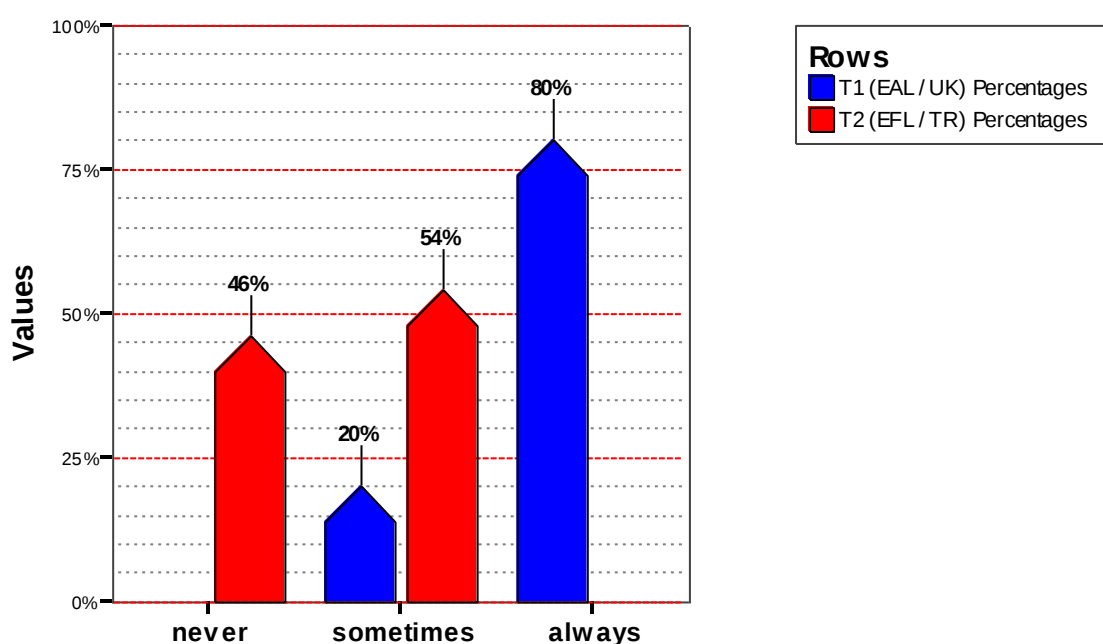


Figure D-33: Distribution of responses to question 33. T1 (n = 50), T2 (n = 50).

Figure D-33 is a means of representation about how the teaching of EAL/EFL is assessed by the government. More than three quarters of the EAL teachers signify the fact that EAL is a significant area being *always* assessed by the government along the mainstream schools. The situation in Turkey is far behind as none of the EFL teachers marked this question as *always*. Nevertheless, 54% of them assert that there is an assessment, though sometimes.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	17	34%
sometimes	37	74%	21	42%
always	13	26%	12	24%

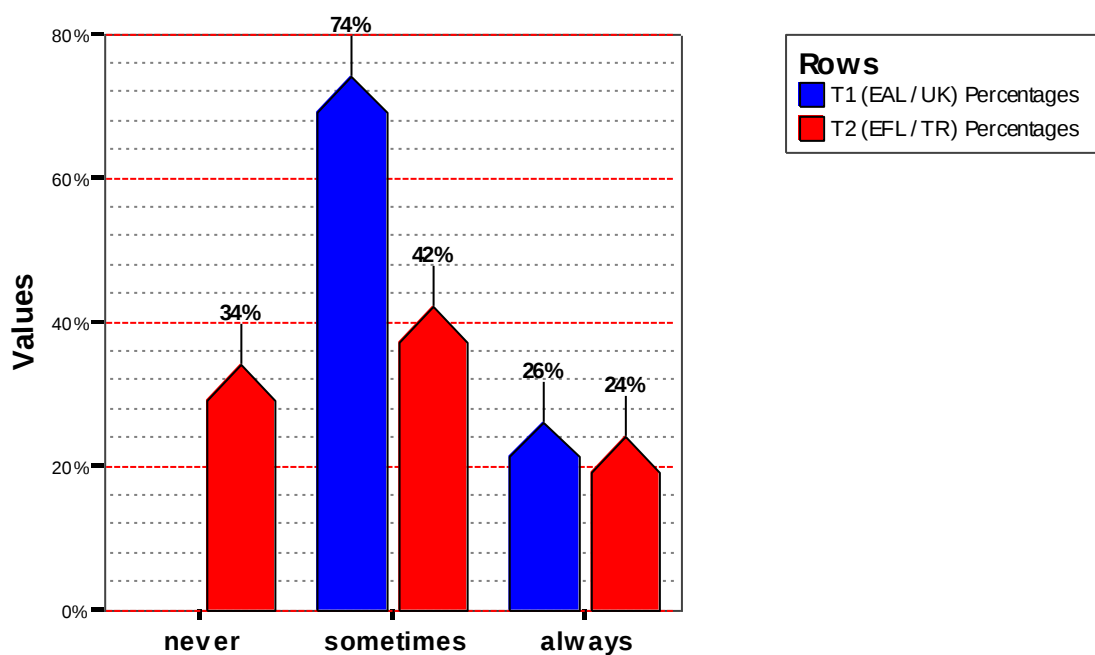


Figure D-34: Distribution of responses to question 34. T1 (n = 50), T2 (n = 50).

As the learners are asked to do brainstorming so that they can come up with new ideas and produce good work, it is absolutely necessary to have ongoing studies to add up to the quality of teaching. EAL teachers and EFL teachers show similarity in their response for *always*, 24% and 26% respectively, as can be seen in Figure D-34. What diversifies is the answer of *never*. The EAL teachers reveal that the percentage of *never* is 0%, whereas it goes up to 34% in Turkey.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	8	16%	25	50%
sometimes	33	66%	23	46%
always	9	18%	2	4%

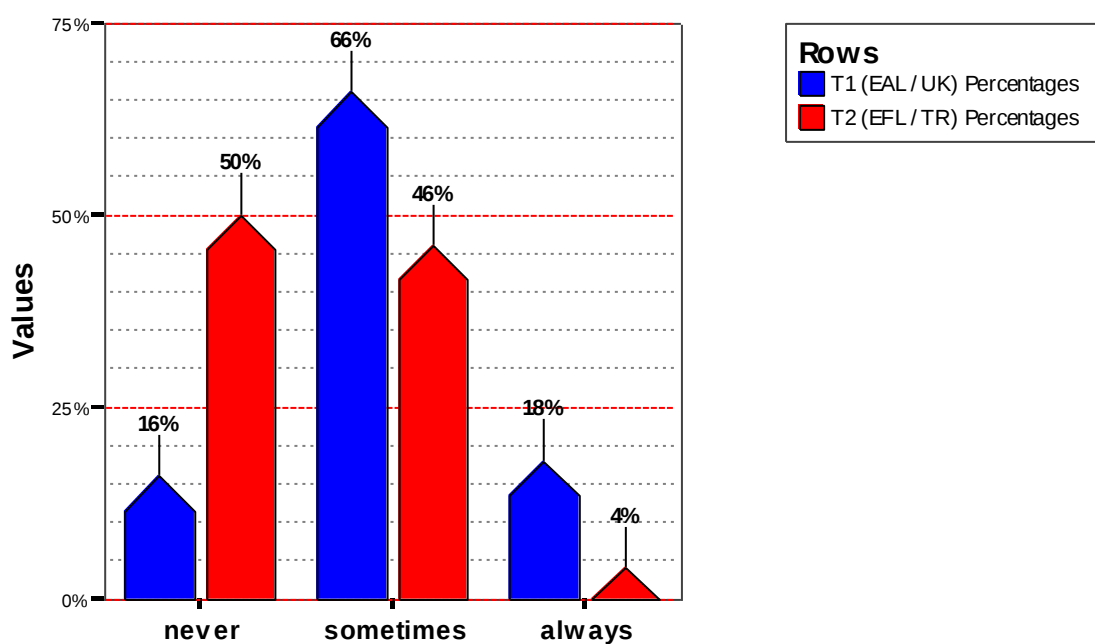


Figure D-35: Distribution of responses to question 35. T1 (n = 50), T2 (n = 50).

Figure D-35 discloses what the EAL and EFL teachers think about their salaries. 16% of the EAL teachers and half of the EFL teachers are totally dissatisfied by this issue.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	5	10%	38	76%
sometimes	40	80%	12	24%
always	5	10%	0	0%

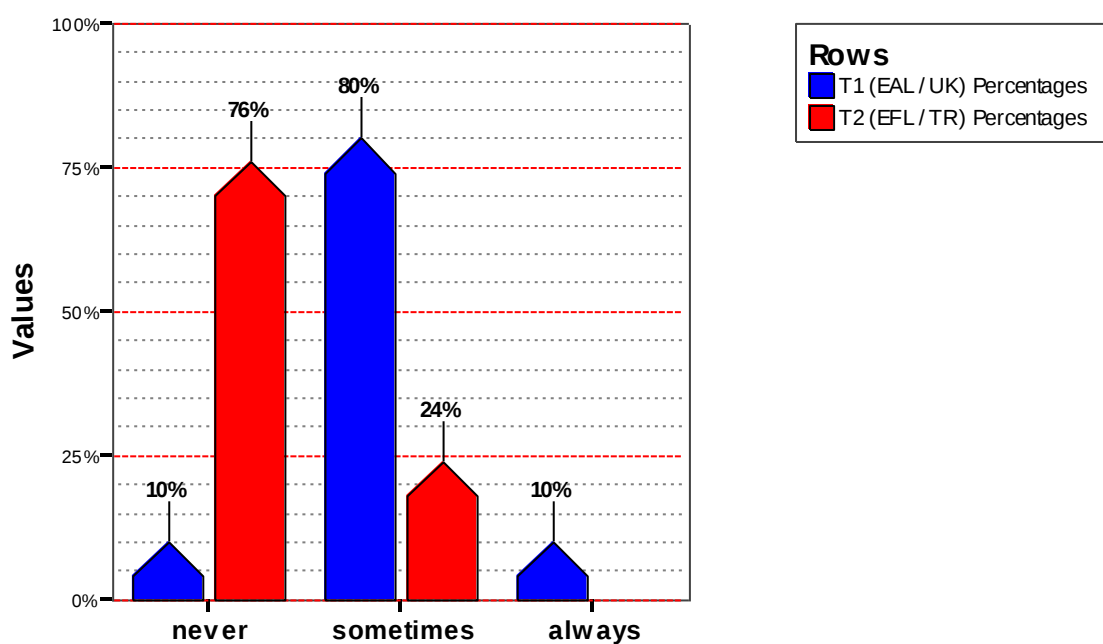


Figure D-36: Distribution of responses to question 36. T1 (n = 50), T2 (n = 50).

It is an important issue to be able to get assistance from an expert when necessary. What the statistics reveal is that this is not quite easy for EFL teachers. The rate of teachers saying that they or their students can *never* get help from an expert is disappointingly high, 76%. It's only 10% for the EAL teachers.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	2	4%	3	6%
sometimes	37	74%	25	50%
always	11	22%	22	44%

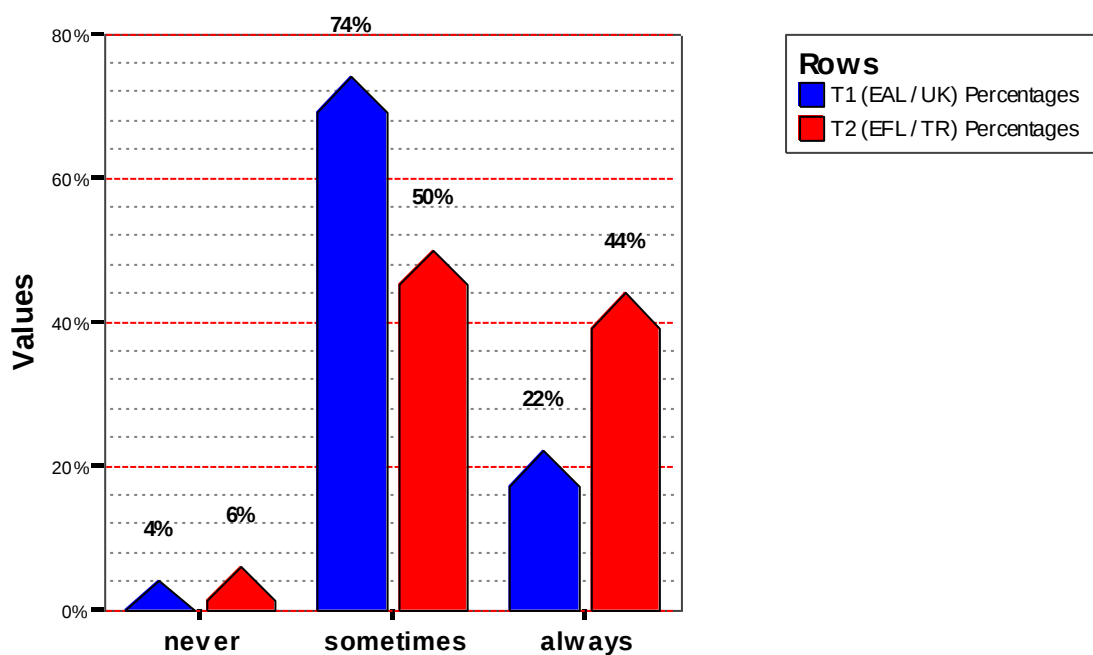


Figure D-37: Distribution of responses to question 37. T1 (n = 50), T2 (n = 50).

As can be seen in Figure D-37, teaching English either as an additional language or as a foreign language has clear targets in the national curriculum in both countries. Only two of the EAL teachers and three of the EFL teachers assert the contrary.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	50	100%	50	100%

Columns : never

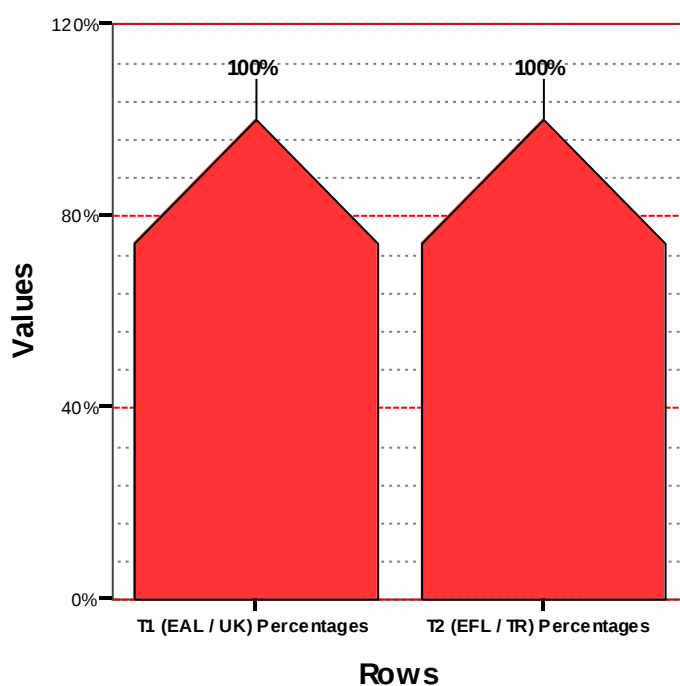


Figure D-38: Distribution of responses to question 38. T1 (n = 50), T2 (n = 50).

It seems that there is no premium to support the teacher's effort in neither of the countries. It is brought up by both teachers that the result is absolutely *never*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	6	12%	7	14%
sometimes	30	60%	29	58%
always	14	28%	14	28%

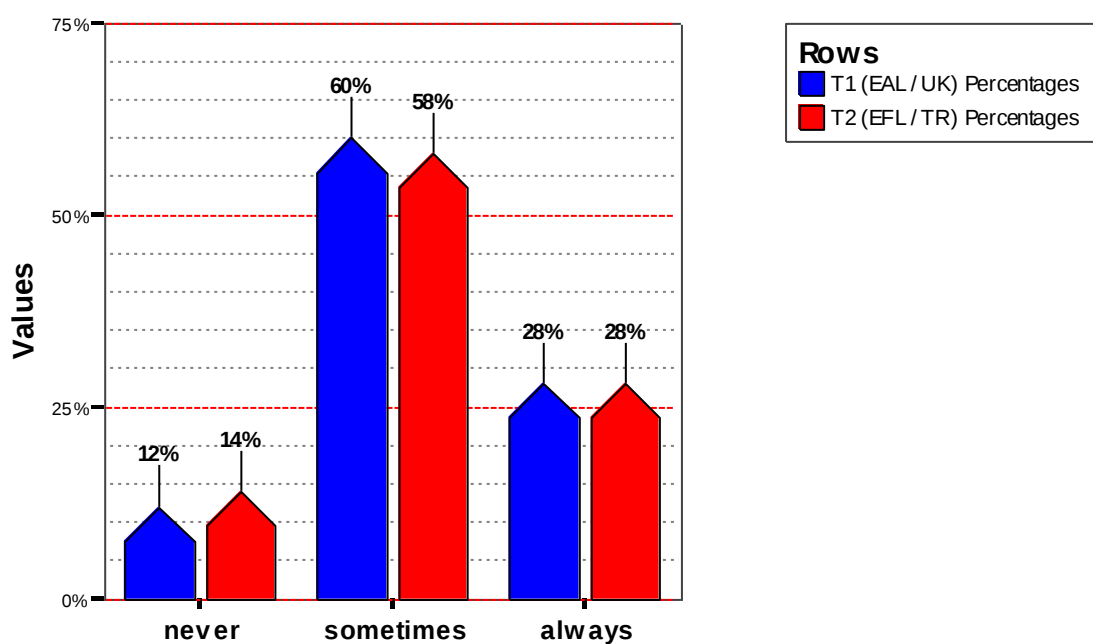


Figure D-39: Distribution of responses to question 39. T1 (n = 50), T2 (n = 50).

The teachers appear not to be complainant about the facilities that their schools offer for them in order to focus on their work much better. The results are quite similar to each other, since six of the EAL teachers, which constitute 12%, posit that they are *never* happy with these facilities with respect to the staff room and probably the materials, as well. It is seven of the EFL teachers who claim the same opinion.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	7	14%
sometimes	41	82%	33	66%
always	9	18%	10	20%

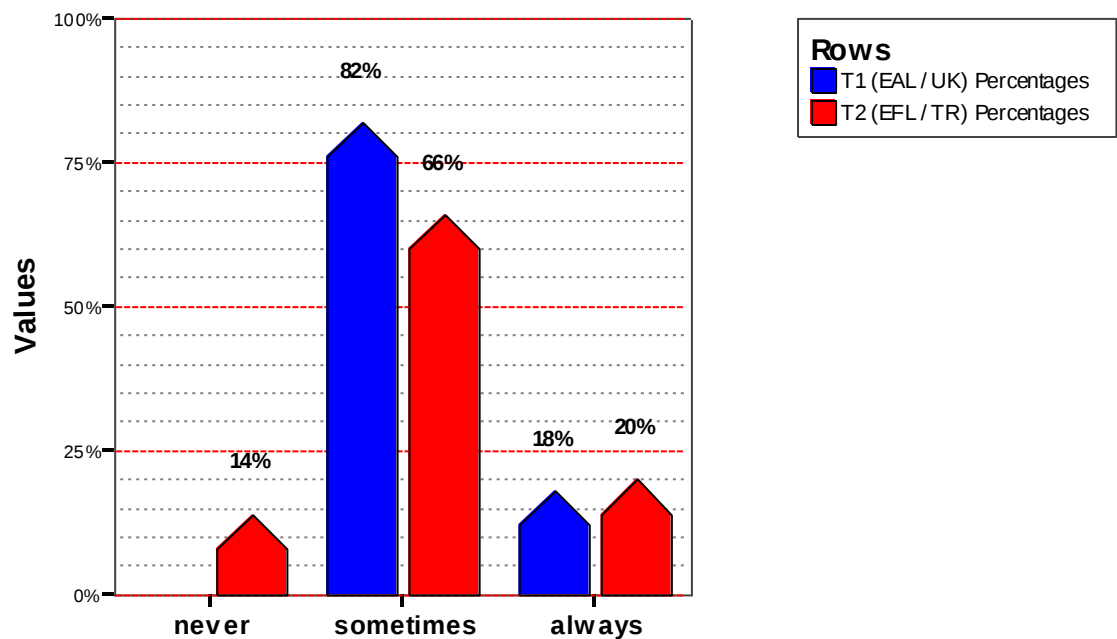


Figure D-40: Distribution of responses to question 40. T1 (n = 50), T2 (n = 50).

