

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT
ENGLISH LANGUAGE TEACHING PROGRAMME

A SUGGESTED BRAIN-BASED SYLLABUS FOR VERY YOUNG EFL
LEARNERS

MASTER THESIS

By

İlknur CİVAN

Ankara

December, 2013

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT
ENGLISH LANGUAGE TEACHING PROGRAMME

A SUGGESTED BRAIN-BASED SYLLABUS FOR VERY YOUNG EFL
LEARNERS

MASTER THESIS

By

İlknur CİVAN

Supervisor: Assistant Professor Dr. Zekiye Müge TAVİL

Ankara

December, 2013

THE SIGNATURE PAGE OF JURY MEMBERS

İlknur CİVAN ‘ın “ A Suggested Brain-Based Syllabus for Very Young EFL Learners” başlıklı tezi 05.12.2013 tarihinde, jürimiz tarafından İngiliz Dili ve Eğitimi Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

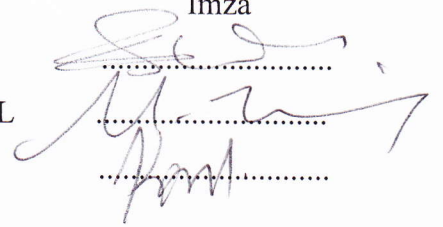
Adı Soyadı

İmza

Başkan: Yrd. Doç. Dr. Selmin SÖYLEMEZ

Üye (Tez Danışmanı): Yrd. Doç. Dr. Zekiye Müge TAVİL

Üye : Yrd. Doç. Dr. Korkut Uluç İŞİSAĞ



ACKNOWLEDGEMENTS

I would like to express my deepest and sincere appreciation and respect to my supervisor Assist. Prof. Dr. Zekiye Müge TAVİL, who offered me her precious and supportive help and patience with also her knowledge as an invaluable guiding light for me to find the courage and ambition to conduct and finish this study.

I would also like to take this occasion to express my grateful thanks to the each member of jury, Assist. Prof. Dr. Korkut Uluç İŞİSAĞ, Assist. Prof. Dr. Selmin SÖYLEMEZ, who have spared their valuable time for me to evaluate and enable myself to finish my research. Without them, I wouldn't be able to come to that stage.

I also wish to express my sincere gratitude and respect to the faculty and the staff of Gazi University. I have been greatly inspired with their guidance and support within my study all the time. Also, I appreciate the kindness and support of all my classmates from the MA class.

I also owe a deep gratitude to all of the students (even if they are not aware of such an academic issue) who participated in this study and the school management, and their parents who were wise and gentle during my application. The classroom teacher, Nazmiye ACAR and the head master of the school, Tayfun EROL have provided me with the necessary conditions. Thus, I owe a great appreciation to them. Besides, I am grateful to the evaluators taking part in completing my research with their valuable assistance to get the outcome of my study, who spared their time for my study even though they were busy with their academic and professional stuff. Without their help and support, I wouldn't be capable of finishing my research.

As for my family and my friends, and also my colleagues, their support during my research is beyond price. I am deeply grateful to their help and love. They have always believed in and trusted me throughout my study. To see this thesis published will thrill them pieces. To have such a family and friends in my life is such a great fortune.

ÖZET

OKUL ÖNCESİ DÖNEMDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÇOCUKLAR İÇİN BEYİN TEMELLİ BİR İZLENCE ÖRNEĞİ

CİVAN, İlknur

Yüksek Lisans, İngilizce Öğretmenliği Bilim Dalı
Tez Danışmanı: Yrd. Doç. Dr. Zekiye Müge TAVİL
Aralık-2013, 292 sayfa

Bu çalışmanın amacı okul öncesi dönemde yabancı dil olarak İngilizce öğrenen öğrencilere yönelik İngilizce öğretimi için Beyin Temelli Öğrenme Yaklaşımı çerçevesinde hazırlanmış bir izlençe örneği geliştirmektir. Çalışma yabancı dil olarak İngilizce öğrenen öğrencilerden oluşan bir grupta uygulanan ön test ve son test ile deneysel bir desene sahip olmakla birlikte nitel ve nicel yaklaşımların özellikleriyle birlikte betimsel yöntemi de kapsayan karma yaklaşımı da kullanmaktadır. Bu sebeple, araştırma süresince edinilen sayısal veriler toplanıp incelenerek araştırmanın sonuçlarının tartışılması amacıyla analiz edilmiştir. Araştırmanın betimsel yaklaşım özelliği için ise, temelde materyal geliştirme yoluyla, araştırmanın okul öncesi dönemdeki yabancı dil olarak İngilizce öğrenen ve yaşları 4 ile 6 arasında olan öğrencilere İngilizce öğretmek için Beyin Temelli Öğrenme Yaklaşımını temel alan bir izlençe örneği geliştirmesi amaçlamasıdır. Bir diğer deyişle de, çalışmanın bu özelliği araştırmanın asıl amacını gerçekleştirmek için örnek aktiviteler, alıştırma, materyaller vb. gibi çıktıları önermesinden kaynaklanmaktadır.

Deneysel ve betimsel özelliği de içinde barındırmakla birlikte karma olarak nitel ve nicel araştırma olan araştırma bir devlet okulu olan Hendekyanı Ortaokulu'nun anasınıfında eğitim görmekte olan basit rastgele örnekleme yöntemiyle seçilen 18 öğrenciyle (N=18) bir sınıfta uygulanmıştır. Uygulama süresinde öğrenciler İngilizce derslerini haftada bir gün ve günde yaklaşık 3 saat olmak üzere almışlardır. Toplamda ise hedef alınan Beyin Temelli Öğrenme Yaklaşım temel alınarak 12 ünite tasarlanmıştır ve 12 hafta içerisinde öğrencilerle birlikte uygulanmıştır. Aynı zamanda, öğrencilerin dil farkındalık gelişimlerini görmek amacıyla söyle-göster testi ile ön test ve son test uygulanmıştır. Bütün dersler ve testler 3 değerlendirmeci tarafından

izlenebilmesi ve değerlendirilebilmesi için kamera ile kaydedilmiştir. Oturumlar çalışmanın güvenilirliği ve geçerliği için 3 dil uzmanı tarafından değerlendirilmiştir.

Değerlendirme aşamasında ise, hem genel durum değerlendirmesi hem de (dil öğretimini izleme) hem de dil değerlendirmesi amacıyla, araştırmacı öğrencilerin farkındalık açısından dil gelişimlerindeki farklılıkları görmek için daha önceden hazırlanan iki değerlendirme listesini uygulamıştır. Bu iki kontrol listesi çalışmanın hem güvenilirliği hem de geçerliliği için 3 adet dil uzmanı tarafından yürütülmüştür. Genel süreç değerlendirmesi için olan kontrol listesi öğrencilerin süreç içerisinde kazanması hedeflenen becerileri kapsayarak hem hedeflenen yaklaşımı hem de Milli Eğitim Bakanlığı'nın okul öncesi kısımda eğitim gören öğrencilerin gelişimlerini değerlendirmek için hazırlamış olduğu kontrol listeleri dikkate alınarak tasarlanmıştır. Diğer kontrol listesi (dil değerlendirme kontrol listesi) ise süreç içerisinde öğrencilerin kazanması hedeflenen dil yapılarını ya da kelimeleri içermektedir ve uygulanan ön test ve son test aracılığıyla değerlendirilebilmiştir. Dil gelişimi için hazırlanan dil değerlendirme kontrol listesi aracılığıyla edinilen veriler Windows ile uyumlu SPSS 16.0 versiyonu aracılığıyla korelasyon analizi, T-testi ve Anova testi ile analiz edilmiştir. Ayrıca, öğrencilerin süreç içerisindeki ve sonrasındaki performansı Microsoft Excel 2007 programı kullanılarak grafikler halinde sunulmuştur.

Sonuçlar ve bulgular şunu göstermektedir ki süreç içerisinde herhangi bir devlet okulunun okul öncesi bölümünde yabancı dil olarak İngilizce öğrenen öğrencilere İngilizce öğretimine başlamak için geliştirilmiş Beyin Temelli Yaklaşımı temel alan izlençe örneği bu yaştaki öğrencilerin genel manada yabancı dil öğrenimi için hem zihinsel hem de motor becerilerini geliştirmeye yardımcı olmak amacıyla etkili olabilir. Araştırma süresince öğrenciler çalışmanın başında da öngörüldüğü üzere bir dereceye kadar anlamlı bir ilerleme kaydetmişlerdir. Bir diğer deyişle, program izlenebilir ve uygun koşullarda uygulanırsa okul öncesi dönemde eğitim gören ve yabancı dil olarak İngilizce öğrenen öğrenciler kendi dilleri haricinde bir dil ile ilgilenebilmekte ve başarı gösterebilmektedir sonucu ortaya çıkmıştır.

Anahtar Kelimeler: Okul öncesi dönemdeki yabancı dil olarak İngilizce öğrenen öğrenciler, izlençe ve materyal geliştirme, betimsel yöntem, karma yaklaşım, nitel ve nicel yaklaşım, deneysel model.

ABSTRACT

A SUGGESTED BRAIN-BASED SYLLABUS FOR VERY YOUNG EFL LEARNERS

CİVAN, İlknur

Master, English Language Teaching Department

Thesis Supervisor: Assist. Prof. Dr. Zekiye Müge TAVİL

December-2013, 292 pages

The aim of the study is to develop an English language teaching syllabus within the scope of Brain-based learning for very young EFL learners. The study is an experimental design by pre-test and post-test with a group of learners. Thereto, it utilizes a mixed approach uniting the quantitative and qualitative research methods in both ways including the feature of descriptive method. Hence, the statistical data obtained within the research have been collected, examined, and analyzed to discuss the results of the study. For descriptive aspect, it is intended to develop a suggested Brain-based syllabus to teach English to very young EFL learners ranging in age from 4 to 6 via also material development. Namely, the descriptive characteristic of the study stems from its aspect of various outcomes suggested possible activities, exercises, materials and so on in order to fulfil the main aim of the research.

The research, which is mix of both qualitative and quantitative study including experimental and descriptive aspects, has been implemented in the pre-school section of Hendekyanı Primary School, which actually is a state school, with 18 children (N=18) chosen via simple random sampling technique. During the implementation, the students took English language classes for approximately 3 hours weekly. In total, there were 12 units designed considering Brain-based learning approach and they were applied with the very young learners in the school for 12 weeks. Also, a pre-test and a post-test were conducted to check the language recognition development of the learners, which were a point-to test for the students. All the lessons and tests have been recorded with a camera to be observed separately and randomly. The sessions have been evaluated by three language experts for the reliability and validity of the study.

For the evaluation phase of the results, the researcher applied two checklists checked by three language experts both to provide a general process assessment (language teaching observation) and language evaluation checklist to see the differences in the language development (in terms of recognition) of the students. The two checklists have been run over by three experts for both reliability and validity of the study. Furthermore, for the general process assessment, the checklist has been designed to cover the target skills in the procedure for the students referring to the intended approach which is also based on the checklists designed by Ministry of National Education for very young EFL learners in state schools to evaluate their progress. The other checklist (language evaluation checklist) consists of the intended language points or vocabulary to be learned by the learners, which could be evaluated via pre-test and post-tests. The analysis of the data gained by means of language evaluation checklist for language recognition development has been provided via correlational analysis, T-test, and Anova test by means of SPSS for Windows version 16.0. Besides those, percentages of the students' performance within and after the process by three evaluators have been presented via Microsoft Excel 2007 in graphs.

The results and findings indicate that the intended syllabus designed within the procedure with a reference to Brain-based learning may be effective to start teaching English to very young EFL learners and also to start and guide the acquisition process in a state school so as to help to increase both their cognitive and motor skills for foreign language learning in general. During the research, the learners have developed at some degree of meaningful level, which is mainly assumed at the beginning of the research. In a way, it has turned out that very young EFL learners are capable of dealing with another language different from their first language in the acquisition level if the program is applied in observable and appropriate conditions.

Key Words: Very young learners, syllabus and material development, mixed approach, qualitative and quantitative methods, descriptive method, experimental design

TABLE OF CONTENTS

	Page
THE SIGNATURE PAGE OF JURY MEMBERS	i
ACKNOWLEDGEMENTS.....	ii
ÖZET.....	iii
ABSTRACT.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xiii
LIST OF GRAPHS.....	xiv
CHAPTER 1: INTRODUCTION.....	1
1.1. Statement of the problem	4
1.2. The aim of the study	5
1.3. The importance of the study	5
1.4. Limitations	6
1.5. Assumptions	7
1.6. Definitions	8
CHAPTER 2: REVIEW OF LITERATURE.....	11
2.1. Very Young Learners.....	11
2.1.1. Characteristics of Very Young Learners.....	11
2.2. Young Learners.....	13
2.2.1. Characteristics of Young Learners.....	14
2.2.2. The Difference between Young and Very Young Learners.....	15
2.2.3. How do Very Young Learners and Young Learners Learn?.....	16
2.2.3.1. How do young learners learn?.....	17
2.2.3.2. How do very young learners learn?.....	18
2.2.3.3. Games.....	21
2.2.3.4. Songs and Chants.....	22
2.2. 3.5. Tasks.....	23
2.2.3.6. Action activities (Physical action or Total Physical Response Activities)	24
2.2.3.7. Classifying (Grouping or Sorting).....	24
2.2. 3.8. Art-craft Activities (Colouring, Cutting or sticking).....	25

2.2.3.9. Stories.....	25
2.4. Learning Theories.....	28
2.4.1. First Language Acquisition.....	29
2.4.1.1. Behaviourism.....	29
2.4.1.2. Innatism.....	30
2.4.1.3. Interactionism.....	31
2.4.1.4. Connectionism.....	31
2.4.2. Second Language Acquisition.....	32
2.4.2.1. Krashen's Language Acquisition Theory.....	32
2.4.2.1.1. The Acquisition/Learning Hypothesis.....	32
2.4.2.1.1.2. The Natural Order Hypothesis.....	33
2.4.2.1.1.3. The Monitor Hypothesis.....	33
2.4.2.1.1.4. The Comprehensible Input Hypothesis.....	33
2.4.2.1.1.5. The Affective Filter Hypothesis.....	34
2.5.3. Foreign Language Learning.....	34
2.6. Curriculum and Syllabus.....	35
2.6.1. Curriculum Approaches and Models.....	37
2.6.2. Syllabus Types.....	38
2.6.2.1. Synthetic and Analytic Syllabuses.....	38
2.6.2.2. Process-based and Product-based Syllabuses.....	39
2.6.2.3. Structural Syllabus.....	39
2.6.2.4. Lexical Syllabus.....	39
2.6.2.5. Functional-Notional Syllabus.....	40
2.6.2.6. Task-based Syllabus.....	40
2.6.2.7. Theme-based Syllabus.....	41
2.6.2.8. Content Syllabus.....	41
2.6.2.9. Situational Syllabus.....	42
2.6.2.10. Negotiated Syllabus.....	42
2.6.2.11. Mixed Syllabus.....	43
2.6.2.12. Skill-based Syllabus.....	43
2.7. Importance of Curriculum and Syllabus in Language Teaching.....	44
2.8. Early Childhood Education.....	45
2.8.1. Early Childhood Education and Language Learning.....	46

2.8.2. Why Is It Important to Teach Language at Early Ages?.....	47
2.8.3. Early Childhood Curriculums.....	48
2.8.3.1. Early Childhood Curriculums in the World.....	48
2.8.3.1.1. Froebel Curriculum.....	49
2.8.3.1.2. Montessori Curriculum.....	49
2.8.3.1.3. The Reggio Emilia Approach.....	50
2.8.3.1.4. Dewey and Integrated Curriculum.....	50
2.8.3.1.5. High/Scope Curriculum.....	51
2.8.3.1.6. Head Start.....	51
2.8.3.1.7. Tools of the Mind.....	52
2.8.3.1.8. The Creative Curriculum.....	53
2.8.3.1.9. The Project Approach.....	54
2.8.3.1.10. Multiple Intelligences Curriculum.....	55
2.8.3.1. Early Childhood Curriculums in Turkey	55
2.8.3.1.1. Early Childhood Education Before and After 2006.....	56
2.9. Brain-based Learning.....	57
2.9.1. The Structure of Brain.....	58
2.9.2. How Does Brain Evolve and Learn?.....	60
2.9.3. Brain-based Learning Principles.....	61
2.9.4. Brain-based Language Learning.....	67
2.9.5. Theories Related to Brain-based Learning and Early Childhood Language Education	69
2.9.5.1. Multiple Intelligences Theory.....	69
2.9.5.2. Learner Styles Theory.....	72
2.9.3. Neuro-Linguistic Programming	73
2.10. Relationship between Brain-based Learning and Early Childhood Language Education.....	74
2.10.1. Assessment and Evaluation in Early Childhood Language Education in terms of Brain-based learning.....	76
2.11. What is a Brain-based Syllabus and What does it include?.....	78
2.11.1. What does a brain-based syllabus for very young learners cover?.....	79

CHAPTER 3: METHOD.....	82
3.1. The Model of the Study	82
3.2. Sample and Population	83
3.3. Procedures for Data Collection	84
3.4. Analysis of Data	86
CHAPTER 4: RESULTS AND DISCUSSION	88
4. 1. Findings and Results	88
4.1.1. Attendance of the Sample Participants in the Lessons.....	89
4.1.2. Findings of General Process Evaluation.....	90
4.1.3. Findings of Pre-test and Post-test Evaluation.....	136
4.2. Summary and Discussion of the Results and Findings.....	143
4.2.1. Summary and Discussion of Pre-test and Post-test Results.....	143
4.2.2. Summary and Discussion of General Evaluation Checklist Results.....	144
CHAPTER 5: CONCLUSION AND IMPLICATIONS	149
5.1 Introduction and Overview of the Study.....	149
5.2. Discussion and Comments about the Applied Syllabus/Program.....	150
5.3. Implications and Recommendations.....	159
5.3.1. Suggestions for Teachers.....	159
5.3.2. Suggestions for Researchers.....	161
REFERENCES.....	163
APPENDICES	173
APPENDIX 1: Checklists applied in the Evaluation Process	173
APPENDIX 2: A Suggested Brain-Based Syllabus for Very Young EFL Learners.....	177
APPENDIX 3: Pictures of Material Samples.....	266
APPENDIX 4: Practice Pictures from the Lessons.....	283
APPENDIX 5: Bilimsel Çalışma İzni	292

LIST OF TABLES

Table 1. Ages and Stages of Early Childhood Development and Education...	3
Table 2. Guidelines for Direct Instruction of New Content.....	16
Table 3. Multiple Intelligences and Characteristics and Suitable activities- materials.....	71
Table 4. Left and Right-brain thinking.....	75
Table 5. The number of the students achieving the action in item 1.....	90
Table 6. The number of the students achieving the action in item 2.....	91
Table 7. The number of the students achieving the action in item 3.....	92
Table 8. The number of the students achieving the action in item 4.....	93
Table 9. The number of the students achieving the action in item 5.....	95
Table 10. The number of the students achieving the action in item 6.....	96
Table 11. The number of the students achieving the action in item 7.....	97
Table 12. The number of the students achieving the action in item 8.....	98
Table 13. The number of the students achieving the action in item 9.....	99
Table 14. The number of the students achieving the action in item 10.....	101
Table 15. The number of the students achieving the action in item 11.....	102
Table 16. The number of the students achieving the action in item 12.....	103
Table 17. The number of the students achieving the action in item 13.....	104
Table 18. The number of the students achieving the action in item 14.....	106
Table 19. The number of the students achieving the action in item 15.....	107
Table 20. The number of the students achieving the action in item 16.....	108
Table 21. The number of the students achieving the action in item 17.....	109
Table 22. The number of the students achieving the action in item 18.....	111
Table 23. The number of the students achieving the action in item 19.....	112
Table 24. The number of the students achieving the action in item 20.....	114
Table 25. The number of the students achieving the action in item 21.....	115
Table 26. The number of the students achieving the action in item 22.....	116
Table 27. The number of the students achieving the action in item 23.....	118
Table 28. The number of the students achieving the action in item 24.....	119
Table 29. The number of the students achieving the action in item 25.....	120
Table 30. The number of the students achieving the action in item 26.....	121

Table 31. The number of the students achieving the action in item 27.....	122
Table 32. The number of the students achieving the action in item 28.....	124
Table 33. The number of the students achieving the action in item 29.....	125
Table 34. The number of the students achieving the action in item 30.....	126
Table 35. The number of the students achieving the action in item 31.....	128
Table 36. The number of the students achieving the action in item 32.....	129
Table 37. The number of the students achieving the action in item 33.....	130
Table 38. The number of the students achieving the action in item 34.....	131
Table 39. The number of the students achieving the action in item 35.....	133
Table 40. Correlation Values among Evaluators- General Evaluation.....	135
Table 41. The number of the vocabulary the students point to correctly in the Pre-test.....	136
Table 42. The number of the vocabulary the students point to correctly in the Post-test.....	137
Table 43. T-test Results of Language Development Pre-test and Post-test Findings and Values.....	139
Table 44. Anova Results of Language Development Pre-test and Post-test Findings and Values.....	140
Table 45. Correlation Values among Evaluators – Pre-test	141
Table 46. Correlation Values among Evaluators - Post-test	142

LIST OF FIGURES

Figure 1. Developmental Domains. Children develop physically, socially- emotionally, and cognitively.....	12
Figure 2. Constant Change in the Brain Form through Adulthood.....	15
Figure 3. Curricular Spider's Web.....	36
Figure 4. Main Areas of the Brain.....	59
Figure 5. How the Brain Learns New Content.....	61
Figure 6. Teaching Model.....	66

LIST OF GRAPHS

Graph 1. Attendance Percentages of the students in the research group...	89
Graph 2. Students' Percentages of item 1.....	90
Graph 3. Students' Percentages of item 2	91
Graph 4. Students' Percentages of item 3.....	92
Graph 5. Students' Percentages of item 4	93
Graph 6. Students' Percentages of item 5	95
Graph 7. Students' Percentages of item 6	96
Graph 8. Students' Percentages of item 7	97
Graph 9. Students' Percentages of item 8.....	98
Graph 10. Students' Percentages of item 9	99
Graph 11. Students' Percentages of item 10	101
Graph 12. Students' Percentages of item 11	102
Graph 13. Students' Percentages of item 12	103
Graph 14. Students' Percentages of item 13	104
Graph 15. Students' Percentages of item 14	106
Graph 16. Students' Percentages of item 15	107
Graph 17. Students' Percentages of item 16	108
Graph 18. Students' Percentages of item 17	109
Graph 19. Students' Percentages of item 18	111
Graph 20. Students' Percentages of item 19	112
Graph 21. Students' Percentages of item 20	114
Graph 22. Students' Percentages of item 21	115
Graph 23. Students' Percentages of item 22	116
Graph 24. Students' Percentages of item 23	118
Graph 25. Students' Percentages of item 24	119
Graph 26. Students' Percentages of item 25	120
Graph 27. Students' Percentages of item 26	121
Graph 28. Students' Percentages of item 27	122
Graph 29. Students' Percentages of item 28.....	124
Graph 30. Students' Percentages of item 29.....	125
Graph 31. Students' Percentages of item 30	126

Graph 32. Students' Percentages of item 31	128
Graph 33. Students' Percentages of item 32	129
Graph 34. Students' Percentages of item 33.....	130
Graph 35. Students' Percentages of item 34	131
Graph 36. Students' Percentages of item 35	133
Graph 37. Total percentages of the students' performances in actions...	134
Graph 38. Total performance percentages of the students in Pre-test and Post-test.....	138

CHAPTER 1

INTRODUCTION

Teaching a language involves a difficult process for both the teachers and the learners. Although a great number of language teachers mostly work with adult learners, majority of language teachers face with the inevitable problem that it is even very challenging to teach a language to adults. That is mainly because of not having effective language teaching and learning process in their previous education lives. Actually education is a crucial point that needs to be concentrated on meticulously. Given (2002) describes education as “more than reaching certain standards of learning; education is developing a desire to learn, knowing how to learn, and implementing teaching practices based on how the brain actually functions” (p. viii). Furthermore, adults have different problems concerning language learning, the most important of which is the age. As a consequence, each age group should be studied considering their all developmental and learning characteristics.

There are various discussions and innovations about the age of the children to start school life, which is because of the belief that if a language is started to be taught or learned at early ages, it becomes easier to acquire it and learn it better by also contributing their psychological state. Krashen (1982) also states “it has been popularly assumed that age itself is a predictor of second language proficiency, that younger acquirers are better at second language acquisition than older acquirers” (p.43). Sığrtmaç and Özbek (2009) declare that “english language education in early childhood is of great importance since it makes children realize different languages and grow up with a positive attitude for English” (p. 109). According to McKay (2006), young learners learn a foreign or second language during the first six or seven years of formal schooling. However, it is still doubtful whether their developmental features are suitable to learn a language, what facilitates their development and whether anything can trigger their acquisition of a language.

In order to clarify it better, these concerns are pointed by Krashen, Long and Scarcella (1979) in three points.

“Adults proceed through the early stages of second language development faster than children do (where time and exposure are held constant). Older children acquire faster than younger children, time and exposure held constant. Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults” (Krashen, Long and Scarcella, 1979, p. 573).

As mentioned above, there are some controversial points about the age of learning. However, it is supported to start language learning at an early age by Lenneberg (1967), which is the Critical Period Hypothesis in which there is an important period in human life at the right time for a perfect and complete learning. Also, this point is explained by other studies. Torras, Tragant and García (1997) have mentioned in the study by Çepik and Sarandı (2012) “the younger they are, the more they are like sponges, the more they absorb, the more they retain” (p. 142). Also, it is signified that to start language education at an early age contributes to a higher level of language proficiency (Pufahl, Rhodes and Christian, 2001). Besides, Maryberry and Lock (2003) have pointed in their study that early childhood language first or second experience may affect the language acquisition level of the learners at a native-like degree although the learners can or cannot hear. Additionally, Superfine (2002) also points the importance of starting to learn a foreign language at an early age in another way.

“It was suggested that children who learn a foreign language at an early age tend to be superior to their monolingual peers in verbal and non-verbal behaviour. Evidence was given to suggest that children's experience with two language systems seems to give them greater mental flexibility, superiority in concept formation and a more diversified set of mental abilities” (Superfine, 2002, p.28).

As Superfine also agrees, age is a very critical point in language teaching and learning for effective and meaningful outcomes. She also states that children are capable of dealing with two languages at the same time. Even, this point may be effective for later language development, which is pointed by Kieffer (2012). Namely, he presents that early oral language development influences the later reading development and performance positively. Besides, second language teaching has a positive effect on the first language proficiency of younger learners in the pre-school section, which is

supported with the findings of the study by Şeker, Girgin and Akamca (2012). However, there are also stages and periods for very young learners, whose need and characteristics differ from each other in a great deal. The stages in Table 1 represents age periods of very young children beginning from birth.

Table 1

Ages and Stages of Early Childhood Development and Education

Stage	Approximate Age	Developmental Challenge	Educational Challenge
Infancy	Birth to age 1	Self-regulation	Trust and support
Toddlerhood	Age 1 to age 3	Social adjustment	Social limits
Preschool	Age 3 to age 5	Exploration	Guided learning
Primary grades	Age 5 to age 8	Inquiry	Structured learning

(White and Coleman, 2000, p. 6)

As White and Coleman (2000) point in this table, very young learners are different in terms of the challenges they experience during the different stages of age and development. It may be stated that they are also able to learn something by both in a guided manner and by exploring. It is a challenge for them, though. All the stages have peculiar features and challenges related to the targeted age as White and Coleman (2000) express in their work.

Basically, very young learners cannot be explicitly taught a language point but should acquire it in a natural way as they cannot read or write as the older ones, and this is a way how brain can learn something especially language more effectively and better according to White and Coleman. Willis (2008) also points that applying theoretical bases related to brain in the language teaching practice with very young learners to enhance and maximize their competence of language acquisition. Namely, brain is naturally interrelated with teaching and learning process.

Forester and Reinhard (2000) also indicate the relationship between brain and education in a different way.

“Simple activities like talking, reading, or moving about will light up the screen of a brain scan of the city of the mind, showing activities in many neighbourhoods simultaneously. Learning activities draw on a whole range of brain functions that are interconnected and mutually supportive. Thoughts, feelings, physical movement, sensory input, and memory combine to create new learning. The city of the mind thrives on complexity and cooperation. It prospers and grows in a classroom filled with interesting reading materials, real life math activities, centers that stimulate many intelligences and art supplies that invite creative work. That kind of environment encourages interaction and mutual support from many areas of the city of the mind as they connect and work together” (Forester and Reinhard, 2000, p. 14-15).

What is more, there should be a more particular and clear work on teaching language to younger learners although there are some schools and kindergartens that give focus on foreign language acquisition to younger learners, as there is not a standard view on that point. Buysse, Castro and Peisner-Feinberg (2010) have found out in their study that a program for early language learners may be effective to promote their language proficiency. In fact, children can learn a language even at very early ages, but the way of teaching or training should be appropriate for their characteristics of the related age and brain.

1.1. Statement of the problem

Considering the studies and researches on early childhood education and specifically early childhood language education, learning a language in very early years may prove that age is a critical and essential factor to launch an effective language acquisition. As a learner gets older, it becomes more difficult to fulfil that aim on the same plane. In this study, it is mainly and initially intended to answer how a syllabus for very young EFL learners can be developed to back up and guide their beginning for acquisition of English language through Brain-based language instruction. As a consequence, the research targets to develop a suggested syllabus to teach English via implementing the designed program.

1.2. The aim of the study

The main aim of this study is to see how to design a syllabus to teach English to very young children, i.e. very young EFL learners and discuss the effect of Brain-based language learning that is the basis of the syllabus and instruction on language development of very young learners who will learn English as a foreign language (specifically 4-5 ages) at Hendekyanı Primary School in Bartın. And thus, it is aimed to develop a specific language (English) syllabus for very young EFL learners, which can be taken as a model for the following studies and teaching English to younger learners, after the implementation of the study.

To do these, the following research questions will also be answered in the procedure:

- How can very young EFL learners be guided to acquire a foreign language?
- How does Brain-based language instruction affect very young EFL learners' language learning?
- How will the learning and teaching process be designed in accordance with that approach?
- What kind of a syllabus can be designed for very young EFL learners?
- What does this syllabus include to guide second language acquisition of these learners?

1.3. The importance of the study

To teach English as a Foreign Language to young and very young learners is a bit complicated matter of debate. Developing programs and materials appropriate for the characteristics of these learner types takes the leading position in this problematic state. Even though they are already motivated to learn anything, it is a hard task to provide an appealing classroom atmosphere at the appropriate level for an effective learning and teaching process in order to foster their language development. In addition to these, with the innovation in Turkish Education system that is supposed to be put into action soon, the beginning age to school life is lower than it is now, so it may present a great value about how to teach a foreign language to very young learners in an effective manner.

Actually, this system has been put into practise in Turkey. What is more, as there has actually been no study on teaching language to very young EFL learners based on Brain-based language instruction with the aim of language acquisition so far in spite of studies for young ones (aged 6-9 or 9-12), it is very beneficial and effective to have a study on that point including most of its features, which is likely to present a unique outcome in order to see its effect on their development concerning language recognition positively or negatively. That's why the core of the research is to work with the early language learners, about the point 'what can be done to make the teaching and learning more effective?' Therefore, the study is carried out with a group of very young learners. What is more, there are also a slight number of studies and researches about that topic on the academic scale. Moreover, the researcher targets to present a model for the teachers and people who work with very young learners to enable the learners to acquire a language more effectively, which is enabled as a result of the study. In other words, to conduct a study from an experimental approach in which the implementation point is significant so as to make up for the lacking point in this issue. That is, a syllabus for very young EFL learners, which can be maintained through the application of the study, can be a significant outcome to guide other researchers or teachers into early childhood language education.

1.4. Limitations

1. As the learners are at the recognition level and they cannot produce anything written in words, a questionnaire or written tests cannot be implemented with them. Hence, besides the reliable checklists, assessments like sorting, classifying and grouping activities within the classroom in teaching and learning process should be taken into consideration along with appropriate tests such as point-to tests. So, that enables dependable and sound analysis and evaluation.
2. The number of the learners is also another problem, as to work with very young learners is demanding and challenging from the academic aspect, and the classes are not crowded in the preschool section of the schools.
3. Within the procedure, attending to the sessions is a significant point in terms of getting more successful results. However, there have been some missing students in

the sessions, which means not all of the students were always able to come to the lessons due to several problems such as illness, family problems, weather and so on.

4. The study will not be done with more than one group as younger learners cannot be taught anything and produce anything written and the main aim is to see the language development of the sample participants, who are also illiterate in their native language. Namely, they cannot tick something written for a further study, which is a key point for a research to be able to be conducted as a pilot study. However, very young (EFL) learners cannot produce something written as a document and fill in questionnaires or surveys as older learners do. Thus, the group is chosen randomly from a school, which means the study may be a pilot study to be implemented in the pre-school section of the selected school.
5. The study is implemented with the sample participant learners in the pilot school once a week due to official and educational problems, which may not be enough to foster the language development of the students in the group at the expected level.
6. In addition to these, the age and the number of the learners are the other limitations along with the characteristics of them. They cannot read or write and can be easily distracted within the learning procedure. In addition, for a more comprehensive outcome, the number of the participants may seem not enough but the limit of the pre-school classrooms has put such a barrier to this study.

1.5. Assumptions

1. The participants of the research are assumed not to know the target language (English) beforehand.
2. As younger learners may usually be motivated and eager to learn, they are expected to participate in the study actively, which means they are supposed to attend the lessons and other sessions.
3. Through Brain-based language instruction, it is also assumed that it enhances language recognition development of very young EFL learners. The target learners are able to learn words effectively as they are taught thematically through brain-based learning process, which leads improvement in language acquisition (mainly in terms of recognition) of younger language learners.

4. The suggested syllabus is expected to be effective on language development of very young EFL learners participating in the study, which may prove that it may be also effective for all very young EFL learners at the same age.
5. Very young EFL learners in the research cannot respond to anything written by production, which is also one of the main characteristics of these learners.
6. The evaluators are supposed to be objective while observing and evaluating the process of the study via the checklists.

1.5. Definitions

1.6.1. Very young learners:

According to Cameron (2001), young learners are between 5-12 ages. However, it is aimed to study with very young learners who are 3-6 year old. This means that these learners can only recognize but not produce anything written, as they do not know how to read and write. Also, Reilly and Ward (1997) define very young learners as the children (aged 3-6) who have not started to read and write. Thus, the focus of the study will be shaped according to the characteristics of very young learners.

1.6.2. Syllabus:

Nunan (1988) defines ‘syllabus’ as a specification of what is to be taught in a language programme and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks. According to Parkes and Harris (2002), a syllabus should portray “the appropriate procedures and course policies” (p. 55). Bodegas also describes syllabus as “the specification, and ordering of content of a course or courses” (p. 275). Richards (2001) points that a syllabus covers various aspects of content of a course and its flow during the process. Also, Pienemann (1985) describes the syllabus as “the selection and grading of linguistic teaching objectives” (p. 23). Luke, Woods and Weir (2012) add that “... a syllabus, as a map or a descriptive overview of the curriculum. It stands as a structured summary or outline of what should be taught and learned across the schooling years” (p. 10).

1.6.3. Brain-based learning:

Politano and Paquin (2000) describe Brain-based learning as an approach by means of which brains can learn best and “a natural, motivating and positive way of maximizing learning and teaching” (p. 1).

1.6.4. Brain-based syllabus:

It is the aimed programme designed considering the principles of Brain-based language instruction.

1.6.5. Language Acquisition:

Richards and Rodgers (2001) represent that “acquisition is the ‘natural’ way, paralleling first language development in children. It refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication” (p. 181).

1.6.6. Early childhood education:

Early childhood education involves education for very young learners (aged 3-6). Essa (2002) connotes that early childhood education as “the term covering developmentally appropriate programs that serve children from birth through age eight; a field of study that trains students to work effectively with young children” (p. 4)

1.6.7. Foreign language:

English language is meant here. McKay (2006) signifies that point with a few examples.

“Young language learners may be foreign language learners, learning a language in a situation where the language is seldom heard outside the classroom. They may be learning languages like Vietnamese, Spanish or Chinese in Germany or the United States or they may be learning English as a foreign language (EFL) in countries like Turkey, Malaysia or Spain” (McKay, 2006, p. 2).

CHAPTER 2

REVIEW OF LITERATURE

In this following chapter, a composed overview of literature is given by clarifying the characteristics of very young learners and young learners, how they differ from each other and how they learn, and early childhood education along with discussing the first and second language acquisition. Furthermore, in the consideration of these, how to teach very young learners is explained in detail by focusing on the principles of Brain-based learning and the principles covering syllabus and curriculum design.

2.1. Very Young Learners

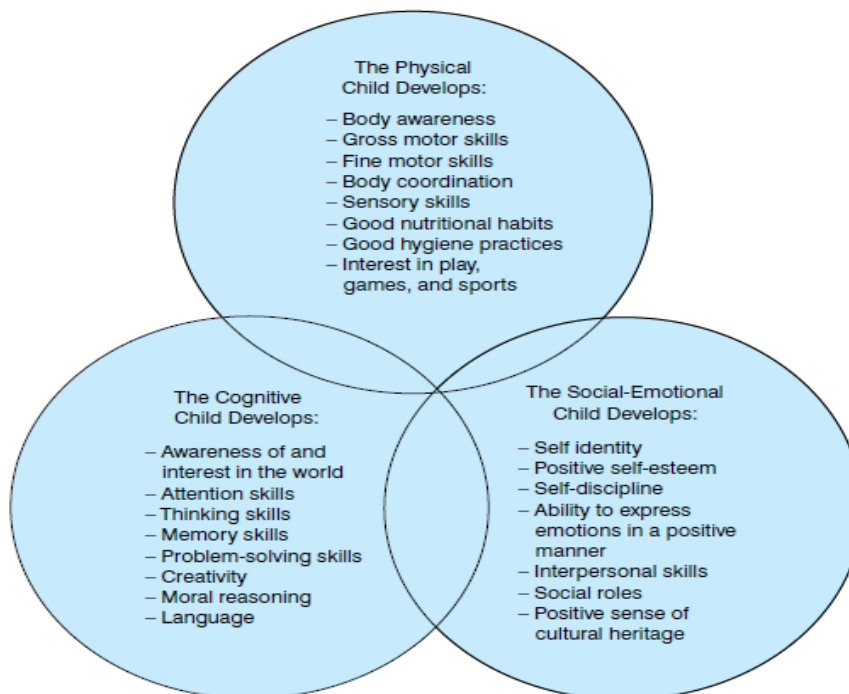
The main core of this study is very young learners. Initially, the age of very young learners should be determined specifically. Reilly and Ward (2003) define very young learners as the children (aged 3-6), who are not able to mainly read and write.

2.1.1. Characteristics of Very Young Learners

White and Coleman (2000) summarize the developmental characteristics of children.

Figure 1

Developmental Domains. Children develop physically, socially-emotionally, and cognitively.



(White and Coleman, 2000, p. 5)

As White and Coleman points, children develop in three main areas: physical, cognitive and social-emotional. These developmental features of them influence teaching and learning process directly, so there may not be any achievement in fulfilling the intended outcomes without considering and involving them in the procedure. Scott and Ytreberg (1990) suggest the general and specific language characteristics of very young learners aged 5-6 as below:

General characteristics:

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can plan something.
- They can argue for something and tell you why they think and what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.

- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.

Language characteristics:

- They know that the world is governed by rules.
- They understand situations more quickly than the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and ears and eyes.
- They are very logical- what you say first happens first.
- They have a very short attention and concentration span.
- Children sometimes have difficulty in knowing what fact is and what fiction is.
- Children are often happy playing and working alone but in the company of others.
- The adult world and the child's world are not the same.
- They will seldom admit that they don't know something either.
- Children cannot decide for themselves what to learn.
- Young children love to play, and learn best when they are enjoying themselves.
- Children are enthusiastic and positive about learning.

These are the characteristics of very young learners and they affect not only the teaching but also the programme (syllabus) development process, as they are one of the active stakeholders in education.

2.2. Young Learners

In order to go deeper in this study, the characteristics and needs of young learners should also be explained. Cameron (2001) states that young learners are the children who are between 5 and 12. They are also a matter of subject of others. Young learners are children from the first year of schooling to eleven or twelve years of age (Philips, 1993). However, the age range of young learners is 7-12. Also, they have some similar characteristics with very young learners; most of them are different due to their developmental features.

2.2.1. Characteristics of Young Learners

Scott and Ytreberg (1990) suggest the general and specific language characteristics of very young learners aged 7-12 as below:

General characteristics:

- Their basic concepts are formed.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken world as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like or don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

Language characteristics:

These characteristics are formed from Scott and Ytreberg (1990) and Cameron (2001).

- They have a language with all the basic elements in place.
- They can read and write in their first language.
- They are competent users of their mother tongue and main rules in their first language.
- They can understand abstracts and symbols in language.
- They can generalise and systematise.
- They may be aware of the grammar of a language.
- They can set and use targets for learning a language.
- They are able to work alone, work with a partner and in a group.
- They can choose words and chunks appropriately in discourse and recall them.

- They are able to understand oral and written texts in sentence-level and text-level discourse.
- They are able to produce extended discourse-retold and original.

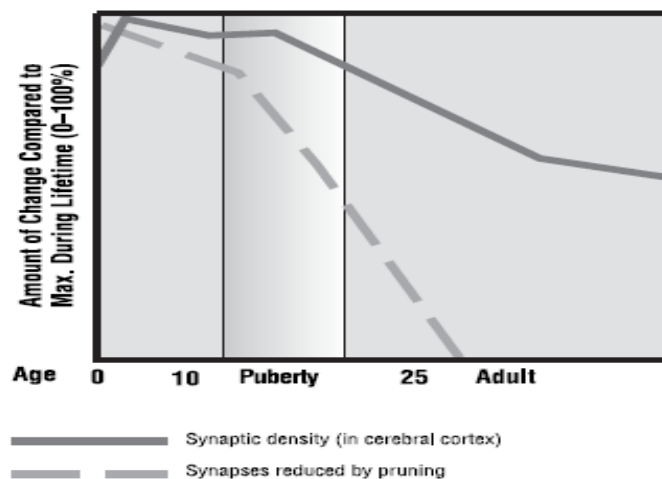
In order to teach a language to young learners and construct a program for them, the characteristics of young learners should be understood clearly along with the difference between very young and young learners.

2.2.2. The Difference between Young and Very Young Learners

In this research, it is aimed to work with very young learners. Early learners have different characteristics from the older ones. Therefore, the difference between young and very young learners should be clarified in a detailed way.

Figure 2

Constant Change in the Brain Form through Adulthood



(Jensen, 2005, p. 12)

As seen in the figure above, the amount of brain change changes as the person gets older. The lines indicating the synapses in brain gets down and down, as well. Synapses take an important part in understanding something. Therefore, they are at the highest level at early ages as seen in the figure, which also points out that teaching at early years is more powerful and permanent for the learners as they are young and ready both physically and mentally.

Table 2

Guidelines for Direct Instruction of New Content

Grade Level	Appropriate Amount of Direct Instruction
K-2	5-8 minutes
Grades 3-5	8-12 minutes
Grades 6-8	12-15 minutes
Grades 9-12	12-15 minutes
Adult Learners	15-18 minutes

(Jensen, 2005, p. 37)

The instruction period must be different for the learners who are at different ages, as their attention span is also different. Even though very young learners are already motivated and eager to learn something, especially a language, they may be distracted by anything coming from outside. Also, very young learners are not able to write anything even in their first language although they go further learning their native language. Therefore, they are acknowledged as being in the recognition level of learning, which means that they cannot produce something but they can identify what is provided or taught. This difference is of great importance, especially in terms of foreign language teaching.

Aforementioned information indicates that young and very young learners are different in some ways from each other. However, it should be explained how they learn something, especially a language, which is enlarged upon below.

2.2.3. How do Very Young Learners and Young Learners Learn?

Young and very young learners have a lot in common and not in terms of foreign language learning. They are enthusiastic, willing and eager to learn a language. They actively take part in activities and behave as individual more than in a group. However, they may also lose their attention and motivation easily. The process of language teaching and learning is somehow different with young and very young learners, which differs according to their developmental characteristics. As to be expected, the main difference between them is the ability to read and write, which is applied by young learners (6+ ages). Nevertheless, it should be explained and discussed in a more detailed way to state it clearly.

2.2.3.1. How do young learners learn?

As stated above, young learners consist of the children who are between approximately 7-12 ages. These children are in the first level of education, in primary schools. They are more relaxed and comfortable at school than younger ones, as they are accustomed to being at school and taking lessons. Their physical and mental development is higher compared to early ages, as they are more capable of completing motor activities. Children are not able to talk about the language easily, as they do not have the same meta-knowledge about language as adults (Cameron, 2001). However, as they grow older, their intellectual, motor, social skills will increase and develop, and thus they will bring more knowledge to the classroom (Philips, 1993).

Cameron (2001) also states the principles of young learners learning a language:

- Children actively try to construct meaning.
- Children need space for language growth.
- Language in use carries to meaning that may not be noticed.
- Development can be seen as internalising from social interaction.
- Children's foreign language learning depends on what they experience.

All these principles imply that interaction and experience have a significant impact on the construction of meaning, which is essential for the children to have a meaningful language learning process and internalisation. Even though children are eager and motivated to learn a new language point, teachers should bear some significant points in mind such as the activities arranged for them. Philips (1993) explains how the activities for children should be in detail:

- The activities should be simple enough for the learners to understand what they will do or not.
- The tasks should not beyond their abilities, but they must be both challenging and stimulating, and also achievable.
- The activities should be mostly based on speaking and listening.
- Younger children may have difficulty with written activities as they are not competent enough to deal with them even in their mother tongue.

Moreover, language environment should be appropriate for the children. Edwards and Knight (1994) highlight that point in another way as “The language-rich environment is certainly important. Clearly written labelling, word banks, books produced by the children and tape recorders all help to create a context in which the relationships between thought, action and language are central features” (p.29). Even though the learning characteristics are similar to very young learners’ in some ways, early learners have different features in terms of development and learning, which should be expressed in a categorical and elaborate manner.

2.2.3.2. How do very young learners learn?

It is essential that very young learners learn a language more holistically, thus the procedure, classroom context, materials and activities should be designed in order to meet that need for them. Therefore, while designing a language learning environment for very young learners, the communicative aim should be in the first place, as they are not able to use the language from the linguistic aspect by using grammar consciously. However, they are apt to learn a great amount of vocabulary, which is also verified by Lightbown and Spada (1999).

“One of the most impressive language developments in the early school years is the astonishing growth of vocabulary. Many words are acquired in early childhood, when the repetition of ordinary events and experiences provides frequent exposure to a limited number of words” (Lightbown and Spada, 1999, p. 9).

As expressed above, very young learners are capable of acquiring a large amount of vocabulary although they seem they cannot. Furthermore, their developmental characteristics should also be taken into consideration. According to Philips (1993), “Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system” (p. 5). Therefore, it may be said that these learners are mostly unaware as they learn unconsciously a foreign language and do not worry about it as older learners. At this point, the activities gain greater importance, which are the main ways of teaching a language to younger learners. However, the learning characteristics differ according to the ages mostly even if they are still considered as very young due to their

developmental characteristics both physically and mentally. Very young learners can be classified as infants and toddlers, and preschoolers. Essa (2002) describes infants and toddlers as children until 3 ages. These youngsters are the ones who are in most need of parent-care, especially infants. Morrison summarizes the common and frequently observed characteristics of infants in a list as below by dividing them into two groups as infants and toddlers, which should be taken into consideration regarding learning and teaching process.

0-6-month-olds:

- use reflexive motor actions such as sucking and grasping.
- sit with support (4 months).
- mimic adults' facial expressions and gestures. true social interactions (reciprocity) begin to develop.
- move their body in response to human voice.
- when awake and alert, scan the environment.
- can discriminate among sweet, bitter, and salty.
- are active in their own development.
- have memory capabilities from birth.
- produce truly social smiles in response to people they know.

6-12-month-olds:

- have colour vision.
- have visual acuity of 20/100 (can see clearly at 100 feet what an adult with normal vision sees clearly at 20 feet).
- sit without support (8 months).
- begin walking (12 months).
- have increased deliberation and purposefulness in response to adults.
- can say "Da-Da" and "Ma-Ma" (7-9 months).
- are active in their own development.
- continue improvement in memory abilities.
- develop emotional reaction of surprise.
- begin to react negatively to strangers (stranger distress).

- form specific infant-caregiver attachments.
- speak their first words (Morrison, 2003, p. 161).

Toddlers are the youngsters who are 2-3 years old and who are more developed features compared to infants.

Toddlers:

- use first words- usually refer to people (name) and objects (ball).
- have a vocabulary of about 50 words by 18 months.
- start to use two-word sentences.
- use one object for another- a paper cup is a telephone. This is representational thought.
- love to engage in pretend play.
- want to do things for themselves. They display increased independence from parents and caregivers.
- love to interact with others especially with other children. They become more aware of self and others.
- play a very active role in the parent/teacher/child relationship and interactions
- show an awareness to social demands- understand certain things are forbidden (Morrison, 2003, p. 162).

Preschoolers are the youngsters who are in the pre-section of formal education and they are aged between 4-6 years.

Preschoolers:

- are incessant askers of questions. “Why?” “How come...?”. the preschool years could be called the “Age of a thousand questions” for all the questions preschoolers ask. Yet, this is how they learn about and make sense of themselves and their world.
- undergo a rapid increase in language development. Preschoolers have an average productive vocabulary (the number of words a child actually uses while speaking) of 4.000-6.000 words.

- use “scripts” for conversations and events- “We went to ... we played... we came home.”
- base their opinions and judgements on how things look to them, not necessarily how they really are.
- have a natural curiosity to explore.
- begin to explore adult roles- “I’m the mommy, you’re the daddy.” Social pretend play is a favourite way of learning.
- are greatly influenced by peers. Sibling relationships are important to preschoolers; they show clear playmate preferences and genuine friendships.
- are able and want to do things for themselves.
- can maintain organized behaviour and can engage in activities that require several steps and concentration.
- are capable of remarkable achievements across all areas of cognitive, linguistic, and social development (Morrison, 2003, p. 190).

All these details prove that it is a hard work to teach a language to children, but teachers should be aware of that and they should prepare a varied procedure and environment. Teachers may use various activities to make the language learning and teaching process more effective for the children, especially for the younger ones, even though they work for both young and very young learners. To name these activities specifically will be more useful for the teachers:

2.2.3.3. Games

Games are very useful while teaching and learning a new thing, especially a language point. They are significant for teachers, as they enable them to conduct an effective teaching and learning process. Also, games are effective facilitators to teach language to children by providing communication and interaction. All the children are already eager to play games, it will enable teachers’ job of teaching English to be carried out more easily and also for the learners to learn it. While playing games, children’s interest is also sparkled and thus it will remove stress and anxiety of learning another language, which is essentially important in terms of brain-based learning. Furthermore, games will also prepare life-like situations for the children along with

triggering creativity and cooperation. McCallum (1980) states that games are helpful in terms of several points. They help the learners learn grammar and vocabulary along with other skills such as reading, speaking, writing and listening. Besides, games are for both adults and children as they present entertainment in the learning process by being adapted to various levels. With the help of games, there emerges an atmosphere of participation and cooperation but not a strict competitive environment. Moreover, Johnston and Williams (2009) state that "younger learners love games as much as older ones. Games are very effective for very young learners if they “encourage the refinement of motor skills in sending objects in a variety of ways” (p. 103). Teachers can use them as feedback to assess their ongoing classroom application and learners practice the target language through games. Consequently, games become effective motivators and contributors to teaching and learning process if used properly and suitably for the intended learners and subject area.

2.2.3.4. Songs and Chants

Songs and chants are organized chunks for children in order to teach them the target language in meaningful and memorable contexts. These tools also provide fun for the learning process and environment, whose importance is stated by Edwards and Knight “education should be enjoyable” (p. 3). Gordon (2007) also clarifies the importance of songs in education.

“Singing along lowers students’ affective filter, because when children sing together, they are not afraid of mispronouncing a sound or getting a word wrong. Singing is also effective, because it provides children with an opportunity to form an emotional bond with their peers” (Gordon, 2007, p. 85).

Forster (2006) explains the benefits of using song and chants in the lessons. By means of songs and chants, children will be able to learn more lexical items and multi-word structures. They are not aware of learning something, as it is fun to sing songs and chants as in their normal life.

Moreover, they become more memorable and thus permanent for the long term memory. If activities of vocabulary and grammar will include music and rhythm, it will

provide fun for the learners. Additionally, various action activities designed with songs or musical rhythms are helpful for the kinaesthetic learners who can work and learn better with a coordination of body and brain. Moreover, songs and chants are effective for the learners whose musical intelligence is more dominant, and thus it becomes appropriate for brain-based learning approach which includes various characteristics. This will consequently make the learning process and environment varied and enjoyable for the learners.

2.2. 3.5. Tasks

Cameron (2001) expresses that tasks should be a vehicle for the learners by means of which they can focus on the meaning rather than the form. Also, brain is a system that is in harmony with meaning not the structure, especially for learning a language. Therefore, tasks are very useful facilitators and tools to be able to present an effective learning procedure as they prompt the use of the target language in a communicative and interactive way. There exist various definitions and types of the tasks, but Nunan (2005) states that the most appropriate task form is *pedagogical task* in a classroom environment.

“...that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end” (Nunan, 2005, p. 4).

It may be understood that the primary objective in using tasks while teaching another language is to foster communication by making the learners use the language. The form is also used during the application of the tasks but there is no dominant and strict emphasis on the structure. As a consequence, the use of tasks is very appropriate for very young learners, who are not as further as adults in the metacognitive language development.

2.2.3.6. Action Activities (Physical action or Total Physical Response Activities)

Children are mostly physically active in daily life activities, as their motor development continues gradually increasing day by day. They wish to touch something especially in the first 5 or 6 years. Reilly and Ward (2003) point that “pre-school children learn through direct experience via five senses, and do not yet understand abstract concepts” (p. 3). They should become physically active while learning a new thing, especially a language. Therefore, action or Total Physical Response (TPR) activities are very useful for children, as they are physically active while dealing with these activities. This kind of activities provides the coordination with the brain and body, which is significant for brain compatible learning. For instance, ‘imperatives’ are used so as to fulfil TPR activities. Through imperatives, children are instructed to do the actions they refer to, which will lead to meaningful learning. Gordon (2007) claims that “in the TPR activities, students remain silent while following directions, re-enacting stories, accompanying songs with actions, and drawing pictures in response to teacher directions” (p. 80). However, Larsen-Freeman (2000) points it should be marked that “modelling” is really important in the activity application procedure, especially for younger learners (p. 113). As a consequence, the language becomes more meaningful for the learners as they are actively using it in the process.

2.2.3.7. Classifying (Grouping or Sorting)

Teaching a language requires a different procedure and work with very young learners as they are not at the same level and do not have same characteristics with the older one. First of all, very young learners are at the recognition stage of learning, which means they cannot produce something written. Therefore, teachers should not expect them to produce a new thing while learning. Classifying, grouping or sorting, activities enable the learners to identify the differences and similarities while learning. By means of them, younger children are able to express what they have learned. For instance, younger learners may distinguish colours from one another after they are presented in the lesson. They cannot write ‘blue’ or ‘red’ or etc. However, they can group red balloons and blue balloons in an activity. This helps the teachers to check their understanding, as well. Otherwise, early learners cannot show whether they learn

something or not. This also helps children make association and connections about what they learn in the classroom, which is beneficial for brain patterning.

2.2. 3.8. Art-craft Activities (Colouring, Cutting or sticking)

Physical development is an ongoing process in childhood. Their motor skills develop day by day while they continue dealing with various actions. Children also love being physically active while doing something, especially the ones who are kinaesthetic learners dominantly. These children wish to act or move while learning a new thing. In terms of language teaching, this point is really significant to be able to teach effectively. They are similar in terms of physical actions these activities provide in the learning process as action activities or tasks. However, these activities may be used as just tools to be able to perform a task. An art-craft activity is a kind of activity that a child can use his/her motor skills to be able to perform a job such as cutting, sticking, colouring, an etc. Consequently, the significant point is that, through physical actions, children construct meaning, which is also significant for brain compatible learning. Brain internalizes the information better if it is learned by doing within the procedure. This is the case for the very young learners, as well. They love colouring, cutting or sticking things, which are all called art-craft activities. By means of them, the children also have great fun while learning the foreign language and also they are involved in the lesson more physically, emotionally and mentally.

2.2.3.9. Stories

Stories are very effective and helpful tools to teach a point to the children, especially. Children love to read and listen to stories. White and Coleman (2000) express that “children make use of fantasy to gain a sense of control over their world” (p. 169). They love imagination and dreaming different things, which may be available through using stories. Garvie (1990) adds about the use of stories that “given an appropriate story experience the child would be encouraged to develop the language which meets the needs of the thoughts stimulated” (p. 31).

Ellis and Brewster (1991, cited in Louika, 2006) highlight the importance of using stories to teach English to children for several reasons.

“Storybooks can enrich the pupils’ learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language. Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child’s real world. Listening to stories in class is a shared social experience. Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced. Listening to stories develops the child’s listening and concentrating skills. Stories create opportunities for developing continuity in children’s learning” (Ellis and Brewster, 1991 cited in Louika, 2006, p. 27).

For teachers, they become contextual materials to be able to teach the language points in a meaningful but not an artificial way. Stories are helpful for brain compatible learning, as they provide meaningful learning and motivate the learners in a positive way, especially while learning another language. Moreover, learners who have a dominant linguistic intelligence like telling or listening to stories very much. Teachers can use them as a listening material (for early language learners) or give them to the children as a reading material (for the ones who know how to read). This also indicates that stories may be used to improve more than one skill in the teaching and learning process. However, teachers should pay attention to which stories they use in the lessons, as learners have different characteristics as their level and age change. Also, it is significant to arrange a right amount of time for stories for the young and very young learners. As a matter of fact, the attention span is shorter with younger learners, and thus story times should be shorter with them to be able to get an effective result. Consequently, stories are helpful materials even with the very young language learners on condition that they are chosen and used meticulously.

Minds (1996) indicates several beneficial points about children’s learning. They must be safe and secure both physically and psychologically in order to learn something new in a best way. Children enjoys generating meanings from they learn, which brings about the construction of meaning thorough learning. Also, they interact with adults or other peers while learning. There is also a triangle of children’s learning: awareness, inquiry and utilization. Games must be somewhere in the process, as children love playing games. Moreover, their interests should be taken into consideration during the design of teaching and learning procedure, and children learn better if they are

explained why they learn something new and what is its benefit. Additionally, Scott and Ytreberg (1990) present several tips for teaching language to younger learners. Teachers should include movement, actions and senses besides words, as very young learners need to move while learning a new thing along with demonstration and realia. Language should be flexible for younger learners to play with it by talking nonsense, singing songs and rhymes, which is really necessary in the first stages of foreign language learning. Also, younger learners are not aware of the language as much as the older ones; speaking takes the first place among the other skills. Also, what you teach is as significant as how you teach. Very young learners are not able to use their first language and others linguistically consciously, which means a teacher cannot teach grammar or anything they are not familiar with. Early language learners are not competent enough to talk about grammar or structure; even older learners have difficulty despite being aware of learning a foreign language. Therefore, even if a teacher includes grammar in teaching process, the learners should not be aware of that but they absorb the new language point. Also, early language learners do not own a metalinguistic awareness as the older learners, as they are not as developed as them, cognitively, linguistically, and physically. Lightbown and Spada (1999) explain that point in a more detailed way.

“In the pre-school years, they also develop METALINGUISTIC AWARENESS, the ability to treat language as an object separate from the meaning it conveys. Three-year-old children can tell you that it's 'silly' to say 'drink the chair', because it doesn't make sense. However, although they would never say 'cake the eat', they are less sure that there's anything wrong with it. They may show that they know it's a bit odd, but they will focus mainly on the fact that they can understand what it means. Five year-olds, on the other hand, know that 'drink the chair' is wrong in a different way from 'cake the eat'. They can tell you that one is 'silly' but the other is 'the wrong way around' ” (Lightbown and Spada, 1999, p. 8).

Miller (1996) claims that children in the early childhood years who are in the preoperational period according to Piaget's stages of development, learn through authentic experiences presented to them safely, naturally and appropriate to their development. Therefore, activities that put the children in the core of the use of the target language are more effective in early childhood language education. Consequently, it is understood that there are similar points in language learning of young and very young learners, but teaching a language in early childhood period

requires a more careful planning and implementation as there are essential differences between very young learners and older ones. Also, to be able to teach another language, several learning and acquisition theories should be explained before so as to understand the process better.

2.4. Learning Theories

As long as people live, ideas and theories will continue to emerge and affect all the areas of the life. Education is one of these fields, including various ideas and theories like language. How people learn and also how to teach a new thing more effectively has been a matter of question since early times. Thus, language teaching has been a critical subject matter of the scientists and teachers along with the terms “acquisition” and “learning”, which has also been a controversial topic. For education, these two terms are sometime misunderstood and explained not properly in their real meanings especially regarding language education. The basic and clear difference between learning and acquisition is that learners get the language with aimed vocabulary or language structure unconsciously. In other words, acquiring a language must cover similar characteristics to acquisition of the native language. Nevertheless, learning another language involves being instructed or taught a foreign language by another person in a deliberate and conscious way. To put forth the issue more clearly, the difference between these two terms may be expressed pointing the different features. In acquisition section, the learner is in a process of natural communication and interaction, which is not possible in learning process covering a direct instruction of the aimed point. Besides, the aim is the communication not the structure or form in acquisition of a language. However, learning presents knowledge about mostly the form of a language not the use of it. Lastly, it should be marked that learning may not be proper for young and very young learners, as they are not aware of learning a new thing, which points that they are already in acquisition stage. If they acquire something new for them (as the world is still new to them), it becomes more permanent for them. On the contrary, learning is a temporary process. Namely, it may be deduced that acquisition should be focused on and applied in education rather than learning to provide a more effective outcome (Krashen, 1982). To put these points another way, on one hand acquisition has a lot in common with first or second language acquisition

processes. On the other hand, learning is a more conscious presentation of the language rules (Krashen, 1981). Yet, for language teaching, acquisition is not a separate term, which is associated with ‘first and second language acquisition’, and thus they should be described in different parts as they differ from each other in a few aspects.

2.4.1. First Language Acquisition

Scientists have been working on to prove that language acquisition begins as soon as the pregnancy begins, actually in the first months of that process. Parents try to talk to their kids so as to prepare them for the birth and the world. It is beneficial for both the psychology and development for the children, suggested by many researches. Also, people are exposed to their first language actively in their environment. However, they gain their first language in their early years. Mayberry (1993) explains that “early in life children spontaneously acquire language, barring exceptional circumstances. For most people, then, any languages they learn after early childhood are second languages- languages acquired over and above the prior acquisition of a first language” (p. 1258). As stated above, the language children learn at the first place is the first language, or native language, or it may be called as ‘mother tongue’. They begin learning their first language even before they are born, as they are exposed to it in a way, maybe at the conception stage. There exist many ideas about learning a language, also first language. It is not learning, actually as they are exposed to that language and there are no other languages spoken in their environment. In fact, learning the first language is stimulated in three ways: hearing, speaking, and hearing parents speak normally. Initially, input is essential in first language acquisition, as well. If children hear more words, they learn them better. Also, if they use the words they learn, they become long-lasting as they go to the long-term memory. After the first 6 months of the children, normal parent talk is better for them other than ‘parentese’ talk (Jensen, 2005). However, when it comes to mention theories, there are three main approaches about first language acquisition.

2.4.1.1. Behaviourism

Behaviourism is one of the oldest theories that emerged so as to explain how to teach and learn a language. As the term suggests, it is based on the study of human

behaviours. White and Coleman (2000) set forth that “behaviourism focuses on the influence of the environment in behavioural development” (p. 266). Richards and Rodgers (2001) add about the theory that “to the behaviourist, the human being is an organism capable of a wide repertoire of behaviours. The occurrence of these behaviours is dependent on three crucial elements in learning: stimulus, response and reinforcement” (p. 56). The aim is to form habits in this theory using these three key components. The stimulus enables eliciting the behaviour and waits for a response, which will be supported with the help of reinforcement. In this trilogy, reinforcement and then stimulus are of great importance, as these trigger and provide the habit formation. As for learning a language, modelling and observation are two key concepts in behaviourism. In order to enable habit formation, the learners observe the intended behaviours (language points) and get the stimulus modelled by the teacher. Then, learners imitate and practise what is presented in the lesson, until they form habits using the language correctly.

2.4.1.2. Innatism

This theory is also called ‘nativism’. Bruce (1992) explains the point as “the nativist or biologically pre-programmed view suggests that humans are biologically pre-programmed with a propensity to unfold in certain ways. Typical supporters of this stance would be Gesell, Erikson and Chomsky” (p. 4). According to that view, people are born with the ability or talent to learn a language. Lightbown and Spada (1999) define this theory as “a theory that human beings are born with mental structures that are designed specifically for the acquisition of language” (p. 201).

These ideas prove that the children are ready to learn a new thing, which means brains are not blank but there are given units for learning a language. These are called Universal Grammar (UG) and then Language Acquisition Device (LAD). These indicate that children are pre-equipped with a system of learning the language points, especially grammar. Consequently, this theory tries to prove that learners are not born as *tabula rasa*, but there exist several systems for learning a language.

2.4.1.3. Interactionism

The ideas and views continue to change about how children acquire or learn a language, and thus interactionist view is one of those trying to integrate learners into the process. Bruce (1992) states that “in other words, in this view of the child, which stems from the philosophy of Kant and later finds support in the philosophy of Popper, not only do the child’s structures interact with and alter each other” (p. 6). In this view, interaction is highlighted, which can be associated with the experience of the learners with the other world around them. The two pioneers of this view are Piaget and Vygotsky, who supports that language is acquired through social interaction. Also, there have been various studies and researches in order to back up and prove that idea. The fact that there are different kinds of talks such as parentese talk in the process of a child’s development indicates the frequency of how the children interact with the other people and things while learning their first language. Lightbown and Spada (1999) remark that “language can be used to represent knowledge that children have acquired through physical interaction with the environment” (p. 20). Hence, it may be concluded that this theory explains the first language acquisition as gained thanks to just social interaction of a person around himself/herself and with other things.

2.4.1.4. Connectionism

Another theory put forward to explain language acquisition is connectionism, which is different from the others mentioned above, especially innatists. Connectionists think that children do not have a separate section for language acquisition in their minds. Connectionists also suggest that children being exposed to a language are presented a ready and current knowledge necessary to learn a language.

As a matter of fact, in this theory, connections or associations are significant for learners and teachers in terms of their referring to the words or phrases aimed to be taught to the learners. If a child reads or hears a word/phrase in a contextualized way, such as an event, an object, a word or phrase or something memorable, it will provide him/her associating the word or phrase with the context, which will lead to learning (Lightbown and Spada, 1999). These theories have mainly explained first language

acquisition of the children to an important extent, but second language acquisition should also be clarified.

2.4.2. Second Language Acquisition

Gordon (2007) points that “all normally developing children master the complexity of pronunciation, grammar, and vocabulary of their first language within the first four or five years of their lives” (p. 44). Though there are a great number of similarities between first language and second language acquisition, there is primary distinction that should be stated. In fact, the number is not the matter of subject, as the significant point is the other to be language acquired. Ellis (2008) specifies that second language acquisition is acquisition of any language acquired besides the native language. Consequently, there must be acquisition at the first place this theory.

2.4.2.1. Krashen’s Language Acquisition Theory

The acquisition theory is based on the theory of Krashen (1982), and it includes 5 hypotheses.

2.4.2.1.1. The Acquisition/Learning Hypothesis

This hypothesis tries to explain the difference between acquiring and learning a language. Krashen thinks that acquisition is a natural process existing in lifelike situations, while learning is created and prompted by means of various catalysers or teachers-learners with the help of using materials.

What’s more, acquisition is an unconscious but learning is a conscious process guided. Lastly, while acquiring a language the students are learning how to use the language in normal life (which is the same as learning mother tongue). However, while learning a language, students are exposed to instruction of various set of rules, structures, lexicology or etc.

2.4.2.1.1.2. The Natural Order Hypothesis

Lightbown and Spada (1999) state that “in the 1960s, several researchers focused on how children acquire grammatical morphemes in English” (p. 3). Learners acquire form and structure at the first stages of language acquisition apart from vocabulary. However, there is natural order in the acquisition of grammar according to Krashen. Krashen (1982) expresses this point as “the stages for a given target language appear to be strikingly similar despite the first language of the acquirer” (p. 15). Studies and researches have shown that grammatical structure and morphemes are acquired at the first stages of first language acquisition before other linguistic elements. Therefore, it may be said that there is a similar acquisition order in second language learning (Richard and Rodgers, 2001).

2.4.2.1.1.3. The Monitor Hypothesis

As uttered many times, students learn a language in a conscious and unconscious way, which is the most notified characteristic of a brain. Krashen (1982) explains it as “the Monitor hypothesis implies that formal rules, or conscious learning, play only a limited role in second language performance” (p. 16). Richards and Rodgers (2001) add that “conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system” (p. 181). It can be inferred that it is required to know rules so as to serve as a corrective centre for the use of language being learned or acquired. Moreover, learners should be cognitively and linguistically developed enough to possess knowledge of form or rules to check or control themselves while using the language.

2.4.2.1.1.4. The Comprehensible Input Hypothesis

Input is the most significant element in language learning. Learners should be exposed to enough input in order to produce any kind of talk. Besides being related to acquisition not learning, the input must be comprehensible enough.

Lightbown and Spada (1999) describe acquisition in a more detailed way in order to explain how it occurs.

“Acquisition occurs when one is exposed to language that is comprehensible and that contains $i + 1$. The 'i' represents the level of language already acquired, and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level” (Lightbown and Spada, 1999, p. 37).

As explained above, Krashen (1982) expresses that learners should be exposed to comprehensible input to an appropriate extent for the acquisition of the language. The inputs should be just one step beyond what exists in the learner so as to provide progress while learning.

2.4.2.1.1.5. The Affective Filter Hypothesis

As in majority of methods, approaches or theories, psychological barriers are a significant factor that hinders effective language learning. Krashen acknowledges that emotional state and attitudes of a learner should be put in a positive position, which can be provided by having a low affective filter. Richard and Rodgers (2001) claim that there are three different but interrelated variables affecting affective filter of a learner: motivation, self-confidence and anxiety. If a learner has a low affective filter, he/she are more motivated and open to receive more input, and thus more ready to acquire a language. Whereas, anxiety and stress cause learners to have a high affective filter, which will impede language acquisition on a large scale.

2.5.3. Foreign Language Learning

Language learning and teaching is a demanding process for both the learners and the teachers. How to teach and what to teach are two complicated and controversial issues in terms of effective teaching. However, it should be acknowledged that there arises effective teaching and learning on condition that there is an opportunity of using the intended language, despite the lack of that chance in many countries all over the world, which leads to the process foreign language learning but not acquisition.

Cameron (2001) indicates several points about foreign language learning by mentioning its fundamental features.

“The central characteristics of foreign language learning lie in the amount and type of exposure to the language; there will be very little experience of the language outside the classroom, and encounters with the language will be through several hours of teaching in a school week” (Cameron, 2001, p. 11).

Ellis (2008) adds that “Foreign language learning takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom” (p. 6). As Cameron and Ellis state the point, the students also learn a language just both in the class and the school, which shows the situation of foreign language learning generally in Turkey. Although learning a language at early ages is highlighted and remarked in recent years and there are various studies and works to enhance the situation of language learning, English is still a foreign language for the majority in Turkey as the learners cannot find the opportunity or situation to use the language outside the classroom.

2.6. Curriculum and Syllabus

Curriculum and syllabus are two controversial terms in education field, since there are many descriptions for both of them. They are at the centre and start of education, as nothing can be taught or learned without them in a proper and academic manner. As from a very broad aspect, curriculum may be defined as the general programme, but it should be understood clearly. Hyson (2008) defines curriculum as usually curriculum specifically developed or adopted by a program. Richards and Renandya (2002) puts forward the similarity and difference between these two terms in a different way below.

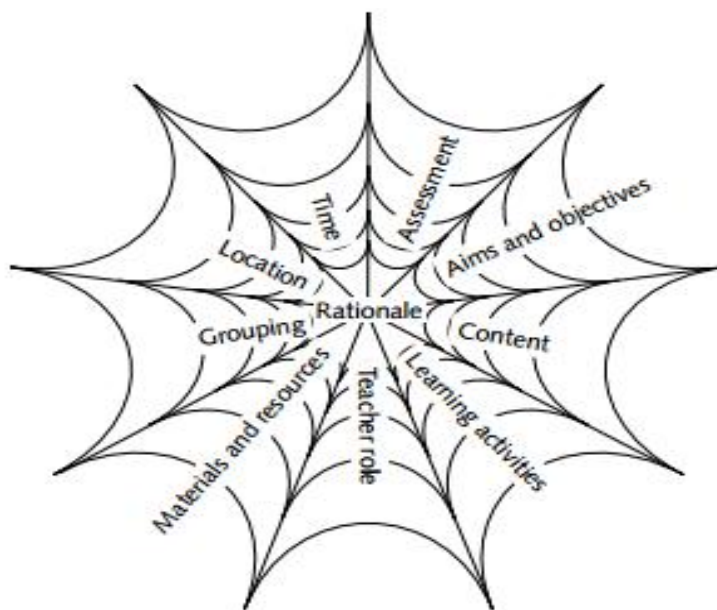
“The term ‘curriculum’ is open to a variety of definitions; in its narrowest sense it is synonymous with the term ‘syllabus’, as in specification of the content and the ordering of what is to be taught; in the wider sense it refers to all aspects of the planning, implementation and evaluation of an educational program, the *why*, *how* and *how well* together with the *what* of the teaching-learning process” (Richards and Renandya, 2002, p. 70).

Richards and Renandya (2002) also express that curriculum and syllabus are similar terms, but they consist different components to some extent. Curriculum is a

broader concept than syllabus as it covers a larger area in education. Curriculum actually includes syllabus in its body to present a model for how and what to teach to the intended learners.

Figure 3

Curricular Spider's Web



(Van den Akker, 2010, p.182)

As seen in the figure, there are 10 key components for curriculum development, which are rationale, aims and objectives, assessment, content, learning activities, teacher role, materials and resources, grouping, location, and time. Scholars and teachers must consider and work on all of these meticulously in order to design an effective curriculum for the intended group. Also, what these components cover and aim is to be clarified to some extent. Apart from the curriculum, ‘what is a syllabus and what does it include’ must be explained clearly. Nunan (1988) defines ‘syllabus’ as a specification of what is to be taught in a language programme and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks. Habanek (2005) defines the function of a syllabus as “a major communication device that provides details of how student learning will be assessed and about the roles of both students and instructors in the learning and assessment process” (p. 62). Widdowson (1990) states that a syllabus is an idealized schematic construct and serves for reference teaching. It is also an “instrument

educational policy” (p. 127). Dubin and Olshtain (1986) discuss that a curriculum presents a policy statement while a syllabus indicates a course content in detail. Prabhu (1987) points that “the syllabus is a form of support to the teaching activity that is to be carried out in the classroom and a form of guidance in the construction of appropriate lesson plans” (p. 87). Hereby, syllabus is not as broad as curriculum, as a syllabus is more interested in how the teaching and learning process is carried out. However, curriculum deals with the areas one by one from a more widespread aspect. Also, curriculum and syllabus have various types to present a more effective teaching for the learners, which should be known to an extent.

2.6.1. Curriculum Approaches and Models

Curriculum development is a branch of the broad educational area, and language curriculum development is the sub-branch of this procedure. Therefore, these two processes are directly interrelated with each other, but language curriculum development functions as a subset of the broad concept of curriculum development. Richards (2001) explains this process from the language aspect.

“Curriculum development focuses on determining what knowledge, skills and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated. Language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs” (Richards, 2011, p. 2).

As the information above indicates that curriculum development consists a somehow different process from syllabus design, as the former one involves a broader procedure while developing a curriculum. As for language curriculum development, all the aforementioned issues are dealt from the language teaching aspect, i.e. what to teach-learn, how to assess or evaluate and so on. However, curriculum development and syllabus development are also interrelated to an extent in terms of designing teaching and learning procedure. Therefore, syllabus models should be explained in a detailed way along with the curriculum models defined above.

2.6.2. Syllabus Types

As there are various models of curriculum implemented and developed in different areas of education, there are also a variety of syllabuses (designed lesson plans in a way), which are utilized more commonly for language teaching purposes as to develop a new curriculum is more comprehensive and demanding.

2.6.2.1. Synthetic and Analytic Syllabuses

While planning a synthetic syllabus, the aim is to design language learning and teaching under a linguistic control. In a synthetic syllabus, the design is shaped using lexis, structure and other separate language units. Therefore, a synthetic syllabus is a discrete syllabus, which means it involves separate linguistic patterns or points. Widdowson (1990) defines this syllabus that “a synthetic syllabus is one which works semantically from the inside out, whereas the analytic syllabus is one which adopts the reverse, pragmatic procedure and works from the outside in” (p. 135-136). Wilkins (1977) adds its underlying strategy from a different point.

“A synthetic language teaching strategy is one in which the different parts of the language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up” (Wilkins, 1977, p. 2).

However, analytic syllabuses differ from synthetic syllabuses in terms of the fact that their communicative aim is not the grammatical or lexical system but the use of language. Wilkins (1977) also mentions that there are not blocks of language to be taught as a component and the learners should use the language as in daily life. Furthermore, Nunan (1988) explains that chunks of language take place in analytical syllabuses, which means there are contexts or usages of language. He also explains that analytic syllabuses include non-linguistic units such as topics, themes, situations and so on. Wilkins (1977) states that “they are organized in terms of the purposes for which people are learning a language and the kinds of language performance that are necessary to meet those purposes” (p. 13). The aim is to enable the learners to be exposed to contextualized language units and extract meaning.

2.6.2.2. Process-based and Product-based Syllabuses

From the broad aspect, the main difference between process and product syllabuses is the focus on the process or product of learning a language (Nunan, 1988). Nunan (1988) indicates the difference between these syllabuses that “product syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses are those which focus on the learning experiences themselves” (p.27). Therefore, it may be expressed that a product syllabus highlights that the important thing is what learners get at the end of the teaching and learning process. However, the case is different with process syllabuses. A process syllabus aims to put an emphasis on the progress, on the contrary the former one focuses on the outcome that learners get in the end. Process-based syllabuses, in other words, highlights the procedure of teaching and learning a language. Product and process syllabuses are also utilized in many ways and aims so as to present a basis for different types of syllabuses with a process or product target.

2.6.2.3. Structural Syllabus

This syllabus is also called ‘grammatical syllabus’, which is designed to teach primarily grammatical structures. It covers grammar such as simple past, articles, uncountable nouns...etc. According to Richards and Renandya (2002), even though there has been a shift in syllabus design with the dominance of communicative and interactional approaches in language teaching since 1960s and 1980s, the syllabus types continued to include grammar or structure in their form to some extent. This syllabus aims to present a linguistic competence to the learners, which means it tries to make them learn the language points by heart, especially grammar.

2.6.2.4. Lexical Syllabus

According to Oxford dictionary, lexis means vocabulary or total stock of words in a language. Therefore, a lexical syllabus necessarily covers mainly vocabulary, which aims to teach words and phrases. This syllabus model is based on the ‘lexical approach’, which focuses on lexicon in language structure, second language learning, or language

use. Also, it aims to teach the learners lexical units or chunks learned and used as single items (Richards and Rodgers, 2001). Therefore, a lexical syllabus is designed in order to cover that approach's objectives, aiming to teach vocabulary mainly to the learners.

2.6.2.5. Functional-Notional Syllabus

This syllabus model carries a communicative aim to provide the learners with the opportunity of learning the speaking functions in the target language. Brown (2001) defines 'notion' as domain in which people use language to express their feelings and thoughts. He also specifies functional section by marking some examples of functions such as identifying, denying, apologizing and so on. Widdowson (1990) points that a functional-notional syllabus is to present the target language as units of communicative performance, implicitly. While presenting the language in functions or notions, the learners are not completely aware of what they are actually learning. Although the principle in structural syllabus is investment of language, it is accumulation here (Widdowson, 1990). Therefore, performance is more important than competence, which may be stated as a type of process-based syllabus.

2.6.2.6. Task-based Syllabus

In order to understand this syllabus type, the word "task" should firstly be defined. A task is something given to the learners, which should resemble daily life activities in many aspects, as it should lead the use of the intended language in a meaningful way through its existing functions.

The syllabus type is designed covering various tasks for the learners, and they are carried out in contextual situations. Nunan (2005) also explains the features of a task-based syllabus.

"In a task-based syllabus, grammatical and functional items will reappear numerous times in a diverse range of contexts. This would appear to be healthy for second language acquisition because it allows learners to 'restructure' and develop an elaborated understanding of the item in question. It is therefore consistent with an 'organic' view of acquisition in which numerous items are acquired simultaneously, albeit imperfectly" (Nunan, 2005, p. 30).

Contexts are significantly a must to be used in this type of syllabus, which enables the learners to have a meaningful procedure while fulfilling the given task. As a consequence, it may be stated that task-based syllabuses are one of those, which aim to teach functional and meaningful use of language to the learners.

2.6.2.7. Theme-based Syllabus

A theme is a kind of topic, found by the teacher and the syllabus is arranged around various themes. Therefore, this syllabus type may also be called as ‘topic-based’ syllabus. The lessons are surrounded the broad theme (or topic) and what is to be taught is designed according to the chosen theme. Brown (2001) states the aims of a theme-based approach as automaticity, meaningful learning, motivation (intrinsic), and communicative competence. The syllabus is designed concerning and covering these principles on a large scale. The learners deal with the activities arranged around a broad theme such as *friendship, family, or etc.* Learners are not distracted any other topic or theme in a unit or lesson and all the activities are about that chosen topic or theme. This also provides unity and coherence as there is nothing irrelevant. As a matter of fact, this kind of syllabus concerns also the use of the target language and meaning. These features may be very helpful for brain’s effective learning as it fosters concentration and motivation to an extent.

2.6.2.8. Content Syllabus

Content syllabuses are sometimes confused with topic-based or theme based syllabuses. Basically, there are some similar points of them with each other. The content is intended to teach the learners in various ways. Prabhu (1987) points out the main characteristic of a content syllabus below.

“A content syllabus is appropriate when the aim of teaching is an understanding by learners of the subject concerned, or when the development of an ability in learners is thought to be directly controllable in terms of the relevant illuminative construct” (Prabhu, 1987, p. 91).

As a matter of fact, this syllabus model aims to present an instruction type in which the primary aim is to teach the subject matter. In other words, the language is used as a means not as an aim. The context and materials are used in a meaningful way in order to support the target content. The content is presented by using the target language so as to teach the subject matter in a more understandable way. As a consequence, a content syllabus aims the subject matter at first, and then the language.

2.6.2.9. Situational Syllabus

A situation is a social context that has a function for the people in it. This syllabus type is one of the communicative ones and different from structural syllabus type. Richards and Rodgers (2001) state the main approach based on that view: “...language is viewed as purposeful activity related to goals and situations in the real world” (p. 40). Therefore, it may be understood that this type of syllabus covers several functional situations that are intended to be learned by the learners. Demirel (2003) also expresses this syllabus’ features and purpose in another way in order to clarify it better.

“The situational syllabus is one in which the content of language teaching is a collection of real or imaginary situation in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations” (Demirel, 2003, p. 27-28).

A situation, therefore, may be as ‘what to do when being at an airport and losing your passport just before the flight’. The learners use the language they are taught in the classroom in order to find a solution for the intended situation. It is aimed to be life-like, but in a classroom setting, it is not that possible. The learners do not feel very comfortable as they know that. Therefore, there have been created and suggested other types of syllabuses.

2.6.2.10. Negotiated Syllabus

As understood from the title, a negotiated syllabus is designed by being discussed by the teacher and learners, who work together in this process. This syllabus type originates from both humanistic and learner-centred approaches, which necessitate

needs analysis in language teaching design. Nation and Macalister (2010) put forward the steps of a negotiated syllabus.

“A negotiated syllabus involves the steps of (1) negotiating the goals, content, format and assessment of the course, (2) implementing these negotiated decisions, (3) evaluating the effect of the implementation in terms of outcomes and the way the implementation was done” (Nation and Macalister, 2010, p. 150).

As mentioned above, the goals, content, procedure and evaluation, and the application are negotiated and conducted via cooperation between teachers and learners, with also a post-evaluation section of the procedure. Consequently, it may be said that the main feature of negotiated syllabuses is their being designed with the full coordination of teachers and learners.

2.6.2.11. Mixed Syllabus

A mixed syllabus is the same with what its name refers to. It is not sometimes seen as a separate syllabus model, but it is considered a form created by the teachers or academicians. It does not cover and include just one characteristics of a syllabus type. It is, as a matter of fact, a mixture including various characteristic of different syllabus models, which provides flexibility to this syllabus model. For instance, this kind of syllabus may contain features of both task-based and theme-based syllabus. In other words, the subject matter is divided into various units referring to broad themes or topics. Also, the functions, structure and lexical units are given by means of contextual tasks to the learners. Consequently, a mixed syllabus is more flexible than other syllabus models, as it covers not only one syllabus model's characteristics.

2.6.2.12. Skill-based Syllabus

Even if there are various models of syllabus in order to teach English, most of them are outdated as the old/traditional language teaching methods and approaches are replaced by the modern ones. This 'skill-based' syllabus model is one of the protruding outcomes of this idea. Demirel (2003) defines this syllabus as “one in which the content of the language teaching is a collection of specific abilities that may play a part in using

language” (p. 31). Traditional approaches and methods used to teach language in parts, which is “not holistic”. Also most of them aim to teach grammar and vocabulary as units, and these syllabuses have a section for grammar and vocabulary. However, a skill-based syllabus covers only the skills- listening, reading, speaking, and writing along with sub-skills covering functional purposes, which means it does not focus on grammar or vocabulary as a separate point, but they are given in other skills in order to provide meaningful and constructive learning. Additionally, skill-based syllabuses are used in order to put meaning in the first place of language learning instead of structure or vocabulary teaching. For that matter, a skill-based syllabus is quite a different syllabus type, as it does not possess characteristics of synthetic or analytic syllabus models purely. The only aim is to make the learners be able to use the language in various contexts and ways with the help of practiced skills in the lessons, which offers a holistic, meaningful and communicative learning process.

2.7. Importance of Curriculum and Syllabus in Language Teaching

There exist a variety of problems in language teaching and learning in many countries, and these problems may happen at different levels and ages of the learners. As a matter of fact, teaching a language is a very demanding task, as there are many responsibilities teachers and students have to fulfil. Nevertheless, the main problem stems from the lack of knowledge about how and what to teach to the learners. Therefore, there have been generated a number of systematic solutions to be able to overcome that problem. The two key solutions are *curriculum*s and *syllabus*es, which are great facilitators within the teaching and learning process. Wilkins (1977) expresses that “One of the major decisions that have to be taken in the teaching of foreign languages is on what basis we will select the language to which the learner will be exposed and which we will expect him to acquire” (p. 1). Also, Prabhu (1987) points that “the syllabus is also a means by which supervisory control is exercised in institutionalized education and a basis on which common examinations are set for learners in different classrooms” (p. 92). Finney (2002) indicates that a curriculum or syllabus may present a framework for the teaching and learning process. However, an effective learning and teaching process can be provided with the interaction between teacher and learner, and also methods, techniques, approaches, materials, activities and

procedures applied by the teacher. Prabhu (1987) adds the functions of a syllabus within education.