Learning a language is not only about learning the vocabulary or the grammar of a language. What matters more is to be able to use the words correctly and fluently especially in some fields, such as when speaking to a tourist in Turkey, or expressing oneself in a hospital in The UK; that is why the speaking skills step forward compared to the other skills of a language. It is estimated by the EAL teachers that the UK government puts an average importance to this issue, which was revealed by 18% *always*, and 82% *sometimes*. As to the results in Turkey, it is 20% *always* and 66% *sometimes*.

4.1.4 Section E: Techniques and Strategies

The purpose of the last 20 questions in this section is to give information about the current techniques and the strategies employed at British and Turkish primary schools in practice by the teachers in terms of English language teaching; in other words, the questions in this section aim to indicate what really happens in the classrooms rather than what is expected.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	4	8%	28	56%
sometimes	38	76%	15	30%
always	8	16%	7	14%

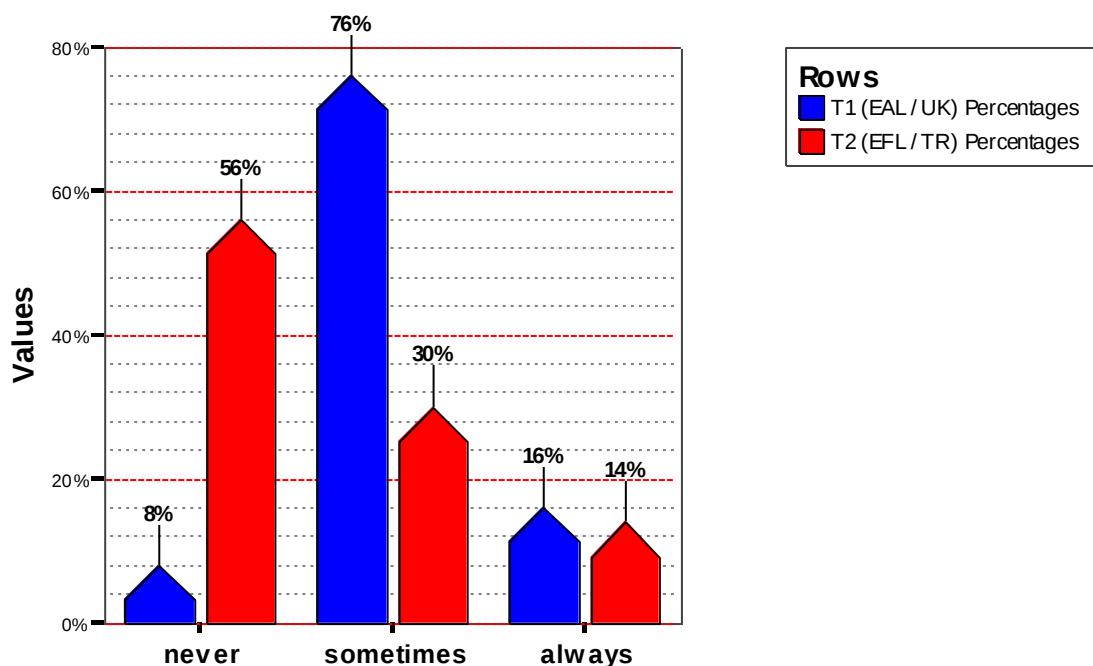


Figure E-41: Distribution of responses to question 41. T1 (n = 50), T2 (n = 50).

As one part of productive skills, speaking fluently has much to do with practice. Provided that a teacher does not allocate necessary time or activities for

pupils to practise speaking, they cannot improve their competence in speaking on their own. Figure E-41 proves that this is somehow underestimated by the teachers, since they agree that the techniques they are using for speaking do not really work, EAL teachers with 16% and EFL teachers with 14% *always*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	50	100%
sometimes	41	82%	0	0%
always	9	18%	0	0%

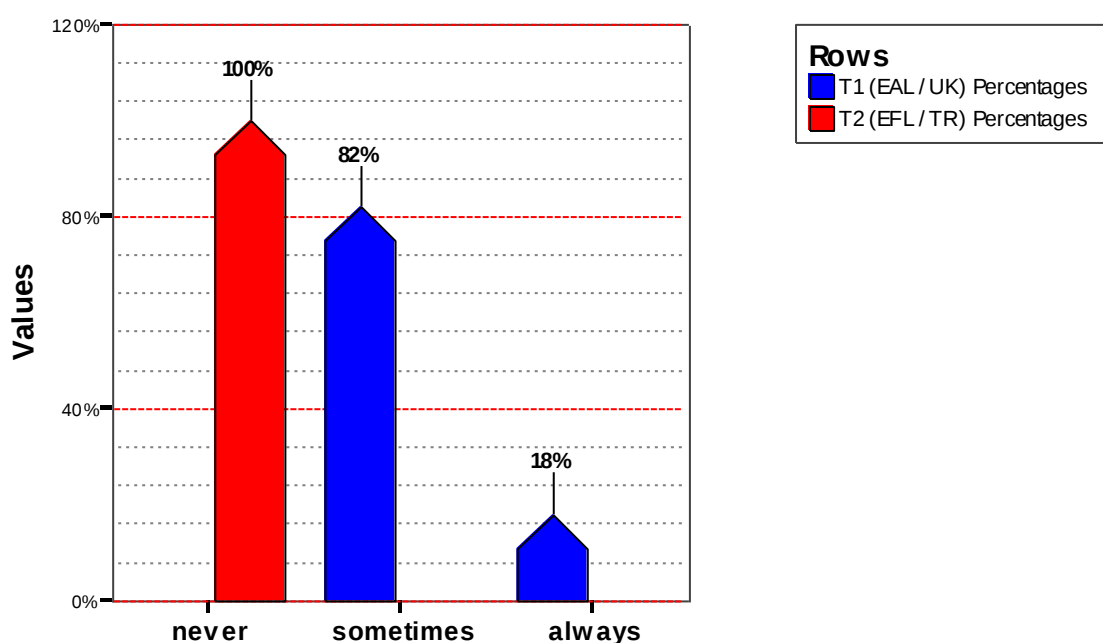


Figure E-42: Distribution of responses to question 42. T1 (n = 50), T2 (n = 50).

Although language classes are separated according to the level of the learners in private language institutions, this is not the case for state schools neither in The UK or in Turkey. The EFL teachers unveil this harsh fact in Figure E-42 by responding with 100% *never* whereas the EAL teachers' response is 82% *never*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	7	14%	30	60%
always	43	86%	20	40%

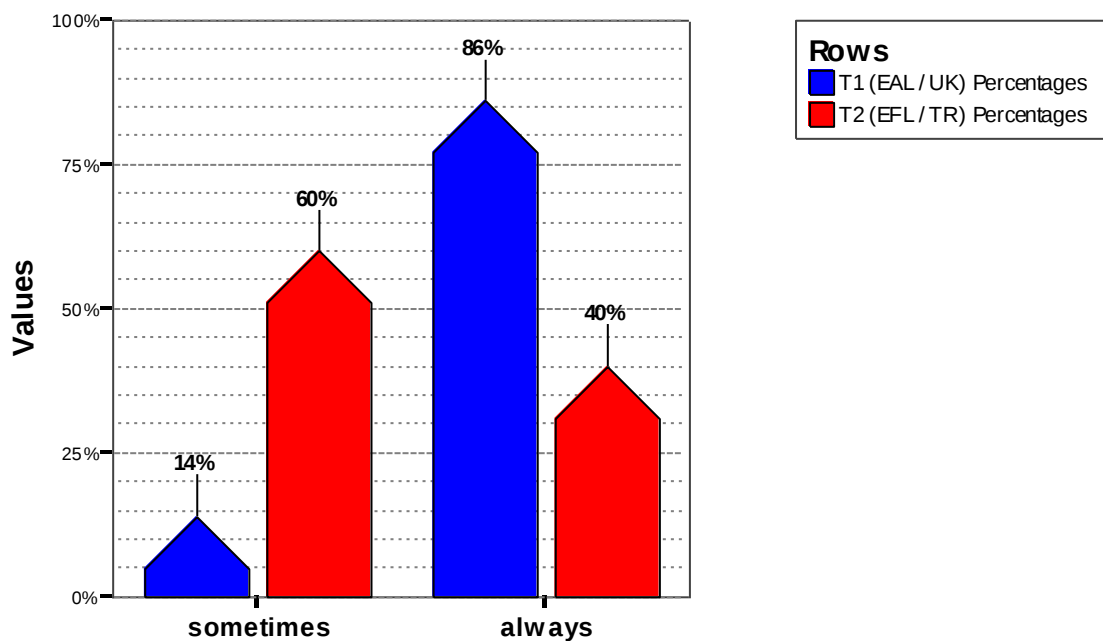


Figure E-43: Distribution of responses to question 43. T1 (n = 50), T2 (n = 50).

Even if the practice of speaking is known as to be a bit ignored in English lessons, the rates rise dramatically, as nobody answers *never*, and 86% of the EAL teachers and 40% of the EFL teachers choose *always* for providing a purpose for speaking and listening.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	5	10%	35	70%
always	45	90%	15	30%

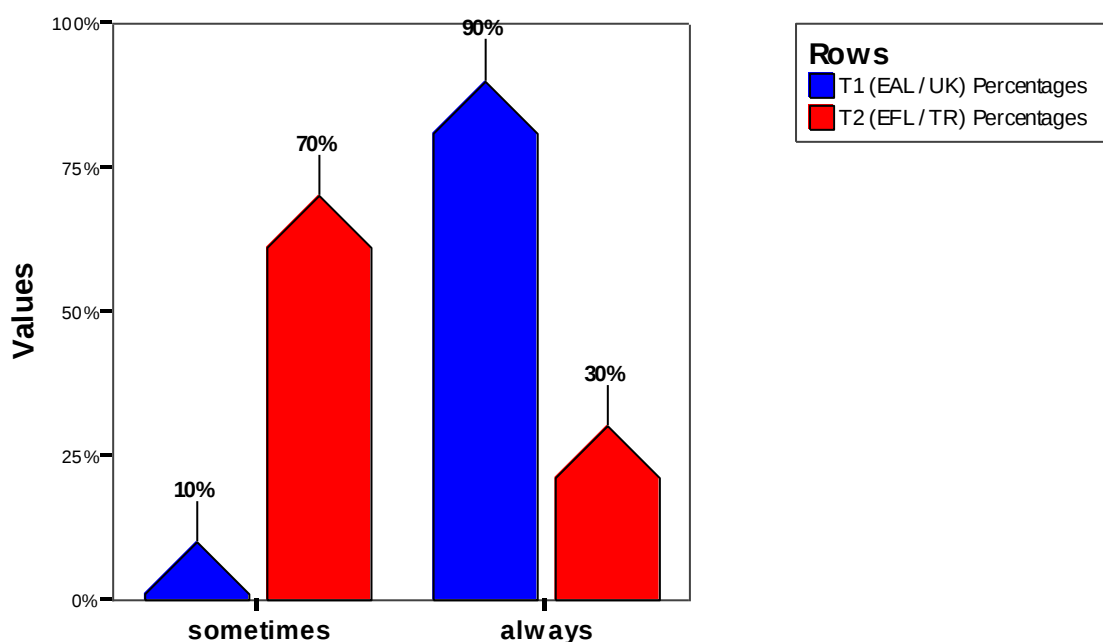


Figure E-44: Distribution of responses to question 44. T1 (n = 50), T2 (n = 50).

Harmer (2008: 134) supposes that “It’s sometimes the teacher’s fault to lead their students to make mistakes by not giving the necessary time for them to think and digest”. In a way, this is a feasible fact. Most of the students need to repeat mentally to understand better. This is not just saying “Now is the time for you to repeat by yourselves” but to give the students a kind of exercise where they can work in pairs and ask their partners or learn through examples. There is an enormous difference between the countries issued. The absolute majority of the EAL teachers, 90%, are well aware of this fact, as they give time for students to absorb what they have learnt during the lesson. As to the EFL teachers, it is just slightly more than a quarter, 30%, who apply this process.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	41	82%
sometimes	13	26%	9	18%
always	37	74%	0	0%

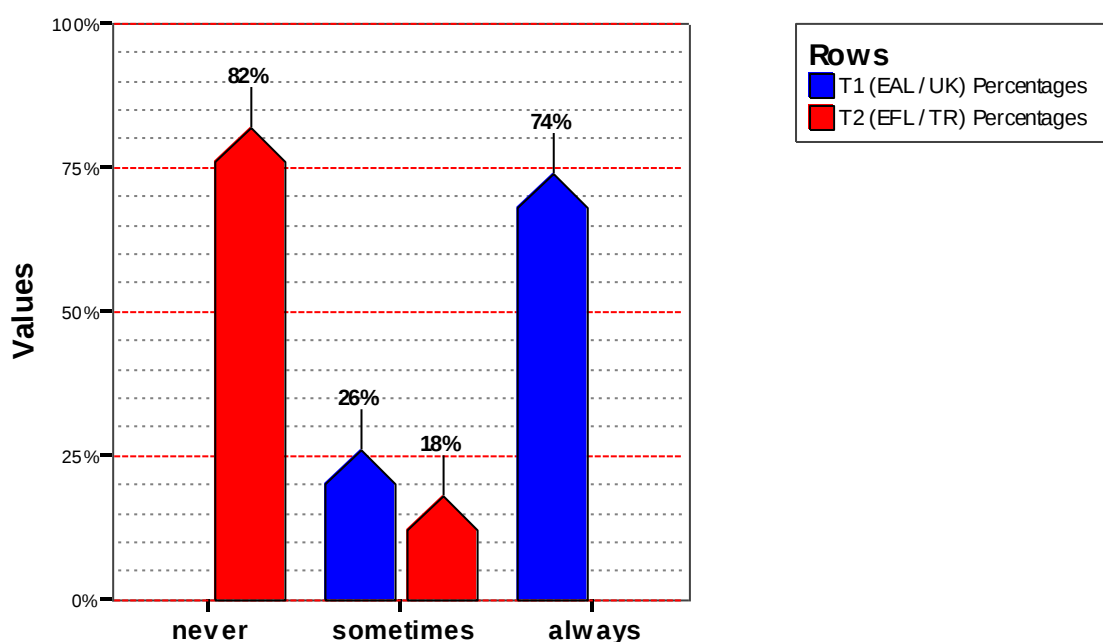


Figure E-45: Distribution of responses to question 45. T1 (n = 50), T2 (n = 50).

It is an indisputable fact that EFL learners can speak better when there is no pressure on them and when given chance without being corrected at every little mistake, so there is a need for an informal environment such as speaking to friends without the interruption of a teacher. Teachers are recommended to “Let the students speak regardless of their mistakes so that they will be able to speak fluently. After they put an end to their conversation, the teacher should correct the misused words” (Harmer, 2008: 32). Although it is important to make the students speak accurately, an interruption during the speech is an interruption to fluency, as well. Because of this fact, it is advisable for teachers to promote informal conversations. The EAL teachers in The UK are a good example in this sense. According to Figure E-45, 74% of these teachers *always* provide informal conversations to promote progress in

speaking and to assure confidence. This topic sheds light on the shortcoming of the English language teaching in Turkey as a foreign language. 82% of the EFL teachers confess that they *never* carry out this kind of a conversation.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	11	22%
sometimes	45	90%	39	78%
always	5	10%	0	0%

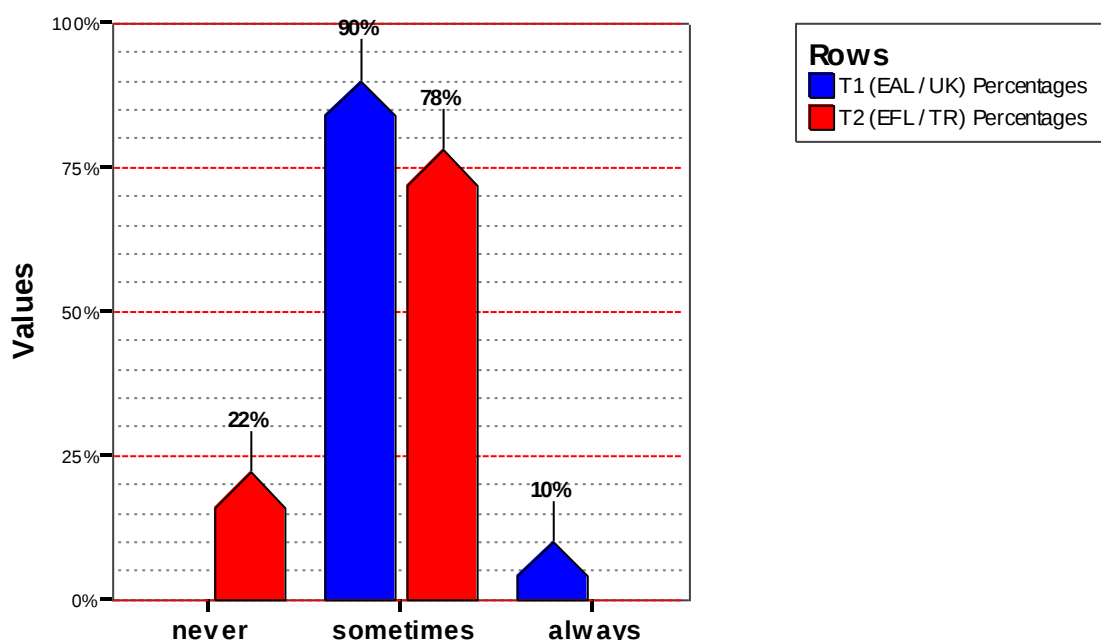


Figure E-46: Distribution of responses to question 46. T1 (n = 50), T2 (n = 50).