“While the syllabus as an operational construct is concerned with procedures of teaching, the syllabus as an illuminative construct is concerned with the product of learning; it is a specification of what is to be learnt in terms of a conceptual model which aims to provide an understanding (hence the term ‘illuminative’) of the nature of the subject area concerned” (Prabhu, 1987, p. 90).

By means of both the curriculum and the syllabus of a program, teachers are able to get the opportunity to have a standard process of teaching. What and how to teach is becomes obvious for both the teachers and academicians, by eliminating the suspense and ambiguity of the stakeholders in the education field one by one. Also, language teaching is one of the sub-areas in educational fields, and also there has to be a specific . Firstly, parents are interested in and worried about what their children are going to learn and also how, especially more than past. A specific curriculum and syllabus provides information for the parents and also the students, as the learners should have the chance to know what they are going to learn. Moreover, planning is of great importance in language teaching. As a consequence, designing syllabuses is more appropriate for a course design for early childhood language education. Curriculums include a detailed and broad work, but a syllabus is more practical, useful and helpful to present a detailed teaching and learning process (both the procedure and evaluation), especially for the teachers; since a syllabus more elaborately explains the procedure of teaching.

2.8. Early Childhood Education

Training early learners is not a very old issue in the field of education. Even though early childhood education was not on the front burner before 1960's, which began with the preschool education of disadvantaged early learners by Head Start (Goffin, 1994), White and Coleman (2000) state its history dates back to the 14th century with the invention of printing press, which was not considered as separate from education in primary and secondary schools. Moreover, besides Head Start, one of the most significant developments in early childhood education was the establishment of kindergartens via the contribution of Friedrich Froebel (White and Coleman, 2000). Actually, early childhood education has been emphasized on a national scale since 1993

(14th National Education Council) in Turkey, which aims to canalize education to early ages and puts it on the agenda as one the most important issues. The council had made significant decisions related to early childhood education in order to extend its establishment and improvise it to be appropriate and meet the needs of the developments in education field. It is stressed that early childhood education should be designed separate from the other stages, especially from language teaching aspect.

2.8.1. Early Childhood Education and Language Learning

It is acknowledged that to teach a foreign language at early ages is very fruitful for both the learners and the teachers. Hence, there are many improvements about that issue all over the world. Sevil (2003) mentions the differences in the ages to start learning a foreign language in several countries in the study by Karakoç (2007).

“Since 1985, early childhood language education has been stated officially by the member countries of European Union. The age to begin learning a foreign language at early ages changes in these countries. Italy has legislated the age to begin learning a foreign language at early ages as between 8 and 11, while Netherlands and Portugal has determined it as between 10 and 12 since 1986. France placed the age of language learning in early childhood between 9 and 10 in 1989 and decreased the age level of foreign language learning to 7. Also, Spain pointed the age of foreign language learning in early childhood as between 8 and 12 in 1990, and Greece determined it as between 8 and 11 in 1992” (Karakoç, 2007, p. 3).

As Sevil states in the study, the age to start learning another language has been changing in the recent years, as it is proved that it is more effective to teach or learn a language at early ages in many European countries. The case is similar in Turkey in terms of language education, which may be stated that the age to begin learning a foreign language has decreased. Also, according to the conducted case studies in second language acquisition, there are several influencing factors. They are age, intelligence, personality, motivation, aptitude, learner preferences and beliefs (Lightbown and Spada, 1999). The age of the learners has been discussed for many decades in educational area, as it becomes more difficult to learn another language at older ages. All the others are crucial factors for language learning, yet it proves that age takes the first place among the others. Consequently, the benefits to teach and learn another language at early ages should be expressed elaborately.

2.8.2. Why Is It Important to Teach Language at Early Ages?

As proved to be fruitful to educate children at early years, teaching a language to very young learners is also significant and doesn't go to waste because they start to learn their mother tongue from the birth. Researches and studies indicate that people are exposed to language even a short while after birth, with the voices around. Wortham (2005) points the importance of early language exposure as "the younger the child, the more rapid his growth and development" (p. 109). Claims and experiences in education, especially language education, show that if people learn a language at early ages, they become more successful than the others who learn a language when they are adults. Lightbown and Spada (1999) also specify that "children's ability to understand language and to use it to express themselves develops rapidly in the pre-school years" (p. 2). Moreover, it is really advantageous to work with younger children during foreign language learning and teaching process. Reilly and Ward (2003) highlight that very young learners are less shy than older ones, and they are not afraid to take part in activities or exercises in the classroom. They love to learn something new, as they are motivated to learn. Also, Gordon (2007) pinpoints that early learners pick up phonology and grammar better than adults. Lightbown and Spada (1999) explain several linguistic characteristics of pre-school children.

"Much of children's language acquisition effort in the late pre-school years is spent in developing their ability to use language in a widening social environment. They use language in a greater variety of situations. They interact more often with unfamiliar adults. They begin to talk sensibly on the telephone to invisible grandparents (younger children do not understand that their telephone partner cannot see what they see). They acquire the aggressive or cajoling language that is needed to defend their toys in the playground. They show that they have learned the difference between how adults talk to babies and how they talk to each other, and they use this knowledge in elaborate pretend play in which they practise using these different 'voices'. In this way, they explore and begin to understand how and why language varies" (Lightbown and Spada, 1999, p. 8).

Although there are various views towards the difficulty of learning another language at an early age, a person is able to perceive vocalic structure and features of the first language between first and fourth ages. Thus, from this time on, tendency of related body parts to distinguish foreign languages other than mother tongue and to produce voices correctly is gradually decreasing (Kara, 2004). It brings about that people are less able to learn or acquire a language apart from their first language as they

get older. Consequently, there have been developments in language education to young and younger learners.

2.8.3. Early Childhood Curriculums

Curriculums take a significant place in education to be able to get effective results as they provide a regular systematic manner for all the stakeholders within the process. Hyson (2008) states that an effective curriculum that engage children, motivate to learn something and gives interest should be challenging and thought-provoking, full of valuable content directly linked with children's interests and experiences, and it should put stress on active participation and social interaction of children. Hirsh (2004) states that "the early childhood curriculum extends far beyond objectives and assessment, far beyond the daily lesson plans. The curriculum begins as soon as the child enters the classroom and lasts until the child returns home" (p. 4). Moreover, Bruce (1992) points and explains the main three elements in early childhood curriculums.

"The early childhood curriculum is constructed from three different elements. First, it concerns the child and processes and structures within the child. Secondly, it deals with knowledge: knowledge the child already has; and knowledge the child will acquire competently but with imagination. Thirdly, it brings the child and knowledge together, appropriately and relevantly, using the environment of people, objects or material provision, places and events. The key to the early childhood curriculum is to observe, support and extend" (Bruce, 1992, p. 65).

All of this information indicates that early childhood education and curriculums are significant issues that need to be dealt with meticulously. To be able to understand early childhood education and curriculum better, its position in the world should be explained as well.

2.8.3.1. Early Childhood Curriculums in the World

Early childhood education has been one of the issues studied and examined all around the world for many decades. It is acknowledged that it is an important issue in education to provide effective and permanent learning. Therefore, a variety of curriculum models have been generated in order to meet the requirements in this area.

2.8.3.1.1. Froebel Curriculum

Friedrich Wilhelm Froebel is associated with the kindergartens, and known as the father of kindergartens. According to Froebel, a child is planted, grows and matures to be able to produce fruit, metaphorically. Having similar ideas with Comenius and Pestalozzi, Froebel supports extension of children's knowledge and teachers have to observe that process, which is happening naturally. In this curriculum model, learning must be a natural process for the children. According to Morrison (2003), teachers must also provide various activities in order to enable the children "to learn what they are ready to learn when they are ready to learn" (p. 64). In a way, teaching learning how to learn, i.e. autonomous learner, is based on this curriculum, which has been emphasized in all areas of education especially in recent years.

2.8.3.1.2. Montessori Curriculum

Montessori was an influential scholar in the educational field, especially early childhood education. She was affected by many others such as Rousseau, Froebel, Freud and so on. She thought over the idea of the change in education system, which was traditional. Gutek (2004) explains about this curriculum model that the child should be the centre of the teaching and learning process and the teacher can guide the children's learning on their own. Therefore, with this idea, the role of teacher was changed from being the centre in the classrooms into being director for the learners' self-learning and self-development.

Gutek (2004) also expresses that Montessori's curriculum design primarily aims to improve practical life skills of children and their motor and sensory training, and also literary and computational skills. This can also be stated as 'motor education, sensory education and language education' in a classroom environment with various materials (Goffin, 1994). Moreover, Gutek (2004) states that "the Montessori school was designed to cultivate children's sensory sensitivity and manual dexterity, to allow them a degree of choice within a structured environment, to build a climate of order, and to cultivate independence and self-assurance in performing skills" (p. 17). While this approach covers a lot of principles, one of them is to provide a structured, organized,

and systematic learning environment for the learners (Guttek, 2004). Consequently, Montessori curriculum for early learners targets to present a teaching process for the younger children so as to develop them both physically and emotionally.

2.8.3.1.3. The Reggio Emilia Approach

This curriculum approach for early childhood education follows a holistic community way and aims to develop early childhood programs addressing to the community and members such as children, parents, school staff, teachers, too (Mindes, 1996). Also, Morrison (2003) explains this curriculum model together with its main characteristics and how it is formed within the procedure.

“The curriculum is not established in advance. In this sense, Reggio is a process approach, not a set curriculum to be implemented. Teachers express general goals and make hypotheses about what direction activities and projects might take. After observing children in action, teachers compare, discuss and interpret together their observations and make choice that they share with the children about what to offer and how to sustain the children in their exploration and learning. In fact, the curriculum emerges in the process of each activity or project and is flexibly adjusted accordingly through this continuous dialogue among teachers with children” (Morrison, 2003, p. 119).

Both teachers and children are responsible in the process in this curriculum model, and therefore, a partnership among these stakeholders should be generated, and children are able to develop intellectually. Also, it has flexibility to be changed when and where necessary since there is a continuing negotiation about the process and progress of teaching in order to make the procedure more effective and fruitful, which may be presented an evaluation after the implementation.

2.8.3.1.4. Dewey and Integrated Curriculum

John Dewey is a very significant figure having impact on America's education. His educational theory is called 'progressivism', focusing on the interests and children themselves rather than what is taught. Therefore, it turns the curriculum into children-centred. Progressivism emphasizes the process of teaching and learning procedure, and thus education is considered as life itself according to Dewey. Therefore, daily life should be in the corner of the designing the classroom activities. Also, as Vygotsky

claims, children learn as a result of social interactions and learners must take part in interactive activities to improve also their daily life skills such as cooking. As for the curriculum, interaction and progress is significant, and the subjects areas must be used in an ‘integrated’ way to teach one via another. For instance, teachers can teach reading by using history or geography. Moreover, thematic units, problem-solving activities and critical thinking must be embedded in the curriculum (Morrison, 2003).

2.8.3.1.5. High/Scope Curriculum

This curriculum model is based on ‘high/scope approach’, which stems from Piaget’s cognitive development theory. This, in a way, implies constructivism and aims to develop intellectual and social skills of the children. Learning environment must provide an atmosphere in which children are able to extend their current knowledge by participating actively in the activities via regular daily planning. This approach includes five key elements, which are active learning, classroom arrangement, the daily schedule, assessment and content (curriculum). Active learning aims to provide experiential learning and constructing the meaning for the children. Also, the classroom environment is designed according to the interests of the learners. Daily schedule is another significant point in that approach, especially in preschool education. There must be a regular daily program for the learners. Furthermore, the assessment process is more classroom-based but not formative. In other words, observation takes the big part in assessment section (Wortham, 2005). Consequently, the curriculum is created considering how an effective environment and process may be given to the learners.

2.8.3.1.6. Head Start

One of the most widely-acknowledged curriculum models is Head Start, which was ‘initiated in 1964’. Essa (2002) points out that “the goal of Head Start was to help break the poverty cycle by providing children and their families with a comprehensive program that would help meet some of their needs” (p.13). This program also aims to provide educational, health, nutritional and parental support for the children and their families. White and Coleman (2000) also express that Head Start is an educational program for poor families and children. Parents may also participate in the program by

working in committees and taking part in the classes. According to Morrison (2003), this curriculum model possesses a philosophy which is “...to bring about a greater degree of social and academic competence, enabling children to deal effectively with their environments and responsibilities in school and life” (p. 123). Morrison (2003) adds that Head Start includes several significant points in the program such as child education and development, parent involvement, health services, staff development and administration. Consequently, it is understood that Head Start program aims to provide a full coordination of all stakeholders within the education.

2.8.3.1.7. Tools of the Mind

The Tools of the Mind is also another comprehensive early childhood curriculum model, a project indeed. In the Empirical Research Review about Tools of the Mind Early Childhood Curriculum in 2011, the curriculum model is described.

“Tools of the Mind (Tools) is a research-based program that builds strong foundations for school success in preschool, pre-K and kindergarten students by promoting their intentional and self-regulated learning. The Tools program focuses on helping students develop specific executive function skills, such as inhibitory or effortful self-control, working memory (holding thoughts in the mind) and cognitive flexibility (the ability to shift and focus attention). Teachers learn how to teach academic content in the areas of literacy, math, science, and social studies in a manner that also works to build self-regulation skills in young children” (the Empirical Research Review- Tools of the Mind Early Childhood Curriculum, 2011, p. 1).

One of the most important features in that project is that the data about this curriculum model indicate that it is based on the theory of Vygotsky. Dolya (2007) remarks about the curriculum from Vygotsky’s perspective.

“...true education is not the mere learning of specific knowledge and skills, it is the development of children’s learning abilities – that is, their capacity to think clearly and creatively, plan and implement their plans, and communicate their understanding in a variety of ways. He believed this could be done by providing them with a set of cultural tools for thinking and creating” (Dolya, 2007, p. 8).

Vygotsky expresses that culture is an important part in education and it cannot be considered as a separate unit but it should be integrated in the process. Moreover, communication and interaction are two key components that should be aimed in

language teaching. Zone of proximal development (ZPD) is another important theory of Vygotsky, which states that it is a kind of period when the children can carry out functions with the help of adults. Scaffolding is a similar point to ZPD in a way, as the former describes how children go from teacher control to being independent in learning process. This early childhood project and the curriculum based on that cover these underlying principles, which are described in the Tools of the Mind brochure by Metropolitan State College of Denver.

“Practice in self-regulated learning is embedded into all activities. Teachers use strategies to help children improve the quality of their dramatic make-believe play so it fosters self-regulation development. Research-based literacy and math activities are modified to include self-regulatory components. Specific instructional activities are designed to teach self-regulation and reflective thinking. Classroom management techniques maximize time-productive interactions and task involvement” (Tools of the Mind brochure - Metropolitan State College of Denver, p. 1).

As a result, it may be perceived that Tools of the Mind curriculum aims to foster self-regulation skills of young children with the help of various activities, as a transformation process from control to independence.

2.8.3.1.8. The Creative Curriculum

This early childhood curriculum model is based on the idea that children learn better if they construct (create) the meaning while learning. They cannot learn by heart on the condition that they just repeat or imitate the things they are instructed by the teachers. Early childhood is especially very important in terms of effective learning as they learn everything via their senses (by smelling, by hearing and so on). In the teaching and learning process, it is essential that children participate actively and help the creation of the meaning. Therefore, this may be assumed the underlying philosophy of this curriculum so as to provide an effective learning process for younger learners.

In order to explain the curriculum from another way, Nolan (2010) expresses the curriculum's characteristics in another way.

“It makes learning motivational and successful for all involved. At its heart the creative curriculum is skills based and knowledge supported. It includes not only what to study but also how to study. Hence planning begins with an understanding of the key skills to be developed and the content is selected to support these” (Nolan, 2010, p. 1).

Hence, in order to fulfil that aim, this curriculum model has been generated for very young learners. According to Dodge, Colker and Heroman (2010), this curriculum model tries to connect the teacher and the child in the centre of the education in a balanced way to promote strong features, interests, needs and the learning styles of the children. Also, the curriculum aims to improve the children in terms of four main areas which are social, emotional, cognitive, and physical (Dodge, Rudick and Berke, 2006). In other words, the curriculum intends to improve these skills with the children. To explain more elaborately, this curriculum tries to transform learners involved in the process more enthusiastic, eager and motivated to learn as it is a hard task to make the children have these features in a ordered manner.

2.8.3.1.9. The Project Approach

According to Hirsh (2004), the core of this curriculum model in early childhood education is to focus on the use of what is known and learned. As the name of the approach suggests, projects in contextual and meaningful states take a big part in the model. Mindes (1996) points that “teachers construct activities with children that enhance development of self-understanding, foster investigatory skills, and promote cooperative learning and enhanced appreciation of cultural diversity in the community of the classroom” (p. 295).

As Mindes suggests, early childhood language education should be designed in a way to promote such points for the learners. Hirsh (2004) adds that the design of this curriculum model consists of three steps, which are respectively *Phase One*, *Phase Two* and *Phase Three*. The first step is the beginning of the construction, in which the topic is chosen with the attempts of the children or it may be initiated by the teacher. Then, brainstorming process starts, which motivates and encourages the children to make

discussions and use the topic. In the second step, the children revise the first phase and make field trips in order to use the topic in various activities. Then, in the last step, the main aim is to provide communication.

2.8.3.1.10. Multiple Intelligences Curriculum

The basis of this curriculum model is the term ‘intelligence’, which has been very influential and dominant in education for several decades. Hirsh (2004) expresses that “intelligence is a motivating factor in curriculum development” (p. 17). In order to be able to set a multiple intelligences curriculum model, the theory lying under should be understood clearly. Gardner’s multiple intelligence theory is the core of this curriculum model. Mindes (1996) also defines this curriculum model.

“Starting with the theory that intelligence is not a thing but composed of many specific ways of knowing, a multiple intelligence curriculum intentionally links all aspects of intelligence- movement, language, mathematics, science, social, visual arts, music- and adds working styles to systematically stimulate growth and development geared to each of the ways of knowing” (Mindes, 1996, p. 295).

Additionally, this curriculum model has a big impact on early childhood education on a worldwide scale as it refers to various effective activities appropriate for different intelligence types of early learners. Therefore, this curriculum model has a penetrating influence on this stage of education. Lunenburg (2011) also indicates that “a valid curriculum model provides the theoretical framework needed to operate an effective preschool education program and to provide opportunities for children to be ready to learn” (p. 4).

All aforementioned information indicates that there have been various attempts in order to make early childhood education better and more effective for the children, but it should be explained how the process was formed and went on in Turkey.

2.8.3.1. Early Childhood Curriculums in Turkey

In the recent years, education has been one of the areas that is given a prior importance and there has been a great shift in education since 2005 when a completely

different approach began to be used as a basis in all educational areas. This has required educators, academicians, teachers and others who are responsible to make important changes, especially in the curriculums. Due to that change, the centre of the teaching and learning process becomes the students. Hence, the curriculums in all the areas and ages are designed in order to change the old-fashioned way of teaching in a more humanistic and constructive way, which may be stated as a paradigm shift between before and after 2006.

2.8.3.1.1. Early Childhood Education Before and After 2006

Early childhood education in Turkey is not as old as the primary or secondary education. As it is known, the focus on that topic began to be explicit in 1950s in the world, and the issue of early childhood education was put into agenda in the National Education Council in 1953 (5th National Education Council Decisions, 1953). However, it was not enough to fulfil the expectations and purposes in that field, thus aims and duties of early childhood education were explained in National Education Council in 1974 in detail (9th National Education Council Decisions, 1974). Primary purposes are to prepare the children for the other stages of education, teach them their native language and how to use it effectively, and also improve them physically, mentally and psychologically. Even though curriculums and syllabuses for language teaching have been designed since that National Educational Council, there has not been a work on how to teach language to very young learners. Nevertheless, Ministry of Education has triggered a process about early childhood education and there have been researches and studies to make the early childhood education more applicable and available for the children in Turkey. Although it was not compulsory before 2006, the decisions made in National Education Council in 2006 indicate that it has become compulsory for the children who are between 60 and 72 months since then (17th National Education Council Decisions, 2006). Furthermore, it is stated in the 17th National Education council that there should be more institutions for very young children on both national and private scale, and there should be more for early childhood education budget along with the determined ‘Early Childhood Education Law’, which provides a regulation for it. As a result, it may be conceived that there has

been a shift in education that early years are considered as more important to teach and learn more permanently and effectively.

2.9. Brain-based Learning

Education is one of the most changing and developing areas in the world. There have been set forth a variety of theories and approaches covering all levels and stages of learners. Brain-based learning is one of the recent approaches, which is also one of the approaches brought forward due to the influential approach ‘constructivism’ far and wide. Curtain and Dahlberg (2004) also state the change in education from another aspect.

“The study of the brain and intensive work in cognitive psychology has resulted in a significant shift in orientation away from the behaviourist principles that once dominated educational thought and practice. Rote learning, habit formation, and observable outcomes are being replaced by an emphasis on meaningfulness, metacognition, and process” (Curtain and Dahlberg, 2004, p. 7).

Jensen (1995) discusses that this approach emphasizes to use the ways brains are naturally designed to learn and aims to find out good learning ways for brain. Caine and Caine (1994) express that brain-based education involves designing and arranging lifelike, enriching, appropriate and motivation experiences for learners, and students should extract meaning in the learning and teaching process. As for early childhood education, brain-based learning involves appropriate outcomes if implemented with the children appropriately, whose brain development is at highest levels, especially in terms of language learning. Jensen (2005) pinpoints the capability of a brain to develop rapidly in early years, which means that brain can reach a strong degree of development in the early ages.

“By age 5, the brain has learned a language, has developed sensory motor skills, and is concerned with active exploration. Although the rapid changes of the first five years of life have slowed, the brain is continuing to grow, and over the next five years it will reach 90 percent of its adult weight” (Jensen, 2005, p. 29).

In the first years of childhood, the children begin learning their native language by hearing and using it communicatively and meaningfully in a gradual way. Brain is

already apt to learn a language as it has appropriate systems and units inside. While learning the language, its development goes on growing physically and mentally, also functionally. Besides in this approach, connections and associations enable patterning with the learners participating actively in the learning process. Connell (2005) clarifies the importance of Brain-based learning in terms of effective learning process.

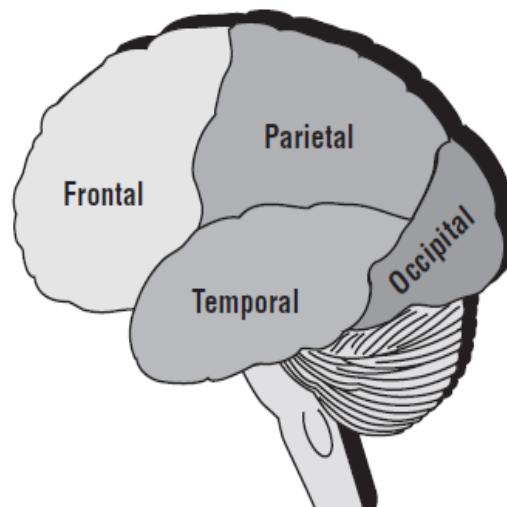
“Learning is about making connections. Brain-based research demonstrates that in order for teachers to have the fullest impact on their students, they must connect with students on two but overlapping levels: academic (content at grade level) and emotional (effective interpersonal interactions)” (Connell, 2005, p. 16).

Connections or associations are of great importance in Brain-based learning, as they provide patterning for the learners. Furthermore, to be able to understand this approach better, it should be explained the structure of a brain.

2.9.1. The Structure of Brain

The fact that human brain is an amazing and unique organism is acknowledged by everybody, and it demonstrates its excellent features everywhere in life functioning great jobs. Additionally, it is a biological structure, above all. Animals and humans, certainly, have different brain sizes and structures, and functions differently. Therefore, it is an obvious fact that a human brain differs from other species in two ways. Firstly, human brains have the ability of thinking thanks to their cognitive area in brain. Secondly, other species are born with a developed brain, but it takes a human brain 18 to 20 years to develop completely (Sprenger, 2007). A human brain has four main lobes.

Figure 4
Main Areas of the Brain



(Jensen, 2005, p.10)

To explain these lobes and their main functions, ‘occipital’ lobe is responsible for vision; ‘temporal’ lobe is in charge of hearing, memory and language; ‘frontal’ lobe must deal with judgment, creativity, problem solving, and planning; lastly, ‘parietal’ lobe is responsible for processing higher sensory and language functions (Jensen, 2005). Moreover, it should be explained that brain functions different things with its two hemispheres: left and right. Politano and Paquin (2000) summarize the different functions of these two hemispheres in the brain. It may be concluded that left-brain people are capable of dealing with language and numbers, and right-brain people are apt to be occupied with ideas and emotions.

However, Jensen (2005) focuses on its main three features: adaptability, integration and sophistication. These three features summarize the nature and structure of the brain. It works and functions constantly; both cooperation and competition exist in it; and it is a complex and complicated organism functioning both sophisticated and simple activities. The physical explanations of the brain are also useful to describe the approach, but its mental functions are more related to learning, which is that how a brain develops and learn a new thing, actually a language.

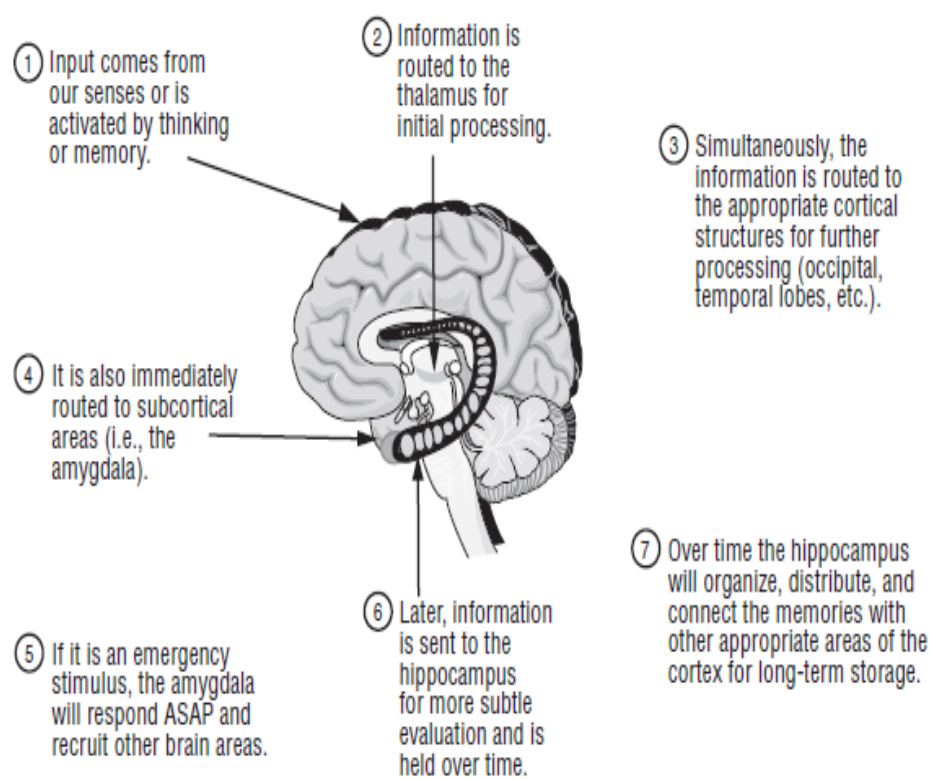
2.9.2. How Does Brain Evolve and Learn?

It is obvious that human brain is a dynamic and changing structure going through interaction and interrelation with environment. It is affected by everything that it has a relationship with. Therefore, it may be stated that brain is not a fixed thing and always in progress being affected by the world, environment and the life (Jensen, 2005). Everything in the life changes how human brain works and functions via the interaction with other things around a person. Given (2002) also puts forward the system of the brain in a brief way.

“Billions of brain cells or neurons construct modules and subsystems that operate synergistically in patterned ways to create five major learning systems. That is, neurons organize themselves within modules, systems, and subsystems with incredible precision as if they were diligently filling specific “job descriptions” within a major corporation. The process begins with rapid cell development in utero” (Given, 2002, p. 4).

As Given (2002) states, a human brain is a complex set of systems (formed by neurons or cells) and influenced by five main states (emotional, social, cognitive, physical and reflective) and can learn naturally through these five categorical ways. For this, five different but interrelated ways for each system are suggested. For instance, there should be passion to provide learning emotionally and others are as the following: collaboration and vision foster social learning; intention is for cognitive learning; action and reflection enhance physical and reflective learning respectively. Teaching and learning procedure should be designed considering these five natural learning systems of a brain so as to be able to present an effective learning for the learners. Also, teachers should be aware of the indications of these five learning systems normally not to provide an artificial learning process.

Figure 5

How the Brain Learns New Content

(Jensen, 2005, p. 15)

In this figure, Jensen (2005) summarizes how brain learns a new content in seven sections biologically. However, it must be noted how brain learns something new literally. The first thing is that there must be input (Krashen-Comprehensible input), which is provided by the sensory activities. Senses are significant while learning a new point. Hence, new content begins being processed by frontal and parietal, temporal, and then occipital. Although frontal lobe is not related to sensory language functions as much as parietal, it may be pointed that learning begins with parietal lobe more than frontal, and thus senses are more important at the first step. Also, others come into process as the learning continues in the brain.

2.9.3. Brain-based Learning Principles

These principles are stated by Caine and Caine (1994, p. 87-96).

1. The brain is a parallel processor.

The brain can do various things at a time, which means it is a versatile station. Caine and Caine (1994) puts forward that “thoughts, emotions, imagination, and predispositions operate simultaneously and interact with other modes of information processing and with the expansion of social and cultural knowledge” (p. 88). While dealing with the knowledge internally, other sensory features are active, too. That also means brain may be engaged with both emotional and intellectual procedures at the same time. In terms of education, teaching and learning process should be arranged in order to make the brain work actively with various activities psychologically and physically.

2. Learning engages the entire physiology.

Considering that brain is a not only physiological but also psychological unit; learning a language is, thus, interrelated with both body and mind. If there is something negative for the physiology, it will present unexpected and undesirable results for both teachers and learners. That is to say, learning is a process influenced by both internal and external factors related to body and mind. Consequently, emotional states such as stress, anxiety, anger and physical ones like illness, lack of space, nutrition should be taken into consideration so as to provide an effective learning process. Also, Bruce (1992) states that “the whole child is considered to be important. Health, physical and mental, is emphasized, as well as the importance of feelings and thinking and spiritual aspects” (p .10).

3. The search for meaning is innate.

Desire to learn something emerges with the birth of a human, and it is a reciprocal process. It means that brain searches for the new and also utilizes the known in parallel with the unknown (Caine and Caine, 1994). As a result, it is essential that learning environment be appropriate to present familiarity and stability. Lessons and courses are to be appealing, meaningful and attractive for the learners, by providing motivation and offering diversity. Learners should be able to make choices and drawn to learning thanks to the positive and satisfying teaching and learning environment.

4. The search for meaning occurs through patterning.

Brain organizes, arranges or classifies while patterning the knowledge or information processed in the learning process. However, the processed information should be meaningful and thus not isolated, which means it is related to a context and sensible. Caine and Caine (1994) indicates that “when the brain’s natural capacity to integrate information is acknowledged and invoked in teaching, vast amounts of initially unrelated or seemingly random information and activities can be presented and assimilated” (p. 89). It will provide the construction of meaning in that patterning process. As for educational aspects, patterning happens both consciously and unconsciously. For instance, problem solving, critical thinking, dealing with tasks are all kinds of patterning information along with the instruction of knowledge in the classrooms. Therefore, for the effective patterning, learning environment and procedure should be designed in a contextualized, thematic, meaningful, integrated, holistic and lifelike manner.

5. Emotions are critical to patterning.

Emotions take a significant place in patterning information while learning a language. Hence, for a successful and meaningful patterning, there should be a relaxed, friendly and positive learning atmosphere for the learners. Teachers must treat the learners affectively. If not, the learners will not be able to produce anything meaningful by organizing or categorizing. As in the acquisition theory, learners should be away from the negative or anxious things that will hinder effective language learning. The classroom setting and learning atmosphere should be designed in order to support the learners both psychologically and cognitively.

6. The brain processes parts and wholes simultaneously.

Brain can learn parts and wholes, but it is essential to state that students become more holistic learners as they get younger. Even though brain learns them without being aware of how it is being processed, brain processes information not only analytically but also holistically. The conclusion to be deduced from this statement is to teach

language units such as grammar or vocabulary in contexts in order to present them in a meaningful state for the learners. Also, skills (reading, writing and so on) are not to be separated from each other, which is the other way to integrate meaning with language. This approach may also be called whole language, which regards learners as whole and languages should be learned in an integrated method.

7. Learning involves both focused attention and peripheral perception.

Brain learns something new in a guided and non-directed way, and processes information of which it is aware of. Focused attention includes directed learning in classroom guided by teacher. The students become aware of what and how they are learning. According to Cambridge dictionary, peripheral means something that is not as important as something else. Peripheral materials are posters, flashcards, art, designs, illustrations and so on. They are part of teaching and learning process, but learners use them unconsciously to enhance learning. The learners are not aware of what they learn by means of these external materials. The use of music is also of great importance in order to process information with its positive effect on removing psychological barriers. Hence, the procedure should be mix of both focused and peripheral processing so as to enable the learners to absorb the language.

8. Learning always involves conscious and unconscious processes.

Brain is influenced by both conscious and unconscious processes in teaching and learning procedure. What is learned is always more than what is taught or presented to the brain. Conscious learning and unconscious learning may be associated with focused attention and peripheral learning. Furthermore, experiences constitute the majority of what students learn, and thus learning procedure and environment should be shaped to trigger unconscious processes of brain while learning a language. Furthermore, Caine and Caine (1994) explains the importance of the mixture of these two points in education that “teaching therefore needs to be designed in such a way as to help students benefit maximally from unconscious processing” (p. 92).

9. We have at least two different types of memory: a spatial memory system and a set of systems for rote learning.

Spatial memory registers experiences of humans in ordinary life, and the other system is for learning things guided by another person in a place. People are not usually aware of what they learn, as they are involved in ordinary life experiences or activities. Caine and Caine (1994) declares that “facts and skills that are dealt with in isolation are organized differently by the brain and need much more practice and rehearsal” (p. 93). Because of that statement, educators or teachers tend to use memorization as a great part of their teaching, yet brain can also learn things that are not intended. As a matter of fact, brain is apt to learn things better, which are presented as in ordinary life. Therefore, it should be stated and highlighted that memorization is an important way to teach things, but teaching based on only memorization prevents production, interaction, transfer and meaning in language learning.

10. We understand and remember best when facts and skills are embedded in natural, spatial memory.

Our native languages are learned by both social interaction and going through internal processes (Vygotsky, 1978). This means learning is more permanent when it is put in natural experiences, which is learning by experiencing. The natural or spatial memory requires lifelike situations while learning a new thing. It remembers the things better if they are embedded in real-life situations and environments. Caine and Caine (1994) express that there are various types of activities to enable the students understand and remember something best such as demonstrations, projects, field trips, visual imagery, stories, metaphor, drama, and all kinds of interactions. Topics or subjects are to be integrated into senses and experiences, which will invoke effective learning.

11. Learning is enhanced by challenge and inhibited by threat.

Life resembles to the humans including ups and downs both mentally and physically. There exist different situations and events that are hard to cope with for a person, but they present a sense of motivation and desire to solve them at the same time.

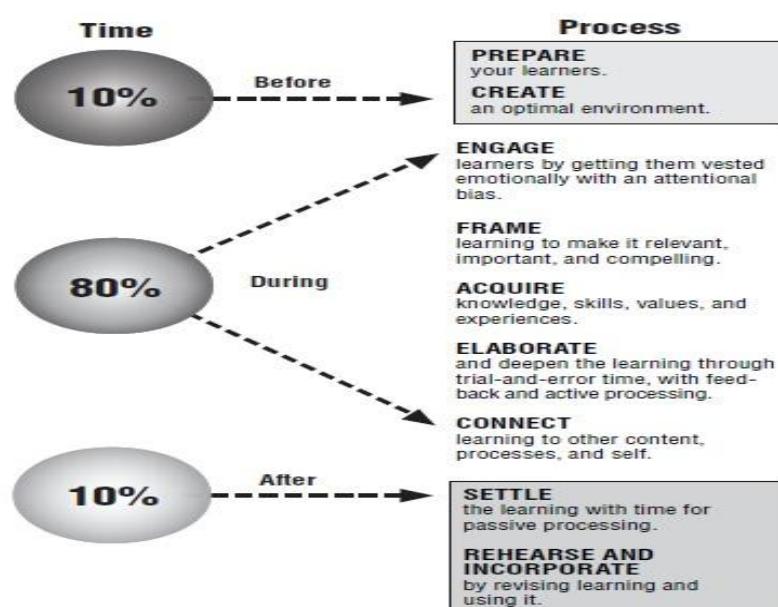
A person may be triggered by a difficult situation and a sense of threat, and thus learning is the same. However, the important point is to create a learning environment presenting both challenge and motivation, which is stated as relaxed alertness (Caine and Caine, 1994). It provides for the students a state which is high in challenge and low in threat. Consequently, the learners are eager to learn something new no matter how it is difficult as they don't feel threatened on the condition that they fail.

12. Each brain is unique.

Every person is similar and different somehow in terms of brain characteristic and organization. This uniqueness is indispensable due to differently organized systems. Brain is a both physiological and psychological unit in a body, and it shapes the learning process. People have the same brain structure, but their feelings, emotions, senses act in a different manner from each other. Therefore, learning and teaching a language should be designed considering all these facts, that is the process must present choices for both individual and majority in a classroom. Moreover, an effective teacher provides a learning environment addressing to learner preferences and styles, which is suitable for active brain work.

Figure 6

Teaching Model



(Jensen, 2005, p. 145)

Jensen divides a sample lesson in three sections as percentages. The biggest part of it about the process within the lesson despite one fifth of it is allocated to before and after of the lesson so as to prepare the learners, and settling and revising. The brain can learn a new thing more effectively as long as it is ready to learn and the knowledge will be permanent with the help of providing time for passive processing and revising.

2.9.4. Brain-based Language Learning

Changed or modified with each development, teaching another language has always been a controversial issue in education area in terms of the methods used to fulfil that aim. However, there is one point in that issue, which is that teaching another language at early ages is more effective than at older ages. If done earlier, learning may be turned into acquisition as much as possible. As a matter of fact, this is not a very recent idea to teach another language at early ages, but there have been used recent theories and approaches in teaching another language, especially in early childhood education. Morrison (2003) also discusses the shift in the education field, especially in curriculum development.

“New early childhood curricula are being developed based on the findings of brain research, and these programs strive to apply research findings in a practical way. Current brain research influences our ideas about how children learn, how to teach them, and what they should learn. As a result, there is a major shift in basic educational premises concerning what children can achieve” (Morrison, 2003, p. 45).

As Morrison states, brain research dominantly affects early childhood education in all areas, especially recently. The curriculums are designed considering the brain development of the children to be able to teach them effectively. Their brain (cognitive) development is influenced by many factors as it also goes on growing and covering various functions. As a matter of fact, in the learning and teaching process, there are two kinds of things that affect learners, which are external and internal factors. Teachers should be aware of them in order to provide an effective learning for the brain and the learners.

Additionally, Jensen (2005) sums up the most critical (both external and internal) ones under seven points.

- a) Engagement (goal-oriented attention and action).
 - b) Repetition (priming, reviewing, and revising).
 - c) Input quantity (capacity, flow, chunk size).
 - d) Coherence (models, relevance, prior knowledge).
 - e) Timing (time of day, interval learning).
 - f) Error correction (mistakes, feedback, support).
 - g) Emotional states (safety, state of dependency)
- (Jensen, 2005, p. 34)

A human brain is affected by all these seven elements on a large scale, which should be included in teaching procedure during the design phase of it. The children also wish to learn the purpose of the lesson or subject matter they are learning in the classroom, which presents motivation for them. Brain is interested in the related points and irrelative ones hinder learning and teaching. As children learn mostly by observing or hearing, repetition or practice should be in their learning process, actually repetition, since their brains forget easily if the things they learn are not repeated or revised. Teachers should also pay attention of the right amount of input for the lessons, which has been discussed for many years, especially by Krashen (comprehensible input). The content should not be different from what they know in their daily lives, as the brain cannot easily adapt to the process. In other words, the content should include unity and coherence referring to the background knowledge, which enables the brain to make connections or associations.

Moreover, brain can focus on things, but it changes according to the ages of the learners. The attention span is shorter as the age of the learners decrease gradually. They may be distracted by various things, thus duration of the lessons should be arranged so as to prevent the children and their brains from being distracted and unmotivated. Feedback is really significant for all kinds of learners, and younger children need it to be able to learn the language points correctly in order to prevent brain from fossilized things to an extent. Nevertheless, they should be allowed to make

mistakes as they cannot learn a new thing easily at the first step, otherwise a safe and relaxed atmosphere may not exist for brain-compatible learning. Lastly, emotions are very important in terms of brain-based learning, language teaching and also early childhood education. Children may be shy or timid at the first stages, so the process should go on eliminate the negative feelings or states in the lessons.

As a result, there are several key points that are related to both brain-based learning and early childhood language education, which should be considered and studied reciprocally. Furthermore, to be able to understand the relationship between brain-based learning and early learners' language learning, there are several related theories which should also be explained.

2.9.5. Theories Related to Brain-based Learning and Early Childhood Language Education

Early childhood education and brain-based learning are two areas triggered by various ideas and theories. Early childhood education is based on the studies about young learners and acquisition theories, indeed. Also, brain-based learning is a recent approach, led by other educational and psychological (the mixture of them both) theories and approaches, which are mainly multiple intelligences, learner styles and neuro-linguistic programming theory.

2.9.5.1. Multiple Intelligences Theory

Multiple intelligences theory is one of the most influential theories that made big changes and impacts on education in terms of various fields. It also indicates how the learners may learn a new thing better by suggesting different techniques for teachers. However, it also brought about a new term to the education area 'intelligence'. It is somewhat new and old, as different terms have been asserted similarly to explain there may be a separate unit for learning such as LAD (Language Acquisition Device) and UG (Universal Grammar) and so on.

‘Intelligence’ is a bit different from them, in terms of it is not just for language learning and it is versatile. Gardner also calls intelligences as ‘frames of mind’, and divides intelligences into 8 types. Intelligence may be defined in a more different way, too. Gardner (1993) explains the ‘intelligence’ term in a more detailed way.

“The intelligences are by their very nature capable of realization (at least, in part) through more than one sensory system. Intelligences should be thought of as entities at a certain level of generality, broader than highly specific computational mechanisms (like line detection) while narrower than the most general capacities, like analysis, synthesis, or a sense of self (if any of these can be shown to exist apart from combinations of specific intelligences)” (Gardner, 1993, p. 72)

To be able to understand all the intelligence types, they should be explained in a more detailed way to indicate educational aspect for the teachers, which is presented in the table 3.

Table 3
Multiple Intelligences and Characteristics and Suitable activities-materials

Intelligence type	Characteristics	Suitable activities and materials
Linguistic (Verbal)	Reading and writing, telling stories, interpreting and explaining, building relationships with spoken and written language	They like books, stories, poems etc. They like writing and telling stories and they enjoy using written and spoken language effectively.
Musical	Identifying and recognizing sounds and rhythms-tones, associating sound with feeling	They like songs and chants. They like singing, composing and performing musical activities, and also playing musical instruments.
Logical (Mathematical)	Reasoning, analyzing, calculating, relating cause and effects of a problem	They like problems and exercises. They like assessing, analyzing and calculating.
Spatial (Visual)	Creating and understanding images, imagination and visual expression, relationships between meaning and image	They like pictures, images, art works, that is visual expressions. They like drawing, painting, illustrating,
Bodily (Kinaesthetic)	Coordinating eye and body, being physically active	They like things that they can use physically. They like physical activities and body movements.
Naturalistic	Recognizing and classifying plants, animals and others in nature, analyzing natural events	They like plants, animals and other things in nature.
Interpersonal	Understanding behaviour and language, interacting with others, relationship between events and meanings	They like being with others, interacting with them. Communication and working with others are effective for them.
Intrapersonal	Focusing on, being aware of and understanding oneself, reasoning and analyzing personal states	They like working alone but not group works very much. They like focusing on themselves.