As mentioned above, informal speech increases the motivation of the learners to speak, and thus, improves their fluency. On the other hand, it may bring out some misused words, spelling mistakes or grammatical difficulties. Hence, it is the teachers' duty to balance the meaning and the form. Apparently, as Figure E-46 shows, none of the EAL teachers focus on form as the basis of speech while 22% of the EFL teachers *never* prefer meaning to the usage of the words.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	3	6%
sometimes	11	22%	28	56%
always	39	78%	19	38%

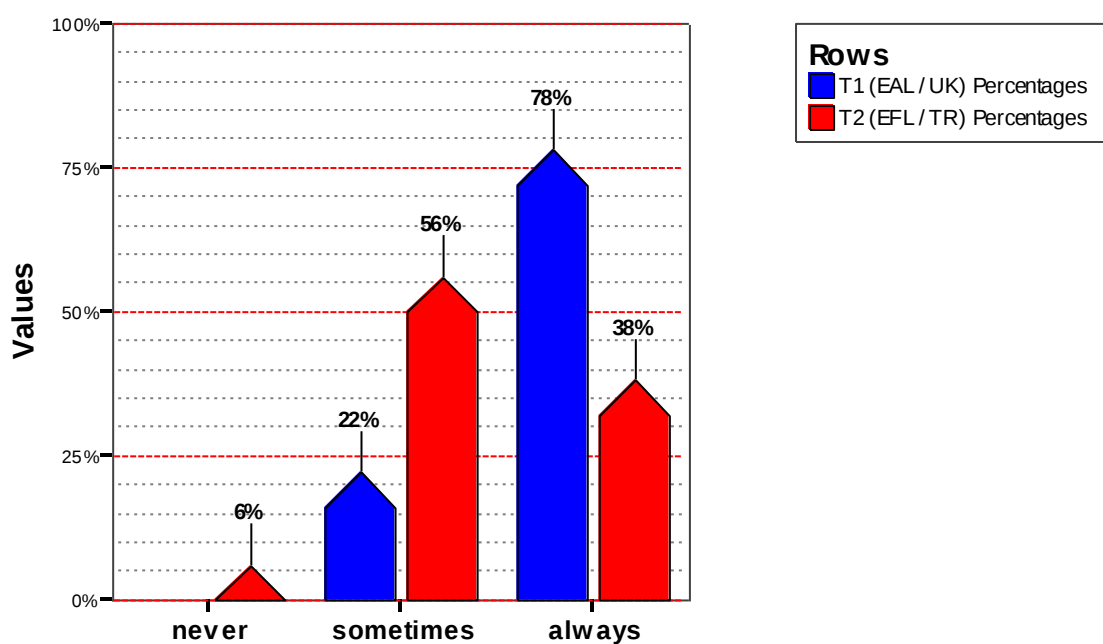


Figure E-47: Distribution of responses to question 47. T1 (n = 50), T2 (n = 50).

One of the key concepts of teaching a foreign or additional language is to speak in English and give instructions as clearly as possible so that the students do not get confused. It is the teachers' responsibility to plan how to say some phrases according to the level of the learner group and pay attention to repeat the same words especially for the beginner levels. EAL teachers suggest that 78% of them are *always* in harmony with this idea whereas this percentage decreases to 38% for EFL teachers.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	10	20%
sometimes	7	14%	29	58%
always	43	86%	11	22%

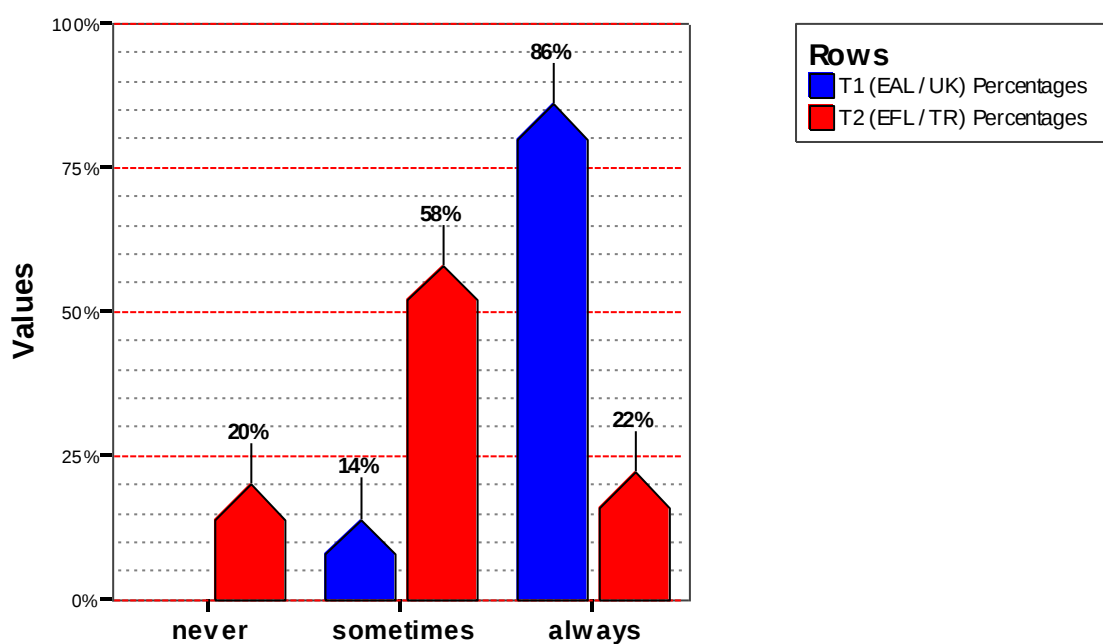


Figure E-48: Distribution of responses to question 48. T1 (n = 50), T2 (n = 50).

Whether the teachers encourage the pupils about word banks of keywords and sentence structures, especially for listening and retelling activities, was handled in question 48. In compliance with the findings of Figure E-48, there is a big gap between the two compared countries. The absolute majority of the EAL teachers *always* sustain this kind of an encouragement whereas not even a quarter of the EFL teachers *always* put this into practice.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	1	2%	0	0%
sometimes	34	68%	31	62%
always	15	30%	19	38%

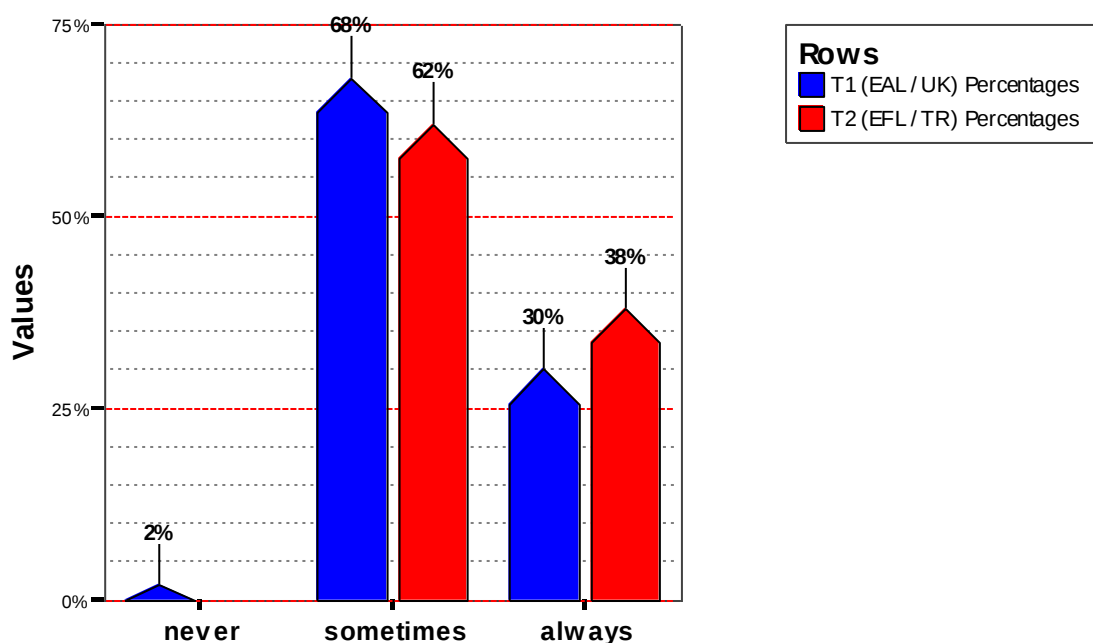


Figure E-49: Distribution of responses to question 49. T1 (n = 50), T2 (n = 50).

Figure E-49 is about how the teachers make groups for in-class activities. It is essential that the students have some pair or group work, which contributes to their practising of English. However, for this goal to be achieved there needs to be an arrangement. For instance, matching the students with different nationalities is an option for The UK teachers. As to the EFL teachers, making a group of mixed-level students is a good choice so that they can learn from each other. Despite this fact, not even half of the EAL teachers *always* fulfils this requirement, as the statistics show it is 30%. Even if the situation with EFL teachers is a little bit more inspiring, it is not that much different for them, either. 38% of the EFL teachers respond that they *always* pay attention to this supportive peer matching.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	40	80%	33	66%
always	10	20%	17	34%

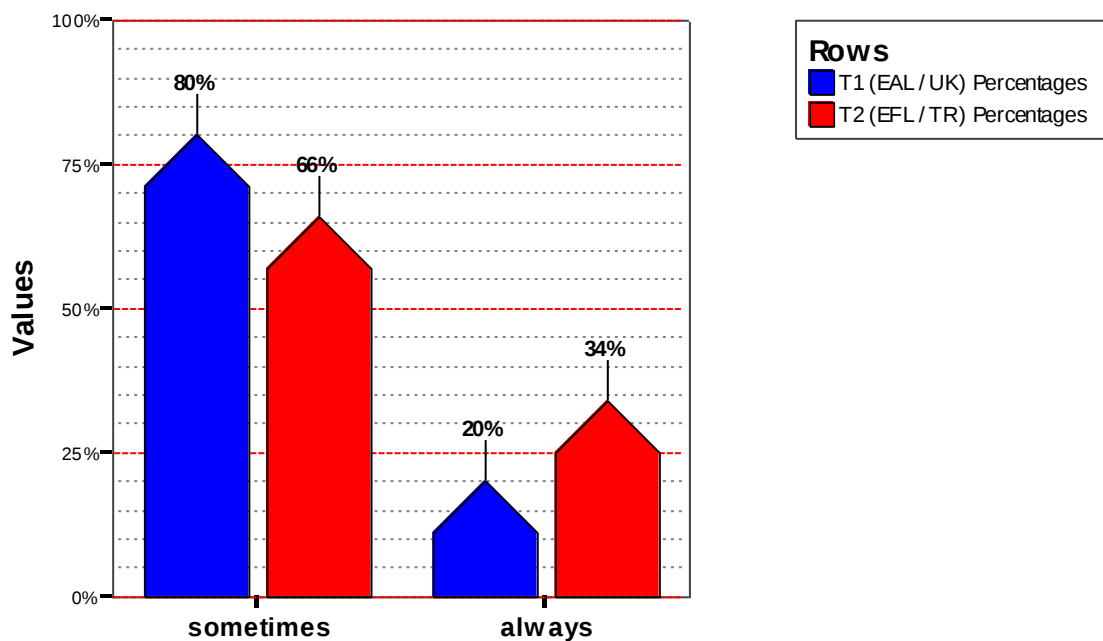


Figure E-50: Distribution of responses to question 50. T1 (n = 50), T2 (n = 50).

Question 50 is so intriguing that it highlights the significance of filling the gaps in a student's speech by providing the necessary words but not hindering them to talk. It caresses the eyes when it is realised that there is no *never* answer at all in either of the countries. To examine in more detail, 20% of the EAL teachers and 34% of the EFL teachers are *always* taking this issue into consideration.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	35	70%	25	50%
always	15	30%	25	50%

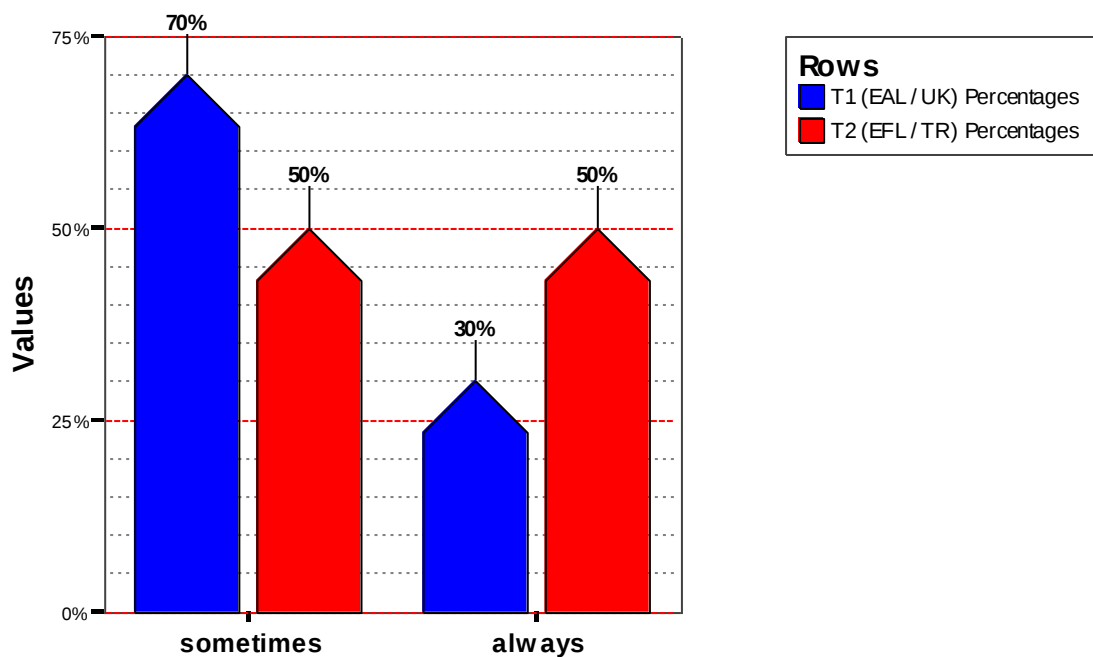


Figure E-51: Distribution of responses to question 51. T1 (n = 50), T2 (n = 50).

It is a way of teaching to repeat what the student says by correcting the mistakes. Thus, the correct form will be instilled. According to Figure E-51, half of the EFL teachers suppose they *always* apply this golden rule, and the rest do it *sometimes*. As for the EAL teachers while %30 complies with this assumption, the rest do it *sometimes*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	0	0%	3	6%
sometimes	37	74%	47	94%
always	13	26%	0	0%

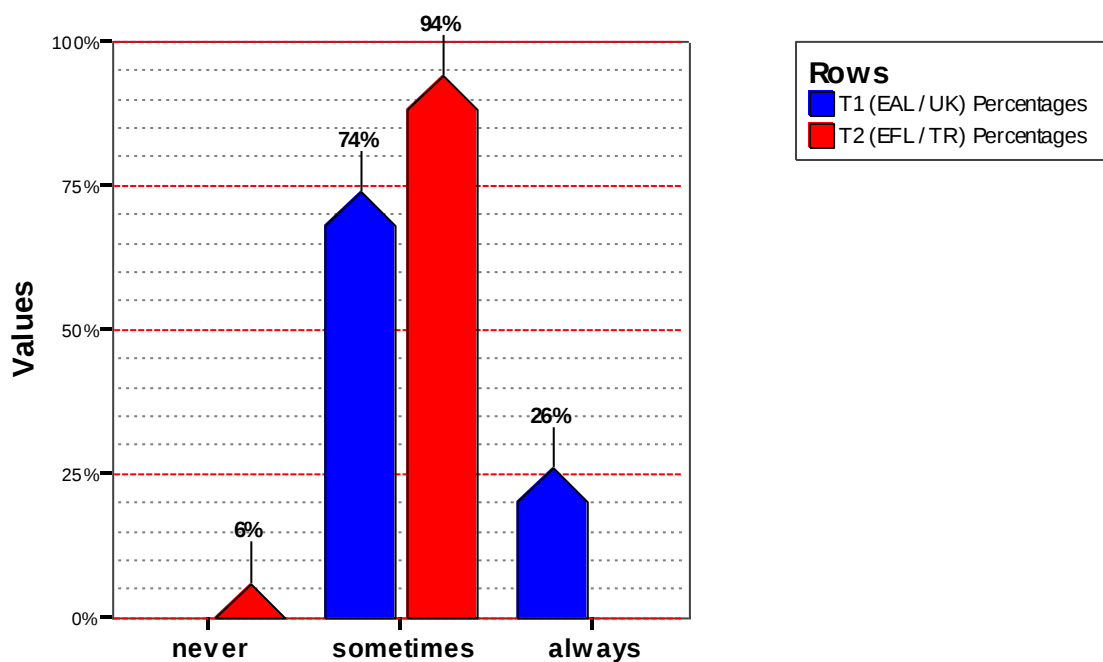


Figure E-52: Distribution of responses to question 52. T1 (n = 50), T2 (n = 50).

As it was mentioned earlier, the concept of teaching implies kinesthetic, as well as audiovisual supplies. This means some students need to see or hear so as to learn better. When it is asked to the teachers whether they provide demonstrations %26 of the EAL teachers reply they *always* ensure a visual material whereas not even a single EFL teacher says they are *always* on this path.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	2	4%	12	24%
sometimes	35	70%	38	76%
always	13	26%	0	0%

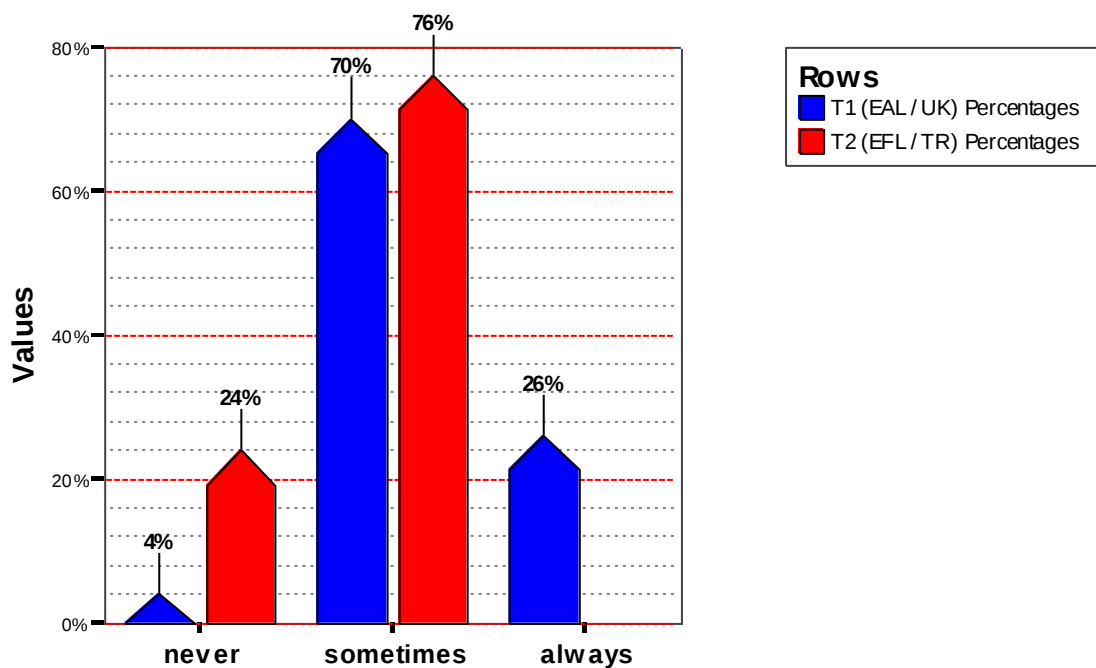


Figure E-53: Distribution of responses to question 53. T1 (n = 50), T2 (n = 50).