(Gardner, 1993; Armstrong, 2000; Nicholson-Nelson, 1998)

As indicated in the table 3, all the intelligence types have peculiar characteristics, which may be focused on more deeply and elaborately. Gardner and other scientists also claim that the learners do not possess only one intelligence type, which requires various types of environments and activities to teach and learn something, especially a language. Consequently, in terms of language education, all the teachers should pay attention to include various activities and materials which are

suitable for the intelligence types, through which the children are able to learn the intended language effectively. However, this theory is not enough alone to support Brain-based language learning approach, so others should be enlarged upon and explained from the language teaching aspect.

2.9.5.2. Learner Styles Theory

From a very broad aspect, this theory covers three types of learner styles: *visual*, *auditory*, *kinaesthetic*. In other words, these learners are dominant in seeing, hearing and doing things respectively. It has some in common with multiple intelligences theory, as this also classifies learners into some categories. However, learner styles theory is broader than it and it is more related to the five senses. As mentioned here, it is about learning which is based on the five sense, learning styles may be categorized as actually five: *visual*, *auditory*, *kinaesthetic*, *gustatory*, and *olfactory*. These five learner styles have different characteristics in terms of learning. Visual learners are effective in using their visual skills, which means they dominantly learn a new thing better on the condition that if they see it. This is one of the main skills and learner types existing in many theories or approaches about language learning. Pictures, flashcards, storybooks or various other visual materials the learners can see in the learning process are used to provide an effective learning environment. The important point of auditory learners is that hearing is a kind of must to learn a new thing, especially a language point. Besides, kinaesthetic learners are good at moving or acting in learning process and the procedure may be generated according to them with various activities. Body and mind coordination is critical for these learners; physical activities should take place in the procedure.

Moreover, there exist two different sensory learner types which are gustatory (tasting) and olfactory (smelling) learners. what kind of activities are used is more important for them more than the content, as they can learn something new if they use their senses actively while learning (e.g. while teaching food or associating words with tastes or smells).

As a consequence, being physically active while learning is very important for the children along with the relationship between psychology and mind, which can be called as Neuro-linguistic Programming theory, also related to Brain-based learning.

2.9.3. Neuro-Linguistic Programming

This theory has been developed by John Grindler and Richard Bandler in 1970s covering various techniques, actually as a psychological treatment. This theory is a threefold philosophy including neuro (five senses and psychology), linguistic (language) and programming (training) (Revell and Norman, 1997). As a matter of fact, it is acknowledged that this theory is not a completely learning theory, but learning new things is necessarily affected by the psychology, which has been studied as a focused issue in recent years. It is also used commonly in various other areas such as sports or management. Richards and Rodgers (2001) also clarify that “NLP was not developed with any applications to language teaching in mind” (p. 125).

Nevertheless, it has some relations to life and people; this theory has been involved in education somehow, which obviously indicates that psychology has been more dominant in education with the help of humanist and constructivist innovations in this area. Moreover, as for design, Revell and Norman (1997) suggest thirteen presuppositions, which are used in order to design the application of NLP for teaching and learning a language.

- Mind and body are interconnected: they are parts of the same system, and each affects the other.
- The map is not the territory: we all have different maps of the world.
- There is no failure, only feedback... and a renewed opportunity for success.
- The map becomes the territory: what you believe to be true either is true or becomes true.
- Knowing what you want helps you get it.
- The resources we need are within us.
- Communication is non-conscious as well as conscious.
- All behaviour has a positive intention.

- The meaning of my communication is the response I get.
- Modelling excellent behaviours leads to excellence.
- In any system, the element with the greatest flexibility will have the most influence on that system.

(Revell and Norman, 1997, p. 15)

Moreover, Revell and Norman (1997) present four significant principles in NLP, which are outcomes (goals or objectives), rapport (similarities and differences), sensory acuity (conscious and unconscious communication) and flexibility (changes to find the right one). As a consequence, NLP aims to present awareness and effective learning for the learners. It is not an absolute learning theory or approach, but it is a training philosophy implemented in many areas, presenting a humanistic process for language teaching and learning.

2.10. Relationship between Brain-based Learning and Early Childhood Language Education

Throughout years, there have been various researches and studies about intelligence, and its effect on learning. Recently, there has emerged another issue related to the nature of learning: brain development, how brain develops and the structure of a human brain, and its effect on learning. A human brain has its power at most at early ages in terms of development. Call and Featherstone (2010) state that a brain is nearly developed completely till a person is 12 years old. Therefore, the years between birth and 12 are very important in terms of learning, especially learning a language. Lust (2006) also summarized the general developmental characteristics of a brain. The first two years of a child is really important in terms of brain change, and also other years are other significant periods for brain formation and activity. Physical changes of brain affect learning something directly, and it is also stated that brain functions may change as it is exposed to different things.

Actually, brain is made up of mainly two hemispheres; left and right. These two hemispheres function for different things though they share some in common. As general information, left hemisphere is better at language. Friederici and Thierry (2008)

paraphrase that point “...most aspects of “language are processed in the left hemisphere” (p. 161). Given (2002) adds that “...language is usually a left brain function, but it may be primarily located in the right hemisphere for people whose left hemisphere fails to support its development” (p. 3). Church (2002) also expresses that fact about the functions of the brain’s left hemisphere in terms of children in other words.

“Children process language in the frontal lobe of the brain’s left hemisphere. They process verbal information into receptive and expressive vocabulary. The left brain is the area where the information is organized, sequences and analyzed. Combining these skills with the creativity of the brain’s right hemisphere creates a balanced approach to developing essential skills for communication, reading and writing.” (Church, 2002, p. 8)

Moreover, it may be added that left-brain and right-brain thinking involve several processes. Johnston and Williams (2009) states them as below in Table 4.

Table 4

Left and Right-brain thinking

Left-brain thinking	Right-brain thinking
Linear	Holistic
Symbolic	Random
Sequential	Concrete
Logical	Intuitive
Verbal	Non-verbal
Processing of reality	Fantasy processing

Therefore, teachers must consider all these features and functions of these two hemispheres of the brain in order to present an effective language teaching and enable children learn or acquire the intended language. Morrison (2003) presents several implications about brain research and early childhood education practice.

“Babies are born to learn. They are remarkable learning instruments. Their brains make them so. Children brain development and their ability to learn throughout life rely on the interplay between nature and nurture. What happens to children early in life has a long-lasting influence on how they develop and learn. Critical periods influence learning positively and negatively. The human brain is quite ‘plastic’. It has the ability to change in response to different kinds of experiences and environments. Prevention and early intervention are more beneficial than later remediation. The brain undergoes psychological changes in response to experiences. An enriched environment influences brain development” (Morrison, 2003, p. 165).

As Morrison explains, childhood is a vital period in a human's life in terms of brain development and learning new things. The younger the child, the more flexible and developing his/her brain. The brain can adapt itself to every kind of process more easily in the early childhood. Therefore, it becomes easier and more effective to learn another language at early ages and it is more appropriate with brain-compatible learning environment for the children. Additionally, teaching and learning process happens to be more successful if designed considering brain research and brain-based learning approach, it should be marked how to make assessment and evaluation in the process, especially with very young learners.

2.10.1. Assessment and Evaluation in Early Childhood Language Education in terms of Brain-based learning

Without going through Brain-based assessment, it should be explained how to assess and evaluate children in the early childhood period. How and what is taught is of great importance in language education. At the same time, evaluation and assessment is the other significant section here. These two points are one of the trivets in education along with curriculum-syllabus and stakeholders in the area. However, the difference between evaluation and assessment must be determined and stated before going through the study deeper. Assessment, from the broad aspect, is collecting information about who the students are and what they know. House (1990) describes 'evaluation' in the study of Goffin (1994) that "the term 'evaluation' is defined as determining the worth or value of something according to criteria that are clearly explained and justified" (p. 167).

These two concepts are very important in teaching and learning process as they provide data for the teachers in order to get feedback about their teaching and children's learning. To create an appropriate assessment system of early childhood education is essential, significant and challenging. While educators can implement a great variety of assessment techniques or methods for older learners, they must pay great attention to how they assess and evaluate very young children, who are also at the first stages of their language (mother tongue) acquisition, besides the responsibilities they possess while assessing and evaluating children and families of these children.

Moreover, Mindes (1996) also explains what kind of assessment measures an early childhood educator should be aware of.

“Thorough knowledge of child development, formal and informal assessment measures, statistics and characteristics of standardized measures, variables in consultation with parents and portfolio and performance assessments are required competencies for the professional early childhood educator” (Mindes, 1996, p. v).

Considering all these information, a comprehensive assessment system of early childhood education regards these factors (Mindes, 1996).

- Children must be seen as an individual and a group member.
- Educational stakeholders (teachers, parents, administrators etc.) must take part in the process.
- The philosophy and strategy of the program and curriculum must be stated precisely.
- The aim of both assessment and evaluation should be determined besides documenting the results.
- The results which are gained must address to methods, and they must be accurate, usable and meaningful.

Assessment is another essential point in early childhood education, which means evaluating the progress of the learners in terms of their developmental process from various aspects. Also, this could be completed through alternative methods as younger learners cannot respond anything same with the older ones. Consequently, classroom based assessments are mostly used for very young learners. It is also called curriculum based assessment.

In addition, Krogh and Slentz (2001) explain the curriculum-based assessment in their study.

“Also called classroom-based assessment, curriculum-based assessment refers to procedures that teachers use to identify curriculum goals and objectives (assessment) and to monitor progress toward learning goals after teaching has occurred (evaluation). Curriculum-based assessment is tied directly to the curriculum content of the classroom and is a critical component of educational reform efforts that have produced specific grade level learning standards. The standards for each grade level form the framework for curriculum content. Classroom-based assessment and evaluation provide the mechanism for accountability that students are (or are not) meeting the academic standards set forth” (Krogh and Slentz, 2001, p. 7-8).

As for very young learners, it is obvious that classroom-based assessment is more applicable and appropriate for them in terms of brain-based learning for several reasons. Initially, early learners are not accustomed to having standardized tests and the process cannot go further successfully with formative tests. What’s more, as they are at the recognition level, which means they cannot produce anything written as older learners, observation is another key procedure with very young learners, as they actually show their progress in time. Therefore, as mentioned before, observation takes a big place in the assessment and evaluation process. According to Erlauer (2003), “Informal assessment is as simple as watching and listening to students” (p. 117).

As a last remark, assessment and evaluation are necessarily two significant points in language teaching along with the way to teach it to the learners. Hence, it should be examined and described what a brain-based syllabus is and what kind of things it includes besides the assessment part.

2.11. What is a Brain-based Syllabus and What does it include?

As mentioned above, educators and academicians have formed various types of syllabuses till now. Every innovation in education required them to change or edit some things, even remove and put forward new products to be used.

Sylwester (1995) notes the necessity of brain research and integration into education in the study by Given (2002).

“There is no question about the human brain’s ability to learn. The problem for educators is the lack of a coherent framework based on brain research, which teachers can use to organize curricula and develop lesson plans linking what is taught with how the brain actually functions” (Sylwester, 1995 cited in Given, 2002, p.13).

To be able to define what a brain-based syllabus is, it should be acknowledged that it is directly related to how the brain functions during the learning procedure more effectively. Spears and Wilson (2008) also express that brain-based learning involves various techniques, like a mixture. Brain-based learning covers mastery learning, learning styles, multiple intelligences, cooperative learning, practical simulations, experiential learning, problem-based learning, movement education and maybe so on. It shows that most of these techniques are suitable for education, especially from the language education aspect. Therefore, a brain-based syllabus for language teaching may be defined simply as ‘a specification for language teaching process including various techniques for brain’s effective learning coordinating the mind and body covering features of brain-based learning approach’. Brain-based syllabus cannot be stated as a separate one covering only one characteristic; on the contrary it may be expressed as a flexible mixture of humanistic learning approaches.

However, it should be marked that the process should proceed according to the principles and features of brain-based learning. Despite the fact that this syllabus model can be designed for all levels and ages of learners, it should be explained more elaborately for very young learners, who do not have much in common with older learners.

2.11.1. What does a brain-based syllabus for very young learners cover?

As seen previous parts, there are various curriculum models and syllabus types that are designed to teach foreign language. However, learning a language is not or should not be the same with younger children, who can learn a new thing spontaneously. Also, Cameron (2001) highlights that point “Because children who start

learning a foreign language very young may encounter nothing but the spoken language for several years, the customary division into four skills seems somewhat inappropriate” (p. 17). As it is stated, the syllabus for younger learners should be different from the ones designed for adolescents or adults. While adults are able to follow a specific syllabus type covering grammar and structures, very young learners are to be exposed to the language they will be taught in a natural manner. Therefore, a syllabus for very young learners cannot be divided as in structural or just lexical.

As both very young learners and brain learn a new language point in a social context holistically, there should be a special design for them. To give an example, there should be more listening for early language learners as they learn their first language by listening more than using other skills. One significant point that must not be ignored is that they should learn a new point in a contextualized way, which would bring holistic understanding. Also, very young learners are different from young learners, as they are still at the recognition level but not the production level, which means they cannot read or write as the older ones. Furthermore, their developmental features are not enough to comprehend abstract points, as they do not have a meta-language skill. What is more, Reilly and Ward (2003) discuss the skills of pre-school children physically and cognitively.

“The children will still be gaining basic skills such as holding a crayon or pencil, colouring in, relating the real thing to a pictorial representation of being able to recognize shapes, sorting and classifying, recognizing similarities and differences, using scissors, glue and other implements” (Reilly and Ward, 2003, p. 13).

Consequently, as the learning process should not be irrelevant to their normal process in life, such activities are indispensable while designing a syllabus for early language learners, which will also provide a balance between their physical and cognitive development. As brain doesn't have a typical and single learning style, the syllabus should have parts covering learning styles, intelligences, tasks, and so on. Reilly and Ward (2003) emphasize that if the learners have never been trained English beforehand, it will be better to make it enjoyable, simple, basic and teach it in a cyclical way, which means to present and practice it more than once. Additionally, physical activities are very important in brain compatible teaching and learning. Morrison (2003)

also denotes that “brain research also suggests that gross motor activities and physical education should be included in a child’s daily schedule...” (p. 45). As a result, the syllabus should cover all these principles, especially a designed program for what type of learners are intended to teach another language. Furthermore, Dodge (2004) emphasizes the necessity of curriculums for children.

“There is a growing consensus, supported by many scholarly reports, that we must be more purposeful in our work with young children. A comprehensive curriculum can help teachers and directors make thoughtful decisions about how and what to teach. It provides a blueprint for planning and implementing program that addresses all aspects of child development and building partnerships with families” (Dodge, 2004, p. 71).

As Dodge states, a designed and well-prepared system may provide a very helpful contribution to physical, emotional, social and cognitive development of the children, by assisting the stakeholders in the procedure to apply the process successfully and reasonably. What’s more, the most important feature of teaching procedure, ‘what to teach’, can be achieved that way. Therefore, the reason to learn and teach a language may be provided, which is significant for a systematic program for a brain’s effective learning.

As a last remark, no matter what kind of syllabus is chosen or designed, the success and effect is based on how it is implemented and what it includes such as materials, activities and so on (Liddicoat, 2005). Besides, for an effective teaching and learning process, the focus should be on the children rather than the language and its function, and also the procedure must take interests, motivation and capacity of the children into consideration (Kara, 2004). Therefore, it may be claimed that a brain-based syllabus model (designed according to the characteristics of the intended learners and brain-based learning) functions well and effectively to teach another language to very young learners. To be able to present a model for this kind of syllabus, a designed program should be applied with the students in an organized system and regular periods at the most possible level for intended aims.

Thus, in the following section, the method of the study and evaluation of the process are explained to present a reliable research and results by clarifying the model of the study, the participants of the research, method, data collection, and analysis.

CHAPTER 3

METHOD

The model of the study, the participants of the research, method, data collection, and analysis are explained in this chapter. To be able to reach a sound outcome of the research, conducting such an analysis is necessary. Two checklists are evaluated by three language experts, who are foreign language academicians and also language instructors, within the process of the implementation so as to fulfil this purpose. Besides the quantitative findings, qualitative approach has also been utilized in order to explain some interpretative points. The procedure is explained in a detailed way in this chapter.

3.1. The Model of the Study

In this research, descriptive study is carried out for the implementation to substantiate the main aim of the study and to form a suggested English language teaching syllabus for very young EFL learners to proceed to and canalize their second language acquisition. This kind of study is a common type to be utilized in scientific researches, to be defined by Yıldırım and Şimşek (2005) in their work that “the research in which qualitative data sources such as observation, interview, and document analysis are used, and a qualitative process is conducted to put forth the perceptions and experiences in a realistic and holistic manner in the natural environment” (p. 39). Hence, the current study covers such a feature to be completed. For the data collection, observation has been one of the most common data collection source for descriptive studies and in this study process is mainly analyzed to indicate the level of development of the participants.

The study is principally a mix of qualitative and quantitative, which means a mixed method is used for the evaluation section, also including descriptive features. Creswell (2008) also mentions this study model that can be applied in social and human sciences. In terms of quantitative approach, Kothari (2009) mentions the analysis consists of numerical findings and results in the end which is due to the characteristic of that approach “based on the measurement of quantity or amount” (p. 30). This combination

stems from the numerical analysis thanks to the checklists and material development. The tests were applied to see their language development (the difference between the beginning and the ending). The numerical analysis constitutes its quantitative characteristic. The study aims to develop a suggested program via material and syllabus development; in other words, it is a descriptive study from that aspect. As a consequence, their language development (in terms of recognition) can be seen via these ways.

The study is applied with one group of very young learners in a classroom setting; the group is trained regarding Brain-based language instruction and at the end of the research, it is aimed to find out the development of their language acquisition. The learners' first language is Turkish and the medium of instruction is not English in the government school education, so they don't know English as a language at all.

The study is designed for 12 units, and then the process includes sessions with very young learners, which is designed according to the principles of Brain-based learning approach. Each designed unit is applied every week with the students for approximately 3 hours of instruction. The whole lessons are composed by considering the principles of Brain-based approach to get to know whether it is effective for very young learners to start and guide their acquisition of another language, especially for the acquisition of English as a foreign language.

As a conclusion, the conducted study is a combination of both qualitative and quantitative methods consisting also descriptive aspect. The purpose of the study is to design and produce a suggested syllabus to teach English to very young learners with a reference to Brain-based learning methodology. The outcome is supported and justified through data analysis and results of checklists and observations by three evaluators-language experts, also to enhance the reliability of the study.

3.2. Sample and Population

The initial aim of the study is to produce a suggested syllabus for English lesson devoted to very young learners in pre-school sections of the schools. The participants of

the research, necessarily, are nearly 20 younger learners who are 4 or 5 years old chosen randomly, which is simple random sampling. Aubrey (2000) explains this method as “the best known but, in practice, seldom-used method of selecting a sample is *simple random sampling*. This means that in principle each person in the population has an equal chance of being selected” (p. 47). The study is conducted in the pre-school section. The pilot school is Hendekyanı Primary School in Bartın and the study takes place in the classroom of the pre-school section of that school. To be able to apply the study, the necessary permissions were taken from Directorate of National Education in the city, the school, the head master, and the classroom teacher. Due to the state school’s requirements to finish the program provided by Ministry of National Education, the research was applied only one possible and available day of a week.

To be able to address to a larger mass of research, the study is conducted in the pre-school section of a state school inasmuch as the principal purpose of the study is to address the very young learners as a general group by implementing it with a sample group. Karasar (2012) expresses that observing a group implies the whole universe in the aimed section of the study and the purpose is to generalize the findings and results by the help of the obtained data.

The students have taken no English as a language as there aren’t English language lessons in the pre-school section of the state schools, so they are supposed not to know any English beforehand. Within the procedure of the study, the learners are expected to show progress in their language development. The students are taken without any special requirements to this section of the school, as they just need to be at the necessary age. Therefore, it may not be claimed that their cognitive and physical development is no different from the implied universe in this study.

3.3. Procedures for Data Collection

Observation as a data collection technique is used for the procedure, which is also a common type for interpretative results in descriptive studies to provide a first-hand data for the researchers and evaluators (Yıldırım and Şimşek, 2005). The lessons and tests were recorded to be analyzed and evaluated by three language experts for reliability of the

research via two checklists. This approach has been used to provide reliability of the researches, also one of the three approaches (descriptive, correlative, and experimental) to study behaviours (Stangor, 2010). Observations recorded within the teaching and learning procedure along with pre tests and post tests are applied. After teaching and learning process, a post-test covering target vocabulary in the units is implemented and thus the results are obtained via analysis program (SPSS for Windows version 16.0.) whether the students have learned the intended language point or not and at what level they have improved. Also, that application indicates the differences between these learners before and after the process.

For the evaluation process, two checklists are utilized by the three evaluators. The checklists are composed as 'yes' or 'no' whether the students are able to react to and act properly according to the items. In the first checklist, there are 81 items covering the intended language points to be acquired in the procedure. These are the ones to be asked via point-to tests with pictures, and the rest not to be asked via pictures as they are language points used as chunks are interpreted by means of observations. Observations are applied in two ways. The researcher is the running participant in the implementation of the study to get the first-hand data in the natural setting. Besides, as mentioned above for the reliability of the research, two other evaluators-language experts take part in the process by observing the procedure at intervals, which is also a technique to be used in scientific studies. Such kind of observations is performed at some time intervals determined by the evaluators by themselves (Karasar, 2012). The pre test and post test are point to tests in which it is checked whether the students can point to the correct picture uttered by the teacher respectively in this checklist. When the students point to correct picture, it is checked as 'yes' in the checklist, but if they cannot point to the correct ones, the evaluators check 'no' in the checklist. In the end, the checklist data obtained via this process were analyzed.

The other data were gained by means of the general evaluation checklist to assess the process and progress of the students in the lessons, since it is important for language teaching and learning to evaluate the process for sound outcome, estimation and explanation. In this checklist, there are 35 items for actions that students are supposed to do properly during the process. The items are the actions that the learners are expected to gain as a skill and competences, which are also based on the intended approach and national requirements. The evaluators check 'yes' if the students are able to do the actions at a generally successful level,

and they check ‘no’ if the learners are never able to do the actions properly in the lessons. Then, the data are entered in files with Microsoft Excel 2007 as tables and given numbers to apply the analysis. After this step (running the two checklists and observations), the checklists are examined and analyzed through analysis program both to see the progress both interpretationally and numerically, and the correlation is checked among the evaluators. The data obtained from the three evaluators are in the rough form, which is essential for the analysis of the research and requires typing into the computer one by one. So, they can be analyzed statistically so as to get meaningful and acceptable outcomes.

3.4. Analysis of Data

This part of the research intends to present information about the analysis and assessment of the data. The results in this study could be obtained by means of the two checklists and observations. The sessions’ recorded observations are evaluated with checklists that indicate the expected and possible results of the study, and results of these checklists were evaluated in terms of their acquisition process from the beginning to the ending. To analyze the data obtained from the checklists, SPSS (Statistical Package for the Social Sciences) for the Windows version 16.0 and Microsoft Office 2007 Excel were utilized. The data have been analyzed in several ways, which will be explained more elaborately in the following paragraphs.

The collected data are gained from the three language experts and are filed as statistical data. All the three evaluator’s data are typed in different files; pre-test, post-test and general evaluation. The answers of the evaluators (‘yes’ or ‘no’) are given numbers to do the analysis as percentages according to the intended vocabulary. The most important analysis as percentage is to check whether there is a meaningful difference between the pre-test and post-test results. Also, to show the total development of the students, the averages are estimated and the percentages are indicated with the help of tables and graphs prepared via Microsoft Excel.

For the general evaluation, the similar approach has been applied to see the percentages and averages. The sessions have been analyzed in terms of their performance in the lessons. In the end, interpretation and inferences were conducted to

analyze the findings as percentage. Both total and single evaluations for the items have been applied as percentages. However, as the process has been evaluated by three language experts, the most significant point in this analysis is to examine the correlation among the evaluators to check how correlative the results of the evaluators are. The evaluation should be applied to indicate whether there is a correlation among the evaluators for the two checklist evaluation. According to Stangor (2010), “correlational research designs are used to search for and describe relationships among measured variables” (p. 160). This analysis has been applied in SPSS version 16.0 and presented in graphs prepared with Microsoft Excel and Microsoft Word version 2007.

To find out the difference and progress in the students’ language development, T-test and Anova test have been applied for paired samples in the evaluation process as well, due to the fact that these tests are applied to test the meaningful differences in two measuring sets implemented in the research. Green and Sankind (2004) express that the data that can be analyzed by T-test may also be analyzed using Analysis of Variance (Anova). As a matter of fact, Anova test may also be appropriate in social sciences for groups including not many participants to find out the difference (Büyüköztürk, 2012). To put it another way, Anova test may be utilized to figure out the difference in the two varieties or groups, in which there are not a vast number of participants (Kothari, 2009).

Consequently, the conducted research primarily aims to suggest a syllabus for very young learners in the preschool sections of the schools by applying the designed units with the students who are randomly chosen for the research. The evaluation is carried out with three language experts for sound, acceptable and reliable scientific outcomes. In the following section, the findings and results are explained in detail, which are gained via analysis programs along with the data tables obtained from three evaluators.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the analysis results and findings of the research obtained via the two checklists run by three evaluators. Even though there were 19 students in the very beginning of the research, the data of 18 students were taken into consideration as one of the students wasn't able to attend all the lessons and didn't come to the school after 5 or 6 weeks of the application (missing students). Thus, one student was skipped in the evaluation process.

As for the checklists to be run and assessed by three evaluators, the two checklists serve on different but related purposes. One of the checklists for general evaluation includes 35 items covering the intended skills to be gained by the students during the procedure. This checklist items aim to provide a general assessment and interpretation concerning the target group's characteristics and language development. The other checklist aims to indicate whether the learners' language have improved at a meaningful and acceptable level, which embraces the intended vocabulary or language points. The three evaluators' responses in the checklists, percentages and the researcher's ideas, comments and interpretative opinions about the findings are presented in this section. Additionally, interpretative discussions are given a place to explain the nonnumeric findings or results, which is a natural characteristic of early childhood researches.

In the first step, general evaluation checklist items are analyzed one by one and indicated as percentages in three columns as there are three evaluators in the study.

4. 1. Findings and Results

As mentioned in the previous chapters, there have been implemented two checklists for the evaluation of the language development (recognition) of the learners in the research group, and thus this section in the chapter of results include the findings and analyzes of the data gained via the answers in the checklists. In the second part, the

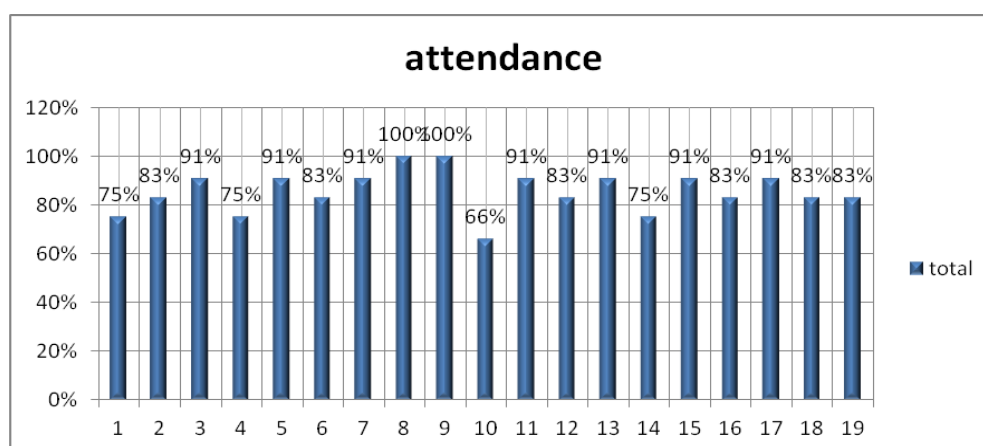
data in the checklist designed to evaluate the general process and progress of the participants are given after presenting the attendance average values as percentage of the students in the group, since attendance is a significant point in terms of evaluating and interpreting the data.

4.1.1. Attendance of the Sample Participants in the Lessons

In this part, the attendance percentages are indicated in a table for each student, due to the fact that it is a significant point in terms of the results of the research. The data are obtained from the attendance lists that show how many students participated to the lessons each week and evaluated as percentages.

Graph 1

Attendance Percentages of the students in the research group



The graph above presents that only two students attended all the lessons; 7 students in the group missed one lesson in total which is % 91 of the total; 6 students missed 2 lessons in total and it is evaluated as % 83; 3 students in the group attended 9 lessons and missed 3 weeks, which is stated as % 75; and one student's attendance percentage is the lowest as % 66 by missing 4 weeks in total. As a general average evaluation, the students attended the lessons at % 83 level (19 students' percentage in total), which may have effect on the results of both checklists, especially in terms of pre-test and post-test results. To state differently, the students couldn't show the exact expected performance and progress for the units they didn't attend in the procedure even if the following sections include the results of the two checklists.

4.1.2. Findings of General Process Evaluation

In this part of the chapter, the data are analyzed and explained, which are gained by means of the answers of the three evaluators in the checklist prepared to evaluate and assess general process and progress of the learners in the group. The items' analyses are explained one by one to express the findings clearly.

Item 1: To pronounce the vocabulary correctly

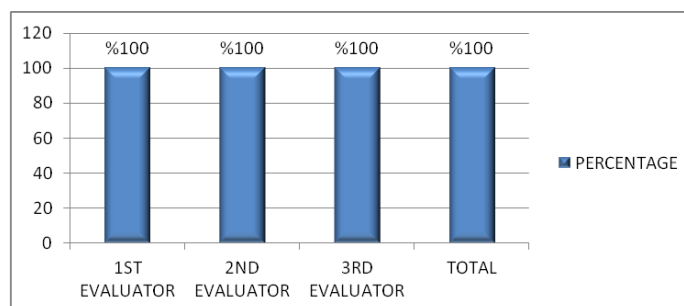
Table 5

The number of the students achieving the action in item 1

Item 1	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 2

Students' Percentages of item 1



According to the table 5 and graph 2 above, the first item aims to observe and evaluate whether the students in the group are able to pronounce the vocabulary or language points correctly enough or not, which is a significant point while learning a new language. The analysis of this item is a holistic one to state the general performance of the students' pronunciation of the new language points and vocabulary. It is seen that the students are good at completing this skill at an acceptable level. The evaluators have considered that all the students are capable of performing this action successfully and they have all checked "yes" in the checklist, which leads that the students are successful a hundred percent as indicated in total. This may stem from the

fact that very young learners are capable of starting to learn a foreign language as their linguistic skills have developed enough to complete this function at a general scale, which overlaps the claim of Scott and Ytreberg (1990) that very young learners are able to use their language skills even if they are not aware of them while using, which means they can pronounce the new vocabulary or language points even if they don't see them as written. Therefore, pronunciation skills of early language learners may be taken into consideration on the course of the evaluation of their language development, which is also in the similar direction of Gordon's (2007) point about their language development. As a consequence, the participants are also very young learners and they were generally capable of pronouncing the new vocabulary and language points presented in the lesson successfully.

Item 2: To notice similarities and differences

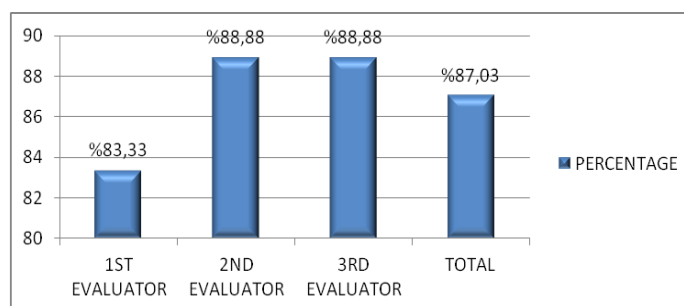
Table 6

The number of the students achieving the action in item 2

Item 2	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	15	16	16	15,66
Number of students (NO)	3	2	2	2,34

Graph 3

Students' Percentages of item 2



With regard to the information in the table 6 and graph 3 above, the 2nd item analyzes to see whether the students are able to notice similarities and differences in the lessons, which is one of the fundamental characteristics of activities for very young learners and may take place anywhere with a specific aim. The data gained from the

answers of the three evaluators in the checklist indicate that the second and the third evaluator have assumed 16 students have been successful to perform the skill at a proper level, while the first evaluator has checked “yes” for 15 students in the research group. As for the total percentage result, % 87,03 of the children in the study group are capable of noticing similar or different points in the materials or objects, which may propose the cognitive development of the students are ready for such activities particularly for language teaching. This point is on the same way of White and Coleman (2000). They express that very young learners have developed reasoning and thinking skills as they grow older. Therefore, such points are achievable for them as they need to reason what is similar or different in an organized set of things with the help of their cognitive functions. As a consequence, the participants were able to fulfil this function during the procedure of the lessons, which means this function is to be included in language programs for younger learners.

Item 3: To predict and guess what comes next in a row

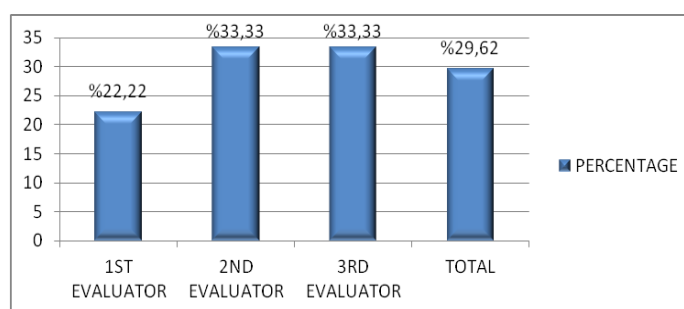
Table 7

The number of the students achieving the action in item 3

Item 3	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	4	6	6	5,33
Number of students STS (NO)	14	12	12	12,67

Graph 4

Students' Percentages of item 3



Ordering and putting the objects or materials in a regular order may be a hard task for the learners in the pre-school section of the education. To check the

performance of the students in the research group, item 3 has been examined and evaluated by the three evaluators to check how many students are able to predict and guess what comes next in a row within the process of the syllabus, of which the results are given in the table 7 and graph 4 above. On one hand the first evaluator's answers display that 4 students from the research group are able to achieve to predict and guess what comes next in a row properly, the answers of the second and third evaluator depict that 6 students in the group can perform this task properly enough, which means % 29,62 of the students in the research group are able to achieve the goal in the action. Although Morrison (2003) states that early learners are capable of dealing with the activities require steps and organization, the participants may not be cognitively ready for such activities as their systematic reasoning may not be developed enough. However, it may be claimed that if this function is focused on in a more intense, constant and frequent way, the progress of the learners may go further as the results may imply.

Item 4: To identify the new vocabulary and make inferences simply

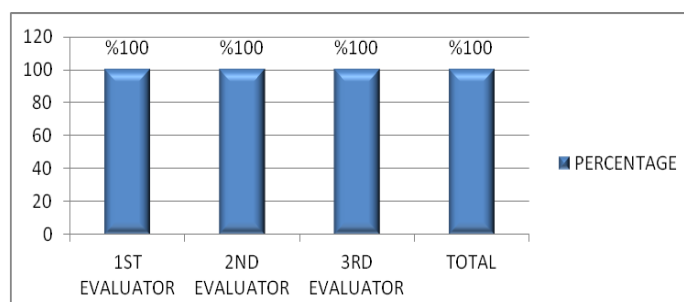
Table 8

The number of the students achieving the action in item 4

Item 4	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 5

Students' Percentages of item 4



According to the table 8 and graph 5 above, the purpose of item 4 is to find out whether the group students can identify the new vocabulary presented in the lesson and make simple inferences related to them or not. The process covers a number of activities, exercises, techniques to make the students identify the new vocabulary or language points. Also, while identifying the new vocabulary presented in the lesson or during the activities, the students are not told what they are required to do in their first language. Therefore, the process includes making inferences from the beginning till the end. For the analysis and results, the evaluators have decided that the participants in the study are capable of understanding the meanings of the vocabulary or language points presented in the procedure for each unit and infer some conclusions, which is obvious that the evaluators have checked “yes” for all the children in the checklist. Thus, the success rate for the students’ completing this action or skill is % 100, about which the language experts are of the one mind. To put it differently, as younger learners are able to use logical reasoning and critical thinking to some degree as their cognitive development goes on constantly (Scott and Ytreberg, 1990). Thus, the result also indicates that very young learners are capable of identifying the new vocabulary and make simple inferences (as eliciting takes part, they have to make inferences instead of being directly taught). This also provides the learners being mentally active and involved in the learning process during the procedure of language education. This is also important for brain, as it explores the points actively while learning a new point, especially a language (Jensen, 2005). As a consequence, the result attunes to these points as the participants have shown achievement in the course of starting second language acquisition with the suggested program.

Item 5: To put similar objects and ideas together (match)

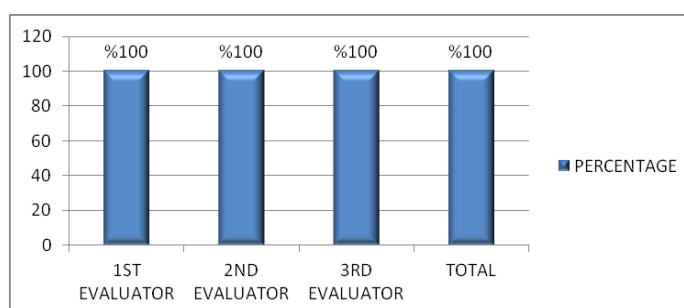
Table 9

The number of the students achieving the action in item 5

Item 5	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 6

Students' Percentages of item 5



In accordance with the data in the table 9 and graph 6 above, item 5 checks whether the children can put similar objects, pictures or ideas together in the same position in an exercise, which may be assumed as an important of mental function by recognizing the similar or different points in the materials. Additionally, the designed syllabus covers some matching activities so as to perform that task, and it is seen that the students' cognitive capability is enough to fulfil that action at a proper and good level, which may be deduced from the analysis results of the item by the answers of three evaluators. The evaluators have checked "yes" for the 18 students all for this aimed action during the procedure. There is accordance among the evaluators in this item as in some others, which is expressed as in the table and stated that the students are %100 successful associating the similar ideas and points with each other. In this function, the learners need to use their judgement skills in order to distinguish the similar and different points. Jensen (2005) also states that brain is able to deal with this cognitive function with its lobes to fulfil different skills. Furthermore, the result of the item's analysis indicates that younger learners are apt to noticing the differences and similarities, and match them with compatible ones. In other words, the activities or

exercises involving this function may be included in early childhood language education programs for effective results.

Item 6: To organize objects in a row

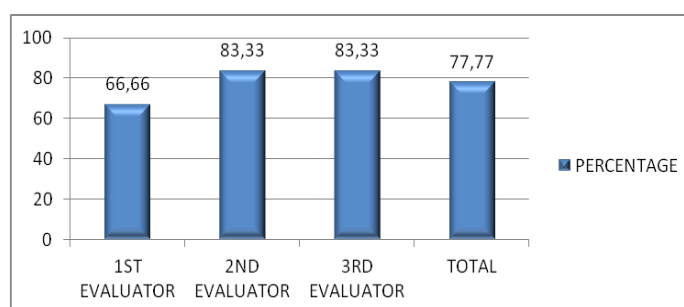
Table 10

The number of the students achieving the action in item 6

Item 6	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	12	15	15	14
Number of students (NO)	6	3	3	4

Graph 7

Students' Percentages of item 6



As the table 10 and graph 7 show, item 6 aims at seeing if the learners are capable of organizing objects in a row, which is both a cognitive and motor skill to be completed by the students. When item 6 is analyzed via the data in the checklists, it has been found that evaluator 2 and 3 are in agreement about the students' performance on that action in the activities by checking "yes" for 15 students, especially art-craft activities since they mostly require organizing items in series. On the other hand, evaluator 1 has checked "yes" for 14 students considering them as being able to perform the action properly. Furthermore, as percentages, it is seen that %77,77 of the students are able to organize the things or materials in a systematic row in the lessons during the process, even though there are slight differences among the evaluators that just the first evaluator considered that %66,66 of the students are capable of doing the action correctly in the activities. That the majority of the participants in the research group are able to perform the function properly complies with the point about the performance of

very young learners in art-craft activities focusing on motor skills together with the cognitive functions (White and Coleman, 2000). It may also be said that these activities require critical thinking and reasoning as the learners need to find out how the materials should be used in an organization. Consequently, it may be concluded that the studies on early childhood language education should include various activities covering this skill in different ways, which is verified by the performance of the participants in the research group.

Item 7: To sequence things correctly

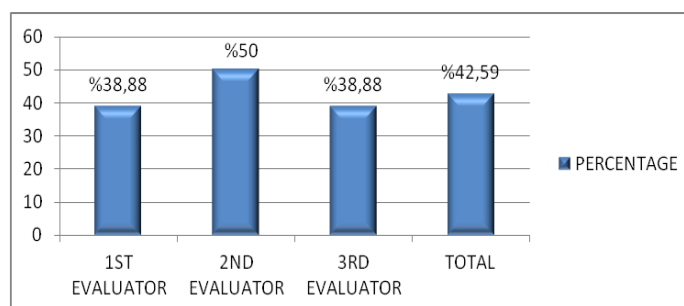
Table 11

The number of the students achieving the action in item 7

Item 7	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	7	9	7	7,66
Number of students (NO)	11	9	11	10,34

Graph 8

Students' Percentages of item 7



As the table 11 and graph 8 above suggests, when item 7 is analyzed to see how many students are able to sequence things or materials correctly, it is seen that there is a decrease in the students' performance of dealing with that action properly enough to be accepted as successful. Sequencing objects or things properly is aimed in some "ordering" activities, which is one of the common activity types for very young learners especially for their cognitive and brain development. The first and third evaluators' answers show that while only 7 students are capable of ordering things properly, the second evaluator's answers show that half of the students (9) are competent in this

point. In total, it is stated as table that less than half of the students in the group can do sequencing in the activities. To express it as in percentages, it is evaluated that %42,59 of the students are able to order ideas or objects properly. As a matter of fact, younger learners are able to deal with ordering the things in a material, they may not be cognitively-ready to remember the order of an organization in an activity. Furthermore, this result may stem from the fact that very young learners have a very limited attention and concentration span (Scott and Ytreberg, 1990). As a result of this, the participants couldn't perform the action or skill well enough to be considered as successful even though they can organize objects or materials in an order. However, it is a bit different from remembering the order of an organization. Also, it may be deduced that the result of the item's analysis refers to the point that they may come to a degree of achieving the function during the procedure, so activities involving this skill may be included in an early childhood language education program.

Item 8: To create proper designs according to the instructions

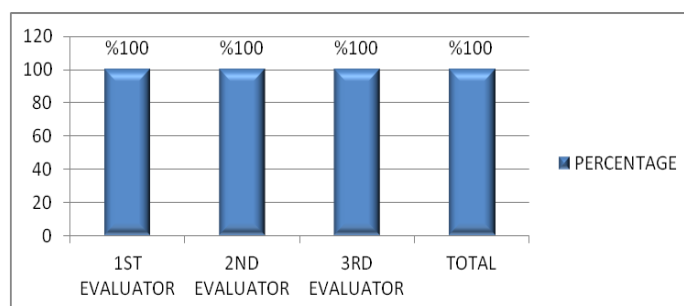
Table 12

The number of the students achieving the action in item 8

Item 8	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 9

Students' Percentages of item 8



With respect to the information in the table 12 and graph 9, item 8 intends to assess how properly the students can create proper designs according to the instructions

and to find out how many of the participants are able to produce proper and correct designs in the lessons regarding the instructions by the teacher. The syllabus/program designed within the research includes many activities and exercises for the students to create various designs according to the subject matter. When the data are analyzed, it can be clearly understood that the group students are competent in producing things according to the instructions by the teacher. As understood from the table and graph above, the evaluators have thought that % 100 of the students in the study group are capable of doing or creating things as designs taking part in the activities of the program in the light of the teacher's instructions at a successful and proper level. White and Coleman (2000) and Scott and Ytreberg (1990) mark that very young learners develop both cognitively and physically to deal with motor activities for mental functions at an effective level. What is more, these learners can be engaged in various activities that require attention, concentration and steps to some degree for their developmental stage (Morrison, 2003). Therefore, the result affirms that point by suggesting that early childhood language education should involve such procedures to improve the learners cognitively and physically.

Item 9: To reach simple conclusions in basic situations

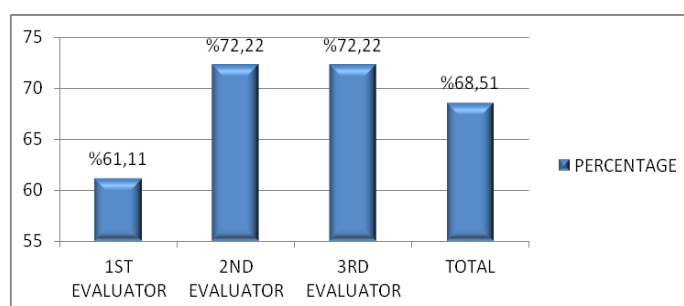
Table 13

The number of the students achieving the action in item 9

Item 9	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	11	13	13	12,33
Number of students (NO)	7	5	5	5,67

Graph 10

Students' Percentages of item 9



In view of the information in the table 13 and 10 graph, the 9th item quests for the evaluation of the students whether they are able to reach simple conclusions in basic situations in the lessons during the procedure, which is important to assess the cognitive skills of very young learners learning a language. Each situation, activity or exercise may become a problem to draw conclusions from the situations, and it has been found out in total that % 68,51 of the students in the research group are able to draw simple conclusions in the situations arising within the procedure of the designed syllabus. While the second and the third evaluators' answers present that 13 students in the study group are able to perform the skill that this item refers to, the first evaluator has considered 11 students successful fulfilling the function properly enough. As a characteristic point, learners have to reach some conclusions in the course of learning, as it is also a lifelike situation. Curtain and Dahlberg (2004) also state that metacognitive processes and meaningfulness are important for an effective brain work on language learning. This item's analysis targets to point that younger learners are capable of cognitive reasoning and drawing conclusions in basic situations, which could be considered important for brain-based language learning, since the study is based on the approach to provide an effective program to be utilized for language education in the pre-school section with the younger learners. Hence, it may be inferred that the learners are good at such cognitive functions to a meaningful degree, which supports the main point of the research.

Item 10: To understand a problem basically and find a simple solution

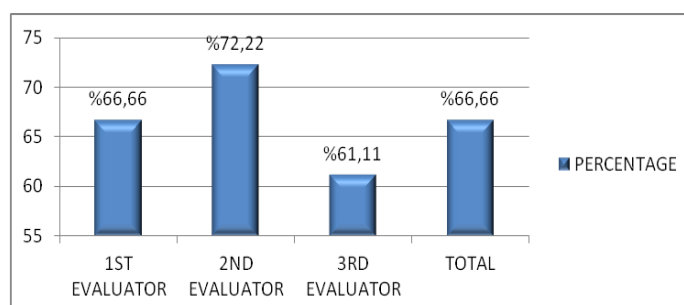
Table 14

The number of the students achieving the action in item 10

Item 10	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	12	13	11	12
Number of students (NO)	6	5	7	6

Graph 11

Students' Percentages of item 10



The table 14 and graph 11 above sign that the 10th item seeks to find out whether the learners in the study group can understand a problem basically and find a simple solution. Each activity or exercise may become a problem for very young learners to deal with in the procedure. The first evaluator has checked “yes” for 12 students in the research group who are capable of dealing with simple problems basically, while the second evaluator has checked “yes” for 13 students. Furthermore, the third evaluator has considered 11 students as successful enough to be able to fulfil the action in this item. The average of the data by the three evaluators’ answers in the checklist reveals that % 66,66 of the students are able to understand the problems simply and try to find a basic solution for the situation. Scott and Ytreberg (1990) state that younger learners are able to perform logical reasoning to a degree in their education process, and White and Coleman (2000) mark that problem solving skills of early learners develop as a cognitive function to identify what a problem may be and try to find a possible solution for it. As a matter of fact, a problem can be everything for these learners in the learning process, as they are new to the world. The result shows that majority of the participants in the research group are capable of doing the action properly even though some of

them are considered not to perform it. This may stem from the fact that some of the students in the group need more modelling of the activities than others due to possible cognitive differences. Nevertheless, it may be interpreted that the students in the pre-school section are capable of starting second language education process as they are cognitively ready for such a procedure.

Item 11: To distinguish the missing sections or things

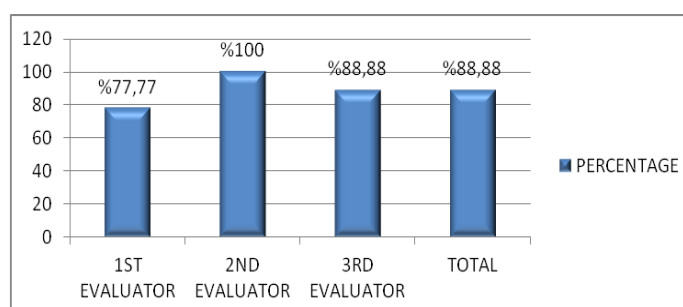
Table 15

The number of the students achieving the action in item 11

Item 11	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	14	18	16	16
Number of students (NO)	4	0	2	2

Graph 12

Students' Percentages of item 11



The table 15 and graph 12 above point out that when item 11 is analyzed, it may be seen that the students are able to distinguish the missing sections or things in a whole at an acceptable level. Recognition takes a big part in very young learners' education, particularly for language education. The first evaluator has checked "yes" for 14 students and "no" for 4 students. Even though the second evaluator has considered that all the students in the group can find what is missing in the activities and materials, the third evaluator's results show that 16 of the group learners can do the action properly but not 2 of them can do it. As for percentage results in total, %88,88 of the students can recognize the missing parts or sides in a material or activity designed to improve the recognition skill of the students during the process of the syllabus. Connell (2005) also

states that learning is performed through making mental connections as well. Therefore, to be able to complete such a skill during the procedure requires establishing cognitive relationships between different points, which means younger learners need to get the overall organization in such activities to find out what is missing. Actually, brain has to build up connections between different points or matters on the course of learning a foreign language for meaningful outcomes in order to come to acquisition level as it is a characteristic function of a brain to make relationships to avoid artificiality. As a result, the activities aiming to make the students notice what is missing in a whole provide the opportunity to complete the purpose, which is also understood from the performance of the participants in the group.

Item 12: To process information through physical movement

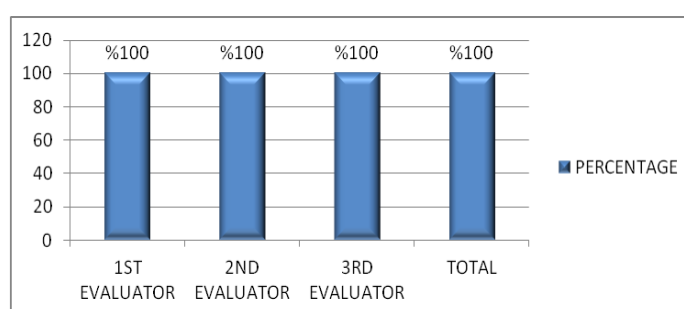
Table 16

The number of the students achieving the action in item 12

Item 12	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 13

Students' Percentages of item 12



In the program, physical action exercises take place as well, which is essential for very young learner's education in any field. Therefore, one of the items that check this idea is item 12 to observe the students if they process information through physical movement in the activities or exercises designed in the syllabus. As very young learners are really good at this kind of activities in character, the result of the analysis of this

item verify the state as well, which is obvious in both the table 16 and graph 13. The results indicate that all the students are able to understand, react to and direct the information reflected via physical movement, which is fundamental for very young learners' education. Additionally, the three evaluators have come up with the idea that all the participant students are capable of doing this action properly, which may be stated in another way as %100 of the students can process information through physical movement, which means all the students in the research group are able to perform physical activities to process new information properly in the lessons. The result of the analysis of this item is parallel with the point of Scott and Ytreberg (1990), which may be stated in another way as very young learners are able to learn a point better on condition that these points are conveyed and comprehended sensorially, which is also provided by the physical action activities. Besides, it may be stated that an efficient early childhood language education program should include various activities or exercises involving physical action as much as possible in an integrated way, as these learners need to be physically active in the learning process, especially language learning.

Item 13: To use materials in different ways

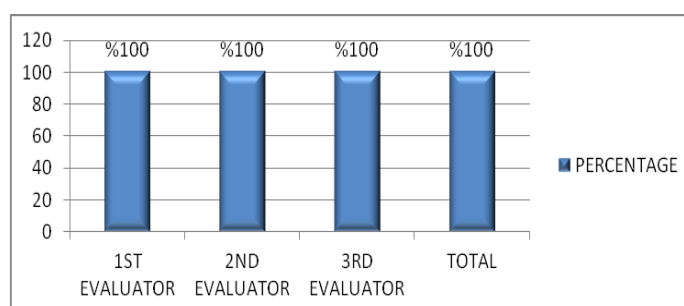
Table 17

The number of the students achieving the action in item 13

Item 13	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 14

Students' Percentages of item 13



As a general skill to be gained in the pre-school section of the schools, the learners are expected to use the provided materials in various possible and appropriate ways in the lessons. Using various materials for different purposes and in different ways is an important skill to be gained in both the first language and second language education. Therefore, according to the table 17 and graph 14, item 13 means to discover and claim whether the children in the group can utilize the materials properly in various ways and for various aims. The table and graph above presents that the three evaluators consider the 18 students in the research group are able to use the materials effectively and properly for the activities designed and included in the syllabus program in the procedure. In other words, % 100 of the students in the study group are able to use the materials or things in different ways for different purposes properly enough. The result may imply that very young learners are capable of utilizing the presented materials in different ways to create various designs while learning another language, which is an indispensable part of their education. To state differently, motor skills of younger learners are on the way to develop increasingly while learning their first language (White and Coleman, 2000). This should be in a similar way for the second language acquisition, as it should go in the same way to promote acquisition. Therefore, this result may be interpreted as a part of early childhood language education to be decorated with various points in order to arrange a similar way of learning for them.

Item 14: To speak and understand spoken language

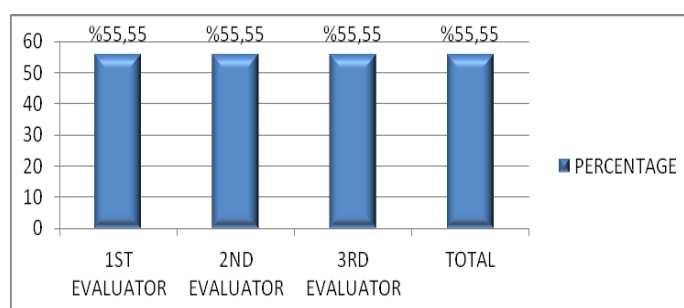
Table 18

The number of the students achieving the action in item 14

Item 14	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	10	10	10	10
Number of students (NO)	8	8	8	8

Graph 15

Students' Percentages of item 14



The table 18 and graph 15 above point that When item 14 is analyzed to check how many students in the research group are able to understand and speak the target language-English simply and basically, it is seen that the students are not good at speaking and understanding English as a spoken language generally as much as some other intended skills, about which the evaluators are of the same opinion. That result is clear in the checklist data. The table above points that 10 students in the group are able to speak and understand the target spoken language. %55,55 of the students in the group are competent in performing this action, which is obvious in the graph above. The significant point to be explained here is that the intended spoken language to be used to perform that action is the simple and easy language taught and learned within the procedure of the designed syllabus and the lessons. This result may be interpreted as very young learners are able to learn a foreign language to a point of acquisition, yet their speaking functions may not be developed enough to make sentences with the vocabulary or language points they have started to learn in the lessons, even if they are capable of identifying their meaning during the procedure via different ways. As mentioned in a different section, very young learners can use chunk-like speaking

expressions as in the very first step, as they have different characteristics from adult and even young learners. This may also stem from the school readiness of the participants, which may differ from group to group. Furthermore, the sentence-competence of the students may not be enough to form sentences orally using the target language points. Namely, very young learners shouldn't be expected to show the same performance in second language acquisition process in the first step even if they develop a competence of their first language acquisition in the first years of their lives. Nonetheless, the result may refer to they have come to a level fulfilling the skill in this item, which actually means that the suggested program has worked with the participants in the research group.

Item 15: To process information through senses

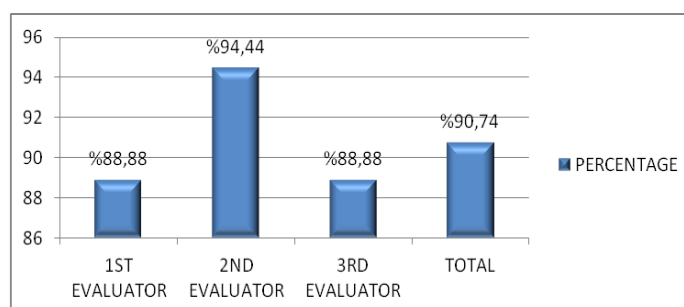
Table 19

The number of the students achieving the action in item 15

Item 15	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	16	17	16	17,33
Number of students (NO)	2	1	2	0,67

Graph 16

Students' Percentages of item 15



According to the table 19 and graph 16, the 15th item is out for putting forth the number and the percentage of the students who are capable of processing information through senses in the procedure. The activities addressing to the senses within the learning and teaching process have a importance to provide an effective progress and development for very young learners in learning a new language. There are a number of

activities to be stated in the syllabus that aims to make the students' senses actively rank in the activities or exercises, which is essential for very young learners to elicit meaning as well as art-craft activities. The first and second evaluator have checked "yes" for 16 students to be able to perform that skill properly enough, and the second evaluator has checked "yes" for 17 students in the group. So, in total, % 90,74 of the students are able to understand, react to and direct the information via the senses. The result of this item's analysis may go in the same direction with Lightbown and Spada (1999) that very young learners need physical interaction with the world in order to promote acquisition of the language. Besides the physical interaction, the activities focusing on this function of the learners will promote body and mind correlation in a way as very young learners should coordinate the cognitive functions with the sensory skills to perform properly. Therefore, the result represents that they are capable of dealing with such activities as they can learn a new point better if they use their sense in the learning process characteristically, which lights the way for further points about activities and exercises to be involved in early childhood language education programs.

Item 16: To act properly in motor activities to coordinate both hemispheres of brain

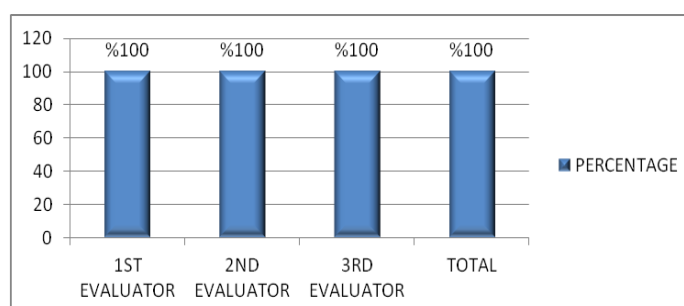
Table 20

The number of the students achieving the action in item 16

Item 16	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 17

Students' Percentages of item 16



The table 20 and graph 17 indicate that when the data of item 16 provided by the three evaluators have been examined and evaluated, it is seen that % 100 of the children in the research group as total are able to act properly in motor activities to coordinate both hemispheres of brain. Also, this item aims to indicate the state of very young learners' position in dealing with art-craft activities or motor activities which are of great importance for both their physical and cognitive development. The evaluators have considered that all the students in the research group are capable of dealing with such kind of activities which coordinate both the brain and body, and also the two hemispheres of their brain. To work the both hemispheres of a brain while learning a new point becomes more effective to retain the new information presented in the lessons. This result goes in harmony with the point of Jensen (2005), which claims that very young learners have developed their motor skills to a great point by the age of 5. Therefore, it shouldn't be surprising to meet such a result in this study, which shows the participants as early learners are capable of dealing with motor activities properly. These activities also improve the motor skills of the students, which is necessary in early childhood education in their first language (Reilly and Ward, 2003). Thus, the process should also be in a similar vein with their first language acquisition process in a way to promote second language acquisition. In other words, very young learners should be exposed to various activities so as to coordinate their mind and body together along with improving their motor skills to some degree. Thus, early childhood language education programs should cover such functions in the course of teaching and learning process, which is in the similar vein with the program applied in the study.

Item 17: To understand and retain new information

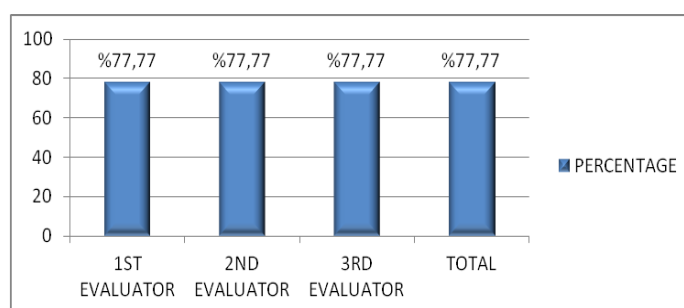
Table 21

The number of the students achieving the action in item 17

Item 17	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	14	14	14	14
Number of students (NO)	4	4	4	4

Graph 18

Students' Percentages of item 17



According to the table 21 and graph 18 above, the 17th item inquires whether the students in the research group are able to understand and retain new information provided via different ways or not, and the analysis also aims to find out the number of the students who are successful at identifying and maintaining the new information. The data and the findings depict the result that the evaluators agree upon the success of 14 students in the study group are capable of identifying and retaining the new information presented in the lessons covering the syllabus program. As for percentage evaluation and its results, % 77,77 of the learners in the study group are able to understand and retain new information in the lessons according to the data in the checklists of the three evaluators. this result also may claim that the learners are ready to identify new language points and retain them mentally at a proper level. As White and Coleman (2000) suggest, very young learners have developed-to-a-point thinking and memory skills, which is influential of language acquisition, especially on the course of learning another language. Therefore, it may be stated that the numerical results of this study verifies the results and implications of such analysis result of this item,

asserting very young learners in the pre-school section are capable of retaining information or knowledge about a second language.

Item 18: To make classifications and groupings according to the instructions

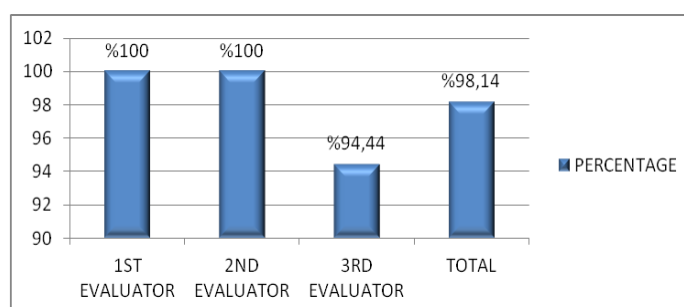
Table 22

The number of the students achieving the action in item 18

Item 18	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	17	17,66
Number of students (NO)	0	0	1	0,34

Graph 19

Students' Percentages of item 18



The designed syllabus covers a number of various activities for classifying or grouping things or objects around an idea aimed in each subject matter, which aim to work and develop the cognitive skills for distinguishing ideas or objects along with establishing relationships. As a consequence, 18th item aims to check whether the students are able to make classifications and groupings according to the instructions in the lessons. According to the table 22 and graph 19 above, the first and second evaluator's answers indicate that all the students in the study group can classify or sort things under one idea as an activity to see how well the students recognize things in a unit, but there is a slight difference in the third evaluator's answers. Namely, it may be claimed that nearly all of the students (% 98,14 of them) are capable of classifying or grouping objects or materials in the lessons according to the teacher's instructions properly. This may be an important indicative of the cognitive performance of very young learners in the process of starting to acquire a foreign language by such a study

with them. In addition to that, this shows the valuable use of these activities to be utilized in early childhood language education with a reference to Brain-based learning, focusing on the cognitive functions of very young learners during the procedure of such a study. Also, Reilly and Ward (2003) consider this skill as one of the main functions early learner should be able to deal with properly along with other skills to be developed in the pre-school section. Therefore, the result of the item's analysis may point out that majority of the learners are able to perform the function in this item effectively enough to be considered successful, as these activities can be utilized for various aims in the course of language education in the pre-school section to provide meaningful and fun contexts.

Item 19: To form simple and short sentences orally

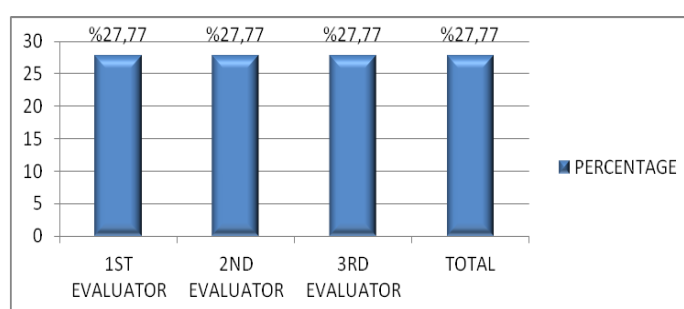
Table 23

The number of the students achieving the action in item 19

Item 19	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	5	5	5	5
Number of students (NO)	13	13	13	13

Graph 20

Students' Percentages of item 19



The table 23 and graph 20 above indicate that item 19 is intended at seeing whether the learners in the study group are capable of forming simple and short sentences orally or not, and the other purpose is to find out the number of the successful students to perform the action properly. It has been found that not many of the students are able to creating or making sentences orally in the target language. The answers of

the evaluators in the checklist show that only 5 of the students are capable of making oral sentences (including the language points intended to be learned within the procedure). As for the percentage result, %27,77 of the learners in the study group can perform that action properly enough to be accepted as “yes”, which is indicated as table and graph above. Namely, it may be claimed that the learners are not as ready enough to produce oral sentences properly as they are in recognizing the ideas or information. To state differently, even though younger learners are capable of making sentences in their first language, it shouldn't be expected the same result for the second language acquisition process as their capacity for their native language is limited to some degree. However, in the procedure, it has been found out that the students can use some sentences with the intended vocabulary or language points as they are conveyed via songs, dialogues or stories to them. Therefore, they may be able to use further sentence samples if the process goes on further with a similar program or more often, as it is clearly stated by Krashen (1982) for further acquisition competence in a foreign language the process must be lifelike, which means it should include more exposure to the language as in the first language acquisition. Nevertheless, it can be deduced that very young learners in the pre-school section are capable of fulfilling the skill to some degree properly, which points out that there may be language education in this section of the schools.

Item 20: To identify the meanings of the words

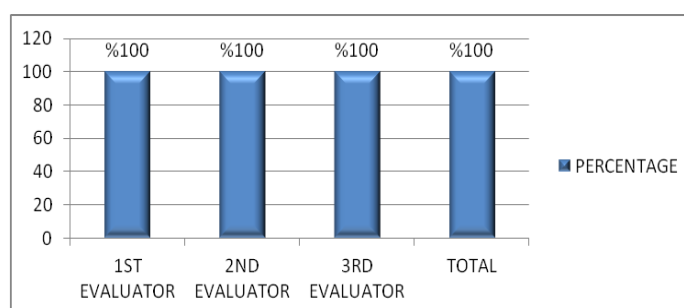
Table 24

The number of the students achieving the action in item 20

Item 20	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 21

Students' Percentages of item 20



With a reference to the table 24 and graph 21 above, the 20th item aims to see the performance of the students on identifying the meanings of words in the lessons. There are used various ways to enable the students elicit and identify the vocabulary presented in the lesson, and the students in the group are able to get the meanings of the intended vocabulary or language points within the procedure by means of various techniques. The three evaluators agree upon the fact that all the students in the group are capable of identifying the meanings of the words in the units of the syllabus program presented through different ways which are appropriate for the cognitive development level of very young learners, as it is seen in both the table and graph above. Namely, % 100 of the participants can generally understand the meanings of the intended vocabulary properly, which may prove the fact that the cognitive skills and mental development of very young learners are strong enough to perform the skill properly. This result has some points in common with the claim of Philips (1993); suggesting early learners are able to get the meaning if it is presented naturally-suitable for their way of learning. Namely, they can identify the meanings of the vocabulary or language points in the course of language education, which are presented in a manner to enable the students to

elicit the meanings, which is also compulsory for the construction of meaning in their normal learning process. As a result, the participants represent the universe as younger learners to be able to perform well in eliciting and identifying the meaning of the new language points.

Item 21: To participate in the activities eagerly

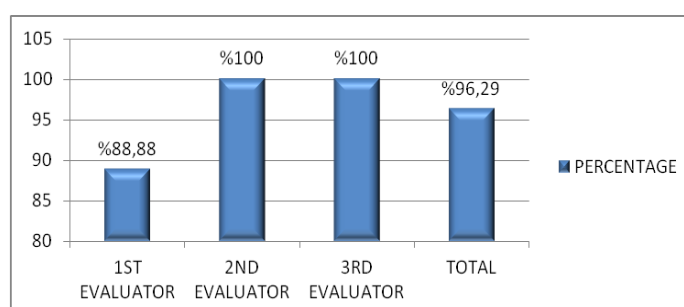
Table 25

The number of the students achieving the action in item 21

Item 21	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	16	18	18	17,33
Number of students (NO)	2	0	0	0,37

Graph 22

Students' Percentages of item 21



As the table 25 and graph 22 above present, to check how many of the students take part in the activities eagerly, the evaluators are asked to answer item 21. The aim of this item is to see whether the students participate in the activities willingly or not. The findings mirror that the second and the third evaluator have considered all the participants in the study group participate in the activities and exercises designed within the syllabus and the program, but the first evaluator's answers bring in a small difference into the total assessment and percentage, which is that the first evaluator has checked "yes" 16 students in the group. In total, % 96,29 of the learners in the study group attend the activities eagerly, which namely means motivation to learn something, particularly a language. As a matter of fact, this is one of the most important points while teaching and learning a language, and it seems to have a positive position in the

research. The result may refer to the points of Morrison (2003), and Caine and Caine (1994) by supporting the view of the fact that the search for information or knowledge comes from the birth and these learners are curious to learn a new point, whatever it is. However, it should be noted that the information or point should be presented in a way, which is appropriate for their way of learning and characteristics. So, the result also indicates that the participants of the study affirm this point with their performance in the procedure. In sum, there are few students who haven't been always motivated and eager to take part in the activities or exercises during the procedure, the result of the item's analysis show that there may be applied such a program with the learners in the pre-school section of the schools or other institutions since the learners don't have a negative viewpoint towards starting second language acquisition according to the result.

Item 22: To play roles in simple dialogs

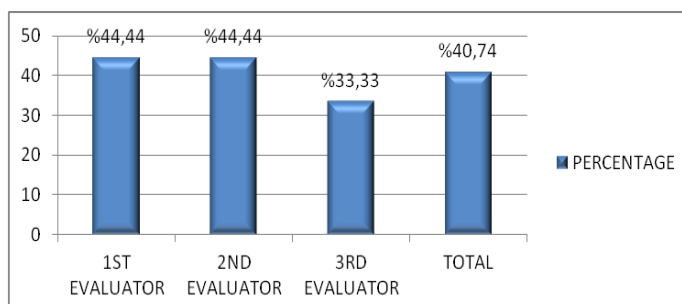
Table 26

The number of the students achieving the action in item 22

Item 22	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	8	8	6	7,33
Number of students (NO)	10	10	12	9,67

Graph 23

Students' Percentages of item 22



The table 26 and graph 23 above indicate that when item 22 is analyzed to see how many students in the research group are capable of participating in simple and basic dialogs included in the syllabus and the lessons, it has been found out that % 40,74 of the students in the group are able to take part in simple dialogs, which are the

dialogs or chunks in the lessons and units designed for both presentation or exercises. The first and second evaluators have considered 8 students of the group can play basic roles in these dialogs orally, and the third evaluator has thought that 6 of the students are capable of doing that as an action within the process, which is stated separately in both the table and graph above. The result of the analysis may claim that the learners are not for such activities as much as they are for such recognition processing exercises, but it also implies that they may be effective somehow for variety and preparing the learners to use the language as much as possible. In the procedure, various dialogues have been used in order to present or practise the language points or vocabulary in a meaningful manner. Scott and Ytreberg (1990) also point that speaking as a skill is the first one to be developed further among other skills for their first language acquisition, and the dialogues shouldn't be expected to be in the same form for the adults. On the contrary, they should be chunk-like or song-like dialogues, which provide fun and positive opportunities for younger learners by making the language more memorable and meaningful (Forster, 2006). Also, the result may indicate that there is a positive and acceptable outcome for the item to be assumed as useful and effective for early childhood language education and early learners are capable of dealing with this function properly to some degree.

Item 23: To answer questions simply and correctly

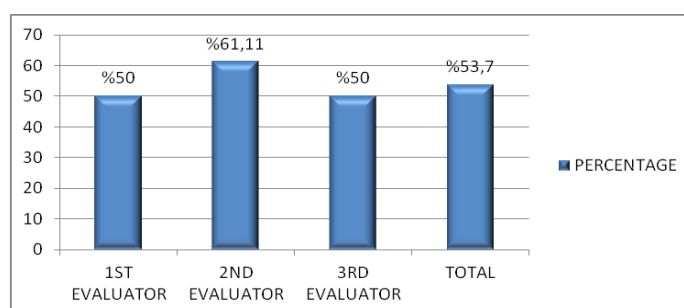
Table 27

The number of the students achieving the action in item 23

Item 23	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	9	11	9	9,66
Number of students (NO)	9	7	9	8,34

Graph 24

Students' Percentages of item 23



Reacting to the questions properly is also a necessary function; this point is analyzed via item 23 to discover how many students are able to answer simple and basic questions in the lessons about the language points they are exposed to as presented in the table 27 and graph 24 above. When item 23 has been analyzed, it is seen that % 53,70 (nearly half of the students in the group) are able to answer the questions simply and correctly in the lessons, which refer to the questions used in the dialogs or chunks for both presentation and exercises. The first and third evaluator have checked “yes” for half of the children in the study group to perform that point properly, which means % 50 of the students. On the other hand, the second evaluator has considered 11 students in the group can answer the questions simply and properly, which is % 61,11 of them as a percentage. In total, the result may represent the fact that the students can react to and answer the questions they have been exposed to in the lessons simply and basically. Morrison (2003) agrees with that point by suggesting that younger learners are incessant questioners about what they are exposed to around themselves. However, the participants are not well enough to answer the questions asked by the teacher properly enough to be assumed as successful in the evaluation, but nearly half of them have

performed this function well in the procedure. The result may stem from the same reason of the item interrogating whether early learners are able to make sentences using the target language to some degree. They are able to understand or identify what they have been exposed or presented via various ways, but they cannot show the same performance in using them, as this may be beyond their capacity in a such short while.

Item 24: To produce different things via the art-craft activities properly

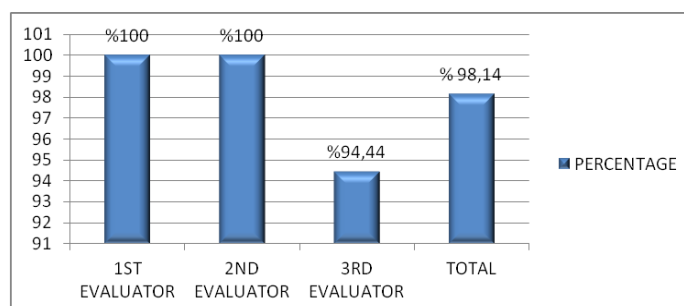
Table 28

The number of the students achieving the action in item 24

Item 24	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	17	17,66
Number of students (NO)	0	0	1	0,34

Graph 25

Students' Percentages of item 24



According to the table 28 and graph 25 above, item 24 aims to check whether the students in the group are able to produce different things via the art-craft activities properly according to the instructions in the lessons or not. The item also intends to find out how many students are able to achieve to perform the skill properly in the lessons. In the light of the evaluators' answers in the checklist, it has been seen that % 98,14 of the learners are capable of utilizing the materials properly to create various things in the lessons in total. If necessary to state the results separately, while the first and the second evaluator consider all the students can produce proper designs in art-craft activities according to the instructions of the teacher, the third evaluator's answers have caused a slight difference in total, i.e. the third evaluator has checked "yes" for 17 students in the

study group to do the action properly, which may refer to the fact that very young learners are good at such activities and this kind of activities should take place in the programs of education. These activities may provide authentic experience to practise the target language points for younger learners, which is in the same direction of Miller's proposition (1996) about these learners that they learn through authentic experiences as they are appropriate for their development and characteristics. Thus, the result matches with this idea in a way, as these activities present a valuable condition in the course of language education, and the participants have shown an efficient progress during these activities and they could be used in early childhood language education efficiently.

Item 25: To identify the physical features of the things or materials such as colour

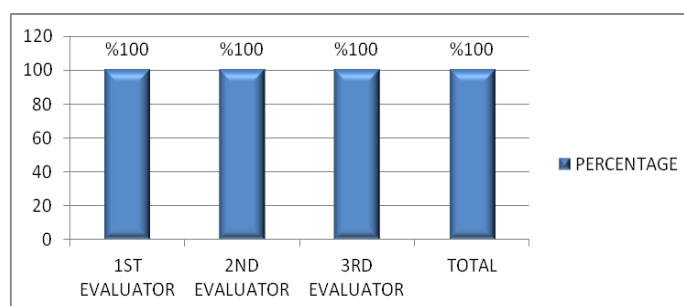
Table 29

The number of the students achieving the action in item 25

Item 25	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 26

Students' Percentages of item 25



Regarding the data and information in the table 29 and graph 26 above, the 25th item analyzes the students' performance on identifying the physical features of the things or materials such as colour and targets to find how many students can fulfil the action properly. As very young learners' performance of identifying the objects' physical features is fine and suitable for such kind of activities, the evaluators' answers

have shown that % 100 of the students in the study group are capable of identifying the physical features of objects such as colour in the lessons. To express in numbers, all the evaluators have considered that 18 students can perform this skill properly enough within the process, which may require including the activities covering the functions of the senses due to the characteristics of very young learners. As their cognitive skills to be used in the course of their first language acquisition has come to a degree according to Morrison (2003), this may be on a similar point with the second language acquisition process of them, which means they can identify the physical features of the objects they are introduced. Additionally, the result of the item's analysis has shown that several activities may be included in an early childhood second language program involving such characteristics. As a matter of fact, each activity makes the learners identify the features of the materials presented for various aims as they need to decide how to use them during the exercises. Consequently, it may be concluded that the learners cognitive skills related to this point have developed enough to perform successfully during the activities.

Item 26: To associate things in more than one relationship

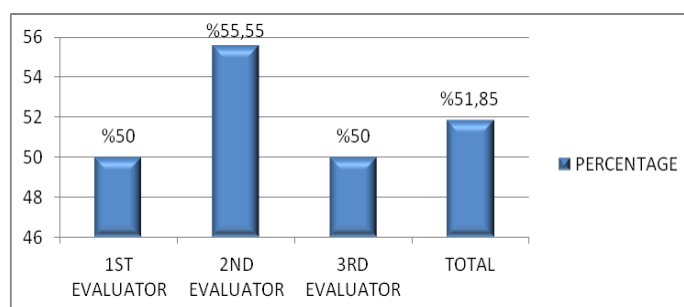
Table 30

The number of the students achieving the action in item 26

Item 26	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	9	10	9	9,33
Number of students (NO)	9	8	9	8,67

Graph 27

Students' Percentages of item 26



The table 30 and graph 27 indicate that the 26th item aims at analyzing the frequency of the students who can associate things in more than one relationship, which is a significant skill in terms of cognitive development. On one hand, the learners in the study group are able to identify the language points in one section well enough as it may be understood from the results and findings. On the other hand, the results indicate that % 51,85 of the students are capable of making associations in more than one relationship in the activities which intend to provide such cognitive operation in the process. Furthermore, it may be predicated in numbers as the first and third evaluators have checked “yes” for 9 students to fulfil the action properly, and the second evaluator has checked “yes” for 11 students to do the action properly enough, which brings in a small difference in total. The result may imply that very young learners are able to make mental relationships among the objects or ideas while learning new information, which is important to foster cognitive development of the learners. This function is significant in terms of the approach that the research is based on. In other words, establishing cognitive relationships between different language points may also provide a kind of rehearsal for the learners to help them retain the knowledge or information they are exposed to while learning a foreign language (Jensen, 2005). The result also indicates that the learners are successful while completing the function properly, so such activities may be included in language education with younger learners for an effective linguistic outcome.

Item 27: To use the language point quite correctly presented in the lesson

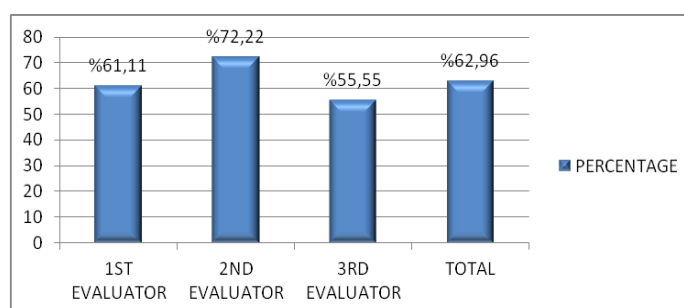
Table 31

The number of the students achieving the action in item 27

Item 27	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	11	13	10	11,33
Number of students (NO)	7	5	8	6,67

Graph 28

Students' Percentages of item 27



The table 31 and graph 28 above indicate that when item 27 has been analyzed to find out how many students can use the language point quite correctly presented in the lesson, it has been found that % 62,96 of the students in the group can use the vocabulary or language points in the activities or exercises quite correctly and properly enough in total, which may be assumed as a positive result. The first evaluator has thought that 11 students in the group are able to perform this task properly; the second evaluator has filled the data in the checklist that 13 students in the group can do the action properly; and the third evaluator's answers show that 10 students are capable of carrying out the language points or vocabulary presented in the lessons. Besides there is a meaningful relationship among the three evaluators, it may be inferred that the students are capable of learning a new language, especially via the designed syllabus program. What is more, the result of the item's analysis is in the same vein that very young learners are capable of learning a foreign language as their cognitive, linguistic and motor skills are developed well enough to perform efficiently during such a procedure (White and Coleman, 2000). Besides, it may be in the same line with the point of Lightbown and Spada (1999) that younger learners' ability to learn and

understand a language to use it in the pre-school years, which is also supported by the result of the item's analysis result. Therefore, the designed program during the research is helpful for a successful outcome for early childhood language education.

Item 28: To express language point, ideas and feelings by drawing pictures

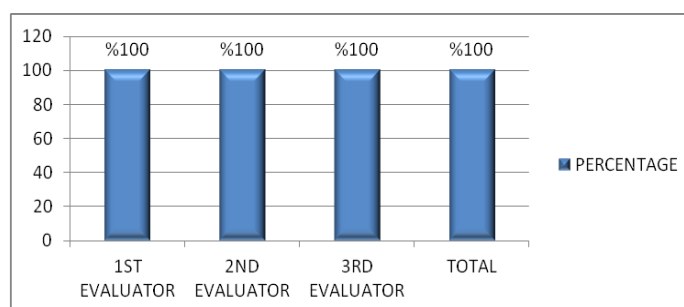
Table 32

The number of the students achieving the action in item 28

Item 28	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 29

Students' Percentages of item 28



According to the table 32 and graph 29 above, the 28th item seeks how many learners in the study group are able to express language point, ideas and feelings by drawing pictures in the lessons since drawing is one of the most significant activities for especially very young learners as they are not in the production level of writing along with providing fun within the procedure. The evaluators in the assessment part in the research have checked “yes” for all the students since considering them to be able to perform that action properly in the lessons. In other words, the three evaluators have considered 18 students successful to perform the action stated in the item. As percentage evaluation, in total, % 100 of the learners in the study group are capable of drawing pictures to describe or express language points learned in the process. Very young learners characteristically like to deal with art-craft activities ranging from drawing to making puppets, as they provide fun and meaningful products in the

procedure of language learning. As a matter of fact, they like to draw pictures really much as they have different learning styles or intelligence types, so the process should be decorated to answer all the types of learners to some degree. The result of the analysis of this item may be the proof of the fact that there should be such kind of activities in the programs of language teaching to very young learners by also indicating the possible performance of very young learners in art-craft activities to be utilized while learning a foreign language. Consequently, it may be concluded that drawing may be one of the key points that can be used for various purposes while teaching a foreign language in the pre-school section with younger learners.

Item 29: To do the activities according to the instructions properly

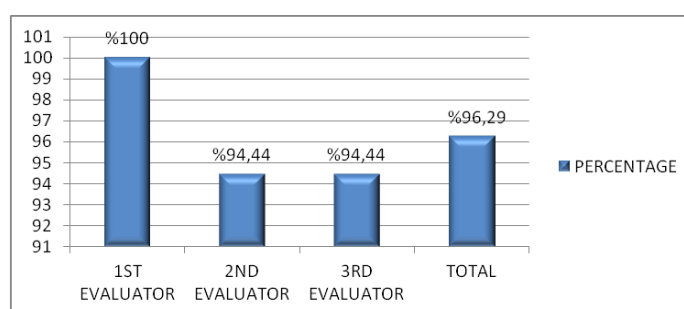
Table 33

The number of the students achieving the action in item 29

Item 29	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	17	17	17,33
Number of students (NO)	0	1	1	0,67

Graph 30

Students' Percentages of item 29



With regard to the information in the table 33 and graph 30 above, item 29 questions the success of the students to do the activities according to the instructions properly in the lessons, which is as important as the motivation because the syllabus covers a number of various activities designed according to the subject matter and aims for each unit, and the point in dealing with the activities properly is essential to conduct

a program at a proper and successful level. For the evaluation in total, it may be stated that nearly the total of the students (% 96,29 of them) are capable of carrying out the activities or exercises designed within the process according to the teacher's instructions properly enough to be accepted as successful. The second and third evaluators have checked "yes" for 17 students and the first evaluator has considered all the students successful in doing the activities properly in the lessons according to the instructions. Consequently, it may hint at the fact that very young learners may learn a new language at an acceptable level. The result, actually, refer to the whole process of the implementation of the research with the participants, which surveys whether the learners in the pre-school section are capable of doing the presented activities according to the instructions or modelling by the teacher, as very young learners need modelling for efficient learning most of the time while learning a new point by being exposed to only the target language (Revell and Norman, 1997). So, it may be deduced that the pre-school students in our country may be ready to start second language acquisition with the help of a well-planned and well-designed program considering their learning characteristics.