What attracts attention in Figure E-53 is the fact how the teachers treat a problem. Only 4% of the EAL teachers and 24% of the EFL teachers never set up activities with the aim of solving a problem. Nonetheless, 76% of the each group of teachers express their view as *sometimes* doing.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	5	10%	11	22%
always	45	90%	39	78%

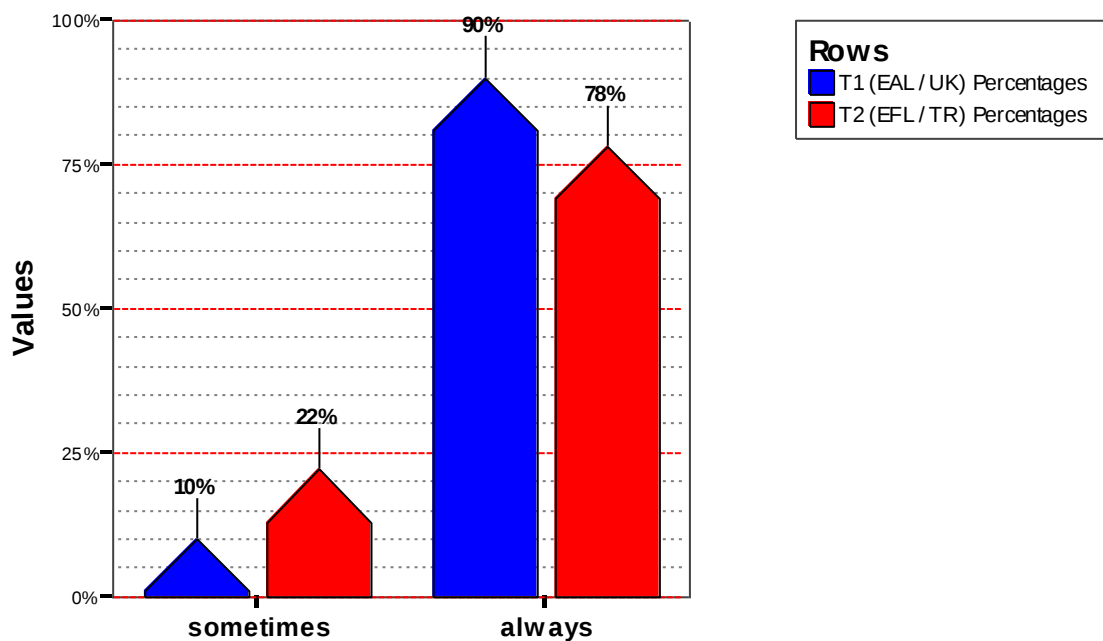


Figure E-54: Distribution of responses to question 54. T1 (n = 50), T2 (n = 50).

What is meant with the concept of checking questions is to get feedback from the learners' responses about whether the students understand the subject correctly or not. Without any doubt teachers check the students' understanding, as 90% of the EAL teachers and 78% of the EFL teachers agree upon this view as *always*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	5	10%	7	14%
sometimes	40	80%	41	82%
always	5	10%	2	4%

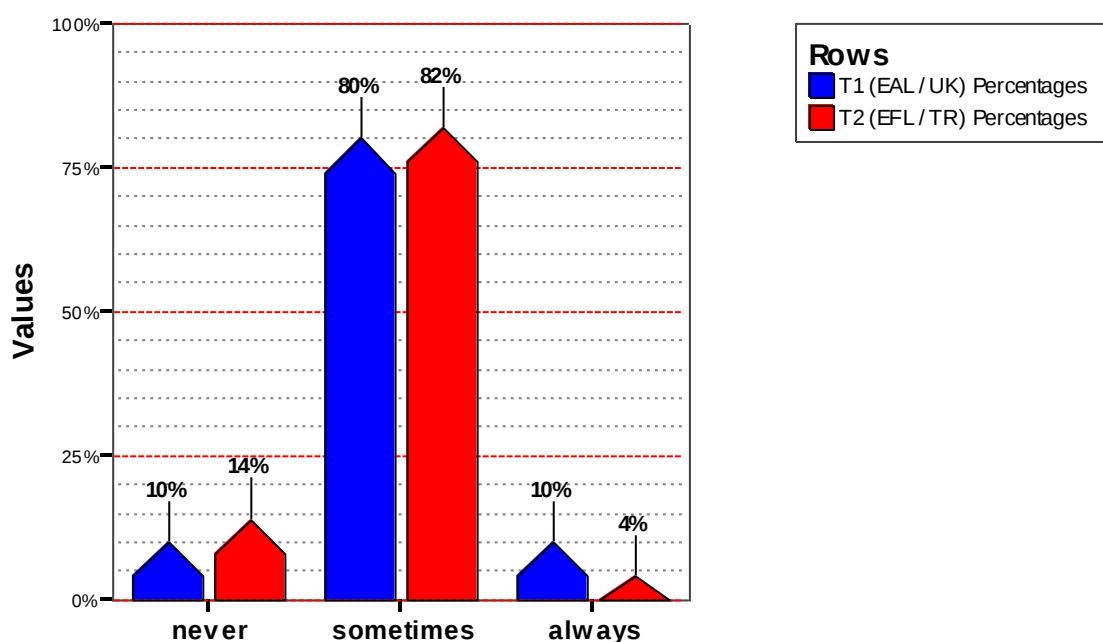


Figure E-55: Distribution of responses to question 55. T1 (n = 50), T2 (n = 50).

Owing to the fact that learning a language is a long process, it is an essential part of teaching to make some alterations in the method and adaptations as the level goes up. To exemplify, instead of making the students retell a story in mind or by heart, a sequence of pictures can be presented. Thus, the duty of telling what those pictures imply by using the new vocabulary that they have learned or paying attention to the grammar topic that has been dealt with that day can be given to the learner as a practice. This option is not much applied either in EAL or EFL classes. Notwithstanding, according to the Figure E-55 findings, 80% of the EAL teachers *sometimes* do this kind of an activity, whereas it is 82% of the EFL teachers who do it *sometimes*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	1	2%	2	4%
sometimes	38	76%	38	76%
always	11	22%	10	20%

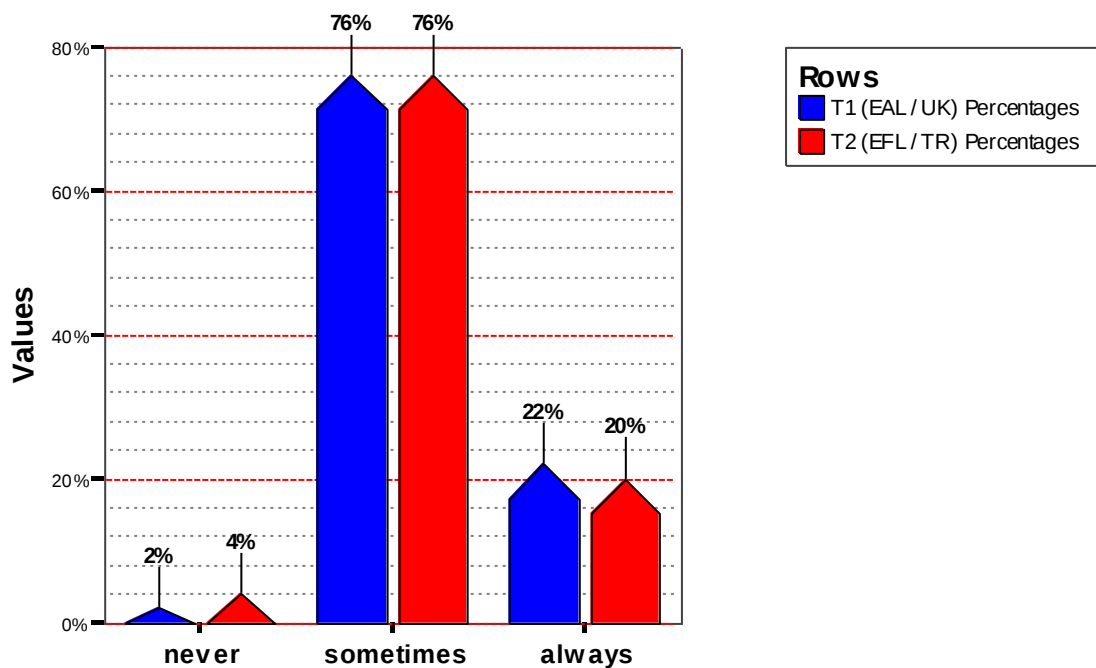


Figure E-56: Distribution of responses to question 56. T1 (n = 50), T2 (n = 50).

As dealt with just above, it is the various kinds of activities that make the learning not only enjoyable but also easy to keep in mind as well. The EAL and EFL teachers are asked if they play games with repetitive language (including oral, board, card, and track games) to also practise positional and descriptive language. The statistics show much similarity, which is 22% *always* and 76% *sometimes* for the EAL teachers. As to the EFL teachers, the results are 20% *always* and 76% *sometimes*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never			1	2%
sometimes	13	26%	30	60%
always	37	74%	19	38%

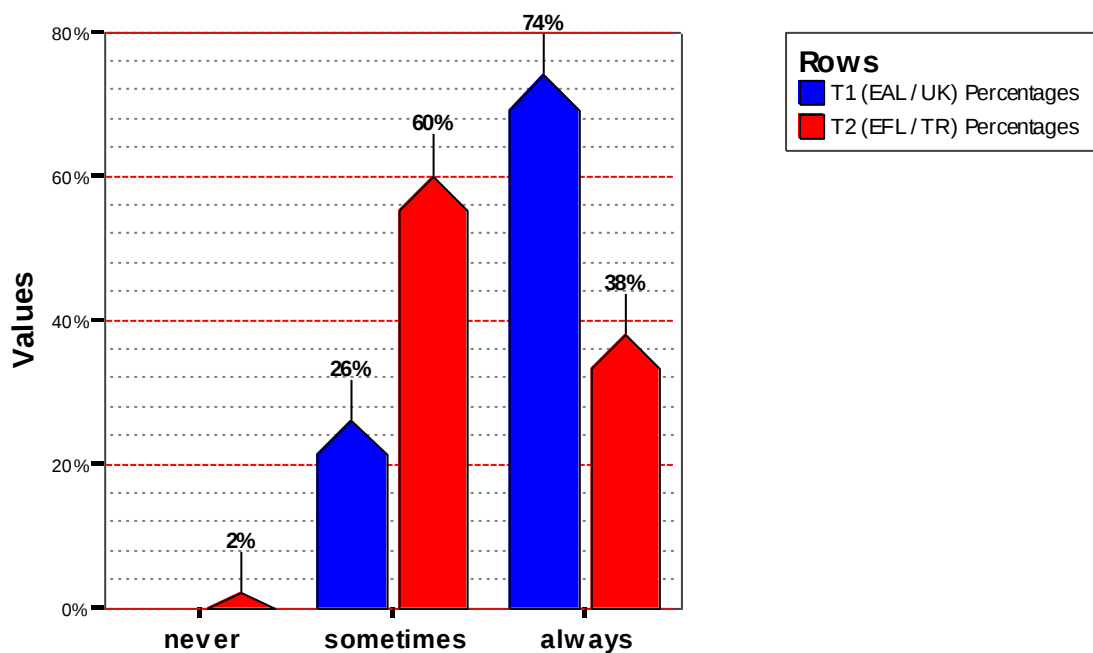


Figure E-57: Distribution of responses to question 57. T1 (n = 50), T2 (n = 50).

Role play and drama activities bring out the imagination of the students along with their correct or incorrect use of grammar as well as their vocabulary when they write their own script. Approximately three quarters of the EAL teachers *always* do role plays and dramas in their lessons. On the other hand, it is less than half of the EFL teachers, 38%, doing these activities *always*.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	4	8%	5	10%
sometimes	33	66%	30	60%
always	13	26%	15	30%

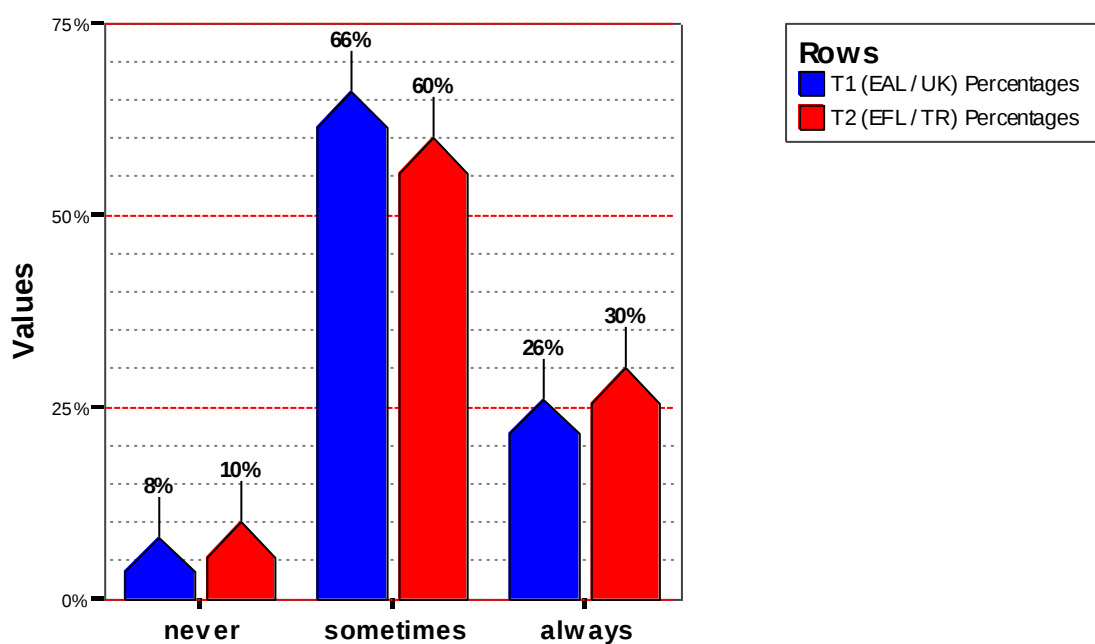


Figure E-58: Distribution of responses to question 58. T1 (n = 50), T2 (n = 50).

As Figure E-58 indicates, not many teachers *always* prefer whole class reading. Even if it is modelled by the teacher and a contextual support is provided it is 26% of the EAL and 30% of the EFL teachers that are happy with this idea by *always* carrying out whole class reading.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
never	4	8%	17	34%
sometimes	24	48%	30	60%
always	22	44%	3	6%

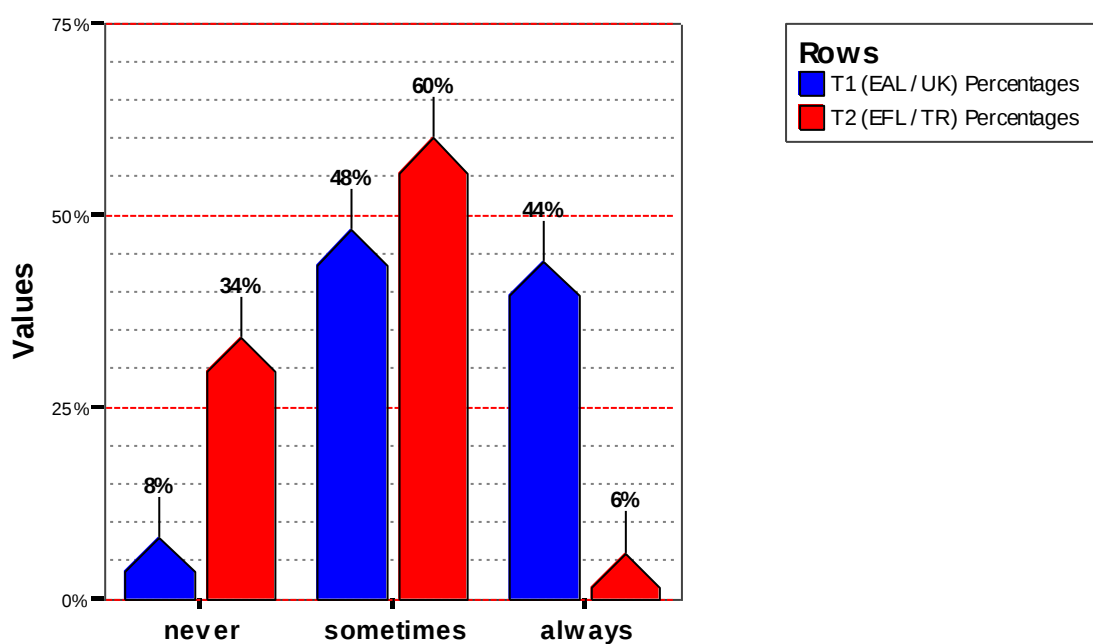


Figure E-59: Distribution of responses to question 59. T1 (n = 50), T2 (n = 50).

It is natural for a language learner to make a connection with the native language and try to say some phrases as they express them in their own language. Question 59 was designed to find out if the teachers take this fact into consideration and even assign homework in cooperation with the families regarding this issue. Barely a few EAL teachers, only 4, mark out their opinion as *never* whereas the number goes up to 17 of the EFL teachers who denote the *never* answer.

	T1 (EAL / UK)		T2 (EFL / TR)	
	(n = 50)	Percentages	(n = 50)	Percentages
sometimes	0	0%	8	16%
always	50	100%	42	84%

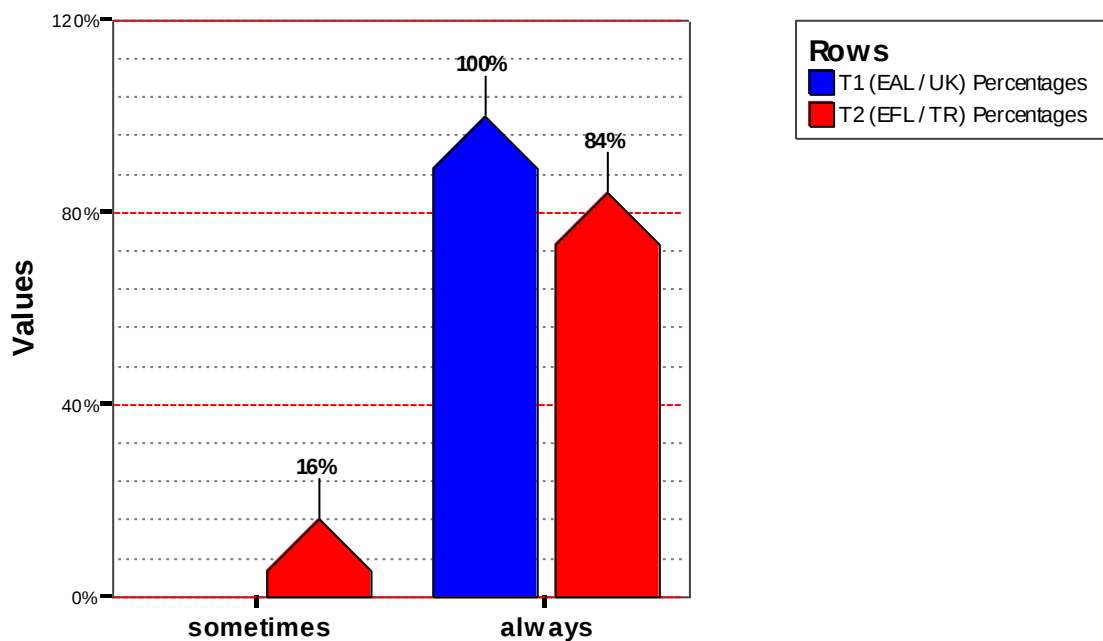


Figure E-60: Distribution of responses to question 60. T1 (n = 50), T2 (n = 50).