Item 30: To elicit the meanings of words via visuals or other materials

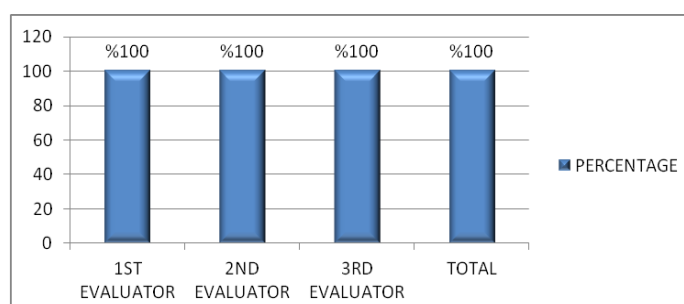
Table 34

The number of the students achieving the action in item 30

Item 30	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 31

Students' Percentages of item 30



Eliciting meaning instead of being exposed to them directly is more suitable and effective to teach a new language point or vocabulary to very young learners. The table 34 and graph 31 express that when item 30 has been analyzed to see how many learners in the study group are capable of eliciting the meanings of words via visuals or other materials while learning the new vocabulary or language points, it has been found that all the participant students (18) are able to identify the meanings of vocabulary or language points presented in the lessons according to the answers of the three evaluators in the checklists. If to state in other words for percentage evaluation, % 100 of the students in the research group are able to get the meanings of new vocabulary or language points presented in the lessons by means of various materials such as posters, pictures, flashcards, realia or so on. As Morrison (2003) states, younger learners have an innate curiosity to learn a new point and their cognitive reasoning has come to an effective point to learn a language as well, and Caine and Caine (1994) assert that brain has an innate desire to search for meaning, so eliciting should be used to make these learners actively involved in the search and construction of meaning, which will also provide retainment of the knowledge or information acquired. In addition to that, it may also be claimed that this technique should be used in order to promote acquisition, especially for second language.

Item 31: To differentiate the features or characteristics of things

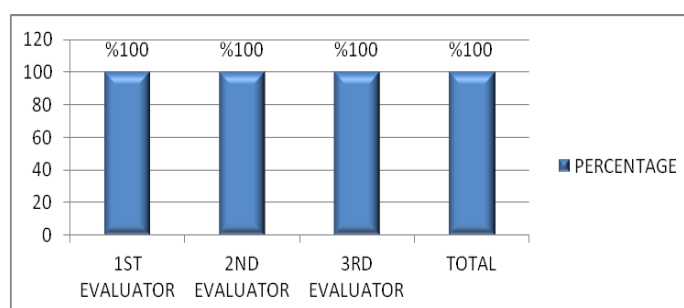
Table 35

The number of the students achieving the action in item 31

Item 31	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 32

Students' Percentages of item 31



With a reference to the table 35 and graph 32 above, the 31st item has been examined and analyzed to discover how many students in the research group are able to differentiate the features or characteristics of things. As a matter of fact, each activity or exercise for very young learners involves distinguishing the features of characteristics of objects. Namely, this function is also related to the senses. Therefore, the result of this item's analysis applied by means of the data in the checklists provided by the three evaluators indicate that all the students are capable of identifying the different features of the materials or objects among each other. For the percentage results, the evaluation results point to that % 100 of the learners in the research group are capable of performing the action or skill at a proper level in the lessons. Thus, the result may imply that the activities including this function for very young learners should be involved in language teaching programs. The result may match with the point in the analysis of another item (identifying physical features), so various activities involving this skill could be utilized efficiently in language education with very young learners. This outcome is parallel with the point of their development in sensory skills (White and Coleman, 2000), by means of which they are able to perform this skill properly as

understood from this item's analysis. As a consequence, it may be purported that early childhood language education programs should include various activities or exercises in which very young learners need to identify the features of the objects provided during the procedure in different ways and they can understand how to use them in proper ways.

Item 32: To use the language points learned previously in new sections

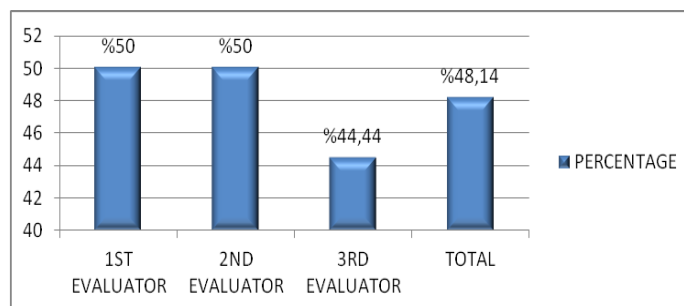
Table 36

The number of the students achieving the action in item 32

Item 32	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	9	9	8	8,66
Number of students (NO)	9	9	10	9,34

Graph 33

Students' Percentages of item 32



The table 36 and graph 33 indicate that the 32th item seeks for the evaluation of how many students in the research group are able to use the language points presented and learned in new sections in several activities or exercises that aim to associate language points in more than one relationship to provide cognitive connections. The findings gained via the data in the checklists by the evaluators in total point that % 48,14 of the students in the research group can use the vocabulary or language points in new sections within the procedure in positions designed to associate things with each other in a few relationships. Also, the results indicate that the first and second evaluator have regarded 9 students in the group as successful using the language in new sections, while the third evaluator has checked "yes" for 8 students to be able to perform the

action properly in the process. Thus, in this skill, nearly half of the students in the group are successful. This function or skill should be taken into consideration as brain can learn better with the help of cognitive relationships between different things (Caine and Caine, 1994). Nearly half of the participants of the research group have performed successfully in the association activities that aim to make connections between different language points of subject matters in different ways, which may be stated as also “integration” as one of the three main features of brain (Jensen, 2005). These activities also provide opportunities for the learners to revise what they have been presented or exposed in the procedure, which is also important in terms of the intended approach (Jensen, 2005). As a result, the result may imply that very young learners are capable of dealing with such activities to some degree, which may conclude that these activities should be integrated in the language education with younger learners.

Item 33: To react to and utilize music properly in associating the meaning via body movement and rhythm

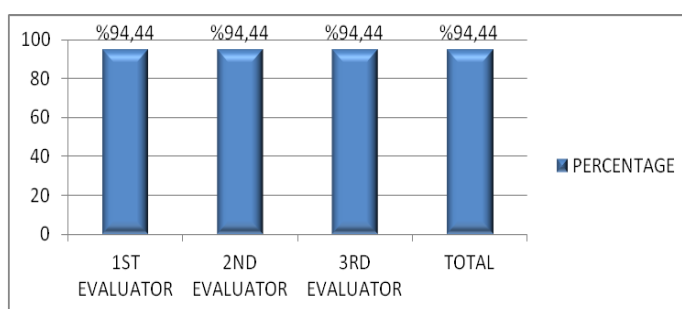
Table 37

The number of the students achieving the action in item 33

Item 33	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	17	17	17	17
Number of students (NO)	1	1	1	1

Graph 34

Students' Percentages of item 33



The table 37 and graph 34 above point out that when item 33 has been analyzed to discover the percentage of the students who are able to react to and utilize music

properly in associating the meaning via body movement and rhythm, it has been detected that the three evaluators are on the same opinion about the number of the learners in the group to complete the aim properly. 17 students in the group are able to use body movements via music and rhythm to identify and direct meaning in the lessons in the activities and exercises that aim to make the students physically and mentally active in the process by means of various activities (physical action or Total Physical Response) to provide both fun and physical movement for the students, which is an inseparable part of early childhood education to coordinate both body and brain. As total percentage evaluation, % 94,44 of the learners in the study group are able to perform the skill or action properly. To put it another way, using songs to present a new language point or practise it in a fun and meaningful manner is appropriate for their characteristics cognitively, physically and psychologically (Gordon, 2006). Therefore, as understood from the result of this item's analysis, activities including music could be used in early childhood language education, especially by means of the implemented program.

Item 34: To use physical movements properly to express meaning

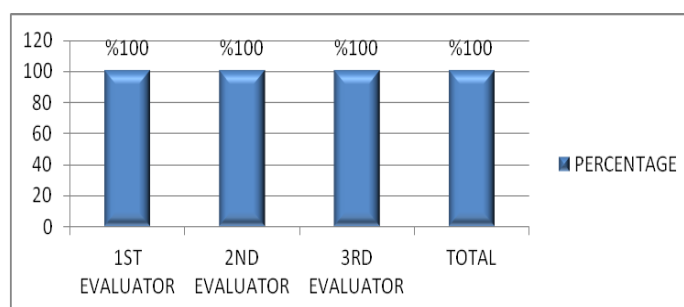
Table 38

The number of the students achieving the action in item 34

Item 34	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	18	18	18	18
Number of students (NO)	0	0	0	0

Graph 35

Students' Percentages of item 34



As seeing that being physically active is of great importance for early childhood education, especially in terms of language teaching to very young learners, item 34 investigates how many students are able to use physical movements properly to express meaning in the activities or exercises during the lessons, whose results are stated in the table 38 and graph 35. The results expose that all the evaluators in the evaluation process have checked “yes” for 18 students in the study group to state they are able to utilize the body movements and physical actions to understand, react to and direct the information and meaning in the lessons. To put it differently, % 100 of the children in the research group are good at coordinating body and brain to identify and express meaning while learning a language. In other words, the result may represent that activities or exercises that include physical actions or body movements are really effective for very young learners’ education, especially in terms of language teaching. The result of the analysis goes parallel with the point of Reilly and Ward (2003) that very young learners are able to learn better on condition that they are exposed to the language with their five senses for a considerable amount of achievement. Therefore, it may be concluded that various activities involving physical actions may be used successfully for early childhood language education to a meaningful degree.

Item 35: To make simple and basic sentences about the intended language points

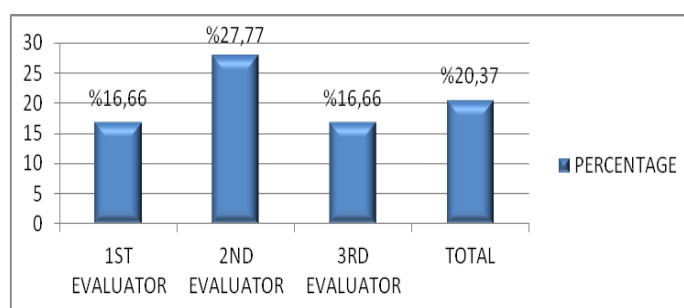
Table 39

The number of the students achieving the action in item 35

Item 35	1 st Evaluator	2 nd Evaluator	3 rd Evaluator	Total
Number of students (YES)	3	5	3	3,66
Number of students (NO)	15	13	15	14,34

Graph 36

Students' Percentages of item 35



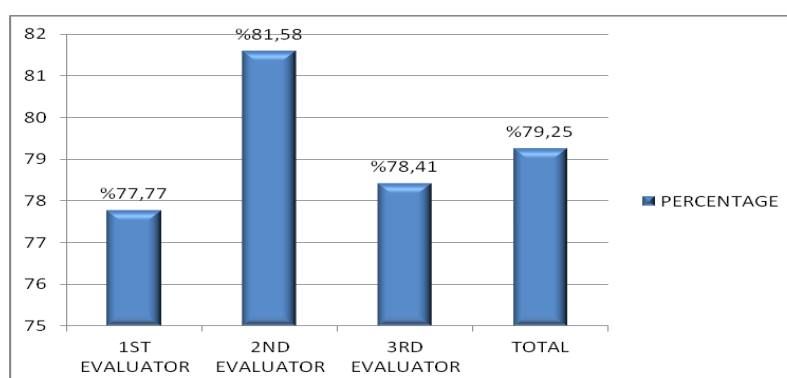
According to the table 39 and graph 36 above, the 35th item investigates the number and percentage of the students who are capable of making simple and basic sentences about the intended language points in the lessons. As some previous items imply, the students are not as good at performing such skills as most of the others in the process, which may stem from that the students are not in the production level as well as they can recognize things. As for the assessment, the first and third evaluator have considered 3 students succeed the aim properly, but the second evaluator has checked “yes” for 5 students in the group to fulfil the action properly. Total percentage of the students to be able to making sentences about the presented language points learned in the lessons is % 20,37. It may be deduced that the children in the group are not readiness to produce sentences in the target language. The result of this item’s analysis is parallel with some of the others questioning whether the students are capable of making sentences using the new language points or vocabulary, as mentioned beforehand. The outcome may stem from the duration frequency of the research with the participants, which may not be enough for them to complete the action in this item. Additionally, the result may also indicate that there are some students who are able to

fulfil the skill to some degree in the classes, which may be the light for the further points related to the research.

As analyzed and explained in a detailed way above, the students have shown a positive progress within the procedure. The graph below also presents overall percentages of the students' performances doing the intended actions in the checklist.

Graph 37

Total percentages of the students' performances in actions



The graph 37 above for the very general evaluation of the process in the study, the percentages of the data are presented to state the results. In total (according to the average of the evaluators' data in the checklist), % 79,25 of the learners in the study group are capable of dealing with and performing the skills properly and successfully. The first evaluator's answers indicate that % 77,77 of the students are capable of doing the actions, while the second evaluator's answers point that % 81,58 of the students are successful with the actions and the third evaluator's data have shown that % 79,25 of the students are able to deal with the intended actions during the procedure. The overall percentage results of the items analysis gained from the research put forth that the students in the pre-school section are able to start the acquisition of a foreign language to some degree with the help of the implemented syllabus program based on Brain-based learning approach, even though there may be some challenging points, which could also occur with adult learners. Wortham (2006) expresses that the earlier the language acquisition process starts the more successful the outcome will be. What is more, Lightbown and Spada (1999) state that children are able to acquire a language better in the pre-school years. Hence, the general result of the research points that the

suggested and implemented syllabus has been effective for the learners in the group to start the second language acquisition to a meaningful and acceptable degree. Therefore, it is a supportive point for the further studies on this issue.

Table 40

Correlation Values among Evaluators- General Evaluation

Factor (number of evaluators)	$\bar{x}$	s	Correlations		
			1.	2.	3.
1.	27,2222	6,43113	-	.989 ^a	.986 ^a
2.	28,5556	5,93318		-	.997 ^a
3.	27,4444	6,27996			-
^a p<.01 N=18					

As the table 40 above indicates, the correlation has been analyzed to see whether the data gained from the three evaluators are similar or not in the general evaluation checklist. X values represent the mean values and S values refer to the Standard Deviation. The correlation between the first and second evaluator is 0.989; the correlation between the first and third evaluator is 0.986; and the correlation between the second and the third evaluator is 0.997. As the results in the table above represent, the correlation rate among the three evaluators in the evaluation section of the research, there have been a positive and meaningful relationships between the evaluator 1 and 2, 1 and 3, 2 and 3 at a high level. According to this result, it has been found out that there is a meaningful correlation among the evaluators, which contributes to both the validity and reliability of the research. Also, correlation is significant at the 0.01 level and N (the number of participants) is 18. As a consequence, the harmony among the evaluators may refer to the point that the general evaluation results may be reliable and they followed a similar path while observing the learners' performances during the procedure. As seen in the tables above, the students in the research group are good at performing and achieving the skills intended in the procedure at a general scale. In the next section, the results obtained via the Pre-test and Post-test applications are presented

to see the meaningful and acceptable difference and progress in the language development of the students.

4.1.3. Findings of Pre-test and Post-test Evaluation

As mentioned in the previous sections, the study includes a Pre-test and Post-test which aims to find out whether there is a meaningful and acceptable difference in the language development of the students in the research group. The tests are point-to tests, as the learners are in the pre-school section of education and they don't know how to read and write. The checklist prepared to indicate the results of these tests cover the vocabulary in the lessons, just skipping the spoken language sentence structures since they cannot be evaluated via a point-to test. Instead of this, these language points are assessed by means of the general process evaluation checklist via some items in it.

Table 41

The number of the vocabulary the students pointing to the pictures correctly in the Pre-test

Student no	1st Evaluator	2nd Evaluator	3rd Evaluator
1	0	0	0
2	1	2	1
3	0	0	0
4	0	0	0
5	3	3	2
6	1	1	0
7	2	2	2
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
13	0	0	0
14	1	1	1
15	1	2	1
16	0	0	0
17	0	0	0
18	0	0	0

According to the table 41 indicating the number of the vocabulary, which students could point to via the pictures in the Pre-test. The test is a point-to test asking the vocabulary or some language points by means of pictures. The test aims to show that the students have no previous knowledge about the target language in the research. The tests are observed by three evaluators and they have checked “yes” for the vocabulary the students were able to point to correctly in the checklist. It may be stated that the evaluators’ are similar to each other, as some may have been overlooked in the records as most of the vocabulary or language points couldn’t be answered correctly. Furthermore, it may be said that even though there are some students who could answer some vocabulary correctly, it may be just because of coincidences of the students while pointing to the pictures. Namely, it is understood from the results in the table that, the participants didn’t have a conscious knowledge about the target language. Consequently, the students in the research group have no previous knowledge before the study, which is important in terms of the aims of the study, since it is the significant point to be able to see the effect of the suggested program designed during the research.

Table 42

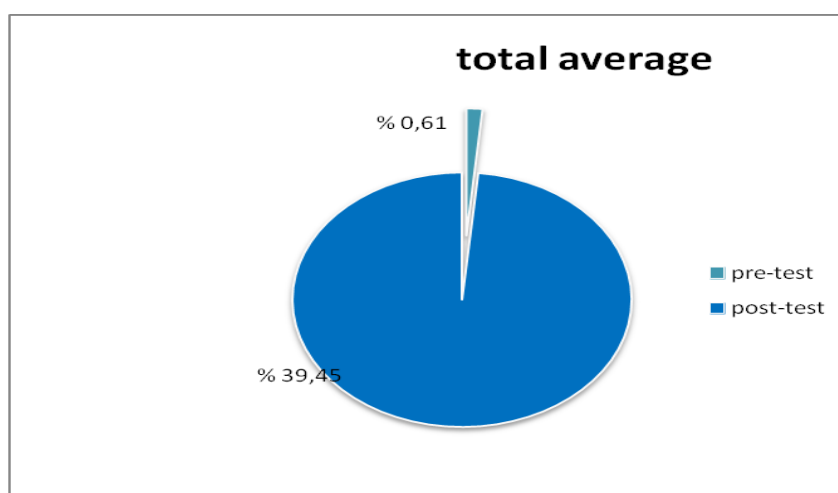
The number of the vocabulary the students pointing to the pictures correctly in the Post-test

Student no	1st Evaluator	2nd Evaluator	3rd Evaluator
1	16	16	16
2	38	38	38
3	38	38	38
4	25	25	25
5	40	40	40
6	46	46	46
7	57	58	57
8	58	58	58
9	58	58	58
10	21	21	21
11	35	35	35
12	29	29	29
13	14	15	14
14	26	25	26
15	22	22	22
16	21	21	21
17	20	20	20
18	11	11	11

The table 42 indicates the number of the vocabulary the students in the group were able to point to in the Post-test. This is also a point-to test to evaluate the language development of the students in the group. When the data in the table is analyzed, it is seen that the answers of the evaluators are similar for the number of the vocabulary. In other words, they have checked “yes” for the vocabulary in similar numbers. What is more, it has been seen that there is a meaningful and acceptable difference between the Pre-test and Post-test results of the students on an overall scale, which may prove the effectiveness of the suggested syllabus. Even though some of the students couldn’t manage to answer most of the vocabulary in the list, it is clear that most of the students are good at them on a meaningful and acceptable dimension. The result (that not all the students have been capable of progressing in a similar way) may stem from various reasons such as school readiness of the younger learners, which means readiness to learn in a way (Lewit and Baker, 1995); the motivation to start learning a foreign language; memory differences; brain growth; duration and frequency of the implementation; parents profile; classroom environment; attendance to the classes (one of the most important reasons), and so on. If all of these have been taken into consideration, they may have influenced the general performance of the learners in the research group to some degree. Nonetheless, the overall result of their performance may light the way for further researches and implementations. The graph below shows the general percentage of the students’ performance in the tests, which shows the difference between the two tests in another way.

Graph 38

Total performance percentages of the students in Pre-test and Post-test



The graph 38 represents the percentage results of the general evaluation of pre-test and post test results gained via the data by the three evaluators. the data obtained from the pre-test and post-test results cover the vocabulary and the language points t in 11 units designed within the syllabus, since the first unit consists of greetings and presented within dialogs. Therefore, the first unit's evaluation has been considered within the several items in the general evaluation checklist by means of several items related to speaking, on grounds that the mentioned unit covers only speaking chunks or language points which may not be asked via a point-to test and thus it should be assessed within the process by more interpretative results. Also, the point related to this issue will be enlarged upon in a more explanatory manner in the discussion section. What is more, it has been seen that there is a meaningful and acceptable difference between the two results of the tests applied. As a matter of fact, it hasn't been supposed that the students would be able to answer correctly for any language points in the pre-test. However, it may have become since the tests are point-to tests and there has occurred just coincidence while pointing to the pictures during the pre-test, as it has been realized within the process that the students have no previous knowledge about the target language, which is the expected point in the research. Even though the general evaluation has been examined and interpreted, a more acceptable and sound analysis should be implemented to see the exact difference between the two tests by means of T-test via SPSS. The results of T-test are given below, which has been applied to find out whether there is a meaningful difference between the pre-test and post-test results of the students in the research group or not.

Table 43

T-test Results of Language Development Pre-test and Post-test Findings and Values

Factor	N	$\bar{X}$	S	df	t	p
Pre-test	18	,6111	,97853	17	-8,891	,000
Post-test	18	32,0000	15,23927			
^a p<.01 N=18						

According to the table 43 above which presents the results of T-test implemented to check the difference between pre-test and post-test results of the

students, it has been discovered that there is a meaningful and positive increase in the language development of the learners in the study group, $t(18)=-8.891$, $p<.01$. The mean value of the pre-test results of the students in the group ($N=18$) is 0,6111, yet this value has increased to 32,0000. This result signifies the fact that the designed syllabus has a positive effect to foster and guide language development of the learners. As a consequence of these results, it may be claimed that the designed syllabus and the application are effective to teach English to very young learners to foster and guide their language acquisition. Whereas, for a more sound and valid analysis, Anova test is applied to see the difference between the Pre-test and Post-test results of the learners in the research group. The Anova test results are given in the table below.

Table 44

Anova Results of Language Development Pre-test and Post-test Findings and Values

Pre-test Post-test	Sum of Squares	df	Mean Square	F	p	Meaningful difference
Between Subjects	2057,139	17	121,008			
Measure	8867,361	1	8867,361	79,04	,000	2-1
Error	1907,139	17	112,185			
Total	12831.639	35				

1: Pre-test, 2: Post-test

According to the results of the table 44 above, a meaningful and acceptable difference has been found between the Pre-test and Post-test results, $F(1, 17) = 79,04$, $p<.01$. The mean value of Post-test ($\bar{X} = 32,0000$) is higher than the mean value of Pre-test ($\bar{X} = 0,978$). Namely, it may be claimed that the designed and implemented syllabus may be effective for language development of very young learners in the pre-school section.

The results of the T-test and Anova test may point to the fact that younger learners are capable of dealing with a foreign language in the pre-school section.

Namely, and the meaningful increase in the overall result in the post-test results may support the point in the acquisition theory, and such programs could be designed and implemented with these learners.

Moreover, correlation analysis should be applied to see whether there is a meaningful relationship in the answers of the three evaluators. Consequently, the correlation among the three evaluators has been analyzed for both the pre-test and the post-test results. Besides, the following tables indicate the results reached via the analysis. The following table presents the correlation values among the evaluators of Pre-test results.

Table 45

Correlation Values among Evaluators - Pre-test

Factor-number of evaluators	$\bar{x}$	s	Correlations		
			1.	2.	3.
1.	,5000	,85749	-	,946 ^a	,934 ^a
2.	,6111	,97853		-	,924 ^a
3.	,3889	,69780			-
^a p<.01 N=18					

The correlation has been analyzed to see whether the data gained from the three evaluators are similar or not in terms of the pre-test results. X values represent the mean values and S values refer to the Standard Deviation. According to the table 45 above, the correlation between the first and second evaluator is 0.946; the correlation between the first and third evaluator is 0.934; and the correlation between the second and the third evaluator is 0.924. As the results in the table above represent, the correlation rate among the three evaluators in the pre-test evaluation section of the research, there have been a positive and meaningful relationships between the evaluator 1 and 2, 1 and 3, 2 and 3 at a high level. According to this result, it has been found out that there is a meaningful correlation among the evaluators in the evaluation of pre-test, which contributes to both the validity and reliability of the research. Also, correlation is significant at the 0.01 level and N (the number of participants) is 18. This result is a

strengthening point for the research, since there is a harmony among the evaluators while assessing the procedure reliably. The small differences in the result may stem from the fact that the evaluators have observed the lessons separately and there could be some missing points. However, the overall result supports the study on a high scale. The following table presents the correlation values among the evaluators of Post-test results.

Table 46

Correlation Values among Evaluators - Post-test

Factor-number of evaluators	$\bar{x}$	s	Correlations		
			1.	2.	3.
1.	31,9444	15,18309	-	1.000 ^a	1.000 ^a
2.	32,0000	15,23927		-	1.000 ^a
3.	31,9444	15,18309			-
^a p<.01 N=18					

The correlation has been analyzed to see whether the data gained from the three evaluators are similar or not in terms of the pre-test results. X values represent the mean values and S values refer to the Standard Deviation. The table 46 above indicates that the correlation between the first and second evaluator is 1.000; the correlation between the first and third evaluator is 1.000; and the correlation between the second and the third evaluator is 1.000. As the results in the table above represent, the correlation rate among the three evaluators in the pre-test evaluation section of the research, there have been a positive and meaningful relationships between the evaluator 1 and 2, 1 and 3, 2 and 3 at a high level. This stems from the test type of the Pre-test and Post-test, which is a point-to test and thus the evaluators can easily decide right in the evaluation process. According to this result, it has been found out that there is a meaningful correlation among the evaluators in the evaluation of pre-test, which contributes to both the validity and reliability of the research. Also, correlation is significant at the 0.01 level and N (the number of participants) is 18. The overall result for the post-test and its correlation among the evaluators indicates that there is a meaningful relationship among the evaluators to support the main point in the research, and it refers to the fact that they are in the same vein in the evaluation process of the

study, which is an important feature of a reliable and valid research, even though there exist small differences in the results. Nevertheless, the general result is a supportive point for the reliability and validity of the research. The following section will discuss the findings in a more detailed way.

4.2. Summary and Discussion of the Results and Findings

In this research, the process of the study was examined with two checklists and the data were provided by three language experts-evaluators who examined the videos recorded for the analysis and assessment, which enabled the research to include characteristics of both descriptive and quantitative approach via numerical findings. The results and findings indicate that there is a positive difference in the language development of the participants in terms of recognition, which is understood by means of the pre-test and post-test results prepared for the students' age and level of education. Also, as for the general process and progress, the students are able to fulfil the intended actions at a positively high level.

To see the harmony among the evaluators, the correlation analysis in SPSS for Windows version 16.0 has been applied among them, which shows that the correlation among the evaluators is at a positively high level. In other words, the analysis result implies that the study evaluated by three language experts may be considered as valid and reliable, which is substantial for a research. Moreover, T-test analysis has been implemented to see whether there is a meaningful difference in the language development of the students.

Consequently, in the following sections, the data and results are interpreted and discussed in a more detailed way in order to present implications for teachers and further studies to be conducted in the research area.

4.2.1. Summary and Discussion of Pre-test and Post-test Results

The checklist for language evaluation of the students' language development within the procedure of the research includes the target vocabulary, which may be

evaluated via point-to test. The general percentage of the progress of the students in the research group signifies that the implemented syllabus may be effective on the language development of very young learners, which is based upon Brain-based learning approach. Also, it may imply that the syllabus can be taken as a model for further studies to teach language to very young learners. The data also indicate that the language points and vocabulary which have been revised and processed within more than one relationship are learned more than others. Despite the fact that each lesson begins with a revision of the previous units via ask-and-tell activity by the help of a vocabulary tree on which there are pictures of the vocabulary to be learned in the units, some language points are retained more than others due to such association activities.

Moreover, the results may point that very young learners' capability to learn another language apart from their native language is highly positive if the procedure is applied in appropriate conditions and manners. Even though the students have taken the lessons once a week but not every day, the designed syllabus and its implementation led a positive effect on the language development of the students.

4.2.2. Summary and Discussion of General Evaluation Checklist Results

This checklist aims to find out how successful the students are while achieving the intended skills within the process. The data obtained via the checklist by the three evaluators cast light upon the fact that the students are generally capable of dealing with and performing the intended skills during the procedure. However, several points related to the items should be expanded on to express more clearly.

Item 6, 8, 13, 24, and 28 analyze to find out whether the students in the research group are capable of dealing with art-craft activities properly enough. The items examine the process to see if the students are able to organize materials in a proper way; utilize the provided materials in various ways to produce different designs; and thus to convey meaning by means of such activities. The results obtained by the three evaluators' answers indicate that the motor skills of very young learners are ready and effective for learning a new language, which also creates a relationship between the body and the brain. Also, since very young learners are not advanced in production

skills, this kind of activities are useful to check their understanding within the process as they coordinate body (motor skills) and brain to express meaning.

Cognitive activities take place in the procedure of the research at a large scale, which is a feature of the learning approach on which the study is based on. Ordering activities are one of the activities that take place in the units as activities to check the cognitive skills of the students. The items 3 and 7 check this point in the process. However, it has been seen that the students are good at making classifications and groupings according to the instructions in the activities (item 18). Moreover, it may be claimed that the students are capable of put similar objects and ideas together (match), which is also a cognitive activity related to mental organizations. The results of this items analysis point that the students have difficulty remembering the order of the organized materials when it is asked, which may imply that such activities should take place less than grouping-sorting (classification) and matching activities.

Items 4, 9, 10, 11 and 17 also are related to cognitive skills of very young learners, as mentioned in the previous paragraph. The items intends to discover whether very young learners are able to identify the new vocabulary and make inferences simply (4), to reach simple conclusions in basic situations (9), to understand a problem basically and find a simple solution for it (10), to notice the missing sections or things in a material or an organized order (11), to understand and retain new information presented in the lesson via various ways (17). Each activity is a task for the students to deal with and achieve in the lessons, which requires mental processing for understanding new language points, recognizing missing parts, drawing conclusions or making inferences while dealing with exercises, and finding simple solutions for various situations to perform the task successfully. The results of the analysis of these items may refer to the point that very young learners are pretty successful in such cognitive skills or actions while tackling the activities in each unit.

Additionally, there also take place several sensory activities (e.g. touch and guess- taste and guess), which aim to see whether the learners in the study group are able to process information through senses or not. The results of the analysis of item 15 show that very young learners are good at such activities to process information. What

is more, item 25 examines to find out whether very young learners are able to identify the physical features of the things or materials such as colour, which actually refers to sensory activities to identify meaning. Also, the results may imply that such kind of activities should exist in the programs to teach language to very young learners, because sensory activities may coordinate both body and brain together.

During the procedure, there have been used various techniques such as songs, stories, dialogues, pictures, realia, body movement and so on to present the new vocabulary and language points in a contextualized way. Therefore, item 20 and item 30 interrogate the students' performance of eliciting the meanings of the new vocabulary correctly, and it has been found that the students in the group can identify the meanings of the new language points properly, which is understood from the results of the answers by the three evaluators. To state it in other words, elicitation should be used as a main technique to teach new language points to learners, especially very young learners whose cognitive development is not appropriate for deductive learning.

Furthermore, each activity includes characteristics of pronunciation in the lessons, which is evaluated by item 1. All the lessons and activities aims to develop and see the performance of the students in pronouncing the new vocabulary or language points. Within the procedure, it has been found out that the students in the research group are able to pronounce the new vocabulary or language points correctly, which means that their language skills to pronounce new vocabulary or language points in the target language.

In fact, it should be stated the program includes various physical action activities or involves its characteristics instead of being the only type of activity. Therefore, items 12, 16, 33 and 34 investigate to find out whether the students in the research group are able to process information through physical movement, deal with motor activities to coordinate both hemispheres of brain properly, utilize music to associate the meaning via body movement and rhythm, and use physical movements properly to express meaning. The results indicate that very young learners can achieve such skills properly enough while learning a new language as these activities provide motivation for them.

Items 14, 22, 23, and 35 question the performances of the students in the research group in speaking the target language. The results may indicate the fact that they cannot deal with forming sentences with the language points intended to be acquired within the lessons successfully and completely as the students are very young,. Only a few students are really good at using simple sentences generally, but not very much. They are capable of identifying the vocabulary and pronouncing them correctly, and they can also understand them in the sentences even though not all of them can form successful sentences all the time. This also happens in their normal education and mostly they are able to get the vocabulary but cannot make new proper sentences using the target language points.

Besides the following points, the items 21, 27, and 29 checks some other points related to the process of the research. Item 21 inquires to see whether the students are motivated to learn a language and eager to participate in the activities, which is important for an effective process. Also, item 27 aims to see whether the students are able to use the language point quite correctly in the lesson in the activities, which is examined by any activity in the lessons. Finally, item 29 analyzes the results of the answers by the three evaluators to see whether the students are capable of doing the activities according to the instructions properly. This should be examined to see the performance of the students while dealing with them properly or not.

Items 26 and 32 examine a different cognitive skill of the students in the research group, which is to make relationships between more than one thing, idea or point in the activities. In the syllabus, there are such activities for the students to associate two or more language points in one activity, which one of the characteristics of the learning approach the syllabus is based upon. This also provides review and repetition during the process, which is important for permanent information or knowledge for very young learners' education.

In a nutshell, if necessary to summarize the results briefly, it has been found out that the designed syllabus program for very young EFL learners to teach English in order to foster and guide their language acquisition may be assumed as effective and successful to get a meaningful and acceptable outcome. In addition to that, Brain-based learning may be grounded on while designing the aimed syllabus and in the course of the implementation of the designed program. The next chapter summarizes the results of the research as a conclusion by suggesting several implications and recommendations for the further researches.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

This chapter introduces the summary of findings with conclusions and discussion of the suggested program. Also, it presents implications and suggestions for both teachers and researchers.

5.1 Introduction and Overview of the Study

The study, which was conducted at the preschool section of Hendekyanı Primary School, is both a qualitative and quantitative study including the features of experimental and descriptive method. The main aim of the research is to produce an English language teaching syllabus for very young EFL learners with a reference to Brain-based learning in order to foster and guide their second language acquisition. The research may be unique due to the experimental characteristic of it. The research was applied with a group of very young learners with a purpose to develop a suggested syllabus to teach English in order to guide and enhance language acquisition. The designed syllabus covers 12 units designed for the learners and it was applied during 3 hours of instruction every week with the sample participants in the study group, which means the application of the research lasted for 12 weeks at least.

Despite the fact that the students classically have their education in the first language, the students' medium of instruction in the lessons is only English, which aims leading the students to start acquisition process in the target language to some extent. To see the language development of the learners, the researcher applied a pre-test before and a post-test after finishing the whole procedure. In other words, Pre-test is to determine the base lines of the students and to reflect that they haven't practiced the things that you deal with before. However they both also serve to determine or to find out the increase after the treatment. For the pre-test and post-test, the researcher negotiated with the classroom teacher for a possible day to have the students tested. Therefore, two or three weeks more were added to the process of the study for the tests'

implementation. To be able to get the results, two checklists were used; one was to check the differences between the beginning state and the last state of the students' language development, and the other one was to evaluate the general process and progress of the learners considering the intended skills that could be attained by the students. The data were obtained from the checklists by means of observing the recorded lessons and tests evaluated by three language experts to figure out reliability and validity of the research. The data were entered in the SPSS for Microsoft version 16.0 and Microsoft Excel for different evaluation purposes. Moreover, the attendance percentage of the students was also calculated to state it in a scientific and reliable way as a factor for the results.

As for a general and brief conclusion about the findings of the research, it has been found out that the designed syllabus has been effective to start the second language acquisition of younger EFL learners in the pre-school section to some degree in a meaningful way, which goes in parallel with language studies that support this point in general. The results obtained before and after the procedure indicate that early language learners may be guided with a planned and organized program to lead them to start acquiring another language apart from their first language. Moreover, the skills and functions evaluation also point that very young learners may be ready physically, cognitively, psychologically and developmentally ready to start such a procedure in the pre-school section in our country; even though there have been some critical points to be taken into consideration in the course of language teaching with younger learners. The following part discusses the designed syllabus in a more detailed manner for deeper explanations and understanding.

5.2. Discussion and Comments about the Applied Syllabus/Program

In the very recent years, there has been a focus on language education with young learners, but early childhood language education has also gained pace at a larger scale than past, especially in our country. Since the law in 1997 to introduce a new eight-year compulsory education system, the learners have been learning language starting at the fourth grade. Furthermore, with the new advances in our national education, the age to start learning a foreign language (English) is getting lower, which

means there has been a focus on the crucial point-age in language learning. as a consequence, well-organized and carefully-thought programs should be designed for learners considering their learning characteristics for an effective outcome. One of the striking studies suggest that early childhood language experience, whether it is first or second, has a quite big influence on language acquisition to some native-like level even if the learners are deaf or hearing (Maryberry and Lock, 2003). Furthermore, brain growth and language acquisition should be synchronized in the same vein for also effective outcomes for language processing (Mayberry, Chen, Witcher and Klein, 2011). Also, the recent regulation in our country has brought a new shift and point to this issue, which provides the learners to start learning English beginning from the second grade. Moreover, the research of Sığirtmaç and Özbek (2009) is a verifying point about the issue of the probability and benefit of second language teaching in the pre-school section. As a matter of fact, designing syllabus is one of the bases in teaching and learning procedure, since it provides an organized relationship and arrangement between the learners and the teachers by presenting a plan for the process (Tokatlı and Keşli, 2009). Thus, this applied syllabus and the program may set light to lead the way into deeper and further studies about this issue to meet the lacking point in early childhood language education, which is deduced from the positive results of the implementation.

Various materials are designed, created or produced to meet this need in the area. Some of them are written by native speakers who have no knowledge about language teaching; some of them are written by non-native speakers who are specialized in language teaching. Or a number of the materials are written by language experts, who are native speakers, but it is not an easy job to reach such materials or sources in our country and they are also dearly expensive for most of the people. On the other hand, as most of the material development companies, many of them have financial worries in terms of marketing. Therefore, a special syllabus or program may be more effective for their language education, which is one of the main motives of this research. Moreover, a theoretical background is usually necessary, and thus Brain-based learning is appropriate for both the design and application within the procedure of the research, which initially places an emphasis on psychological state, mental process, and cognitive development of the learners. As a matter of fact, there is a problem in the design of

functionally organized textbooks (Johnson, 1977 cited in Canale and Swain, 1980), which is expressed as premature implying that they are not developed helpfully or operationally enough to meet the needs or standards in language teaching. In the recent years, the market of materials has become more improved; there is still a lack of focused and well-organized study for the intended group from an academic perspective. As a result, the suggested syllabus may serve the purpose of the study and light the way for further studies, and also can be taken as a model.

In fact, to design a syllabus may seem not really necessary for younger EFL learners; to start the second language acquisition process with the early learners in the pre-school section is fundamental to remove the age barrier in the acquisition point in second language education. Bailey (2002) discusses that early childhood educators need to focalise on the critical period, which refers to integration of knowledge or information within the scope of teachable or critical moments. Also, language teachers should be aware of pedagogical sources and suitable conditions for these learners by being provided appropriate syllabuses. Even if the course books and syllabuses are interrelated for some reason, there is the possibility of the changes in the course books when and if necessary. However, the teachers should use a specific syllabus despite a lack of course book for a systematic program of learning and teaching process (Stec, 2011). Actually, meaning should be in the first place in such a syllabus for younger learners to be able to launch the acquisition process in a way by the help of its construction because Ellis (2005) expresses that the early learners should deal with various activities by means of which they can be engaged in the construction of meaning. In this point, interaction in the procedure becomes more of an issue in the design of such a program to start and guide second language acquisition with very young learners. In their study, Wang and Castro (2010) points out that classroom interaction is helpful for the learners to be able to recognize the intended language points or vocabulary to enhance the acquisition process. Also, Johnson (1995) summarizes the pivotal matters for interaction issue for acquisition-rich procedure. The learners should be presented a contextual purpose to take part in the language learning by expressing themselves with the help of different activities in which the learners can perform successfully and communicatively. As a result, a program for younger learners

to learn a foreign language should be designed in a way to be able to cover these interactive aims with the intended group of learners.

The form of the syllabus is a mixed one but not focusing on structural language education by means of which acquisition cannot be achieved to any extent, including also a cyclical characteristic within the scope of integration of various techniques and methods. It covers a topic or theme for each unit and centres around the skills development for the participants along with the functional purposes with a reference to different approaches such as Total Physical Response, Task-based learning, Multiple Intelligences, Neuro-Linguistic Programming, Learner styles, and so on. The recent trends and developments in early childhood education reveal that integrating different approaches not holding on to one approach has been more popular in a topic-based or thematic aspect (Saracho and Spodek, 2003). This point in the organization of the program is important to provide a meaningful basis to present the language points, which is also emphasized by Caine and Caine (1994), Widdowson (1978) and Hymes (1972). To put it another way, as for the evaluation, the methodological basis of the study suggests not a classical assessment model but the process evaluation is more important. However, alternative assessment methods are suggested in such a study. Therefore, observation, game-based and process-based evaluation should be taken into consideration as a form for assessment. Ledoux, Yoder and Hanes (2010) support the idea that teachers should consider assessment procedure within the learning procedure in their study, not a separate one. In other words, Griva, Semoglou and Geladari (2010) indicate in their study that a game-based and topic-based approach for language teaching from an early language learning aspect is effective to promote communication and motivation to acquisition degree in semi-natural context. Brown and Rolfe (2006) suggest the point that informal testing is to be used for childhood assessment instead of formal testing, which implies the fact that alternative assessment models for process evaluation. Also, it should be marked that the teacher is the main evaluator in this procedure of teaching, as he/she may provide the first-hand data for the process. For the further researches, this point may be changed to evaluate by just observing the implementation of the designed programs. Whereas, the procedure may be evaluated from the teacher's perspective more realistically and sound with the rough data. Also, it

provides direct information about the ongoing process of the implementation. However, various methods for assessment could be applied.

As explained in the previous sections, the main aim of this study is to see the progress in the language development of very young learners by means of the designed syllabus program based on Brain-based learning approach. The units have been designed and applied considering the principles of the approach during the procedure. The units are designed to cover a one-term period for the students to be implemented each week, which are 12 units in total. The units' issues are chosen according to the language and cognitive levels of the students in the group and their ages (4-6). Each unit covers a number of activities, which targets to enable the students to acquire the intended vocabulary and language points within the lessons while the medium of instruction is English. The vocabulary and language points are the suggested ones and they may change according to the level of the students as this research and its outcome is to be a model for the further studies. The students, as stated before, have no knowledge or information about the target language (English) and the lessons are processed by using just the target language, which is due to the main aim of the study to start and guide the second language acquisition of very young learners.

For the skills to be improved, listening and speaking are the two main skills -the tools of interaction between learners and teacher, or learners among each other- on which the syllabus is focused during the procedure. Moreover, the last curriculum models in our country to be utilized in language education in different grades postulate the use of these two skills mainly in the process of language teaching and learning. Besides, reading and writing as other skills develop in the further years of their lives, even in their native language. The classroom interaction is significant for this matter, which is also emphasized as it promotes second language acquisition on a large scale (Ellis, 1992). Besides, very young learners are capable of dealing only with oral skills as they haven't learned how to read and write yet in the preschool section. The participants of the research, as the other very young learners in the Pre-school section in our country, are not literate in their native tongue. Consequently, in the syllabus, only listening and speaking are the main focus of the study.

As for the functional purposes, each unit has its own functional aim to be improved as much as possible during the process. It should be stated that the intended functions are the simple and basic ones to be suitable for very young learners. Also, the units are designed to cover the functions through various activities as well in a thematic or topic-based manner. The study of Erten and Tekin (2008) also confirms the point that a syllabus designed with various tasks and functions for the learners under a thematic context may be useful to present the vocabulary or language points. Besides, the activities are prepared to fulfil the aimed functions in each unit, which have also the methodological and theoretical bases regarding Brain-based learning. The activities are shaped not to demotivate the learners as they can easily be discouraged and get bored with the lesson. Brown (2000) signifies that attitudes and emotions are influential on learning, particularly language learning. Psychological state of the students is of great importance and taken into consideration seriously. In the classes, there has been a positive atmosphere in terms of teacher-student and student-student interaction during the instruction, as a positive atmosphere for effective learning is one of the significant features of Brain-based learning. Willis (2007) points out that “...brain research has shown us the positive or negative effect that students’ emotional states can have on the affective filter in their amygdalas (a part of the limbic system connected to the temporal lobe)” (p. 6). Rudasill and Kaufman (2009) also express that the quality of teacher-student relationship should be positive and high for efficient use of social skills, and also rotate and remove challenges in the learning process. As a consequence, a positive interaction is also important to promote early childhood language education effectively.