Usage of picture dictionaries and thesauruses is at a significant level in the UK for all of the teachers which is pursued closely by the teachers in Turkey. To put it into the ratio, it is a 100% for the EAL teachers and 84% for the EFL teachers.

CHAPTER 5: CONCLUSION

5.0 Introduction

The present study, which was conducted at British and Turkish primary schools, attempted to bring up new techniques and strategies by analysing how the EAL lessons in The UK are delivered to the newly-arrived non-British pupils, and find out how much the British model of EAL teaching and learning applications would contribute when adapted to EFL studies in Turkey in terms of the quality of the oral production level at primary schools. This chapter introduces the summary and findings with conclusions and recommendations.

5.1 Summary and Findings

In this study, findings about the analysis of the EAL lessons at British primary schools in The UK were examined in comparison with Turkey in terms of oral production skills in order to find a more efficient way of teaching English at Turkish state primary schools to improve the speaking skills of the pupils in English. The results of the data analysis reveal that oral production is the most important element of language learning and it is supported by a variety of teaching techniques and strategies in The UK. Briefly, the following findings are available.

Findings show that in Britain, teachers and authorities tend to give more importance to teacher professionalism, as one average teacher should have at least child protection certificate before working with children, and especially EAL teachers undergo a certain number of training programmes prior to teaching with pupils learning EAL, and that could be a remedy for the case of Turkey to heal the gaps between the expected and accepted in EFL teaching to improve speaking.

In terms of the research questions from the aspect of teaching oral production skills at primary schools, the findings reveal that the five questions of this thesis (see 1.3 Aim and Research Questions of the Study, p.131) receive a highly positive correspondence from The UK side of English language teaching.

First, there is a preference for specific indoor and outdoor activities, and the time-table of the school is specially designed and implemented according to this aim for EAL lessons in terms of teacher and student development in The UK (Data Analysis: B-18). The data analysis indicates that even in Britain there is a high tendency for taking the learners to the places where they can find more chance to communicate in English in real situations. Furthermore, most of the teachers, as part of the in-service training, attend to the seminars, certificate programmes or training sessions of the government or private institutions for self improvement and share their knowledge with their colleagues on a regular basis while there are not many examples of these in Turkey (Data Analysis: C-23, 30). These are supported by the government financially at a significant level, too (Data Analysis: D-31, 32).

Second, when we look at the research from the aspect of the opportunities of EAL teachers at primary schools in The UK, we can conclude from the data analysis that the socio-economic, cultural and educational background of the children are not much higher than the ones in Turkey, and even worse in terms of identity confusion, cultural deficiency, alienation, lack of first language competence and reading skills and so on. On the other hand, the study shows that as a result of the flexible pattern of The UK and EAL teaching towards EAL learners by allowing them to use their own language anywhere when necessary, and also by providing extra help such as assistants or interpreters in every aspect of life enables learners to find it easy to make connections between their own language and the target language and they want to participate more in speaking and learning tasks, and this increases their intrinsic motivation to reflect their performance through the help they receive (Data Analysis: A-6, 7, 8, 9, 10). In addition, the findings reveal that in The UK, the number of students in the class is more appropriate, students have the opportunity of obtaining support from teacher assistants in the classroom, individual plans and support is more

common in schools, authorities assess both the teachers and the teaching techniques of teachers intensely, effective classroom design and the usage of the high-tech staff are fixed features of the lessons (Data Analysis: A-6, 7, 8, 9, 10).

As argued previously in this study, it is implied that EAL teachers are asked to prepare different plans and objectives for the students having different attainment levels (Data Analysis: B-20). Therefore, differentiation gains importance and every single child can take advantage of learning at their own pace, and this becomes more encouraging and constructive in teaching. From this aspect, the cooperation and collaboration among the teachers and the parents as well as the teachers and the other local teachers generate a cumulative structure in information and the methods to be employed. For this issue, it seems that the close inspection of the authorities plays an important role in the realisation of the goals (Data Analysis: C-24, 25, 26, 30).

One last aspect regarding how to improve oral production at primary schools in Turkey in this study is related to the special techniques applied by EAL teachers at primary schools different from or more effectively than EFL teachers in Turkey. As it has been reviewed in the literature review, EAL teachers can provide a more realistic purpose for listening and speaking in EAL lessons as a natural result of being in The UK, so it may gain importance in language teaching. Moreover, EAL teachers allow pupils time to listen, absorb and mentally rehearse, which cannot be tolerated in Turkey as much as it is in The UK. EAL teachers also engage pupils in informal conversation to develop fluency and confidence as well as focusing on meaning rather than the words used. Lastly, they give clear instructions with consistent use of key words and phrases in EAL lessons (Data Analysis: E-43, 44, 45, 46, 47).

As a final comment, it can be concluded that, the techniques and the strategies of EAL teaching in terms of oral production skills, if applied in foreign language teaching classes at primary schools in Turkey as suggested, can clearly produce more satisfactory outcomes and many help the learners improve their speaking skills in a positive way and increase their success as well.

5.2 Implications and Suggestions

Based on the findings of this study, some criteria for teaching oral production at primary schools in Turkey can be suggested. First of all, for oral production to be improved, teaching may involve activities fostering creativity and self-confidence of the learners through various tasks. This approach towards teaching might possibly encourage students psychologically to more eagerly take part in talking situations without so much hesitation and help them build strength to challenge those difficulties they may face in learning English. Second, teachers should not give up participating in training and teacher professionalism workshops after graduating from university and they should not take advantage of the comfortable and secure state educational system in Turkey. This feeling has a negative impact on the teaching process as the teachers should have an important role in learners' improvement by being part of the events and activities in the lessons. Third, although there are several difficulties facing EFL teaching especially in terms of oral production, and also the anxiety of the teachers that 'the program should not fall behind the schedule', these should be put aside and by including extra indoor and outdoor activities in order to engage the learners more in the language taught, the goals may be achieved in a more efficient and effective way. Fourth and the last, some authentic events might be arranged to help learners apply what they learn in the classroom, and thus, a more realistic purpose to learn and speak English would be supplied.

Future research can address classroom observation with a combination of interviews with learners. An observer might keep the instances by the help of a checklist or a camera-record for the techniques and the strategies employed by EAL teachers. Following, the findings can then be compared with the results of the questionnaire the researcher has conducted. Future research could also address an interview with the parents of EAL learners in terms of the schools' and the teachers' attitude towards them and the child's language learning. A study on determining the results of the specific cases from the first hand can be of great help for the field as there are not sufficient studies as regards the adaptation of EAL studies to the EFL

classrooms in Turkey. Lastly, future research could address the pilot EFL classrooms in Turkey where EAL techniques and strategies would be employed by teachers for a certain period of time, then the results will be compared with the results of the control groups of the same teachers to find out the level of improvement in learners' oral production skills. This could provide a comparison of different types of teaching techniques and the strategies used in a variety of contexts.

Finally, this study reveals that according to ELT experts and their studies both in The UK and in Turkey, if oral production is the very indicator of learning English and requires special effort and effective techniques as well as the motivation of both teachers and learners, it is important that the government and the teachers pay attention to employing the right type of techniques and strategies which are more applicable in Turkey in order to increase the learners' performance level in English.

REFERENCES

- ALP, A. (1985). An ESP Curriculum Design for the Central Bank Staff in Turkey. MA Thesis, M.E.T.U
- BROWN, H. D. (2000). **Principles of Language Learning and Teaching**. New York: Longman
- BULUT, T. (1990). Communicative Activities with Children Learning English in Primary Schools. MA Thesis, Cukurova University
- Cajkler, W., Hall, B. (2009). ‘When They First Come In What Do You Do?’ English as an Additional Language and Newly Qualified Teachers. **Language and Education –Clevedon-** Vol 23; Numb 2 pp. 153-170. Retrieved from <http://direct.bl.uk> on 30th November, 2009.
- CALR (Centre for Applied Linguistic Research) (1997) **Occasional Papers in Language and Urban Culture**. Paper 7. English as an Additional Language within the National Curriculum: A Study of Assessment Practices by Constant Leung. Thames Valley University, London.
- Cameron, L. and Bygate, M. (1997). Key Issues in Assessing Progression in English as an Additional Language. In **NALDIC (National Association for Language Development in the Curriculum) English as an Additional Language: Changing Perspectives**. C. Leung and C. Cable (Editors), (p. 14-72). York: York Publishing Services Ltd.
- CİMCİM, E. Teaching English to Primary School Students Through Games. MA Thesis, Selçuk University

- CLARKE S., DICKINSON P. and WESTBROOK J. (2004). **The Complete Guide to Becoming an English Teacher**. Los Angeles, London, New Delhi & Singapore: Paul Chapman Publishing.
- COOK, V. (1991). **Second Language Learning and Language Teaching**. New York: Routledge, Chapman & Hall, Inc.
- CROSSE, K. (2007). **Introducing English as an Additional Language to Young Children. A Practical Handbook**. London.
- CRYSTAL, D. (1996). **The Cambridge Encyclopedia of English Language**. Cambridge: Cambridge University Press.
- CUMMINS, J. (2000). Language Power and Pedagogy, Bilingual Children in the Crossfire. *Multilingual Matters*, Clevedon, UK.
- ÇELEBİ, D. (2006). *Türkiye’de Anadili Eğitimi ve Yabancı Dil Öğretimi*. Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi Sayı : 21, Yıl : 2006/2, 285-307.
- DEDEZADE, K. (2001, June 25). Conference: The Problems Faced by Turkish Students within the British Education System. London: Axis Educational Trust.
- DEMİRCAN, Ömer. (1988) **Türkiye’de Yabancı Dil**. Remzi Kitabevi, İstanbul: 1988.
- _____. (1988) *Dünden Bugüne Türkiye’de Yabancı Dil*. İstanbul, Remzi Kitabevi. İstanbul: 1988.
- DEMİRCİOĞLU, Ş. (2008). Teaching English Vocabulary to Young Learners Via Drama. MA Thesis, Gazi University

DfEE (Department for Education and Employment) and OFSTED (Office for Standards in Education). (1997) The Government's Expenditure Plans 1997-98 to 1999-2000, Departmental Report. DfEE.

_____. (1999) The National Literacy Strategy. Additional Literacy Support. Getting Started: Preparation for the Teaching Programme. Raising Standards, Standards and Effectiveness Unit.

DfES (Department for Education and Skills) (2001) Relearning to Learn. Advice to Teachers New to Teaching Children from Refugee and Asylum-Seeking Families. London: National Union of Teachers.

_____. (2004) Aiming High: Understanding the educational needs of minority ethnic pupils in mainly white schools. London: DfES.

_____. (2006) The evidence on minority ethnic pupils aged 5-16. **Ethnicity and Education**. (0208-2006 DOM-EN) London: DfES. Retrieved from <http://publications.education.gov.uk/eOrderingDownload/DFES-0208-2006.pdf> on 12th September, 2009.

_____. (2007) Primary Teachers. Turning over a New Leaf: How to Help Children Read Better. London: DfES.

Dilamar Araújo, A. (1991). Improving Oral Language Skills of Beginning Students. **English Teaching Forum**, 1991/2, 27.

DofE (Department of the Environment) (1994) Index of Local Conditions: An Analysis Based on 1991 Census Data. London: HMSO.

DOGANÇAY-AKTUNA, S. (1998). The Spread of English in Turkey and Its Current Sociolinguistic Profile. **Journal of Multilingual and Multicultural Development**, 1998/3, 37.

Donnelly, T. T., McKiel, E., Hwang, J. (2009). Factors Influencing the Performance of English as an Additional Language Nursing Students: Instructors' Perspectives. **Nursing Inquiry**. Vol 16; Number 3 pp. 201-211. Retrieved from <http://direct.bl.uk> on 30th November, 2009.

EAL. (2004, April 16th), English as an Additional Language (EAL) 381.
<http://www.multiverse.ac.uk/ViewArticle2.aspx?Keyword=Eal&SearchOption=Phrase&SearchType=Keyword&RefineExpand=1&ContentId=381>
 (2009, December 2nd)

EMA (Ethnic Minority Achievement) Race Equality and Diversity Service. Gloucestershire County Council (2010) **English as an Additional Language: Primary Resources**. <<http://www.irespect.net/CIRCLE/EMAS/advice.htm>> (2010, February 26)

EMASS (Ethnic Minority Achievement Support Service) (2004) **Supporting Pupils with English as an Additional Language**. Milton Keynes Council. Milton Keynes Multicultural Resource Centre, Bletchley.

_____. (2009) **Guidelines for Teachers in Primary Schools**. EAL (English as an Additional Language) Assessment, Target Setting, Strategies. Hillington, London.

ENNELI, P. (2002). Listening to Turkish-Speaking Young People in the Secondary Schools. **Paper Presented at Raising the Achievement of Turkish Speaking Pupils: Work in Progress Conference**. London: Institute of Education, University of London.

ERKEN, M. (2007). The Techniques for the Use of Popular Culture in Teaching English at Primary Schools. MA Thesis, Ondokuz Mayıs University

ESRC (Economic and Social Research Council) (2003) **Classroom Assessment of English as an Additional Language**. Key Stage 1 Contexts. Swindon.

ESTYN. (2000). **Standards and Quality in Primary and Secondary Schools. Providing for Pupils Learning English as an Additional Language.** Cardiff.

Garson, D.G. (2009). Statnotes: Topics in Multivariate Analysis. Retrieved from <http://faculty.chass.ncsu.edu/garson/PA765/statnote.htm> David Garson on 30th November, 2009.

Glasgow, J., Skinner, B. (2009). Teaching Children English as an Additional Language: Meeting the Challenge in the Classroom. Teaching English as an Additional Language: A Programme for 7-11 Year Olds. Introducing English as an Additional Language to Young Children. **ELT Journal**. Vol 63; Number 4 pp. 425-429. Retrieved from <http://direct.bl.uk> on 30th November 2009

GÜLERYÜZ, H. (2001). **İlköğretim Okulu Programı**. Ankara: Pegem Yayıncılık.

Hall, B., Cajkler, W. (2008). Preparing Newly Qualified Teachers in England to Teach Pupils Who have English as an Additional Language. **Journal of In Service Education**. Vol 34; Number 3 pp. 343-360. Retrieved from <http://direct.bl.uk> on 30th November 2009

HARMER, J. (2001). **The Practice of English Language Teaching**. London: Longman.

_____ (2008). **How to teach English**. London: Pearson Education Limited.

HESTER, H. (1990). Patterns of Learning, CLPE, Stages of English Learning. Retrieved from <http://www.clpe.co.uk/pdf/StagesofEnglishLearning.pdf> on 2nd December 2009)

HUGHES, A. (2003). **Testing for Language Teachers. Second Edition.** Cambridge Language Teaching Library. Cambridge: Cambridge University Press.

IRISMET, A. (2006). The Analysis of the Speaking Problems of the Students in the English Language Teaching Department at Ahmed Yasawi International Kazakh-Turkish University. MA Thesis, Gazi University

IŞIK, A. (2005). *Egemen Dilin Diğer Dilleri Etkisi Altına Alması ve Yabancı Dil Eğitimi. İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (2005-211), 83-102.

Jenkin, R. (2008, May), *Improving speaking and listening skills at KS2.*

Retrieved from <http://www.teachingexpertise.com/articles/improving-speaking-and-listening-skills-ks2-3514> on 26th February 2010

KIRKGÖZ, Y. (2005). English Language Teaching in Turkey: Challenges for the 21st Century. In G. Braine (Ed.), *Teaching English to the World: History, Curriculum, and Practice*. New Jersey and London: Lawrence Erlbaum.

KIRKGÖZ, Y. (2007). English Language Teaching in Turkey: Policy Changes and Their Implementations. In *RELC Journal*. Vol.38 No.2.

KONIG, W. (1993). **Yüksek öğretimde ikinci Yabancı Dil Olarak Almanca**, Dil Dergisi 13, 81-82, Ankara Üniversitesi Basımevi.

Krashen, S. (1989). *Language Acquisition and Language Education*. Hertfordshire:Prentice Hall.

_____ (1998). *What does It Take to Acquire a Language?* ESL Magazine, 3, 22-23. 26

_____ (2000). *Foreign Language Education the Easy Way*. Burlingame, CA:Language Education Associates.

_____ (2003). *Explorations in Language Acquisition and Use*. Portsmouth, NH: Heinemann.

Larsen-Freeman, D. (1986) *Techniques and Principles in Language Teaching*. In **Teaching Techniques in English as a Second Language**. R. N. Campbell and W. E. Rutherford (Editors). Hong Kong: Oxford University Press.

Leung and Scott. (2009). *Research: Assessment*.

<<http://www.naldic.org.uk/docs/research/assessment.cfm>> (2009, December 2nd)

MEB (Milli Eğitim Bakanlığı) Talim ve Terbiye Kurulu Başkanlığı. (2006). **İlköğretim İngilizce Dersi (4,5,6,7 ve 8. Sınıflar) Öğretim Programı**. **English Language Curriculum for Primary Education (Grades 4,5,6,7 and 8)**. Ankara

_____ 111 Sayılı Talim ve Terbiye Kurulu Kararı (2007). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ 192 Sayılı Talim ve Terbiye Kurulu Kararı (2005). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ 339 Sayılı Talim ve Terbiye Kurulu Kararı (2001). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ 143 Sayılı Talim ve Terbiye Kurulu Kararı (1997). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ 578 Sayılı Talim ve Terbiye Kurulu Kararı (1994). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ 301 Sayılı Talim ve Terbiye Kurulu Kararı (1992). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ 102 Sayılı Talim ve Terbiye Kurulu Kararı (1986). **Konu: İlköğretim Okulu Haftalık Ders Çizelgesi.**

_____ Devlet Kitapları (1970). **Ortaokul Programı.** İstanbul.

_____ Talim ve Terbiye Dairesi Kitaplığı (1954). **Muhtelif Gayeli Ortaokul Programı.** Ankara.

_____ Türkiye Cumhuriyeti Maarif Vekaleti. Talim ve Terbiye Dairesi Kitaplığı. (1930). **Ortamektep Müfredat Programı.** İstanbul.

_____ Devlet Kitapları (2007) **Time for English Grade 4 Teacher's Book.** (İkinci Baskı) Ankara.

_____ Devlet Kitapları (2009) **Time for English Grade 5 Teacher's Book.** (Üçüncü Baskı) İstanbul.

_____ Devlet Kitapları (2008) **Spot On 6 Teacher's Book.** (Birinci Baskı) İstanbul.

_____ Devlet Kitapları (2009) **Spot On 7 Teacher's Book.** (İkinci Baskı) Ankara.

_____ Devlet Kitapları (2009) **Spot On 6 Teacher's Book.** (İkinci Baskı) İstanbul.

_____ Retrieved from

http://ogm.meb.gov.tr/gos_yonetmelik.asp?alno=14 on 9th March, 2009)

MOLL, T. M. (2008). A Presentation Course Design for Academics of English as an Additional Language: A Multimodal Approach. **Linguistic Insights. Studies in Language and Communication**. Burgess, S. and Martin, P. M. (Editors). Oxford: Peter Lang.

MOON, J. (2000). Children Learning English. Oxford: Macmillan Heinemann.