For the modelling point during the procedure, teacher-talk should be in the place, as it is the fundamental source of input for the learners while learning a foreign language (Cullen, 1990). During the activities, in fact the whole procedure, teacher uses only the target language to stimulate the students’ second language acquisition to a degree. In order to prevent the negative distraction of the learners, modelling is the main technique to show the students how to deal with the activities properly, because negative attitudes and feelings can hinder learning the language and may not go further in the progress of language learning process (Elyıldırım and Ashton, 2006). This is also because younger learners in this stage are also illiterate in their first language, and it is expected not read and write in the target language as well. This provides meaningful

identification of the language points by the learners. In other words, the learners have to deduce the meanings from the materials or objects presented along with the various activities in the lessons. Additionally, it also enables the learners to be exposed the target language considerably, which triggers the process of second language acquisition in great measure. As a result, the procedure of second language learning with early learners should be conducted in this way to fulfil the main purpose.

As for the activity models, a variety of them are utilized in the study since one-type of teaching may be dull and demotivating for the learners, especially for the very young learners. Ellis (2005) also points out that variation should be utilized in the design of activities with a flexible approach of teaching and learning considering the intended group of learners, which brings about this point as a basis in the research. As mentioned before, in the syllabus, presenting the new vocabulary and language points are conducted via different ways such as song, story, dialogue, question-answer along the various materials by scaffolding the learners in a way. Nelson (1973) also emphasizes the individual differences of learners as analytic or expressive in the acquisition point of the vocabulary or language points. Therefore, the procedure should be designed in a way to appeal to all kinds of learners. After presenting the language, various activities take place for the practice session such as classifying, grouping, sorting, noticing, art-craft, multiple intelligence, games, songs, sensory (learner styles), physical action (Total Physical Response), and etc. According to Cameron (2001), younger learners can learn a language by means of games, songs, physical action activities and other similar exercises both individually and in group. This point is also supported in the study conducted by Griva, Semoglou and Geladari (2010). Early language learners characteristically like to attend the activities on their own. Pica and Doughty (1985) supports the point that group works assist the learners on the course of language education positively, and they also promote the collaboration from a different point of view. Even if this is in the minimum level with very young learners, it can support the learners in a positive affective atmosphere by motivating them for language practice (Long and Porter, 1985). Besides these activities, association activities (the activities that help to establish relationships between more than two subject matters or language points) are also used to establish relationships among the language points in different units, which is an important cognitive skill for the learners. Each activity type

may be effectively utilized in early childhood language education. For instance, sensory activities are to be used assuredly, as younger children have cognitive pictures for concepts before they are exposed to learn the vocabulary about these (Howell, Jankowicz and Becker, 2005). What is more, the activities which are art-craft, multiple intelligence, Total Physical Response, and also others involving physical action provide As a matter of fact, to focus on cognitive activities as much as physical action activities in the procedure is significant to involve both hemispheres of brain in the activities for an efficient learning process together with the body-brain coordination, because both hemispheres of brain can support linguistic skills or functions in the pre-school years (Lenneberg, 1967). Lidzba, Schwilling, Grodd, Krägeloh-Mann, and Wilke (2011) set forth that language comprehension and language production is a bilateral issue for the both hemispheres of brain for higher performance in language skills. According to the study of Akbari and Hosseini (2008), multiple intelligences and the learners' progress and proficiency in second language are interrelated in the point of acquisition and use of the language. As a consequence, focusing on the two hemispheres in the design of activities or exercises for language education program, this is also touched upon in this research.

Even though all the intended vocabulary or language points may not be dealt in one activity within the procedure of the lessons, the vocabulary tree activity actually helps the students to revise the vocabulary or language points and also to check the progress of the students for the teacher. Namely, the vocabulary tree activity should take place in a language program for very young learners as their progress cannot be seen as adult learners, because a questionnaire, a test or something like these cannot be utilized with these learners, and this activity both provides a warm up for the students in the lesson and a tool for checking understanding in the process. Besides, teacher leaves a poster including the target vocabulary in each unit on the classroom walls for peripheral learning so as to make the students aware of what they have learned in the previous lessons, which is a significant point in terms of Brain-based learning.

For the evaluation of the syllabus and language recognition development of the learners in the research group, there has been applied an alternative assessment approach, which is different from for the adult learners. As a matter of fact, the

theoretical basis of the study requires such characteristic, which may be claimed as also a constructivist aspect of the study and Stipek and Byler (2004) state that it should involve “phonics and whole language (e.g., emphasis on communication skills and understanding)” (p. 393). In the procedure, two checklists have been run by three evaluators via observation. Due to the fact that such a syllabus evaluation may not be done with the opinions of the participants as they cannot answer any questionnaire or survey, a different method has been implemented to complete this purpose. As a result, to implement the program with a group of the students and to see the progress in their language development may be more useful for a sound assessment. For a more reliable study, the lessons are evaluated by three language experts via observing the recorded lessons and applied tests to see the differences in language development of the students in the research group. Additionally, the checklists can also be used by the teachers, especially the one for Pre-test and Post-test. Teachers may also do the same thing as pre and post test, and they may use it part by part in the lessons and create new ones in the further studies. To state differently, teachers may use these checklists for each lesson or unit they implement with the students. Also, Smith and Dziurgot (2011) teacher observation may be the main point in the evaluation of such a study with younger learners, since teacher-learner interaction via indirect guidance in a well-matched manner is effective to promote learner autonomy in the learning procedure.

The materials are designed and created according to the requirements of each unit in the syllabus via various sources such as pictures, posters, realia, hand-made materials and so on. These sources have mainly provided the pictures for the units, and each material for each activity has been designed using these pictures in different ways by means of computer. In other words, the materials are not taken from somewhere else as in original form, but they are designed in accordance with the aims of the activities inventively.

The attendance is significant for an effective language development, especially for very young learners. When their attendance was examined, it was seen that not all of the students could attend all the lessons every week due to their health problems, which necessarily decreased the results of post-test in general. The students who came to the classes mostly (i.e. almost 12 weeks) did a higher score in the test, which proves that

continuum and regular exposure to a language leads to a more effective result in language development and also is significant for acquisition.

Briefly, a syllabus designed considering the learning and developmental characteristics of younger learners may be effective to guide the acquisition process in the pre-school section with early learners in our country, and this may set an informative example for the further possible studies in this field.

5.3. Implications and Recommendations

The results of the study may be indicative of several inferences and suggestions related to pre-school education, especially for language teaching. This can consist of two-way characteristics both for researching further and pedagogically for teachers.

5.3.1. Suggestions for Teachers

Language teaching has always been a complicated and troublesome issue principally for teachers, as it requires following and catching up with the new fashions in education. Also, serious planning is also essential for effective language teaching and learning instead of using a material which has been prepared beforehand. The teachers, specifically in the pre-school section, can design and prepare the materials on their own considering the needs and levels of their students, which is possibly logical and useful. Besides, they should have the necessary knowledge about early childhood education, especially in terms of language teaching (Macrory, 2010). Therefore, following a syllabus and creating their own materials according to the needs and opportunities presented to them may be more appropriate and flexible as they are at the wheel of the process and lead it in which way they wish to apply.

As mentioned in the previous sections, there should be a focus to make the psychological states of the learners positive in the learning process, as their affective filter may be up to hinder their learning on a large scale, which is another key point in language teaching and learning. Thus, the methodological basis of the studies should be related to psychological ones to create a positive atmosphere in the classroom. Actually,

there should be a force to learn but its level should be in a fostering manner for the students, especially young and very young learners.

As for their cognitive and motor skills to be discussed, the learners are eager and enthusiastic to do art-craft activities during the lessons, which aim to improve their both mental and motor skills together with bringing in fun in the procedure. These activities present the students to be physically active in the lessons, which is a very important point for early childhood education as this is a natural part of their learning. Tucker (2008) even claims that to be involved in such activities is crucial for healthy and appropriate behaviours of very young learners. Also, within other activities, students may get bored and reluctant to go on. Thus, these activities provide fun. Moreover, it is deduced that the process should include not one type of style, which may bore the students and hinder an effective procedure of language development.

In the procedure, breath exercises and music are to be involved to enable the learners concentrate on better and to draw their attention since breathing is significant for brain's functioning effectively and refreshment (Meisel, 2011; Connell, 2005). Such helpful techniques can be found in various sources. Also, to use relaxing music during the activities may help the teachers have the learners become calm and focused owing to the fact that music has a motivating effect on the learners' psychology. Chen-Hafteck (2006) also emphasizes the positive relationship between language development and music in her article. Therefore, these two points have not been ignored on the contrary tried to be utilized effectively.

As for the feedback in the lessons, teachers should prefer peer-check or indirect error correction for the students for unconscious learning, as younger learners don't have a developed meta-language according to their developmental features. It has been found out that very young learners are really eager to correct their friend's errors when they have made some misunderstandings or mispronunciations in the lessons. For this reason, it should be given the first chance to the students as to make them the centre of teaching and learning process via this suggested point. In case of a non-corrected point, teacher should use eliciting technique to have the learners find out the answer for the situation for a more effective learning process for the learners. However, it should be

marked that very young learners don't make conscious mistakes, so it must be minded that the process is not the same with adult learners.

The lessons with very young EFL learners should be flexible as they are not used to undergo training like adult learners or young learners as well. Their physical and psychological needs are to be considered well and there should be a special attention on such issues as hunger, a comfortable place of training, and so on while teaching something new to very young learners. Whenever and wherever necessary, the teacher should be able to make changes in the procedure according to the general situation of the learners considering by their age group.

While guiding young learners to acquire a foreign language apart from their first language, there should be a variety of activities or exercises to be used with different materials for the students, as they can easily be distracted from the process and such variety may be helpful to prevent this situation in the lessons.

For the syllabus design or curriculum development fields for very young learners should take physical, cognitive, psychological, and language characteristics of early learners into consideration to produce effective outcomes with a brain-based approach in order to support the learners' cognitive development, which is emphasized by Connell (2005) that their brains can be enhanced by means of a right procedure of education. Also, the centre of teaching and learning should be the students to enable them construct the knowledge or information.

5.3.2. Suggestions for Researchers

Teaching language to young learners, especially very young learners should be considered and studied more, since the age is one of the most critical and influential factors for effective learning. Even though it is a hard task to carry out a research with early learners, there should be more emphasis on such studies. For this reason, the current study aims to develop a suggested syllabus (one-term) for helping the very young EFL learners to start acquiring English with a reference to Brain-based learning, which is a new-fashion approach and has been used more often recently as it proves to

be effective for teaching and learning process. Further researches may focus on to develop a curriculum as a broader experimental study with very young learners since this point in education is likely to be more common in the following years.

First-hand data is significant for an effective and real evaluation in such studies, and thus it may be a good idea that the researchers should be the participants as the implementers if possible. Additionally, this will provide the correct application of the program or point they want to experiment on the learners. What is more, because designing materials is a long process before the implementation of the lessons, the researchers should spare enough time for this step in their studies.

To see the effectiveness of the suggested syllabus, the learners' performance within the program is very important, and thus observation and process evaluation may be applied for the evaluation of the suggested program instead of just running questionnaires or surveys to indicate the opinions of the target group. That's why a different method for evaluation has been utilized in this research.

Furthermore, early childhood education is a different and challenging section as a field, so teaching language to very young learners should also be dealt differently. There should be a more focused emphasis on this issue in the education faculties and departments. Even if there are several courses of teaching language to young learners, it is a good idea to place such courses about early childhood language education in the departments for language teaching, as the focus on this issue will be more and more as long as there are conducted studies or researches, which brings in such a need in educational area.

To sum up, learning another language has been a more fashionable issue in education and the age to start learning a foreign language is gaining more importance on a worldwide scale. This study pinpoints that there could be a positive effect of very young learners' second language development if a well-designed program is applied with them considering a sound theoretical basis. On that account, there should be more studies on this area especially in our country, in which there have been conducted new researches and regulations for teaching language to young and younger learners.

REFERENCES

- 2012 Early Childhood Education Curriculum. *Checklists for Cognitive, Language and Motor Skills Acquisition*. Ministry of National Education. Retrieved 21 August, 2012 from <http://tegm.meb.gov.tr/www/okul-oncesi-egitim-programi-ve-kurul-karari/icerik/54>.
- 8-Year Compulsory and Continuous Education Law. Retrieved 15 September, 2013 from <http://mevzuat.meb.gov.tr/html/126.html>.
- 5th National Education Council Decisions, (1953). Head Council of Education and Morality, General Secretariat. Retrieved 04 September, 2013 from http://ttkb.meb.gov.tr/meb_iys_dosyalar/2012_06/06021754_5_sura.pdf.
- 9th National Education Council Decisions, (1974). Head Council of Education and Morality, General Secretariat. Retrieved 11 September, 2013 from http://ttkb.meb.gov.tr/meb_iys_dosyalar/2012_06/06021628_9_sura.pdf.
- 17th National Education Council Decisions, (20069). Head Council of Education and Morality, General Secretariat. Retrieved 15 September, 2013 from http://ttkb.meb.gov.tr/meb_iys_dosyalar/2012_06/06021327_17_sura.pdf.
- 14th National Education Council Decisions, (1993). Head Council of Education and Morality, General Secretariat. Retrieved 09 June, 2012 from http://ttkb.meb.gov.tr/dosyalar/suralar/14_sura.pdf.
- 18th National Education Council Decisions, (2010). Head Council of Education and Morality, General Secretariat. Retrieved 10 June, 2012 from http://www.meb.gov.tr/duyurular/duyurular2010/ttkb/18Sura_kararlari_tamami.pdf.
- Akbari, R., and Hosseini, K. (2008). Multiple intelligences and language learning strategies: Investigating possible relations. *System*, 36(2), 141-155. Retrieved 05 September, 2013 from <http://www.sciencedirect.com/science/article/pii/S0346251X0800016X>.
- Armstrong, T. (2009). *Multiple intelligences in the classroom* (2nd ed.). USA: Ascd.
- Aubrey, C., Davic, T., Godfrey, R., and Thompson, L. (2000). *Early Childhood Educational Research: Issues in methodology and ethics* (1st. ed.) New York, USA: Routledge Falmer Press.
- Bailey Jr, D. B. (2002). Are critical periods critical for early childhood education?: The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17 (3), 281-294. Retrieved from the ERIC Database. (EJ659763).
- Banegas, D. L. (2011). Using Letters to Tell Stories in the EFL Classroom. *English Language Teaching Forum*. 49 (4). 24-29.
- Bekleyen, N. (2011). Can I Teach English to Children? Turkish Preservice Teacher Candidates and Very Young Learners. *Journal of Early Childhood Teacher Education*, 32, 256-265. Retrieved from the ERIC Database. (EJ935654).
- Bowen, C. H. (2011). Resolving the Conflict: Brain-Based Learning, Best Practices, and No Child Left Behind. *Perspectives in Learning*. 12 (1). 4-9. Retrieved 20 October, 2012 from http://perspectives.columbusstate.edu/v12_i_1/1-ResolvingtheConflict-Print.pdf.
- Biricik, E. (2010). *Motivating Very Young Learners of English in a Classroom Setting*. (Unpublished Master's Thesis). Çukurova University Institute of Social Sciences, Adana.

- Brown, H. D. (2000). *Principles of language learning and teaching* (2nd ed.) White Plains, New York: Longman.
- Brown, J., and Rolfe, S. A. (2005). Use of child development assessment in early childhood education: Early childhood practitioner and student attitudes toward formal and informal testing. *Early Child Development and Care*, 175 (3), 193-202. doi: 10.1080/0300443042000266240.
- Bruce, T. (1992). *Early Childhood Education* (8th ed.). London, Great Britain: Hodder & Stoughton.
- Buysse, V., Castro, D. C., and Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. *Early Childhood Research Quarterly* 25 (2). 194-206. Retrieved 04 September, 2013 from <http://www.sciencedirect.com/science/article/pii/S0885200609000684>.
- Büyüköztürk, Ş. (2012). *Sosyal Bilimler İçin Veri Analizi El Kitabı: İstatistik, Araştırma Deseni, SPSS Uygulamaları ve Yorum* (17. baskı). Ankara, Turkey: Pegem Yayıncılık.
- Caine, R. N., and Caine, G. (1994). *Making Connections :Teaching and the Human Brain*. (2nd ed.). USA: Innovative Learning Publications.
- Call, N., and Featherstone, S. (2010). *The thinking child: Brain-based learning for the early years foundation stage* (2nd ed.). London: Continuum International Publishing Group.
- Cameron L. (2001). *Teaching Languages to Young Learners* (1st ed.). Cambridge, United Kingdom: Cambridge University Press.
- Cervantes, E.P. (2009). Livening Up College English Language Classes with Games. *English Language Teaching Forum*. 47 (3). 20-25.
- Chen-Hafteck, L. (1997). Music and language development in early childhood: Integrating past research in the two domains. *Early Child Development and Care*, 130(1), 85-97. doi: 10.1080/0300443971300109.
- Church, E. B. (2002). *Fifty Fun and Easy Brain-based Activities for Young Learners* (1st ed.). New York: Scholastic Inc.
- Connell, J. D. (2005). *Brain-Based Strategies to Reach Every Learner* (1st ed.). USA: Scholastic Inc.
- Creswell, J. W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). USA: Sage Publications.
- Cullen, R. (1998). Teacher talk and the classroom context. *ELT Journal*, 52(3), 189-187.
- Curtain, H., and Dahlberg, C. A. (2004). *Languages and children: Making the match* (3rd ed.). Boston: Allyn & Bacon.
- Çelebi, K. (2008). *The Impact of Brain-based learning Approach on the Success of Attitudes of Students*. (Unpublished Master's Thesis). Selçuk University Institute of Science, Konya.
- Davis, A. (2004). The Credentials of Brain-Based Learning. *Journal of Philosophy of Education*. 38 (1), 21-35. doi: 10.1111/j.0309-8249.2004.00361.x.
- Demirel, Ö. (2003). *Elt Methodology* (4th ed.). Ankara, Turkey: Pegem Publishing.
- Dodge, T. D. (2004). Early Childhood Curriculum Models: Why, What and How Programs Use Them. *Childcare Information Exchange*, 71-75. Retrieved June 15, 2012 from http://www.dpi.wi.gov/ccic/pdf/weekly_articles/early_childhood_curriculum_models.pdf.

- Dodge, D. T., Colker, L. J., and Heroman, C. (2010). The Creative Curriculum for Preschool. *Teaching Strategies*. Retrieved 14 August, 2012 from <http://www.fldoe.org/early learning/pdf/Creative Curriculum.pdf>.
- Dodge, D. T., Rudick, S., and Berke, K. L. (2006). *The creative curriculum for infants, toddlers, and twos*. Washington, DC: Teaching Strategies.
- Dolya, G. (2007). *Vygotsky in Action in the Early Years The 'Key to Learning' curriculum* (1st ed.). Great Britain: GDH Publishing.
- Dubin, F., and Olshtain, E. (1987). *Course Design: Developing Programs and Materials for Language Learning* (2nd ed.). USA: Cambridge University Press.
- Dunphy, E. (2010). Assessing early learning through formative assessment: Key issues and considerations. *Irish Educational Studies*, 29 (1), 41-56. Retrieved from the ERIC Database. (EJ880736).
- Edwards, A., and Knight, P. (1994). *Effective Early Years Education: Teaching Young Children* (1st ed.). United Kingdom: Open University Press.
- Ellis, R. (1992). *Second Language Acquisition and Language Pedagogy Multilingual Matters* (1st ed.). United Kingdom: Multilingual Matters Ltd.
- Ellis, R. (2005). Principles of instructed language learning. *System*, 33(2), 209-224. Retrieved from the ERIC Database. (EJ803869).
- Ellis, R. (2008). *The study of second language acquisition* (10th ed.). Oxford: Oxford University Press.
- Ellis, G., and Brewster, J. (1991). *The Storytelling Handbook for Primary Teachers*. London: Penguin. In Loukia, N. (2006). Teaching young learners through stories: The development of a handy parallel syllabus. *The Reading Matrix*, 6 (1). Retrieved 20 September, 2012 from <http://www.readingmatrix.com/articles/loukia/article.pdf>.
- Elyildirim, S., and Ashton-Hay, S. (2006). Creating positive attitudes towards English as a foreign language. *English Teaching Forum* 44 (4). 2-21. Retrieved 12 August, 2013 from <http://eprints.qut.edu.au/12256/>.
- Erlauer, L. (2003). *The Brain-compatible Classroom: Using What We Know about Learning to Improve Teaching* (1st ed.). Virginia, USA: ASCD.
- Erten, İ. H., and Tekin, M. (2008). Effects on vocabulary acquisition of presenting new words in semantic sets versus semantically unrelated sets. *System*, 36 (3). 407-422. Retrieved from the ERIC Database. (EJ804977).
- Essa, E. L. (2002). *Introduction to Early Childhood Education* (Fourth Edition). USA: Thomson-Delmar Learning.
- Finney, D. (2002). The ELT curriculum: A flexible model for a changing world. *Methodology in language teaching: An anthology of current practice* (1st ed.). 69-79. New York, USA: Cambridge University Press.
- Forester, A. D., and Reinhard, M. (2000). *The Learners' Way: Brain-Based Learning in Action* (2nd ed.). Winnipeg, Canada: Portage & Main Press.
- Forster, E. (2006). The value of songs and chants for young learners. *Encuentro* 16. 63-68. Retrieved 05 September, 2013 from <http://www.encuentrojournal.org/textos/16.7.pdf>.
- Sheehan, E. A., and Mills, D. L. (2008). The effects of early word learning on brain development. *Early language development: Bridging brain and behaviour* (5). 161-190. USA: John Benjamins Publishing.
- Gardner, H. (1993). *Frames of Mind: The Theory of Multiple Intelligences* (10th ed.). New York, USA: Basic Books.

- Garvie, E. (1990). *Story As Vehicle : Teaching English to Young Children Multilingual Matters* (1st ed.). United Kingdom: Multilingual Matters Ltd.
- Given, B. K. (2002). *Teaching to the brain's natural learning systems* (1st ed.). USA: ASCD.
- Goffin, S.T. (1994). *Curriculum Models and Early Childhood Education: Appraising the Relationship* (1st ed.). USA: Macmillan College Publishing.
- Gordon, T. (2007). *Teaching Young Children a Second Language* (1st ed.). USA: Praeger Publishing.
- Green, S. B., and Sankind, N. J. (2004). *Using SPSS for Windows and Macintosh Analyzing and Understanding Data* (4th ed.). New Jersey, USA: Pearson Prentice Hall.
- Griva, E., Semoglou, K., and Geladari, A. (2010). Early foreign language learning: Implementation of a project in a game –based context. *Procedia Social and Behavioral Sciences* 2 (2) 3700-3705. Retrieved 02 September, 2013 from <http://www.sciencedirect.com/science/article/pii/S1877042810006154>.
- Gutek, G. L. (Ed.). (2004). *The Montessori Method: The Origins of an Educational Innovation, Including an Abridged and Annotated Edition of Maria Montessori's The Montessori Method*. USA: Rowman & Littlefield Publishers.
- Gülpınar, M. A. (2005). The Principles of Brain-Based Learning and Constructivist Models in Education. *Educational Sciences: Theory & Practice*. 5 (2), 299-306.
- Habaneck, D. V. (2005). An examination of the integrity of the syllabus. *College Teaching* [abstract] 53(2), 62–64. doi: 10.3200/CTCH.53.2.62-64.
- Haynes, J. (n.d.). *Language Acquisition vs. Language Learning*. Teaching Tips. Retrieved 20 August, 2013 from http://www.everythingsl.net/in-services/language_acquisiti_vs_language_02033.php.
- Hirsh, R. A. (2004). *Early Childhood Curriculum: Incorporating Multiple Intelligences, Developmentally Appropriate Practice, and Play* (1st ed.). USA. Pearson Education.
- Horst, M., White, J. and Bell, P. (2010). First and Second Language Knowledge in the Language Classroom. *International Journal of Bilingualism*. 14 (3). 331-349.
- Howell, S. R., Jankowicz, D. and Becker, S. (2005). A model of grounded language acquisition: Sensorimotor features improve lexical and grammatical learning. *Journal of Memory and Language*. 53 (2). 258-276. Retrieved from the ERIC Database. (EJ698002).
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics: Selected readings* (Part 2, pp. 269-293). Harmondsworth, England: Penguin.
- Hymes, D. (1972). On communicative competence. *Sociolinguistics*, 269-293.
- Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom* (1st ed.). New York: Teachers College Press.
- Jensen, E. (1995). *Brain-Based Learning* (1st ed.). San Diego, USA: The Brain Store Publishing.
- Jensen, E. (2005). *Teaching with the Brain in Mind* (2nd ed.). USA: ASCD Publishing.
- Jeon, I., and Hahn, J. (2006). Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice. *Asian EFL Journal*, 8 (1), 123-143. Retrieved 17 July, 2013 from http://www.asian-efl-journal.com/March06_ijk&jwh.pdf.
- Johnston, J., and Nahmad-Williams, L. (2008). *Early childhood studies* (1st ed.). England: Pearson Education.

- Kara, Ş. (2004). Ana Dil Edinimi ve Erken Yaşta Yabancı Dil Öğretimi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi* 17 (2). 295-314. Retrieved 12 October, 2012 from <http://www.kutuphane.uludag.edu.tr>.
- Karakoç, G. (2007). *An English Language Curriculum Design Proposal for Nursery Classes at Pre- School Education*. (Unpublished Master's Thesis). İnönü University Institute of Social Sciences, Malatya.
- Karasar, N. (2012). *Bilimsel Araştırma Yöntemi* (24. baskı). Ankara, Turkey: Nobel.
- Karasar, N. (2012). *Araştırmalarda Rapor Hazırlama* (17. baskı). Ankara, Turkey: Nobel.
- Kieffer, M. J. (2012). Early oral language and later reading development in Spanish-speaking English language learners: Evidence from a nine-year longitudinal study. *Journal of Applied Developmental Psychology* 33 (3). 146-157. Retrieved from the ERIC Database. (EJ975308).
- Kothari, C. R. (2009). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International (P) Ltd. Publishers.
- Krashen, S. (1981). *Second language acquisition and Second Language Learning* (1st ed.). Great Britain: Pergamon Press Inc.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition* (1st ed.). Oxford: Pergamon Press Inc.
- Krashen, S. D., Long, M. A. and Scarcella, R. C. (1979). Age, Rate and Eventual Attainment in Second Language Acquisition. *Tesol Quarterly*. 13 (4). 573-582.
- Krogh, S. L. and Slentz, K. L. (2001). *The Early Childhood Curriculum* (1st ed.). New Jersey, USA: Lawrence Erlbaum Associates, Publishers.
- Johnson, K. (1977). The adoption of functional syllabuses for general language teaching. *Canadian Modern Language Review* 33 (5). 667-680. In Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1 (1). 1-47.
- Johnson, K. (1995). *Understanding Communication in Second Language Classrooms* (1st ed.). Cambridge: Cambridge University Press.
- Johnston J., and Nahmad-Williams L. (2009) *Early Childhood Studies* (1st ed.). England: Pearson Education.
- Ledoux, M. W., Yoder, N. N., and Hanes, B. (2010). The use of personal data assistants in early childhood assessment. *Computers in the Schools*, 27(2), 132-144. doi: 10.1080/07380561003801566.
- Lenneberg, E. H. (1967). *Biological Foundations of Language* (1st.ed.). New York: Wiley.
- Lexis. (n.d.). In *Oxford Online Dictionary*. Retrieved 10 September, 2012 from <http://www.oxforddictionaries.com/definition/english/lexis?q=lexis>.
- Lewit, E. M., and Baker, L. S. (1995). School Readiness. *Critical Issues For Children and Youths*, 5 (2). 128-139. Retrieved 08 September, 2013 from http://futureofchildren.org/futureofchildren /publications/docs/05_02_Indicators.pdf.
- Liddicoat, A. J. (2005) Corpus planning: Syllabus and materials development. In E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning*. 993-1012.
- Lightbown, P. M., and Spada, N. (1999). *How languages are learned* (1st ed.). Oxford: Oxford University Press.

- Long, M. H., and Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL quarterly*, 19(2), 207-228. Retrieved 11 September, 2013 from <http://links.jstor.org/sici?sici=0039-8322%28198506%2919%3A2%3C207%3AGWITAS%3E2.0.CO%3B2-5>.
- Loritz, D. (1999). *How the Brain Evolved Language* (1st ed.). New York, USA: Oxford University Press.
- Luke, A., Woods, A., and Weir, K. (Eds.) (2012). Curriculum Design, Equity and the Technical Form of the Curriculum. *Curriculum, Syllabus Design and Equity: A Primer and Model* (1st ed.). United Kingdom: Routledge.
- Lunenburg, F. C. (2011). Curriculum Models for Preschool Education: Theories and Approaches to Learning in the Early Years. *Schooling 2* (1). 1-6. Retrieved 14 September, 2012 from <http://www.nationalforum.com/Journals/SCHOOLING/schooling/SCHOOLING.htm>.
- Lust, B. (2006). *Child language* (1st ed.). New York, USA: Cambridge University Press.
- Macrory, G. (2001). Language Development: what do early years practitioners need to know?. *Early Years: An International Journal of Research and Development*, 21(1), 33-40. doi: 10.1080/09575140123296.
- Lidzba, K., Schwilling, E., Grodd, W., Krägeloh-Mann, I., and Wilke, M. (2011). Language comprehension vs. language production: Age effects on fMRI activation. *Brain and language*, 119(1), 6-15. Retrieved from the ERIC Database. (EJ937729).
- Mayberry, R. I., Chen, J. K., Witcher, P., and Klein, D. (2011). Age of acquisition effects on the functional organization of language in the adult brain. *Brain and language*, 119(1), 16-29. Retrieved from the ERIC Database. (EJ937725).
- Mayberry, R. I. (1993). First-language acquisition after childhood differs from second-language acquisition: The case of American Sign Language. *Journal of Speech, Language and Hearing Research*, 36(6), 1258-1270. Retrieved 17 September, 2013 from http://www.bangor.ac.uk/bilingualism-summer-school/documents/Mayberry_93.pdf.
- Mayberry, R. I., and Lock, E. (2003). Age constraints on first versus second language acquisition: Evidence for linguistic plasticity and epigenesis. *Brain and Language*, 87 (3). 369-384. Retrieved 03 September, 2013 from <http://www.sciencedirect.com/science/article/pii/S0093934X03001378>.
- McCallum, G. P. (1980). *101 word games: For students of English as a second or foreign language* (1st ed.). Oxford: Oxford University Press.
- McIntosh, P. (2011). Knitting: A Craft Makes a Comeback. *English Language Teaching Forum*. 49 (1). 36-43..
- McKay, P. (2006). *Assessing Young Language Learners* (1st ed.). UK: Cambridge University Press.
- McWilliam, R.A., and Casey, A. M. (2008). *Engagement of Every Child in the Preschool Classroom* (1st ed.). New Jersey, USA: Paul H. Brookes Publishing.
- Meisel, J. M. (2011). *First and second language acquisition: Parallels and differences* (1st ed.). New York, USA: Cambridge University Press.
- Miller, R. (1996). *The Developmentally Appropriate Inclusive Classroom in Early Education* (First Edition). USA: Delmar Publishers.
- Mindes, G. (1996). *Assessing Young Children* (3rd ed.). USA: Delmar Publishers, Pearson Education.

- Morrison, G. S. (2003). *Fundamentals of Early Childhood Education* (3rd ed.). USA: Pearson Education.
- Nation, I.S.P., and Macalister, J. (2010). *Language Curriculum Design* (1st ed.). United Kingdom: Routledge.
- Nelson, K. (1973) Structure and strategy in learning to talk, *Monographs of the Society for Research in Child Development*, 38 (1–2).
- Nicholson-Nelson, K. (1998). *Developing Students' Multiple Intelligences* (1st ed.). New York: Scholastic Professional Books.
- Nolan, A. (2010). *The Creative Curriculum – A Definition*. Retrieved 16 September, 2012 from [http://thecreativeteacher.co.uk/home_h](http://thecreativeteacher.co.uk/home_htm_files/creative_curriculum.pdf)tm_files/creative_curriculum.pdf.
- Nunan D. (1988). *Language Teaching: A Scheme for Teacher Education – Syllabus Design* (1st ed.). Oxford: Oxford University Press.
- Nunan D. (2004). *Task-Based Language Teaching* (1st ed.). United Kingdom: Cambridge University Press.
- Parkes, J., and Harris, M. B. (2002). The Purpose of a Syllabus. *College Teaching*. 50 (2). 55-61. Retrieved 17 August, 2012 from http://jan.ucc.nau.edu/~coesylp/syllabus_cline_article_2.pdf.
- Peripheral. (n.d.). In *Cambridge Online Dictionary*. Retrieved 10 September, 2012 from http://dictionary.cambridge.org/dictionary/british/peripheral_1?q=peripheral.
- Phillips, S. (2003). *Young Learners* (10th ed.). New York, USA: Oxford Publishing.
- Pica, T., and Doughty, C. (1985). The role of groupwork in classroom second language acquisition. *Studies Second Language Acquisition*, 7(2), 233-248.
- Pienemann, M. (1985). Learnability and Syllabus Construction. *Modelling and Assessing Second Language Acquisition* 18. England: Multilingual Matters.
- Politano C., and Paquin J. (2000). *Brain-based Learning With Class* (1st ed.).Canada: Portage & Main Press.
- Prabhu, N. S. (1987). *Second language pedagogy* (1st ed.). Oxford: Oxford University Press.
- Puckett, M.B., Marshall, C.S., and Davis, R. (1999). Examining the emergence of brain development research: The promise and the perils. *Childhood Education*. 76 (1), 8-12. doi: 10.1080/00094056.1999.10522062.
- Pufahl, I., Rhodes, N. C., and Christian, D. (2001). What we can learn from foreign language teaching in other countries. *Eric Digest*. 1-8. ERIC Clearinghouse on Languages and Linguistics Washington DC. Retrieved from the ERIC Database. (ED456671).
- Revell, J., and Norman, S. (1997). *In your hands: NLP in ELT* (1st ed.). London, England: Saffire Press.
- Reilly, V., and Ward, S. M. (2003). *Very Young Learners* (8th ed.). Hong Kong: Oxford University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching* (1st ed.). USA: Cambridge University Press.
- Richards, J. C., and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* (1st ed.). USA: Cambridge University Press.
- Richards, J. C., and Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching Early Childhood Curriculum: Incorporating Multiple Intelligences, Developmentally Appropriate Practice, and Play* (2nd ed.). New York, USA: Cambridge University Press.

- Rudasill, K. M., and Rimm-Kaufman, S. E. (2009). Teacher–child relationship quality: The roles of child temperament and teacher–child interactions. *Early Childhood Research Quarterly*, 24(2), 107-120. Retrieved from the ERIC Database. (EJ839240).
- Salmon, A. (2010). Engaging Young Children in Thinking Routines. *Childhood Education*. 86 (3), 132-137.
- Samur, Y. (2009). *The Effect of Brain-based e-learning on the Academic Achievement and Attitudes towards Lessons of 7th Grade Primary School Students*. (Unpublished Master's Thesis). Muğla University Institute of Social Sciences, Muğla.
- Saracho, O., and Spodek, B. (2003). Recent trends and innovations in the early childhood education curriculum. *Early Child Development and Care*, 173 (2-3), 175-183. doi: 10.1080/0300443030303095.
- Scott, W. A., and Ytreberg, L. H. (1990). *Teaching English to children* (1st ed.). Nueva York: Longman.
- Sevil, N. (2003). Erken Yaşta Yabancı Dil Öğretimi: İlkeler. *Gelişim ve Eğitimde Yeni Yaklaşımlar*. İstanbul: Morpa Yayınları. 184-189. In Karakoç, G. (2007). *An English Language Curriculum Design Proposal for Nursery Classes at Pre- School Education*. (Unpublished Master's Thesis). İnönü University Institute of Social Sciences, Malatya.
- Shintani, N. (2011). A comparative study of the effects of input-based and production-based instruction on vocabulary acquisition by young EFL learners. *Language Teaching Research* [abstract]. 15, 137-158. Retrieved 02 September, 2012 from <http://ltr.sagepub.com/content/15/2/137.full.pdf+html>.
- Sığırtaç, A., and Özbek, S. (2009). Teaching English in Early Childhood. *Inonu University Journal of the Faculty of Education*. 10 (1). 107-122. Retrieved 03 September, 2013 from <http://web.inonu.edu.tr/~efdergi/101/107-122.pdf>
- Spears, A., and Wilson, L. (2008). Brain Based Learning Highlights, Teaching Excellence Newsletter. Retrieved 17 August, 2012 from <http://www.upv.edu.ph/lrc/mar-apr08.pdf>
- Sprenger, M. (2007). *Becoming a “Wiz” at Brain-Based Teaching: How to Make Every Year Your Best Year* (2nd ed.). USA: Corwin Press.
- Sprenger, M. (2010). *Brain-Based Teaching in the Digital Age* (1st ed.). USA: ASCD Publications.
- Stangor, C. (2010). *Research Methods for the Behavioural Sciences* (4th ed.). USA: Wadsworth, Cengage Learning.
- Stec, M. (2011). Early language teaching and syllabuses. *Procedia-Social and Behavioural Sciences*. 29, 1123 – 1132.
- Stipek, D., and Byler, P. (2004). The early childhood classroom observation measure. *Early Childhood Research Quarterly*, 19 (3), 375-397. Retrieved from the ERIC Database. (EJ697865).
- Superfine, W. (2002). Why use activity based learning in the young learner classroom? *Educação & Comunicação*, 7, 27-36. Retrieved 11 September, 2012 from <http://www.esecs.ipleiria.pt/files/f1412.1.pdf>.
- Sylwester, R. (1995). *A celebration of neurons: An educator's guide to the human brain* (1st ed.). Alexandria, VA: Association for Supervision and Curriculum Development. In Given, B. K. (2002). *Teaching to the brain's natural learning systems* (1st ed.). USA: ASCD.

- Şeker, P. T., Girgin, G., and Akamca, G. (2012). A Study on the Contributions of Second Language Education to Language Development in Pre-school Period. *Procedia - Social and Behavioral Sciences* 47. 230-234. Retrieved 17 September, 2013 from <http://www.sciencedirect.com/science/article/pii/S1877042812023798>.
- Tokatlı, A., and Keşli, Y. (2009). Syllabus: how much does it contribute to the effective communication with the students?. *Procedia-Social and Behavioral Sciences*, 1 (1), 1491-1494. Retrieved 18 September, 2013 from <http://www.sciencedirect.com/science/article/pii/S1877042809002663>.
- Tools of the Mind Early Childhood Curriculum: Empirical Research Review. (2011). *District of Columbia Public Schools*. Retrieved 10 September, 2012 from http://dc.gov/DCPS/Files/downloads/Learn-About-Schools/Preschool%20and%20Pre-K/Tools%20of%20the%20Mind%20Research%201-pager_FINAL.pdf.
- Tools of the Mind. (n.d.). Preschool-What makes a Tools classroom unique? Retrieved 10 September, 2012 from <http://dcps.dc.gov/DCPS/Files/downloads/In-the-Classroom/Tools%20Preschool%20Parent%20Brochure%2009v2.pdf>.
- Torras, M. R., Tragant, E., and García, M. L. (1997). Croyances populaires sur l'apprentissage précoce d'une langue étrangère. In Çepik, Ş. And Sarandı, H. (2012). *Educational Sciences: Theory & Practice*, 3199-3209. Retrieved from the ERIC Database. (EJ1003012).
- Trawick-Smith, J., and Dziurgot, T. (2011). 'Good-fit' teacher-child play interactions and the subsequent autonomous play of preschool children. *Early Childhood Research Quarterly*. 26 (1), 110-123. Retrieved from the ERIC Database. (EJ906817).
- Van den Akker, J. (2010). Building bridges: How research may improve curriculum policies and classroom practices. *Beyond Lisbon*, 175-196. Retrieved 26 August, 2012 from <http://www.cidree.be/uploads/documentenbank/72ba47f9adcacd55a8234f62ef6ed345.pdf#page=190>.
- Vygotsky, L. L. S. (1978). *Mind in society: The development of higher psychological processes* (14th ed.). USA: Harvard University Press.
- Wang, Q., and Castro, C. D. (2010). Classroom Interaction and Language Output. *English Language Teaching* 3 (2). 175-186 Retrieved 10 September, 2013 from <http://www.ccsenet.org/journal/index.php/elt/article/view/6290/5026>.
- White, S. C., and Coleman, M. (2000). *Early Childhood Education: Building a Philosophy for Teaching* (1st ed.). USA: Prentice-Hall Inc, Pearson Education.
- Widdowson, H. G. (1978). *Teaching language as communication* (1st ed.). Oxford, England: Oxford University Press.
- Widdowson, H. G. (1990). *Aspects of Language Teaching* (1st ed.). Oxford. Oxford University Press.
- Willis, J. (2007). *Brain-Friendly Strategies for the Inclusion Classroom* (1st ed.). Virginia, USA. ASCD Publishing.
- Wilkins, D. A. (1976). *Notional Syllabuses: A Taxonomy and Its Relevance to Foreign Language Curriculum Development* (1st ed.). Oxford. Oxford University Press.
- Wilks, S. (2005). Background to Thinking Curricula: Theories Concerning Thought and Language. In S. Wilks (Eds), *Designing a Thinking Curriculum* (2nd ed.) (1-11). Australia: Acer Press.
- Wortham, S. C. (2006). *Early Childhood Curriculum: Developmental Bases for Learning and Teaching* (4th ed.). New Jersey, USA: Pearson Merrill Prentice Hall.

- Yıldırım, A., and Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri* (1. baskı). Turkey: Seçkin Yayıncılık.
- y Bodegas, I. D. N., and de Lenguas-Tapachula, E. (2007). From curriculum to syllabus design: The different stages to design a programme. *Memorias Del III Foro Nacional De Estudios En Lenguas*. Retrieved 30 august, 2012 from http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FONAEL_III/Nunez_y_Bodegas_Irma_Dolores.pdf.
- Zepeda, M., Castro, D. C., and Cronin, S. (2011). Preparing Early Childhood Teachers to Work With Young Dual Language Learners. *Child Development Perspectives* 5 (1), 10–14. doi: 10.1111/j.1750-8606.2010.00141.x.

APPENDICES

APPENDIX 1

CHECKLISTS APPLIED IN THE EVALUATION PROCESS

LANGUAGE TEACHING OBSERVATION CHECKLIST- GENERAL EVALUATION

Read the items and check “Yes” if the student is able to do the actions in the items, if not check “No”.

The student’s name:

The student is able to...

No	Item	Yes/ Generally	No/ Never
1	pronounce the vocabulary correctly		
2	notice similarities and differences		
3	predict and guess what comes next in a row		
4	identify the new vocabulary and make inferences simply		
5	put similar objects and ideas together (match)		
6	organize objects in a row		
7	sequence things correctly		
8	create proper designs according to the instructions		
9	reach simple conclusions in basic situations		
10	understand a problem basically and find a simple solution		
11	distinguish the missing sections or things		
12	process information through physical movement		
13	use materials in different ways		
14	speak and understand spoken language		
15	process information through senses		
16	act properly in motor activities to coordinate both hemispheres of brain		
17	understand and retain new information		
18	make classifications and groupings according to the instructions		
19	form simple and short sentences orally		
20	identify the meanings of the words		
21	participate in the activities eagerly		
22	play roles in simple dialogs		
23	answer questions simply and correctly		
24	produce different things via the art-craft activities properly		
25	identify the physical features of the things or materials such as colour		
26	associate things in more than one relationship		
27	use the language point quite correctly presented in the lesson		
28	express language point, ideas and feelings by drawing pictures		
29	do the activities according to the instructions properly		
30	elicit the meanings of words via visuals or other materials		
31	differentiate the features or characteristics of things		
32	use the language points learned previously in new sections		
33	react to and utilize music properly in associating the meaning via body movement and rhythm		
34	use physical movements properly to express meaning		
35	make simple and basic sentences about the intended language points		

LANGUAGE EVALUATION CHECKLIST

Look at the vocabulary and language points in the list. Check (✓) “yes” or “no” whether the student understands, reacts properly and gives correct answers or not.