NALDIC (National Association for Language Development in the Curriculum) Working Paper 5 (1999) **The Distinctiveness of English as an Additional Language: A Cross Curriculum Discipline. A Handbook for All Teachers**. Watford

_____ Working Paper 6 (2001) **Teaching Learners of English as an Additional Language in the Mainstream Curriculum**. ISBN 1 902189 007. Watford

NALDIC (National Association for Language Development in the Curriculum) Working Paper 7 (2004) **Teaching Learners of English as an Additional Language: A Review of Official Guidance**. ISBN 1 902189 009. Watford

NASMAN, D. (2003). The Comparison of the English Curricula for Primary Education in Turkey and France. MA Thesis, Hacattepe University

OFSTED (Office for Standards in Education) (1997) LEA (Local Education Authority) Support for School Improvement: Inspection of Hackney Local Education Authority. London: OFSTED.

_____ (2000) **Inspecting Subjects: Guidance for Inspectors and Schools**. London: OFSTED.

- PAPALIA and OLDS. **Gelişim ve Öğrenme Psikolojisi**. YAPICI, Ş. ve YAPICI, M. (Ed.). Ankara: Anı Yayıncılık.
- PENNYCOOK, A. (1989). The Concept of Method, Interested Knowledge, and the Politics of Language Teaching. *TESOL Quarterly*, 23 (4), 589-618.
- REFUGEE COINCIL (2000). **Helping Refugee Children in Schools**. London
- RICHARDS, J. C. And RODGERS, T. S. (1990). **Approaches and Methods in Language Teaching. A Decsription and Analysis** (6th Ed.) New York: Cambridge University Press.
- _____ (2002). **Approaches and Methods in Language Teaching**. New York: Cambridge University Press.
- ROGERS, J. (1990). The World for Sick Proper. In Rossner, R. & Bolitho, R. Eds., *Currents of Change in English Language Teaching*, pp. 7-14. Oxford: OUP.
- SADAY, A. (2007). A Research about Improving English Speaking Skill with the Method of English Language Teaching Supported by Active Learning Theory in Primary School. MA Thesis, Dicle University
- Safford, K. and Collins, F. (2009). English and EAL: Subjects and Language Across the Curriculum. **EAL and English**, Roehampton University. Retrieved from <http://www.naldic.org.uk/TTSEAL2/teaching/English.cfm> 15th September 2009.
- SCAA (School Curriculum and Assessment Authority) Discussion Papers: No.5 (1996) **Teaching and Learning English as an additional language: new perspectives**. SCAA Ref: COM/95/371. ISBN 1 85838 093 6. London.

-
- No.6 (1996) **Teaching English as an Additional Language: A Framework for Policy**. SCAA Ref: COM/96/605. ISBN 1 85838 179 7. London.
- SEVINC, K. U. (2006). The Difficulties in Teaching of English as a Foreign Language in Turkish Primary Schools. MA Thesis, Dicle University
- SMIDT, S. (2008). **Supporting Multilingual Learners in the Early Years. Many Languages-Many Children**. (First Edition). Bristol: TJ International Ltd.
- SONYEL, S. R. (1988). **The Silent Minority: Turkish Muslim Children in British Schools**. Cambridge: The Islamic Academy.
- St Lewis, D. (July 09), Excellence and Enjoyment: Learning and Teaching for Bilingual Children in Primary Years. Unit 4 Speaking, Listening, Learning: Working with Children Learning English as an Additional Language. Primary National Strategy 2135-2006DCL-EN. Retrieved from <http://www.dcsf.gov.uk/citychallenge/downloads/dee-st-lewis-handout.pdf> on 26th February, 2010)
- TASLI, F. (2003). Effects of Game Techniques on Achivement in English Teaching in Primary School Level. Niğde University
- Teachernet Editorial Team. (2007). Teaching English as an Additional Language: The Challenges for Classroom Teachers. **Teachernet Online Publications**, Retrieved from <http://publications.teachernet.gov.uk/> on 13th September, 2009 tarihinde alınmıştır.
- Teaching EAL (English as an Additional Language) (2010) Key Priority Three. http://www.nrdc.org.uk/uploads/documents/doc_4429.pdf (2010, February 26th).

TEMEL, C.Z. (2008). The Use of Multiple Intelligence Theory for English Teaching in the First Stage Primary School. MA Thesis, Selçuk University.

THORNBURY, S. (2004). **How to Teach Vocabulary**. London: Pearson Education Limited.

ÜZÜM, B. (2007). Analysis of Turkish learners' attitudes towards English and English Speaking Societies. MA Thesis, M.E.T.U

ÜNSAL, H. (2005). İlköğretim 5. ve 8. Sınıflar ile 11. Sınıfların Sözlü Anlatımdaki Kelime Hazinesi / Afyonkarahisar Örneği. Afyon Kocatepe Üniversitesi.

APPENDICES

Appendix 1 EAL Questionnaire

**QUESTIONNAIRE FOR PRIMARY SCHOOLS
TO IMPROVE NON-BRITISH STUDENTS' ORAL PRODUCTION SKILLS
IN ENGLISH
FROM THE PERESPECTIVES OF EAL TEACHERS IN THE UK**

Dear Colleagues,

This questionnaire has been prepared as part of an MA thesis in order to collect data to compare the situation of the students, quality of the education, learning atmosphere, government support and lastly techniques and strategies in the UK and in Turkey from the perspectives of EAL and EFL teachers in both countries to enable a better oral production in English at primary schools. You do not need to write your names as all responses will be kept confidential. Please respond by circling one of the following as relevant.

3 = always **2** = sometimes **1** = never

Thank you for your participation and sincere answers.

Gokhan Omur
MA Student at Gazi University,
Ankara
EAL Teacher at Wisdom School,
London

The following three questions are just to have an idea about your background in your profession as an EAL teacher.

1. Are you a native speaker of English?

Answer: (If your answer is no, what is your native language?)
.....

2. For how long have you been teaching as an EAL teacher? How would you define your English level?

Answer: /
.....

3. What other qualifications or certificates have you got except having a graduate diploma in English Language Teaching?

Answer:
.....

QUESTIONNAIRE FOR PRIMARY SCHOOL EAL TEACHERS IN THE UK

EACH SECTION FOCUSES ON A DIFFERENT ASPECT OF EAL TEACHING

- A) STUDENTS**
 - B) LEARNING ENVIRONMENT**
 - C) TEACHERS**
 - D) GOVERNMENT SUPPORT**
 - E) TECHNIQUES AND STRATEGIES**
-

A) STUDENTS

1. EAL students in my class come from really poor backgrounds.
3 2 1
2. EAL students are really successful in learning English despite their poverty.
3 2 1
3. Families of the EAL students are quite interested in the education of their children.
3 2 1
4. Newly-arrived pupils know almost nothing about English when they first start to learn it.
3 2 1
5. Native languages of the students are a barrier preventing learning in the early stages.
3 2 1
6. Students in my class are self-motivated to learn English as they are aware of the importance to learn it.
3 2 1
7. EAL students are allowed to communicate in their own language in my lessons.
3 2 1
8. I allow my students to use a bilingual dictionary in the lessons.
3 2 1
9. My students say that they really enjoy English and like my style in the lessons.
3 2 1
10. My students are able to communicate well in English after one or two years of EAL lessons.
3 2 1

B) LEARNING ENVIRONMENT

- | | | | |
|--|---|---|---|
| 11. The number of the students in the class is appropriate for a proper learning environment. | 3 | 2 | 1 |
| 12. Students have the opportunity of obtaining support from teacher assistants in the classroom to support EAL and help them individually. | 3 | 2 | 1 |
| 13. My classroom is visited and assessed by the authorities regularly. | 3 | 2 | 1 |
| 14. Students have the opportunity to speak to a native speaker of the target language. | 3 | 2 | 1 |
| 15. The weekly number of the lessons and the allocated time for each one is enough for the students to cover up the expectations of the teachers, their families and the government in a short period of time. | 3 | 2 | 1 |
| 16. My classroom is properly designed for English language learning. | 3 | 2 | 1 |
| 17. I use ICT, audio-visual materials, costumes, etc. to attract the attention of the students in the lessons. | 3 | 2 | 1 |
| 18. I give importance to outdoor activities and take the students to the places where English is spoken. | 3 | 2 | 1 |
| 19. I bring newspapers, magazines or similar real life contexts to make learning more realistic. | 3 | 2 | 1 |
| 20. I prepare different plans and objectives for the students having different attainment levels. | 3 | 2 | 1 |

C) TEACHERS

- | | | | |
|---|---|---|---|
| 21. I meet what I am expected to do in EAL lessons for the learners. | 3 | 2 | 1 |
| 22. EAL or other English teachers in my school are qualified enough to fulfil the requirements of the national curricula. | 3 | 2 | 1 |
| 23. I attend to the seminars, certificate programmes or training sessions of the government or private institutions regularly for self improvement. | 3 | 2 | 1 |
| 24. As teachers, we are assessed by the authorities as well as the students throughout the year. | 3 | 2 | 1 |
| 25. I regularly visit or invite the parents of EAL students to school to give detailed information about the progress of their child. | 3 | 2 | 1 |
| 26. I set up a home-school communication system of feedback by parents after assigning the learners home assignments. | 3 | 2 | 1 |
| 27. I know my students' general background in English very well as well as their prior knowledge or experience of each specific subject matter. | 3 | 2 | 1 |
| 28. I use praises, rewards and positive reinforcement during my lessons. | 3 | 2 | 1 |
| 29. I see the positive effects of learner motivation on the test papers in my lessons. | 3 | 2 | 1 |
| 30. We are in good cooperation and collaboration as EAL teachers in the school as well as in the local area. | 3 | 2 | 1 |

D) GOVERNMENT SUPPORT

31. We can get enough funding for our EAL activities from our school as the government supports schools by putting extra money aside for those events.

3 2 1

32. We are regularly sent to training or educational workshops by the government to promote EAL teacher professionalism.

3 2 1

33. EAL is a significant area which is assessed by the government along the mainstream schools at regular intervals.

3 2 1

34. There are so many studies to improve the quality of English language teaching and learning in the UK supported by the government.

3 2 1

35. We are paid well according to the demand of our profession from us.

3 2 1

36. My students and I can get help from EAL specialist experts when needed.

3 2 1

37. We have got clear targets in terms of EAL to achieve in the national curricula.

3 2 1

38. Our school or the government rewards us or pays premium from time to time to increase teacher motivation.

3 2 1

39. I am quite happy with what my school offers me as a teacher in terms of staff room and the other facilities by which I can focus on my profession better.

3 2 1

40. Government puts enough importance on the speaking skills of the EAL students.

3 2 1

E) TECHNIQUES AND STRATEGIES

- | | | | |
|--|----------|----------|----------|
| 41. After having evaluated the pupils' success in speaking, I see that the techniques and the strategies I use in my lessons really work. | 3 | 2 | 1 |
| 42. In our school we place the students into EAL classrooms according to their language levels. | 3 | 2 | 1 |
| 43. I provide a purpose for listening and speaking in EAL lessons. | 3 | 2 | 1 |
| 44. I allow pupils time to listen, absorb and mentally rehearse. | 3 | 2 | 1 |
| 45. I engage pupils in informal conversation to develop fluency and confidence. | 3 | 2 | 1 |
| 46. I focus on pupils' meaning rather than the words used. | 3 | 2 | 1 |
| 47. I give clear instructions with consistent use of key words and phrases (repeated if necessary) | 3 | 2 | 1 |
| 48. I encourage word banks of keywords and sentence structures in all the lessons for listening and retelling. | 3 | 2 | 1 |
| 49. I use paired / small group activities with supportive peers (mixed ability/ same language etc). | 3 | 2 | 1 |
| 50. I provide the words the pupils need, expand and extend what pupils say (as long as it does not preempt pupils' responses). | 3 | 2 | 1 |

51. I respond in words that extend and model pupils' utterances in correct forms.	3	2	1
52. I provide opportunity for contributions to presentations and demonstrations.	3	2	1
53. I set up problem solving activities.	3	2	1
54. I check pupils' understanding by questioning.	3	2	1
55. I make the students retell stories through sequencing pictures.	3	2	1
56. I play games with repetitive language (including oral, board, card, and track games) to also practise positional & descriptive language.	3	2	1
57. I use role play and drama as two basic classroom activities.	3	2	1
58. I do whole class reading (modelled by teacher) of fiction / nonfiction with contextual support.	3	2	1
59. I extend their range of vocabulary through homework activities (in home language and English) by working closely with the family.	3	2	1
60. I provide a range of thesauruses and encourage the use of picture dictionaries by my students in class.	3	2	1

Appendix 2 EFL Questionnaire

QUESTIONNAIRE FOR PRIMARY SCHOOLS TO IMPROVE STUDENTS' SPEAKING SKILLS IN ENGLISH FROM THE PERESPECTIVES OF ENGLISH TEACHERS IN TURKEY

Dear Colleagues,

This questionnaire has been prepared as part of an MA thesis in order to collect data to compare the situation of the students, quality of the education, learning atmosphere, government support and lastly techniques and strategies in the UK and in Turkey from the perspectives of EAL and EFL teachers in both countries to enable a better oral production in English at primary schools. You do not need to write your names as all responses will be kept confidential. Please respond by circling one of the following as relevant.

3 = always **2** = sometimes **1** = never

Thank you for your participation and sincere answers.

Gokhan Omur
MA Student at Gazi University,
Ankara
EAL Teacher at Wisdom School,
London

The following three questions are just to have an idea about your background in your profession as an EAL teacher.

1. Are you a native speaker of English?

Answer: (If your answer is no, what is your native language?)
.....

2. For how long have you been teaching as an EAL teacher? How would you define your English level?

Answer: /
.....

3. What other qualifications or certificates have you got except having a graduate diploma in English Language Teaching?

Answer:
.....

QUESTIONNAIRE FOR PRIMARY SCHOOL ENGLISH TEACHERS IN TURKEY

EACH SECTION FOCUSES ON A DIFFERENT ASPECT OF ENGLISH LANGUAGE
TEACHING IN TURKEY

- A) STUDENTS**
 - B) LEARNING ENVIRONMENT**
 - C) TEACHERS**
 - D) GOVERNMENT SUPPORT**
 - E) TECHNIQUES AND STRATEGIES**
-

A) STUDENTS

1. Students in my class come from really poor backgrounds. **3 2 1**
2. Students are really successful in learning English despite their poverty.

3 2 1
3. Families of the students are quite interested in the education of their children.

3 2 1
4. Students knew almost nothing about English when they first started to learn it.

3 2 1
5. Native languages of the students are a barrier preventing learning in the early stages.

3 2 1
6. Students in my class are self-motivated to learn English as they are aware of the importance to learn it. **3 2 1**
7. Students are allowed to communicate in their own language in my lessons.

3 2 1
8. I allow my students to use a bilingual dictionary in the lessons.

3 2 1
9. My students say that they really enjoy English and like my style in the lessons.

3 2 1
10. My students are able to communicate well in English after one/two years of English lessons. **3 2 1**

B) LEARNING ENVIRONMENT

- | | | | |
|--|---|---|---|
| 11. The number of the students in the class is appropriate for a proper learning environment. | 3 | 2 | 1 |
| 12. Students have the opportunity of obtaining support from teacher assistants in the classroom to support English language teaching and help them individually. | 3 | 2 | 1 |
| 13. My classroom is visited and assessed by the authorities regularly. | 3 | 2 | 1 |
| 14. Students have the opportunity to speak to a native speaker of the target language. | 3 | 2 | 1 |
| 15. The weekly number of the lessons and the allocated time for each one is enough for the students to cover up the expectations of the teachers, their families and the government in a short period of time. | 3 | 2 | 1 |
| 16. My classroom is properly designed for English language learning. | 3 | 2 | 1 |
| 17. I use ICT (PC, Laptop, Projector etc), audio-visual materials, costumes, etc. to attract the attention of the students in the lessons. | 3 | 2 | 1 |
| 18. I give importance to outdoor activities and take the students to the places where English is spoken. | 3 | 2 | 1 |
| 19. I bring newspapers, magazines or similar real life contexts to make learning more realistic. | 3 | 2 | 1 |
| 20. I prepare different plans and objectives for the students having different attainment levels. | 3 | 2 | 1 |

C) TEACHERS

21. I meet what I am expected to do in English lessons for the learners.
3 2 1
22. English teachers in my school are qualified enough to fulfil the requirements of the national curricula.
3 2 1
23. I attend to the seminars, certificate programmes or training sessions of the government or private institutions regularly for self improvement.
3 2 1
24. As teachers, we are assessed by the authorities as well as the students throughout the year.
3 2 1
25. I regularly visit or invite the parents of my students to school to give detailed information about the progress of their child.
3 2 1
26. I set up a home-school communication system of feedback by parents after assigning the learners home assignments.
3 2 1
27. I know my students' general background in English very well as well as their prior knowledge or experience of each specific subject matter.
3 2 1
28. I use praises, rewards and positive reinforcement during my lessons.
3 2 1
29. I see the positive effects of learner motivation on the test papers in my lessons.
3 2 1
30. We are in good cooperation and collaboration as English teachers in the school as well as in the local area.
3 2 1

D) GOVERNMENT SUPPORT

31. We can get enough funding for our activities from our school as the government supports the schools by putting extra money aside for those events.

3 2 1

32. We are regularly sent to training or educational workshops by the government to promote teacher professionalism.

3 2 1

33. English language teaching is a significant area which is assessed by the government along the Mainstream schools at regular intervals.

3 2 1

34. There are so many studies to improve the quality of English language teaching and learning in Turkey supported by the government.

3 2 1

35. We are paid well according to the demand of our profession from us.

3 2 1

36. My students and I can get help from experts in terms of English when needed.

3 2 1

37. We have got clear targets in terms of English to achieve in the national curricula.

3 2 1

38. Our school or the government rewards us or pays premium from time to time to increase teacher motivation.

3 2 1

39. I am quite happy with what my school offers me as a teacher in terms of staff room and the other facilities by which I can focus on my profession better.

3 2 1

40. Government puts enough importance on the speaking skills of the English language learners.

3 2 1

E) TECHNIQUES AND STRATEGIES

- | | | | |
|---|---|---|---|
| 41. After having evaluated the pupils' success in speaking, I see that the techniques and the strategies I use in my lessons really work. | 3 | 2 | 1 |
| 42. In our school we place the learners of English into classrooms according to their language levels. | 3 | 2 | 1 |
| 43. I provide a purpose for listening and speaking in English lessons. | 3 | 2 | 1 |
| 44. I allow pupils time to listen, absorb and mentally rehearse. | 3 | 2 | 1 |
| 45. I engage pupils in informal conversation to develop fluency and confidence. | 3 | 2 | 1 |
| 46. I focus on pupils' meaning rather than the words used. | 3 | 2 | 1 |
| 47. I give clear instructions with consistent use of key words and phrases (repeated if necessary). | 3 | 2 | 1 |
| 48. I encourage word banks of keywords and sentence structures in all the lessons for listening and retelling. | 3 | 2 | 1 |
| 49. I use paired / small group activities with supportive peers (mixed ability/ same language etc). | 3 | 2 | 1 |
| 50. I provide the words the pupils need, expand and extend what pupils say (as long as it does not preempt pupils' responses). | 3 | 2 | 1 |

- | | | | |
|--|---|---|---|
| 51. I respond in words that extend and model pupils' utterances in correct forms. | 3 | 2 | 1 |
| 52. I provide opportunity for contributions to presentations and demonstrations. | 3 | 2 | 1 |
| 53. I set up problem solving activities. | 3 | 2 | 1 |
| 54. I check pupils' understanding by questioning. | 3 | 2 | 1 |
| 55. I make the students retell stories through sequencing pictures. | 3 | 2 | 1 |
| 56. I play games with repetitive language (including oral, board, card, and track games) to also practise positional & descriptive language. | 3 | 2 | 1 |
| 57. I use role play and drama as two basic classroom activities. | 3 | 2 | 1 |
| 58. I do whole class reading (modelled by teacher) of fiction / nonfiction with contextual support. | 3 | 2 | 1 |
| 59. I extend their range of vocabulary through homework activities (in home language and English) by working closely with the family. | 3 | 2 | 1 |
| 60. I provide a range of thesauruses and encourage the use of picture dictionaries by my students in class. | 3 | 2 | 1 |
-

Appendix 3 Turkish Version of EFL Questionnaire

TÜRKİYE’DE İNGİLİZCE ÖĞRETMENLERİNİN BAKIŞ AÇISINDAN ÖĞRENCİLERİN İNGİLİZCE KONUŞMA BECERİLERİNİ GELİŞTİRMEK AMACIYLA İLKOKULLAR İÇİN ANKET

Değerli Meslektaşlarım,

Bu anket, ilkokullarda verilen İngilizce dersinde daha bir sözlü üretime katkıda bulunmak amacıyla İngiltere ve Türkiye’deki İlave bir Dil olarak İngilizce (EAL) ve Yabancı Dil olarak İngilizce (EFL) açısından her iki ülkedeki öğrencilerin durumlarını, eğitim kalitesini, öğrenme ortamını, hükümet desteğini ve son olarak teknik ve stratejileri karşılaştırmak için veri toplama amacıyla Yüksek Lisans tezinin bir parçası olarak hazırlanmıştır. Anketler üzerine isminizi yazmanız gerekmektedir ve verdiğiniz bütün bilgiler gizli tutulacaktır. Lütfen ilgili durumlarda aşağıdaki seçeneklerden birini işaretleyerek sorulara yanıt verin.

3 = her zaman

2 = bazen

1 = asla

Katılımınız ve cevaplarınız için teşekkür ederim.

Gökhan Ömür

Gazi Üniversitesi Yüksek Lisans

Öğrencisi, Ankara

Wisdom School EAL Öğretmeni,

Londra

Aşağıdaki soruların amacı, sizin bir İngilizce öğretmeni olarak mesleğinizdeki geçmişiniz hakkında bir fikir sahibi olmaktır.

1. İngilizce anadiliniz midir?

Cevap: (Cevabınız hayır ise, ana diliniz nedir??)

2. Kaç yıldır İngilizce öğretiyorsunuz? İngilizce seviyenizi nasıl tanımlarsınız?

Cevap: /

3. İngiliz Dili Öğretimindeki mezuniyet diploması haricinde başka hangi vasıf veya belgelere sahipsiniz?

Cevap:

.....
.....

TÜRKİYE'DEKİ İLKOKUL İNGİLİZCE ÖĞRETMENLERİ İÇİN ANKET

HER BİR BÖLÜM, TÜRKİYE'DEKİ İNGİLİZCE EĞİTİMİNİN FARKLI BİR YÖNÜNE

ODAKLANMAKTADIR

- A. ÖĞRENCİLER**
- B. ÖĞRENME ORTAMI**
- C. ÖĞRETMENLER**
- D. DEVLET DESTEĞİ**
- E. TEKNİKLER VE STRATEJİLER**

A. ÖĞRENCİLER

- | | | | |
|--|---|---|---|
| 1. Sınıftaki öğrenciler, gerçekten yoksul ailelerden gelmektedir. | 3 | 2 | 1 |
| 2. Öğrenciler yoksulluklarına rağmen, İngilizce öğrenmede gayet başarılıdır. | 3 | 2 | 1 |
| 3. Öğrencilerin aileleri çocuklarının eğitiminde gayet ilgilidir. | 3 | 2 | 1 |
| 4. Öğrenciler ilk defa İngilizce öğrenmeye başladıklarında İngilizce hakkında hemen hiçbir şey bilmiyorlardı. | 3 | 2 | 1 |
| 5. Öğrencilerin ana dilleri, erken dönemde öğrenmeyi engelleyen bir bariyerdir. | 3 | 2 | 1 |
| 6. Sınıftaki öğrenciler, İngilizce öğrenmenin önemini farkında oldukları için bu dili öğrenmek için güdülenmiştir. | 3 | 2 | 1 |
| 7. Derslerimde öğrencilerin kendi dilleri ile iletişim kurmalarına izin verilmektedir. | 3 | 2 | 1 |
| 8. Öğrencilerimin derslerinde iki dilli sözlük kullanmalarına izin veririm. | 3 | 2 | 1 |

9. Öğrencilerim İngilizceden gerçekten zevk aldıklarını ve derslerdeki stilimi sevdiklerini söylüyorlar. 3 2 1
10. Öğrencilerim İngilizce derslerinden bir veya iki yıl sonra İngilizcede iyi bir şekilde iletişim kurabilmektedir. 3 2 1

B. ÖĞRENME ORTAMI

11. Sınıftaki öğrencilerin sayısı uygun bir öğrenme ortamı için münasiptir. 3 2 1
12. Öğrenciler, İngilizce eğitimine destek olmak ve öğrencilere bireysel olarak yardımcı olmak için sınıftaki yardımcı öğretmenlerden destek alabilmektedir. 3 2 1
13. Sınıfım, yetkili makamlar tarafından ziyaret edilmekte ve değerlendirilmektedir. 3 2 1
14. Öğrencilerin hedef dili ana dili olarak konuşan birisi konuşmak imkânı vardır. 3 2 1
15. Haftalık ders sayısı ve her bir derse ayrılan süre öğretmenlerin, ailelerinin ve hükümetin kısa bir süre içindeki beklentilerini karşılamak için öğrenciler için yeterlidir. 3 2 1
16. Sınıfım İngilizce öğrenimi için uygun bir şekilde tasarlanmıştır. 3 2 1
17. Öğrencilerin derslere ilgilerini çekmek için ICT, (bilgisayar, dizüstü, projektör, vb.), işitsel – görsel materyaller, vs. kullanırım. 3 2 1
18. Sınıf dışı faaliyetlere önem veririm ve öğrencileri İngilizcenin konuşulduğu yerlere götürürüm. 3 2 1
19. Öğrenmeyi daha gerçekçi hale getirmek için sınıfa İngilizce gazete, dergi veya benzer gerçek hayat bağlamları getiririm. 3 2 1
20. Farklı başarı seviyelerindeki öğrenciler için farklı plan ve hedefler hazırlarım. 3 2 1

C. ÖĞRETMENLER

21. Öğrenciler için İngilizce derslerinde benden yapılması beklenenleri karşılıyorum. 3 2 1
22. Okulumdaki İngilizce öğretmenleri, Milli Müfredatın gereksinimlerini yerine getirmek için yeterli vasıflara sahiptir. 3 2 1
23. Kişisel gelişim için düzenli olarak devlet veya özel kurumların seminer, sertifika programları veya eğitim oturumlarına katılırım. 3 2 1
24. Öğretmenler olarak yıl boyunca ilgili makamlar ve ayrıca öğrenciler tarafından değerlendiriliriz. 3 2 1
25. Öğrenci velilerini, çocuklarının ilerlemesi hakkında ayrıntılı bilgi vermek için düzenli olarak ziyaret ederim veya okula davet ederim. 3 2 1
26. Öğrencilere ev ödevi verdikten sonra ailelerin geribildirimini için bir ev – okul iletişim sistemi kurdum. 3 2 1

27. Öğrencilerimin İngilizcedeki geçmişlerini ve ayrıca onların her bir belirli konu hakkındaki önceki bilgilerini veya tecrübelerini çok iyi biliyorum. 3 2 1
28. Derslerim esnasında övgü, ödül ve olumlu pekiştirme kullanırım. 3 2 1
29. Derslerimdeki test kâğıtlarında öğrenci güdülenmesinin olumlu etkilerini görürüm. 3 2 1
30. Okuldaki ve civardaki İngilizce öğretmenleri ile iyi bir işbirliği ve yardımlaşma içindeyiz. 3 2 1

D. DEVLET DESTEĞİ

31. Devlet, faaliyetlerimiz okullara fazladan para desteği yaptığı için okulumuzdan yaptığımız etkinlikler için yeterli destek alabiliyoruz. 3 2 1
32. Devlet tarafından öğretmen profesyonelliğini ilerletmek amacıyla düzenli olarak hizmet için eğitim veya öğretim çalıştaylarına gönderiliyoruz. 3 2 1
33. İngilizce öğretimi, düzenli aralıklarla devlet tarafından örgün eğitim okullarında değerlendirilen önemli bir alandır. 3 2 1
34. Türkiye’de devlet tarafından desteklenen İngilizce öğretimi ve öğreniminin kalitesini yükseltmek için çok sayıda çalışma vardır. 3 2 1
35. Mesleğimizin bizden talebine göre iyi ücret alıyoruz. 3 2 1
36. Öğrencilerim ve ben, gerekli hallerde İngilizce bakımından uzmanlardan yardım alabiliyoruz. 3 2 1
37. Milli müfredatı karşılamak için İngilizce bakımından açık ve net hedeflerimiz vardır. 3 2 1
38. Okulumuz veya devlet, öğretmen güdülenmesini arttırmak için muhtelif zamanlarda bize ödül verir veya ikramiye ödemesi yapar. 3 2 1
39. Mesleğime daha iyi bir şekilde yoğunlaşmak için okumun öğretmenler odası ve diğer imkanları açısından bir öğretmen olarak bana sunduklarından gayet memnunum. 3 2 1
40. Devlet, İngilizce öğrencilerinin konuşma becerilerine yeterli önemi vermektedir. 3 2 1

E. TEKNİKLER VE STRATEJİLER

41. Öğrencilerin konuşma başarılarını değerlendirdikten sonra, derslerimde kullandığım teknik ve stratejilerimin gerçekten işe yaradığını görüyorum. 3 2 1
42. Okulumuzda, İngilizce öğrencilerini dil seviyelerine göre sınıflara yerleştiriyoruz. 3 2 1
43. İngilizce derslerinde dinleme ve konuşma için bir amacım vardır. 3 2 1
44. Öğrencilerin, dinleme, sindirme ve zihinsel olarak tekrarlamaları zaman veririm. 3 2 1

45. Akışkanlık ve güveni geliştirmek için öğrencilerim ile konu dışı konuşmalar yaparım.	3	2	1
46. Öğrencilerin kullandıkları kelimelerden ziyade demek istediklerine odaklanırım.	3	2	1
47. Anahtar kelimelerin ve ifadelerin uygun kullanımı ile açık ve net talimatlar veririm (gerekirse tekrar ederim).	3	2	1
48. Bütün derslerde dinleme ve tekrar anlatma için anahtar kelime ve cümlelerin sözcük bankalarını teşvik ederim.	3	2	1
49. Destekleyici akranlar ile çiftli ve küçük grup etkinlikleri kullanırım (karma yetenek, aynı dil, vb.).	3	2	1
50. Öğrencilerin ihtiyaç duyduğu kelimeleri veririm, söylediklerini genişletir ve geliştiririm (öğrencilerin yanıtlarından önce olmamak üzere).	3	2	1
51. Doğru formlarda öğrencilerin ifadelerini genişletmek ve modellemek için kelimeler kullanarak yanıt veririm.	3	2	1
52. Sunumlara katkılar için fırsat veririm.	3	2	1
53. Sorun çözme etkinlikleri kurarım.	3	2	1
54. Sorular sorarak öğrencilerin anlamalarını kontrol ederim.	3	2	1
55. Öğrencilere resim sıralamaları ile hikâyeleri tekrar anlattırırım.	3	2	1
56. Konumsal & betimleyici dil pratiği için tekrar edici dil (sözlü, tahta, kar ve takip etme oyunları dâhil) ile oyunlar oynarım.	3	2	1
57. İki temel sınıf etkinliği olarak rol ve tiyatroyu kullanırım.	3	2	1
58. Bağlamsal destek ile bütün sınıf için kurgusal / kurgusal olmayan okumalar (öğretmen tarafından modellenmeli) yaparım.	3	2	1
59. Aileler ile yakından işbirliği içinde çalışarak (ana dil ve İngilizcedeki) ev ödevi etkinlikleri ile öğrencilerin kelime dağarcıklarını genişletirim.	3	2	1
60. Bir dizi eş anlamlılar veririm ve sınıftaki öğrencilerin resimli sözlük kullanmalarını teşvik ederim.	3	2	1

Appendix 4 Sample Admission Form

Addendum to the School Admission Form for Minority Ethnic Pupils

Gender:

M	F
---	---

Full name: _____ (in order and underline the family name)

Personal name: _____ Preferred name: _____ (may be the same as personal name)

Date of birth	Country of birth	Arrival in UK (if not UK born)	Ethnicity	Religion	Refugee status

Family information:

Relationship of carer/carers to the pupil		
Siblings		
Names:	Age:	Gender:
Other relevant details:		

Pupil's use of language: (including English)

Languages	Speaking (proficiency)		Reading (proficiency)	Writing (proficiency)	Used with/ where	Where/when learnt - community schools attended
	Home	School				

Previous schooling: (including breaks in education, pre-school and UK education)

Country	Date started	Ages (from-to)	Languages used	Assessment (exams/grades)	Repeated years

Support for learning:

Favourite subjects in school	
Interests and hobbies	
Extended leave: <i>(reasons, time, when)</i>	
Support needed for the child's English language acquisition: <i>(e.g. bilingual dictionaries)</i>	
Prior experience which may affect learning	

Dietary and health issues:

Favourite foods and preferred diet	
Dietary restrictions	
Known medical conditions	

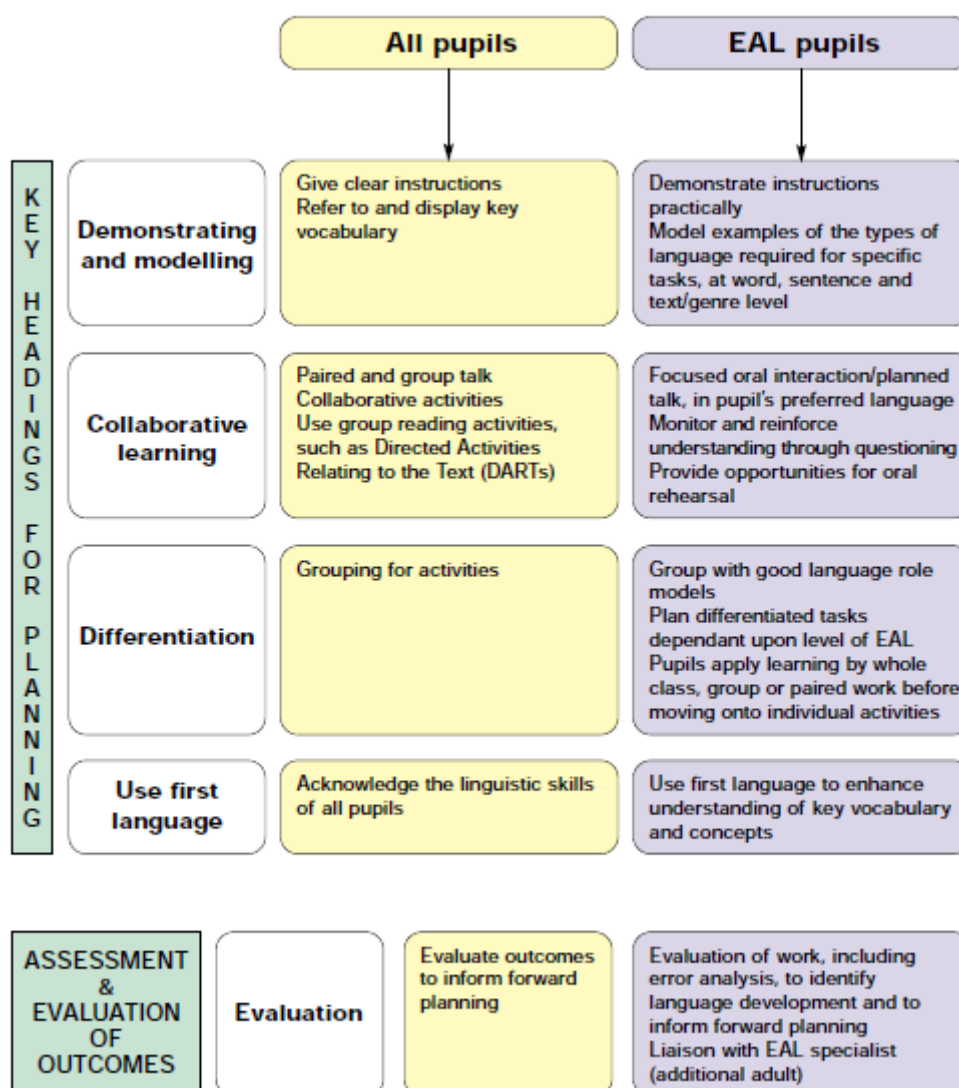
Support for parents and carers: *(tick boxes)*

Interpreter required at parents' meetings ☐	The parent or carer can bring an interpreter ☐
Bilingual translations of school letters and leaflets would be helpful ☐	School letters written in English can be translated ☐
Information on Supplementary Schools is requested ☐	Contacts of local community groups are required ☐

Data collected by: _____ Date: _____

Appendix 5 Planning Framework for EAL Pupils

		All pupils	EAL pupils
P R I O R P L A N N I N G	Assessment	On-going assessment of curriculum knowledge and skills	Knowledge of English language acquisition levels and targets
	Learning styles	Cater for a broad range of learning styles	Consider previous educational experience and literacy in other languages
K E Y H E A D I N G S F O R P L A N N I N G	Learning intentions	Learning intentions / success criteria are shared. What do we want pupils to understand, develop and demonstrate?	Scaffold activities to ensure high cognitive challenge, that is, use extension rather than simplification of learning
	Language Focus	Teach key vocabulary	Teach content-based language: vocabulary, language function, structures and grammar* Use plenary to reflect on language use and language learning
	Context	Relevant, motivating context, which enables sharing of prior experience	Consider socio-cultural knowledge
	Resources	Interactive White Board, OHT, video, textbook, work sheets	Contextual and visual support Writing frames Key visuals (graphic organisers) Bilingual resources See Appendix 3
	Planning for use of additional adults	Support for focused individual and small group activities	Provide opportunities for pre-teaching, speaking and listening and evaluation of language learning Use bilingual or multilingual skills Joint planning with class/subject teacher



Appendix 6 Table of Contents from ‘Time for English’

TABLE OF CONTENTS

UNIT 1: COUNTRIES	UNIT 2: REGIONS	UNIT 3: CITIES	UNIT 4: SCHOOL LIFE	UNIT 5: SCHOOL STORES	UNIT 6: PHYSICAL EDUCATION	UNIT 7: LIKES AND DISLIKES
My Country Listening • Listening to texts which are short and clear for comprehension • Listening to recorded texts to match country names and nationalities Reading • Reading and matching parts to make clear for comprehension • Reading to recognize familiar words and phrases • Reading to get an idea of the content of simple informational material and short simple visual support. Writing • Writing nationalities, country names themselves and other people	My Region Listening • Listening to dialogues and conversations to follow speech which is very slow and carefully articulated, with long pauses for lower level students listening • Listening to recorded texts to find specific information to fill in a chart. Reading • Understanding very short, simple texts a few people and places live. • Reading names, words and basic phrases and re-reading as required. • Reading short, simple messages on stickers. • Getting an idea of the content of simpler informational material and short simple visual support. Writing • Writing out single words and short texts presented in standard printed format.	Capital Cities Listening • Listening to recorded texts to match pieces of information • Listening to information to move objects or people to their correct location. Reading • Reading simple texts to pick up familiar names, words and basic phrases. • Using clues to make predictions. Writing • Writing simple phrases and sentences about where people live.	Classroom Rules Listening • Listening to recorded instructions addressed carefully and slowly to them. • Following short, simple directions. Reading • Reading short, simple texts, a single phrase. • Picking up familiar names, words, and very basic phrases in common everyday situations. • Getting an idea of the content of simpler informational material. • Following short, simple written directions. Writing • Writing for or passing on instructions in written form.	Stationery Store Listening • Listening to a recorded text to pick up familiar words and phrases • Listening to information to move objects or people to their correct location. Reading • Reading short simple texts. • Reading simple sentences about things and terms with the help of visual supports. Writing • Writing simple isolated sentences.	Physical Exercises Listening • Listening to and singing a song. • Listening to a recorded text to fill in the missing information. • Understanding and extracting the information from the recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. Reading • Reading short simple texts. • Reading simple sentences about things and terms with the help of visual supports. Writing • Writing simple sentences about themselves	Favorite Dislikes Listening • Listening to a recorded text to fill in a chart • Listening to clear and short texts to estimate meaning • Listening to a chain and singing it Reading • Reading simple texts for comprehension • Reading simple sentences about their likes and dislikes • Getting the idea of the content of simple informational material and short simple visual support. • Following short, simple written directions Writing • Writing simple sentences about their likes and dislikes • Writing a series of simple phrases and sentences linked with simple connectors • Asking for or passing on personal details in written form • Copying out single words and short texts presented in standard printed format.
Speaking • Asking and answering questions about people and places • Producing simple, mainly isolated phrases about people and places • Asking and answering simple questions, statements and short texts about people and places in areas of immediate need or on very familiar topics.	Speaking • Producing simple mainly isolated phrases about people and places • Reading a very short, rehearsed statement to introduce a geographical region • Asking and answering simple questions about themselves and other people and where they live.	Speaking • Asking and answering simple questions, statements and short texts about people and places • Producing simple mainly isolated phrases about people and places • Asking and answering simple questions, statements and short texts about people and places in areas of immediate need or on very familiar topics.	Speaking • Understanding everyday expressions aimed at the satisfaction of simple needs • Understanding questions and instructions addressed carefully and slowly to him/her • Asking people for things and giving people things.	Speaking • Asking and answering questions about prices of things • Asking and answering questions about other people. • Asking people for things and giving people things. • Handling numbers, quantities and cost. • Making simple purchases by stating what is wanted and asking the price. • Asking for attention.	Speaking • Asking and answering questions about their abilities • Asking and answering simple questions, statements and short texts about simple and on very familiar topics.	Speaking • Asking and answering questions about likes and dislikes. • Producing simple phrases and sentences about communication is totally dependent on repetition at a slower rate of speech. • Asking and replying simple questions, statements and short texts about simple and on very familiar topics. • Understanding questions and instructions addressed carefully and slowly to him/her • Replying in an interview to simple direct and indirect questions and giving clarity in direct non-idiomatic speech about personal details.
Context Choose the appropriate ones from the list. Functions Greeting people informally and formally Introducing yourself and other people.	Context Choose the appropriate ones from the list. Functions Describing geographical locations and asking for and giving directions.	Context Choose the appropriate ones from the list. Functions Describing buildings in a community. Asking for and giving directions.	Context Choose the appropriate ones from the list. Functions Asking for and giving information. Asking and taking about rules. Giving orders and commands.	Context Choose the appropriate ones from the list. Functions Getting attention. Identifying category of goods required. Seeking and giving information about prices, quantities and cost. Receiving/handling over goods (and receipt). Exchanging thanks.	Context Choose the appropriate ones from the list. Functions Asking for and giving information about likes and dislikes.	Context Choose the appropriate ones from the list. Functions Asking for and giving information about likes and dislikes.
Task Following written instructions to colour a flag and writing the name of the country that the flag belongs to.	Task Constructing a model to show basic geographical features of their region.	Task Choosing 4 - 8 countries, and writing their capital cities.	Task Writing the rules of their classroom.	Task Preparing the price list of the items sold in the stationery store.	Task Making a list of your likes (5 food items) and dislikes (5 food items).	Task Making a list of your likes (5 food items) and dislikes (5 food items).
	CONSOLIDATION UNIT - 1 (Units 1,2,3) All skills in Units 1,2,3 All functions covered in Units 1,2,3 Revision or checking the previous tasks.	CONSOLIDATION UNIT - 2 (Units 4,5,6) All skills in Units 4,5,6 All functions covered in Units 4,5,6 Revision or checking the previous tasks.				

Appendix 8 Usage of Interactive Whiteboards in UK

VOX POP

What percentage of a lesson do you use an interactive whiteboard?

Staff at **Watling Lower School** in Dunstable, Bedfordshire, share their experiences



JIT JANDU

YEAR 2

80%

"I use it all the time. It actively engages children in the learning process because it is visual, auditory and physical."



LINDA COLTON

YEAR 1

60%

"This technology is all new to me, but I'm learning to use it. The students love it. It's especially useful in literacy and numeracy."



SUE BEDDALL

YEAR 4

95%

"My class told me to say 95%! They like the different colours and the way I can change the background. I would definitely recommend it."



TRACY YOUNGS,

YEAR 1 AND 2

70-75%

"I've only had my whiteboard three weeks, but it's brought everything alive. Each day I learn a new tool."



SHAUNA DYKE

DEPUTY HEAD AND

YEAR 3/4

80%

"I have the interactive whiteboard on all day and use it in every lesson. It's useful because you can prepare at home."



LINDA STREET

RECEPTION

80%

"The children use it in their independent activities all the time and don't have any trouble with it."

Appendix 9 Reliability Analysis of the Questionnaires

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

1.	S1UK	EAL / UK
2.	S1TURKEY	EFL / TR
3.	S2UK	EAL / UK
4.	S2TURKEY	EFL / TR
5.	S3UK	EAL / UK
6.	S3TURKEY	EFL / TR
7.	S4UK	EAL / UK
8.	S4TURKEY	EFL / TR
9.	S5UK	EAL / UK
10.	S5TURKEY	EFL / TR
11.	S6UK	EAL / UK
12.	S6TURKEY	EFL / TR
13.	S7UK	EAL / UK
14.	S7TURKEY	EFL / TR
15.	S8UK	EAL / UK
16.	S8TURKEY	EFL / TR
17.	S9UK	EAL / UK
18.	S9TURKEY	EFL / TR
19.	S10UK	EAL / UK
20.	S10TURKEY	EFL / TR
21.	S11UK	EAL / UK
22.	S11TURKEY	EFL / TR
23.	S12UK	EAL / UK
24.	S12TURKEY	EFL / TR
25.	S13UK	EAL / UK
26.	S13TURKEY	EFL / TR
27.	S14UK	T1 (EAL / UK)
28.	S14TURKEY	T2 (EFL / TR)
29.	S15UK	T1 (EAL / UK)
30.	S15TURKEY	T2 (EFL / TR)
31.	S16UK	T1 (EAL / UK)
32.	S16TURKEY	T2 (EFL / TR)
33.	S17UK	T1 (EAL / UK)
34.	S17TURKEY	T2 (EFL / TR)
35.	S18UK	T1 (EAL / UK)
36.	S18TURKEY	T2 (EFL / TR)
37.	S19UK	T1 (EAL / UK)
38.	S19TURKEY	T2 (EFL / TR)
39.	S20UK	T1 (EAL / UK)
40.	S20TURKEY	T2 (EFL / TR)
41.	S21UK	T1 (EAL / UK)
42.	S21TURKEY	T2 (EFL / TR)
43.	S22UK	T1 (EAL / UK)
44.	S22TURKEY	T2 (EFL / TR)
45.	S23UK	T1 (EAL / UK)
46.	S23TURKEY	T2 (EFL / TR)
47.	S24UK	T1 (EAL / UK)
48.	S24TURKEY	T2 (EFL / TR)
49.	S25UK	T1 (EAL / UK)
50.	S25TURKEY	T2 (EFL / TR)

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

51.	S26UK	T1 (EAL / UK)
52.	S26TURKEY	T2 (EFL / TR)
53.	S27UK	T1 (EAL / UK)
54.	S27TURKEY	T2 (EFL / TR)
55.	S28UK	T1 (EAL / UK)
56.	S28TURKEY	T2 (EFL / TR)
57.	S29UK	T1 (EAL / UK)
58.	S29TURKEY	T2 (EFL / TR)
59.	S30UK	T1 (EAL / UK)
60.	S30TURKEY	T2 (EFL / TR)
61.	S31UK	T1 (EAL / UK)
62.	S31TURKEY	T2 (EFL / TR)
63.	S32UK	T1 (EAL / UK)
64.	S32TURKEY	T2 (EFL / TR)
65.	S33UK	T1 (EAL / UK)
66.	S33TURKEY	T2 (EFL / TR)
67.	S34UK	T1 (EAL / UK)
68.	S34TURKEY	T2 (EFL / TR)
69.	S35UK	T1 (EAL / UK)
70.	S35TURKEY	T2 (EFL / TR)
71.	S36UK	T1 (EAL / UK)
72.	S36TURKEY	T2 (EFL / TR)
73.	S37UK	T1 (EAL / UK)
74.	S37TURKEY	T2 (EFL / TR)
75.	S38UK	T1 (EAL / UK)
76.	S38TURKEY	T2 (EFL / TR)
77.	S39UK	T1 (EAL / UK)
78.	S39TURKEY	T2 (EFL / TR)
79.	S40UK	T1 (EAL / UK)
80.	S40TURKEY	T2 (EFL / TR)
81.	S41UK	T1 (EAL / UK)
82.	S41TURKEY	T2 (EFL / TR)
83.	S42UK	T1 (EAL / UK)
84.	S42TURKEY	T2 (EFL / TR)
85.	S43UK	T1 (EAL / UK)
86.	S43TURKEY	T2 (EFL / TR)
87.	S44UK	T1 (EAL / UK)
88.	S44TURKEY	T2 (EFL / TR)
89.	S45UK	T1 (EAL / UK)
90.	S45TURKEY	T2 (EFL / TR)
91.	S46UK	T1 (EAL / UK)
92.	S46TURKEY	T2 (EFL / TR)
93.	S47UK	T1 (EAL / UK)
94.	S47TURKEY	T2 (EFL / TR)
95.	S48UK	T1 (EAL / UK)
96.	S48TURKEY	T2 (EFL / TR)
97.	S49UK	T1 (EAL / UK)
98.	S49TURKEY	T2 (EFL / TR)
99.	S50UK	T1 (EAL / UK)
100.	S50TURKEY	T2 (EFL / TR)

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

101.	S51UK	T1 (EAL / UK)
102.	S51TURKEY	T2 (EFL / TR)
103.	S52UK	T1 (EAL / UK)
104.	S52TURKEY	T2 (EFL / TR)
105.	S53UK	T1 (EAL / UK)
106.	S53TURKEY	T2 (EFL / TR)
107.	S54UK	T1 (EAL / UK)
108.	S54TURKEY	T2 (EFL / TR)
109.	S55UK	T1 (EAL / UK)
110.	S55TURKEY	T2 (EFL / TR)
111.	S56UK	T1 (EAL / UK)
112.	S56TURKEY	T2 (EFL / TR)
113.	S57UK	T1 (EAL / UK)
114.	S57TURKEY	T2 (EFL / TR)
115.	S58UK	T1 (EAL / UK)
116.	S58TURKEY	T2 (EFL / TR)
117.	S59UK	T1 (EAL / UK)
118.	S59TURKEY	T2 (EFL / TR)
119.	S60UK	T1 (EAL / UK)
120.	S60TURKEY	T2 (EFL / TR)

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
S1UK	262.7200	1700.6547	.0497	.9907
S1TURKEY	263.1400	1657.6739	.8456	.9904
S2UK	262.9000	1737.5204	-.8244	.9911
S2TURKEY	262.8400	1750.7494	-.9077	.9913
S3UK	262.2400	1736.6351	-.8305	.9911
S3TURKEY	262.7800	1740.8282	-.8390	.9912
S4UK	262.9200	1675.5445	.7389	.9904
S4TURKEY	262.9000	1668.8265	.8025	.9904
S5UK	263.5400	1672.3351	.7944	.9904
S5TURKEY	262.4800	1643.2343	.7657	.9905
S6UK	262.3200	1666.0180	.8183	.9904
S6TURKEY	262.7200	1658.9812	.8949	.9903
S7UK	262.4600	1662.2127	.8664	.9903
S7TURKEY	262.6400	1645.2555	.9262	.9903
S8UK	262.0600	1675.2004	.7154	.9904
S8TURKEY	261.9800	1681.1629	.5733	.9905
S9UK	262.2200	1670.9506	.7842	.9904
S9TURKEY	262.4200	1668.8200	.8238	.9904
S10UK	262.3400	1662.8412	.8336	.9904
S10TURKEY	262.7800	1646.0118	.9340	.9903
S11UK	262.5800	1665.7180	.8512	.9904
S11TURKEY	262.7400	1639.1759	.8973	.9904
S12UK	262.0600	1677.2820	.7343	.9904

S12TURKEY	263.8400	1702.6269	.0000	.9906
S13UK	261.9400	1687.7310	.5946	.9905
S13TURKEY	262.8000	1697.2653	.3263	.9906
S14UK	261.8400	1702.6269	.0000	.9906
S14TURKEY	263.5400	1672.3351	.7944	.9904
S15UK	262.6400	1643.6637	.9197	.9903
S15TURKEY	263.0400	1649.5494	.8881	.9903
S16UK	261.9400	1687.7310	.5946	.9905
S16TURKEY	262.5800	1655.3098	.9112	.9903
S17UK	261.9800	1683.4894	.6611	.9905
S17TURKEY	262.5600	1661.2310	.8794	.9903
S18UK	262.1200	1674.3118	.7573	.9904
S18TURKEY	263.7800	1694.6649	.4002	.9905
S19UK	262.4400	1669.1086	.8229	.9904
S19TURKEY	262.7800	1653.5629	.9175	.9903
S20UK	261.8400	1702.6269	.0000	.9906
S20TURKEY	262.9400	1650.2208	.9035	.9903
S21UK	262.0200	1680.1016	.7033	.9904

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
S21TURKEY	262.4200	1668.8200	.8238	.9904
S22UK	262.0800	1676.1567	.7441	.9904
S22TURKEY	262.5800	1652.5343	.9194	.9903
S23UK	262.5800	1674.6159	.7670	.9904
S23TURKEY	262.8600	1660.6535	.8676	.9903
S24UK	261.8400	1702.6269	.0000	.9906
S24TURKEY	262.6000	1655.9592	.9103	.9903
S25UK	262.3600	1668.9290	.8111	.9904
S25TURKEY	262.9400	1665.7310	.8243	.9904
S26UK	262.5000	1659.5612	.8844	.9903
S26TURKEY	263.0600	1651.5678	.8782	.9903
S27UK	262.2800	1669.7567	.7960	.9904
S27TURKEY	262.8000	1670.4082	.7931	.9904
S28UK	261.8400	1702.6269	.0000	.9906
S28TURKEY	262.2600	1670.1147	.7917	.9904
S29UK	262.0000	1681.7143	.6840	.9904
S29TURKEY	262.1400	1673.4698	.7642	.9904
S30UK	262.4400	1665.3943	.8469	.9904
S30TURKEY	262.9800	1663.2853	.8365	.9904
S31UK	262.5200	1659.9690	.8847	.9903
S31TURKEY	263.8400	1702.6269	.0000	.9906
S32UK	262.8000	1655.1020	.9082	.9903
S32TURKEY	263.8000	1697.2653	.3263	.9906
S33UK	262.0400	1678.6106	.7204	.9904
S33TURKEY	263.3000	1669.4388	.8005	.9904
S34UK	262.5800	1674.6159	.7670	.9904
S34TURKEY	262.9400	1645.6086	.9121	.9903

S35UK	262.8200	1660.2322	.8765	.9903
S35TURKEY	263.3000	1663.7245	.8167	.9904
S36UK	262.8400	1674.8310	.7462	.9904
S36TURKEY	263.6000	1676.0000	.7485	.9904
S37UK	262.6600	1670.9229	.7988	.9904
S37TURKEY	262.4600	1659.2331	.8769	.9903
S38UK	263.8400	1702.6269	.0000	.9906
S38TURKEY	263.8400	1702.6269	.0000	.9906
S39UK	262.6800	1656.4261	.9107	.9903
S39TURKEY	262.7000	1654.3776	.9201	.9903
S40UK	262.6600	1681.0861	.6721	.9904
S40TURKEY	262.7800	1660.1751	.8820	.9903
S41UK	262.7600	1670.8392	.7904	.9904
S41TURKEY	263.2600	1651.5841	.8502	.9904

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
S42UK	262.6600	1681.0861	.6721	.9904
S42TURKEY	263.8400	1702.6269	.0000	.9906
S43UK	261.9800	1683.4894	.6611	.9905
S43TURKEY	262.4400	1669.1086	.8229	.9904
S44UK	261.9400	1687.7310	.5946	.9905
S44TURKEY	262.5400	1672.3351	.7944	.9904
S45UK	262.1000	1675.1939	.7509	.9904
S45TURKEY	263.6600	1681.0861	.6721	.9904
S46UK	262.7400	1689.7065	.5149	.9905
S46TURKEY	263.0600	1677.2820	.7343	.9904
S47UK	262.0600	1677.2820	.7343	.9904
S47TURKEY	262.5200	1659.9690	.8847	.9903
S48UK	261.9800	1683.4894	.6611	.9905
S48TURKEY	262.8200	1653.6200	.9128	.9903
S49UK	262.5600	1668.9045	.8252	.9904
S49TURKEY	262.4600	1669.5188	.8203	.9904
S50UK	262.6400	1679.2555	.7008	.9904
S50TURKEY	262.5000	1670.7857	.8081	.9904
S51UK	262.5400	1672.3351	.7944	.9904
S51TURKEY	262.3400	1669.0453	.8075	.9904
S52UK	262.5800	1674.6159	.7670	.9904
S52TURKEY	262.9000	1693.0306	.4832	.9905
S53UK	262.6200	1667.9955	.8306	.9904
S53TURKEY	263.0800	1676.1567	.7441	.9904
S54UK	261.9400	1687.7310	.5946	.9905
S54TURKEY	262.0600	1677.2820	.7343	.9904
S55UK	262.8400	1674.8310	.7462	.9904
S55TURKEY	262.9400	1678.1392	.7125	.9904
S56UK	262.6400	1674.1127	.7658	.9904
S56TURKEY	262.6800	1672.6302	.7783	.9904
S57UK	262.1000	1675.1939	.7509	.9904

S57TURKEY	262.4800	1666.0914	.8456	.9904
S58UK	262.6600	1662.3514	.8747	.9903
S58TURKEY	262.6400	1657.5004	.9070	.9903
S59UK	262.4800	1656.5404	.8893	.9903
S59TURKEY	263.1200	1664.1486	.8163	.9904
S60UK	261.8400	1702.6269	.0000	.9906
S60TURKEY	262.0000	1681.7143	.6840	.9904

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 50.0

N of Items =120

Alpha = .9905