The student's name:

NO	ITEM	Yes/Generally	No/ Never
1	One		
2	Two		
3	Three		
4	Four		
5	Five		
6	Six		
7	Seven		
8	Eight		
9	Nine		
10	Ten		
11	Red		
12	Orange		
13	Blue		
14	Yellow		
15	Green		
16	Purple		
17	Pink		
18	Board		
19	Desk		
20	Pencil		
21	Book		
22	Chair		
23	Pencil case		
24	School bag		
25	Sit down		
26	Stand up		
27	Raise your hand		
28	Listen to me		
29	Open the book		
30	Close the book		
31	Look at the board		

NO	ITEM	Yes/Generally	No/ Never
32	It is in...		
33	It is on...		
34	It is under...		
35	It is next to...		
36	It is behind...		
37	It is in front of...		
38	It is between...		
39	Dog		
40	Cat		
41	Fish		
42	Bird		
43	Rabbit		
44	Hamster		
45	Turtle		
46	Apple		
47	Watermelon		
48	Banana		
49	Pine apple		
50	Strawberry		
51	Peach		
52	Pear		
53	Tomato		
54	Potato		
55	Onion		
56	Pepper		
57	Lettuce		
58	Cucumber		
59	Carrot		
60	Arm		
61	Eye		
62	Ear		
63	Mouth		
64	Nose		
65	Leg		
66	Foot		
67	Jacket		
68	Dress		
69	Shirt		
70	Skirt		
71	Trousers		
72	Socks		
73	Shoes		

NO	ITEM	Yes/Generally	No/ Never
74	Teacher		
75	Doctor		
76	Tailor		
77	Farmer		
78	Fireman		
79	Babysitter		
80	Dentist		
81	Plumber		

APPENDIX 2

A SUGGESTED BRAIN-BASED SYLLABUS FOR VERY YOUNG LEARNERS

This section of the study presents the suggested syllabus to teach English to very young EFL learners in the pre-school sections of the schools. The syllabus is made up of 12 units covering different topics and language points. When the syllabus is examined a bit, it may be understood that it covers a number of various techniques and methods for effective teaching and learning considering the characteristics of very young learners and Brain-based learning approach.

Moreover, the syllabus units are designed under a theme for each time including the intended vocabulary and language points. Most of the units are interrelated somehow to establish relationships and associations in meaning in the process, which provides effective learning and patterning for the learners while learning a new point. To fulfil this aim, the activities are designed to involve some other possible language points or vocabulary in other units, which is explained in the syllabus in detail. The common activities to be used in the syllabus are classifying/sorting/ grouping activities, matching activities, finding the missing one and noticing activities, physical action activities, sensory/learner styles/multiple intelligence activities, art-craft activities, and also association activities involving different activity features, and so on. The units cover various activities appropriate for very young learners, because variety is a big motivation source for these learners who can easily be distracted in the lessons. What is more, each unit adds a revision section in the end for the students to review and retain what they have learned in the lesson along with a warm-up part to prepare the students for the lessons via different ways. This also provides a time for the students to have a cognitive process to see what they are exposed to in the lesson and check it.

To sum up, the main purpose and the outcome of all the research and implementation is provided in the following section, namely which is the suggested syllabus for very young EFL learners to start and guide their second language acquisition (English) with a reference to Brain-based learning approach. The main factor of such a research to be conducted is the fact that not just one material prepared for learners is enough or completely appropriate for effective language learning process.

In other words, this study could set a light for the further studies in order to guide and start the language acquisition of a different language apart from their native language for very young EFL learners. Consequently, the research's focus has been on that issue to complete that aim.

In the following pages, the designed syllabus is explained in a detailed way and framed as tables to make it clear.

UNIT 1

In the first unit, the main aim is to provide a warm-up for the students to learn English. Greetings as new vocabulary are included in the 1st unit that covers by means of contexts with a dialogue expressing personal greetings related to the subject matter in the unit. Within the design and application of the unit, different materials are used, and they have been designed and prepared by means of pictures or posters, which may be obtained from various sources. Thus, the main contexts in this unit are the song and dialog created including the target sentence structure and vocabulary. Also, the other main point in this unit is that the unit utilizes different materials and various activities which are explained in detail in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are introducing oneself, greeting others, asking personal questions.

The language points and vocabulary to be taught in the lesson are as follows:

Hi, Hello
 What is your name? My name is...
 How are you? Fine Thanks
 Nice to meet you, Good Bye, See you

The materials to be used in the lesson are:

Pictures, flashcards, posters, papers, coloured cardboards, plastic straws, sticker, computer, speakers, crayons, coloured cards, envelopes, plastic straws, paper, lights, decorations, masks, glasses, scissors, glue

1.1. Presentation

This section presents introducing the vocabulary and language points by means of a dialog including the intended vocabulary and sentence structures along with the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, a dialogue is utilized in the lesson.

Teacher brings some music to the class, which helps the students be ready for the lesson as the music is from the cartoons they are familiar with. The unit starts with greeting teachers' himself/herself in the classroom with pictures and song. Teacher uses various body movements to convey the meanings. This unit includes much repetition via the activities. All the activities aim to practise the intended dialog. Teacher also uses cartoon characters and their masks. Teacher uses these cartoon characters one by one to introduce themselves in the class one by one.

The song is:

HI HELLO
WHAT'S YOUR NAME?
MY NAME IS CAILLOU.
HOW ARE YOU?
FINE THANKS.
NICE TO MEET YOU.
GOOD BYE. SEE YOU.
GOOD BYE. SEE YOU.

1.2. Asking and answering

Checking understanding is a crucial point in language education, and it should be conducted somehow appropriately for each age group having different learning characteristics. So, asking and answering may be helpful for that purpose, which should be prepared in an appropriate manner for the intended subject matter and learner group. Before starting, teacher plays some music to provide fun and awareness for the students, and also for the positive atmosphere. The songs are from some cartoons to be used in the lesson. Teacher asks the students who these characters are so as to prepare them for the activity. If the learners are aware of the characters, they may be able to deal with the activity properly. Then, the students also sing the song together by introducing themselves with body movement holding the cards in their hands on which there are cartoon characters. First of all, teacher models the activity in order to show the students how to deal with it properly.

1.3. Singing song - Practising

Songs are useful and motivating facilitators for early childhood language education, as these learners are eager to participate in the activities including music and physical movement (dancing), which is a fun way to teach or practise the language points. Furthermore, very young learners are provided meaningful contexts in the process of language education by means of the songs. Therefore, in this point of teaching, teacher brings a song created by him/her or the class to be used with the students. But first of all, teacher uses a character to present the dialog using a poster or a mask. The students are shown the dialog to be able to internalize the language points as a chunk. Teacher uses pictures for the dialog presentation. While performing the dialog, teacher tries to make the students notice the difference of the language points. Then, teacher and the students sing the song by dancing together in the class.

1.4. Art-craft Activity (making masks) - Practising

Motor skills can be integrated with cognitive functions by means of art-craft activities. These activities are useful to provide the body-brain coordination in a meaningful manner. Additionally, masks may be utilized to fulfil that aim in the language education procedure. The students may use for role-play activities in the aim of personalizing with the process. Therefore, teacher uses a greeting song in the class with the students by using the masks (students cut them from the papers and stick them on straws to put them in front of their faces as if they are these characters, with the help of the teacher if and when necessary). The students say the phrases in a dialogue with the teacher using these masks like a dialogue. Teacher first shows the students how to deal with the activity.

1.5. Role play - cocktail party

Actually, very young learners undertake a role appropriate for the situation of each activity in the learning procedure, but role-play activities may be some different. These activities enable the students to be involved in the process and to personalize themselves. What is more, they provide a fun atmosphere to enhance the positive

teaching process. For this reason, the teacher prepares a cocktail party for the students to do role-play activity. They introduce themselves in the party one by one to each other after observing the teacher doing the activity first. Teacher also tries to prepare the classroom as if there is a party with ornaments, decorations, and brings food and drinks. Teacher can also play music while preparing. First of all, the teacher shows the students how to do the activity by means of modelling.

1.6. Matching (dialogue) -Total Physical Response (physical action) Activity

Cognitive and motor skills are the two main functions early childhood education focuses on in the pre-school section. As a matter of fact, pre-school education mostly focuses on physical action activities and the aims are integrated in them, which is appropriate for the developmental characteristics of very young learners.

What is more, noticing is the main function these learners are capable of in the course of learning a new point, which may be substantiated with the help of matching activities. Therefore, teacher uses a matching activity. In this activity, teacher brings places the cartoon characters pictures on the board or walls in the classroom and students will go near them and introduce characters one by one after the teacher. Teacher and students stand in a line in front of the pictures. They practise the dialog together one by one with each character. Firstly, teacher models the activity to help the students do the activity properly.

1.7. Art-craft Activity (making puppets)

Art-craft activities serve to various purposes related to both motor and cognitive skills. Also, they provide meaningful contexts so as to teach a new language point or to practise it in a fun way along with coordinating the body and the brain. Making puppets and using them in the learning process may serve well to that purpose. As a consequence, in this activity, the students draw pictures on their paper glasses to do another greeting activity after the teacher demonstrates the activity first. Teacher delivers glasses and markers to the students after modelling the activity for the students to be able to deal with it properly. Students do the activity one by one with others by

putting the glasses on their fingers as if they are people. (kind of a dialogue). Teacher first models the activity to show the students how to do it properly.

1.8. Art-craft Activity (drawing - practising)

Art-craft activities are useful tools which are commonly used for various reasons in early childhood education, and thus they can effectively be used for language education in the pre-school section. These activities are advantageous to be used so as to create meaningful contexts while practising the language points or vocabulary in the target language with the aim of improving the motor skills of very young learners as well. What is more, these activities provide the coordination of body and brain in one point. For this activity, teacher delivers some papers to the students and asks them to draw their character like a mask. Students draw some characters on the papers and colour them.

Then, teacher models the activity for the students to show how to do the activity. After that, they use it to introduce to their friends' characters in the class together in a dialogue. First of all, teacher models the activity by showing the students how to deal with it properly.

At the end of the lesson, teacher uses the song and dialogue to revise what the students have been exposed to in the lesson with the aim of enabling the students remember the information. The important point in this unit, it should include much repetition and it will be revised also in other units. Also, the lesson ends with the review of the dialogue.

UNIT 2

Numbers as new vocabulary are included in the 2nd unit, which contains by means of contexts with a dialogue related to the subject matter in the unit and a song. Within the design and application of the unit, different materials are used, and they have been designed and prepared by means of pictures or posters, which may be obtained from different sources. Thus, the main contexts in this unit are the song and dialog created to express asking and answering about ages including the target sentence structure and vocabulary. Also, the other main point in this unit is that the unit utilizes different materials and various activities which are described elaborately in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are identifying numbers, asking and answering about the ages as using numbers.

The language points and vocabulary to be taught in the lesson are as follows:

How old are you? I am ... years old.

One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten

The materials are below:

Pictures, flashcards, rubber cloth, posters, papers, coloured worksheets, plastic straws, sticker, computer, speakers, crayons, coloured cards, envelopes, plastic straws, scissors, glue

2.1. Presentation

This section presents introducing the vocabulary and language points by means of a dialog and song including the intended vocabulary and sentence structures along with the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, a dialogue is utilized in the lesson.

The lesson starts with the revision of the previously learned language points in the last lesson. This activity aims to review what has been learned by the students in the previous lesson so as to enable the learners to retain the information or knowledge.

Starting with the greeting phrases or sentences learned in the previous lesson, and then teacher uses the numbers song to review the numbers. Teacher brings the numbers flashcards to the class while presenting them via the song. Also, after the song teacher uses the intended language structure “How old are you? I am ... years old. ” with the cartoon characters. In the dialog, teacher also uses greetings and adds the new ones into the dialog, but teacher tries to make the students notice the new and different ones with their meanings along with the numbers from 1 to 10.

The song is below:

*ONE LITTLE TWO LITTLE THREE LITTLE NUMBERS
FOUR LITTLE FIVE LITTLE SIX LITTLE NUMBERS
SEVEN LITTLE EIGHT LITTLE NINE LITTLE NUMBERS
TEN LITTLE NUMBERS
TEN LITTLE NINE LITTLE EIGHT LITTLE NUMBERS
SEVEN LITTLE SIX LITTLE FIVE LITTLE NUMBERS
FOUR LITTLE THREE LITTLE TWO LITTLE NUMBERS
ONE LITTLE NUMBER*

<http://www.youtube.com/watch?v=dk9Yt1PqQiw>

The dialogue is:

*HI HELLO
WHAT'S YOUR NAME? MY NAME IS...
HOW ARE YOU? FINE THANKS.
HOW OLD ARE YOU? I AM 6 YEARS OLD.
NICE TO MEET YOU.
GOOD BYE AND SEE YOU.*

2.2. Song and Dialogue - Asking and answering

Very young learners are eager and motivated to participate in the activities including song and physical action, as their learning characteristic is suitable for that point; early learners learn a new thing best by doing it. Also, early language learners like learning a new point in an enjoyable way as much as possible as their interest and motivation can easily be lost. What is more, checking understanding activities should be added to the procedure somehow considering the developmental levels and characteristics of these learners. Consequently, teacher brings a cartoon character to the class. Teacher uses the character for asking and answering questions about age via the dialogue created to cover the greetings and numbers. Later, teacher does a greeting activity with the students by asking about their ages one by one. (Greetings+how old are you, I am ... years old). Later, they also practise the song together again by dancing in order to integrate the procedure with fun.

2.3. Total Physical Response (physical action) Activity – Fun - Noticing

TPR activities may be utilized for various purposes in language education with the students in the pre-school section, since the more physically active they are in the learning process the more effectively they learn and the more they have fun. What is more, recognition is the main function of which very young learners are capable due to their developmental stage. For this reason, while singing the song together, students are delivered the numbers put on sticks to hold in hand. Teacher and students have different numbers and students try to notice the numbers while singing the song together by raising them up in the air when they hear their number. Before the song, teacher says the numbers one by one in order to make the students notice the numbers properly. First of all, teacher show the students how to deal with the activity in a proper manner.

2.4. Total Physical Response (physical action) Activity - Noticing

As mentioned above, early learners are motivated to deal with the activities including physical action or body movement. Besides, the activities should not involve just one type of activity feature. To state it differently, the activities or exercises should

be multi-characteristic in order to integrate more than one function in the process. Therefore, teacher delivers number glasses to the students and each student has all the numbers. The activity aims to make the students notice the numbers and participate actively and physically in the activity. When they hear their number they raise the glass in the air by standing up and then sit down. Then the students put the glasses in the correct number on the table. The activity goes on in the order teacher utters. The teacher, first of all, shows the students how to deal with the activity properly.

2.5. Noticing – Game (maze)

Recognition is the main function very young learners are capable of because of their developmental stages in terms of their age. This is also one of their learning characteristics. Additionally, early language learners like to deal with game-like exercises as they are also one part of their developmental features. As a result of this, mazes may be used to serve that purpose in order to meet the necessity for a fun and appropriate activity. For the other activity, teacher brings maze pictures to the class and gives them to the students. Teacher says the numbers one by one, the student try to find the way according to the numbers uttered by the teacher. Students try to do the activity in the order teacher says. First of all, the teacher models the activity by showing the learners how to do the activity in a proper way.

2.6. Matching

As mentioned in different sections, the activities prepared for very young learners in terms of language education should include multi-characteristic feature as cognitive functions are on the way to develop for very young learners and they can deal with such activities. Besides, noticing or recognition as a cognitive function should be focused on as the main feature for these learners since they are able to distinguish similar or different points in an organized material. Therefore, matching activities may serve on to that purpose in a fun and familiar way for early learners. For this activity, students deal with a matching activity. Teacher prepares some papers for the matching activity. Teacher delivers the papers to the students on which there are numbers and some pictures. And they match the numbers with the pictures according to which

number teacher says (in the order of teacher's utterance). Teacher says the numbers one by one. The teacher should model the activity to show the students how to deal with the activity properly before starting it.

2.7. Noticing – Fun - Bingo

Utilizing cognitive functions properly is a significant and necessary point in language teaching and learning to very young learners. Recognition or noticing is an indispensable part of cognitive skills for these learners because of their developmental features. What is more, games are useful facilitators for early childhood language education as they provide enjoyable and meaningful contexts for various purposes. As a result, there should be various noticing activities designed in different ways in language teaching procedures to serve that purpose. As a result, for this activity, teacher plays Bingo game with the students. Teacher delivers some cards to the students on which there are numbers. Each student has a different card and there are different numbers on the cards. Teacher gives coloured papers to put on the numbers when they hear their number on the cards. The students check their numbers when teacher says them. First, teacher models the activity to show the students how to do it.

2.8. Total Physical Response (physical action) Activity - Go and Touch

Physical action activities are common and helpful to be used for language education with pre-school students in order to present and to practise vocabulary or language points in a meaningful way. Early language learners are eager to participate in such activities because they are eager and motivated to be active physically in the learning process. Such activities also help the learners coordinate the body and the brain together. Go and touch activities may be expressed as appropriate for these purposes. As a consequence, students deal with this activity which includes being physically and also mentally active. Teacher places the numbers flashcards on the classroom walls in different places to make the students find and touch the correct one when teacher says a number. Students try to touch the number pictures on the classroom walls when teacher says a number. "Come and touch two". Teacher says the numbers one by one and

students try to touch them correctly. The teacher firstly shows the students how to do the activity properly.

2.9. Total Physical Response (physical action) Activity - Twister

Activities containing physical action or body movement provide both meaningful contexts while teaching language to very young learners and enjoyable situations in which early learners learn better thanks to the construction of meaning as they are physically involved in the process. Besides, twister games may serve to this purpose in this point. For this reason, teacher prepares an activity including both fun and movement. Teacher prepares a rubber cloth on which there are numbers. Teacher makes it a twister for the students to play as a game in the class. Teacher chooses two students for each time and students try to touch the numbers said by the teacher with their body parts. When the teacher says a children's name and a number, the student tries to find the numbers and touch it with his/her hands, knees, feet or etc. First, teacher models the activity to show the students how to do it.

The lesson finishes with a revision of what has been presented as vocabulary or language points in the lesson for efficient learning in addition to enabling the students to retain the previously learned points.

UNIT 3

This unit's main feature is that it covers colours by using various materials and activities along with a song. The main context- of the unit is the song, which provides the main context for the lesson. What is more, different sources may provide various pictures to be used in the materials in different ways. The main aimed skills to be developed are listening and speaking, and the intended functions are identifying colours and asking colours and answering by means of various activities that serve to the aims of the unit.

The language points and vocabulary to be taught in the lesson are as follows:

What colour is it? It is...

Red, Yellow, Green, Blue, Orange, Pink, Purple

The materials used in the lesson are:

Pictures, flashcards, real objects, posters, papers, coloured worksheets, coloured cardboards, plastic straws, sticker, computer, speakers, crayons, coloured cards, plastic straws, scissors, glue, ball

3.1. Presentation

This section involves introducing the vocabulary and language points through a song and question-answer structure including colours along with the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, the song and the pictures are used together.

The lesson begins with a revision activity with the pictures of the vocabulary or language points by means of the vocabulary tree prepared by the teacher. This activity aims to revise the previously-learned language points and contribute to the retainment of them.

To present the vocabulary in this unit, teacher will use the “rainbow colour song” in the lesson. Teacher brings a rainbow poster to the class to provide the awareness for the students. The colours in the song are presented by also using some other pictures using questions and answers (What colour is it? It is). The children also participate in the song actively. While presenting the colours after practising the song, teacher uses coloured papers to design like a rainbow for the students on a cardboard.

The song is:

<i>RED ORANGE YELLOW GREEN</i>	<i>RED ORANGE YELLOW GREEN</i>
<i>BLUE PURPLE PINK</i>	<i>BLUE PURPLE PINK</i>
<i>RED ORANGE YELLOW GREEN</i>	<i>RED ORANGE YELLOW GREEN</i>
<i>BLUE PURPLE PINK</i>	<i>BLUE PURPLE PINK</i>
<i>IT'S A RAINBOW IT'S A RAINBOW</i>	<i>IT'S A RAINBOW IT'S A RAINBOW</i>
<i>A BEAUTIFUL RAINBOW IN THE SKY</i>	<i>A BEAUTIFUL RAINBOW IN THE SKY</i>
<i>IT'S A RAINBOW IT'S A RAINBOW</i>	<i>IT'S A RAINBOW IT'S A RAINBOW</i>
<i>A BEAUTIFUL RAINBOW IN THE SKY</i>	<i>A BEAUTIFUL RAINBOW IN THE SKY</i>
<i>RED ORANGE YELLOW GREEN</i>	<i>A BEAUTIFUL RAINBOW IN THE SKY</i>
<i>BLUE PURPLE PINK</i>	<i>A BEAUTIFUL RAINBOW IN THE SKY</i>

<http://www.youtube.com/watch?v=tRNy2i75tCc>

3.2. Total Physical Response (physical action) Activity - Dancing and Singing

Physical action activities are helpful facilitators and fun providers while teaching another language to very young learners. Early learners, characteristically, like to take part in TPR activities as they are meaningful context providers for very young learners in order to teach a new language point or to practise it.

As a result, for this activity, teacher brings some rainbow pictures to the class and gives them to the students to hang them on their necks. After putting the rainbows on their necks, the teacher says the colour one by one to check the students'

understanding and correcting. After that, teacher plays the rainbow song and the students try to sing the song by dancing and pointing to the correct colour when they hear a colour word.

3.3. Art-craft Activity (individual rainbow design)

Art craft activities help language teachers at a large scale to improve the motor skills of very young learners on the course of language teaching. What is more, these activities bring fun to the classes, which is important for an effective language learning process by integrating entertainment with a forced process to go beyond and further. Besides, these activities help the students to coordinate body and brain. As a consequence, teacher delivers some coloured papers to the students and the children design their own rainbows according to what colour the teacher tells them in the order of teacher's statements. All the students have papers in each colour and they stick with glue on the papers delivered by the teacher. Teacher first models the students to show how to do the activity properly.

3.4. Art-craft (Collaborative rainbow design)

As mentioned in different sections, art-craft activities are helpful for the development of motor skills and also cognitive functions by the feature of these activities which is that they provide meaningful contextual situations along with entertainment while dealing with them. As a matter of fact, it should be pointed that very young learners are more interested in individual activities, but the collaboration among them should be improved via several activities to some point, which may be fulfilled by this collaborative art-craft activity.

Therefore, for the activity, teacher delivers some papers to the students to create a collaborative rainbow with their friends. Students cut rainbow parts from the papers they are given and they place their papers to create a big rainbow to provide collaboration after individuality. Before starting the activity, teacher says the colour one by one to make the students notice the colours. Then, they start dealing with the

activity. Before starting, teacher models the activity by showing the students how to deal with in a proper way.

3.5. Art-craft Activity - Noticing and Total Physical Response (physical action) Activity

Cognitive functions are important to be involved and dealt through various activities in order to brain-integrated learning, especially in terms of language learning. Actually, very young learners are easily distracted due to various reasons, one of which happens unless they find the procedure interesting and attractive. Thus, including more than one characteristic such as noticing and TPR together with art-craft aspect, one activity may be as helpful as more than one activity. Therefore, for this activity, teacher gives some balloon pictures to the learners. They cut the balloons first and then they stick them to the sticks. Not all the students have the balloons in the same colour. When teacher says a colour, the children who have the correct balloon raise the stick and show it to the teacher and other friends by standing up. First of all, teacher models the activity to show the students how to do the activity properly.

3.6. Finding the missing one

Noticing the missing sections in an organized material is one of the activity types that aims to improve the cognitive function, which may be prepared as a game-like activity to provide a meaningful situation and fun in the lesson. Therefore, what is missing games serve to that purpose in language education. For the activity, teacher and students play “What is missing game”. Teacher brings some posters to the class. Teacher shows some rainbow pictures on which there are missing colours which are intended to be asked. Teacher shows the pictures one by one by asking what is missing. Students try to guess which colour is missing for the each time. Teacher also uses the intended language structure during the activity by using the sentences.

3.7. Art-craft Activity (Colouring)

As mentioned in various sections, art-craft activities are useful and meaningful situational task-like facilitators in order to teach or to practise the newly-presented language point. These activities bring the mind and body together in an interrelated state for early learners, which they are really capable of dealing with. To put it more openly, colouring activities are included in the procedure, which answer this purpose. Thus, teacher gives some papers to the children to use them as a colouring activity (2 different ones-one of them homework). To colour the pictures, the students must listen to the teacher and colour according to which number is which colour. For each time, teacher says a number and colour. It aims to associate numbers with the colours. Students should listen to the instructions to do the activity properly. The teacher shows the students how to deal with the activity properly.

3.8. Association Activity - Colours and Numbers

To establish interrelated connections among different subject matters or points is important for the retainment of the knowledge gained in the process by the help of revising the previous points. Consequently, teacher delivers some coloured papers to the students with numbers, which means that some students have red papers with numbers and some have others. When they hear their colour, they stand up and sit down by raising it in the air. For the rest of numbers, teacher delivers coloured number papers to the students. When teacher says a colour and number, they point to the correct one in the order the teacher utters during the activity. First of all, teacher shows the students how to deal with the activity properly.

3.9. Total Physical Response (physical action) Activity - Go and Touch (something in the correct colour) - Noticing

Being physically active in the learning process is a common characteristic of very young learners on the course of language education in order to contribute to the construction of meaning. Therefore, TPR activities are appropriate to fulfil this purpose. Moreover, noticing is the common characteristic for activities in early childhood

language education, which stems from the developmental stages of these learners. For this one, teacher prepares an activity including both fun and movement. Teacher brings a ball to the class to play a game. Teacher and students play “find something coloured red, yellow and etc and touch it”. The game is played with a ball and when the teacher throws the balloon in the air by saying a colour, the students must find something in correct colour and touch it. All the colours are uttered one by one. First of all, the teacher shows the students how to do the activity.

It should be pointed out that the lesson finishes with a revision activity by means of the prepared poster referring to the vocabulary presented in the lesson in order to enable the learners to keep what they have learned in the lesson.

UNIT 4

Unit 4 comprises several classroom objects by using various materials and activities along with realia. Various sources may provide different pictures to be used in the materials in different ways. Whereas, it may be stated that the main context of this unit is the sentences created to consist all the intended vocabulary or language points to express the existence of objects, and it is supported with various materials within the process. The main aimed skills to be developed are listening and speaking, and the intended functions are identifying classroom objects and talking about existence of the objects.

The language points and vocabulary to be taught in the lesson are as follows:

There is.... There are...

Board, Book, Desk, Chair, Pencil, Pencil case, Schoolbag
--

The materials are:

Real objects-realial, Pictures, board, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, coloured worksheets, coloured plastic boxes, crayons, coloured cards, envelopes, plastic straws, scissors, glue

4.1. Presentation

This section involves introducing the vocabulary and language points through several sentences including the sentence structures to express existence of objects along with the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, the sentences (There is-There are) and the pictures are used together.

The lesson starts with an activity in order to revise the vocabulary and language points learned in the previous units. This activity aims to help the students enable to retain what they have learned beforehand.

In this unit, teacher uses classroom realia and pictures to present the vocabulary to the children. “There is- There are” sentences are used in the presentation section by associating the numbers and classroom objects. Teacher also uses sentences to create a kind of story for the presentation by using the intended language structures. Teacher tries to make the students notice the meanings while presenting the story and classroom objects.

The example sentences are:

LOOK AT THIS CLASSROOM. THIS IS CAILLOU’S CLASSROOM. THERE ARE SOME OBJECTS IN IT.

THERE IS ONE BOARD.

THERE ARE FIVE SCHOOLBAGS.

THERE ARE FOUR BOOKS.

THERE ARE THREE CHAIRS.

THERE ARE TWO DESKS.

THERE ARE TEN PENCIL CASES.

THERE ARE SIX PENCILS.

4.2. Total Physical Response (physical action) Activity - Go and Point to

The activities or exercises involving physical action and body movements are really enjoyable for very young learners and they provide meaningful context to teach and practise a language point. Besides, the developmental characteristics of early learners are appropriate for such activities. Thus, “go and point to” games serve to complete that purpose, in which the learners have to notice the correct points via their cognitive skills. As these activities are also game-like exercises, very young learners are more eager to participate in them.

As a consequence, teacher prepares an activity for the students in order to provide movement and fun by hanging the classroom objects pictures on the walls, and

then teacher tells the students to point to the objects when teacher says a name of the object. When the students hear a classroom object, they look at the pictures and try to point to the correct one. First, the teacher shows the students how to do the activity.

4.3. Sorting – Grouping - Classifying

Cognitive functions of very young learners are an important part for their language education in order to coordinate body and brain in a meaningful way. These learners' recognition skills may also be improved via these activities as they require the learners notice the similarities and differences between different points. In the course of this activity's implementation, the learners are also physically active, which is beneficial and helpful for their construction of meaning while learning another language. Therefore, teacher delivers the classroom objects pictures to the students in the envelopes and they have all the pictures in their hands. Teacher says the classroom objects one by one to make the students notice them correctly. After that, students raise the classroom objects pictures in the air which one is uttered by the teacher respectively and they collect the same object pictures together. First, the teacher shows the students how to do the activity.

4.4. Art-craft Activity (Designing individual classroom)

Very young learners like to deal with various activities by means of which they are able to produce or create different designs while learning a new point. In the pre-school education, motor skills are one of the most important areas that are aimed to be improved via various activities both individually and collaboratively. As a result, teacher prepares an art craft and action activity including noticing for the students. Later, teacher delivers the classroom object pictures to the students. All the students have the classroom object picture in front of them. Then, they cut them and place on the blanket to arrange their classroom picture (individual classroom). However, teacher tries to make them notice the pictures correctly. Before they stick them on the blanket, teacher says the objects one by one and it aims to make the students notice the objects properly. Besides, the students should place the pictures in the order teacher utters. First of all, teacher models the activity to show the learners how to deal with it properly.

4.5. Art-craft Activity (Designing collaborative classroom)

As mentioned in the previous sections, art-craft activities are very helpful facilitators that provide both fun and coordination between body and brain. These activities may be both individual and collaborative for different aims. Therefore, this activity similar to the previous one mainly aims to bring collaboration among the learners, which is also important for this age. Very young learners like to deal with individual activities more than collaborative ones, but integrating such activities within the process may be helpful to meet the lacking point. So, teacher brings a cardboard/blanket to the class and it will be used to create their own classroom together. Teacher delivers some pictures to the students to cut. Not all the students have the same classroom object picture. Then, students cut the classroom object pictures and place them on the blanket to create their collaborative classroom design according to which one is uttered by the teacher respectively.

4.6. Finding the missing one

Distinguishing the missing sections in an organized material or activity is a cognitive function that is essential to be focused on and studied. Very young learners have fun while dealing with such game-like activities as these draw their attention about the language points presented in the lessons. To serve that aim, teacher uses “What is missing game?” with the students. Teacher puts classroom objects pictures on the cardboard by not placing the intended ones to be asked. Teacher does not put one object picture for the each time. The teacher also uses the intended language structure sentences. Students try to guess the missing one for the each time.

4.7. Ordering

Even if all the activities include an order to be followed by the students, ordering activities may be helpful to improve the cognitive skills of the learners while teaching another language with the aim of their contribution to brain functions. What is more, to be able to order or sequence ideas properly is a kind of checking understanding activity in a game-like way. As a result, teacher brings another game to the class, ordering the

object pictures on cardboards. First of all, teacher shows the pictures one by one and students then try to order them without looking at the pictures but by saying their names with sentences “There is or There are”. Teacher says the objects by making sentences with the intended language structure sentences before asking them to order the pictures. Firstly, teacher models the activity by showing the students how to deal with it properly.

4.8. Game - Picture showing and guessing

Games are helpful facilitators in early child language education, which provide both entertainment and picture guessing activities are useful in order to enhance cognitive functions. Also, this activity type provides checking understanding in a fun way. For this activity, teacher prepares a game for the students. Teacher divides the classroom into two groups. A student from each group comes and chooses the classroom object picture among the teacher’s pictures. Then, the chosen student shows the picture and his/her group friends try to guess the word in English. Even though which group gives more correct answers wins the game, teacher defines each group as winner in the end by clapping hands together to prevent negative competitive atmosphere. The teacher, first of all, shows the students how to deal with the activity properly.

4.9. Total Physical Response (physical action) Activity - Association Activity (colours and classroom objects)

Physical action activities (TPR activities) present helpful contextualized situations to practise the language points learned in the lesson. Moreover, association activities help to set meaningful interrelated relationships between different subject matters, i.e. language points. These activities are also useful to revise the previously-learned language points or vocabulary, which contributes to effective learning and retained knowledge. As a consequence, teacher delivers the small pictures of the classroom objects to the students and when teacher says an object’s name, they choose the correct one and put on the cardboard. In this activity, teacher associates colours with classroom objects. Teacher says “bring me the schoolbag and put it on red cardboard”.

The students do the activity according to the instructions of the teacher. First of all, the teacher models the activity to show the learners how to deal with it properly.

It must be pointed out that the lesson finishes with an activity to revise the vocabulary and language points presented in the lesson. The teacher brings a poster for the activity and prepares a review exercise for the students so as to provide continuity and permanence in learning.

UNIT 5

This unit embodies several classroom commands under the structure of imperative sentence types, by using various materials and activities. However, it should be marked that this unit covers physical movement activities more than others. Different sources may provide various pictures to be used in the materials in different ways. Whereas, it may be stated that the main context of this unit is the story created to consist all the intended vocabulary or language points, and it is supported with various materials within the process. The main aimed skills to be developed are listening and speaking, and the intended functions are identifying classroom commands and giving several commands with classroom rules.

The language points and vocabulary to be taught in the lesson are as follows:

Sit Down, Stand up, Raise your hand, Listen to me, Open the book, Close the book, Look at the board

The materials used in the lesson are below:

Pictures, board, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, coloured cards, envelopes, plastic straws, plastic plates, scissors, glue

5.1. Presentation

This section involves introducing the vocabulary and language points through a story including the sentence structures along with the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, the story and the pictures are used together.

The lesson starts with an activity so as to revise the vocabulary and language points learned in the previous lessons via the vocabulary tree activity. As mentioned

before, the teacher points to or shows the pictures and the students try to guess and say the vocabulary correctly.

For this unit and introducing the classroom rules to the students, teacher will use a story created by himself/herself. To present the created story, teacher uses the pictures of classroom rules. The pictures have Velcro fasteners to stick them on the blanket prepared as if it is a classroom picture. “There are students in the classroom. One of them is raising his/her hand.” While saying the sentences one by one, teacher sticks the pictures on the blanket or the cardboard. Teacher also does the actions with gestures to make the students notice the differences of the language points.

The story used for the presentation context is:

LOOK AT THIS CLASSROOM. THERE ARE A LOT OF STUDENTS. THEY ARE DOING SOMETHING. ONE OF THEM IS RAISING HIS/HER HAND. ONE OF THEM IS STANDING UP AND ONE OF THEM IS SITTING DOWN. LOOK AT THE OTHERS. ONE OF THEM IS LISTENING TO THE TEACHER. ONE OF THEM IS OPENING THE BOOK BUT ONE OF THEM IS CLOSING THE BOOK. AND ONE OF THEM IS LOOKING AT THE BOARD. THEY ARE ALL DOING SOMETHING. LET'S TELL THEM TO DO SOMETHING. THEN, TEACHER SAYS THE COMMANDS ONE BY ONE AND SHOWS THE PICTURES ONE BY ONE.

5.2. Grouping - Classifying

Recognition is the main skill very young learners are efficient at on the course of learning a new thing. Grouping or classifying activities primarily focuses on this function, as very young learners cannot characteristically produce something written. What is more, these activities provide checking understanding in a fun way.

Therefore, teacher delivers classroom rules pictures in the envelopes and each student has all the classroom pictures. First, teacher puts the blanket on the floor. Before sorting, students are made to notice the correct picture when teacher says one classroom rule. Then, teacher wants the students put them on the blanket/cardboard as teacher says

the rules one by one. Before starting the activity, teacher says the classroom rules one by one so as to make the students notice and react to the classroom rules correctly. When students hear a classroom rule, they show them to the teacher and other students in the class. Then, they start grouping activity together.

5.3. Sorting (plastic plates)

Sorting is a common cognitive function, which may be stated as noticing or recognising. These activities are also game-like, which provides fun for early learners. Moreover, very young learners are willing to take part in activities which include physical action. Thus, for this activity, teacher delivers some plastic plates on which there are the pictures of classroom rules. Each student has their own pictures on their necks. The students have all of the classroom rules pictures on their necks. When the teacher says a rule to the students, they try to find the correct one and show the picture to the teacher and friends by standing up. Teacher, first of all, models the activity by showing the students how to deal with the activity properly.

5.4. Total Physical Response (physical action) Activity - Go and Touch - Matching

Early learners likes to be physically active everywhere, and physical action is effective for their construction of meaning while learning a new thing. TPR activities serve that purpose so as to practise the newly-learned language point in a fun way. Moreover, matching (noticing the similar points and matching them) exercises may be integrated in TPR activities, since multi-characteristical activities may be more enjoyable and effective for the learners in the Pre-school section.

As a consequence, teacher brings classroom pictures to the class and puts the pictures on the walls in different places. This activity aims to make the students move and be active in the class- TPR. Then, when teacher says a classroom rule, students go and touch the correct picture according to the teacher's instructions. First, teacher models the activity by showing the students how to do the activity.

5.5. Total Physical Response (physical action) Activity - Simon says

Very young learners learn by doing more effectively, which is an inborn characteristic of them beginning from their birth. These learners are good at dealing with physical tasks as they have really fun while dealing with them and they also give a sense of achievement in the learning process. Also, games are, in a way, physical activities for them as they are physically involved in them. As a result, students play “do what I say” or ‘Simon Says’ game to make the students physically active also mentally active. Teacher tells the students to do the classroom rules actions one by one and the students do what teacher says by sitting in a circle on the floor. This also provides peer check for the students. First, teacher models the activity by showing the students how to do the activity. Then, they start doing the activity together. First of all, teacher models the activity in order to show the students how to do the activity.

5.6. Total Physical Response (physical action) Activity - Silent movie - Noticing

Physical action activities are useful for very young learners to help them integrate the language with body. Also, these activities aim to set up meaningful relationships and coordination between body and brain, which is useful for these learners to construct the meaning. Furthermore, noticing is the main function of very young learners to be utilized mainly in language education, as they are even illiterate in their native language. The other activity is a game. It is similar to ‘Silent Movie’ game. Teacher chooses a student in the classroom and tells him/her a rule by showing the picture if necessary and the child does the action in front of the class. The other students try to guess and say the correct rule in this activity and there is also peer check in the activity. Firstly, the teacher shows the students how to the activity properly by modelling.

5.7. Art-craft Activity (cutting and sticking)

Motor skills activities are one of the common activity types used in early childhood education, and they are also very useful while teaching another language to very young learners. These skills are also aimed to be improved in their classical

education. Actually, these activities targets to coordinate brain and body in one relationship. Very young learners are also eager to participate in such activities as they like to design and produce new things with different materials. Therefore, for this activity, teacher delivers some pictures to the students, on which there are all the classroom rules pictures and students cut the pictures one by one. Then, when the teacher says a rule they choose and stick the correct picture on the papers according to the order of the teacher utters one by one on the papers delivered by the teacher. First of all, teacher models the activity to show the students how to the activity properly.

5.8. Noticing - Total Physical Response (physical action) Activity

Being physically active in the teaching and learning process of language education is effective for very young learners as they are characteristically able to learn something better if they are involved in learning both mentally and physically. Besides, recognition is the main function that early learners are capable of dealing with. So, it shouldn't be ignored to include such activities while teaching another language to them. Then, teacher delivers classroom rules pictures to the students differently. Not all the students have the same classroom rules pictures. This activity includes noticing and physical action. Later, teacher says a classroom rule and students should notice who has the correct one. The ones who have the picture stand up and do the action. The activity goes on like this by doing all the rules' actions.

5.9. Association Activity (colours and numbers and classroom rules)

Establishing interrelated connections between different subject matters is significant for efficient permanent learning process, which also contributes to create mental relationships along with revising the language in a way. It is crucial for early childhood language education to include repetition or revision as often as possible. As a result, teacher associates the colours with the classroom rules and tells them to do the rules when they hear the related colour. In this activity, teacher delivers coloured cards to the students (they have learned in the previous units). For instance, red means listen to me, or blue means open your book. When the teacher says a rule, they hold the

correct coloured card and raise it in the air. First, teacher models the activity by showing the students how to do the activity. Then, they start doing the activity together.

The teacher prepares an activity and poster for the revision at the end of the lesson, which targets at reviewing the information so as to make the vocabulary and language points memorable for the learners.

UNIT 6

The purpose of unit 6 is to teach prepositions via several sentence structures to present the new vocabulary in a contextualized way with the help of a story covering the intended language points related to the topic of the unit. Various materials are used in the lesson and they have been designed by the help of pictures or posters, which may be obtained from different sources. Besides, it may be pointed that the main context in the unit is the story-the dialogue created to comprise the new vocabulary and language points. Also, the other main point in this unit is that the unit utilizes realia, various materials and different activities which are explained in detail in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are identifying the places of objects, talking about the places of the objects.

The new language points to be taught in the lesson are:

It is It isn't

in, on, under, next to, behind, in front of, between

The materials used in the lesson are below:

Real objects-realialia, Pictures, board, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, coloured worksheets, coloured plastic boxes, crayons, coloured cards, envelopes, scissors, glue

6.1. Presentation - story

This part describes how to introduce the vocabulary and language points via the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, a contextualized story is utilized in the lesson for efficient and meaningful learning.

It should be stated that the lesson starts with a revision activity to look through the vocabulary and language point learned in the previous lessons. Teacher uses the vocabulary tree to deal with the activity, which is a point-to/show and say activity. Teacher points to or shows the pictures and the students try to guess the vocabulary correctly.

This unit is related directly to the previous two units about classroom. In this unit, teacher uses realia and pictures again to present the vocabulary along with a story. Teacher puts the classroom objects differently and preposition pictures on the blanket by saying the aimed sentences one by one by telling a story to the students. For example, “This is a classroom and there is a pencil here and it is on the desk.” Then, teacher also uses the pictures for presentation by also using sentences. And also, teacher tries to make the students notice the difference in the sentences.

The created story is:

*THIS IS CAILLOU’S CLASSROOM. LOOK AT IT. IT IS A BIT MESSY. HE CANNOT FIND ANYTHING. THERE IS A PENCIL AND IT IS **BEHIND** THE BOOK. THERE IS A BOOK AND IT IS **IN** THE SCHOOL BAG. WHAT ABOUT PENCIL AGAIN? IT IS **ON** THE DESK. HERE LOOK AT THE SCHOOL BAG. IT IS **IN FRONT OF** THE DESK. WHERE IS THE PENCIL CASE? IT IS **UNDER** THE DESK. WHAT ABOUT THE PENCIL? IT IS **NEXT TO** THE PENCIL CASE. WHERE IS THE SCHOOL BAG AGAIN? IT IS **BETWEEN** THE BOARD AND DESK. WHAT ABOUT THE DESK AGAIN? IT IS **IN FRONT OF** THE BOARD. THE PENCIL? IT IS **IN** THE PENCILCASE. THE SCHOOL BAG IS WHERE? IT IS **BEHIND** THE BOOK. THE PENCIL AGAIN? IT IS **BETWEEN** THE BOOK AND SCHOOL BAG. WHAT ABOUT THE BOOK NOW? IT IS **NEXT TO** THE SCHOOL BAG. OUUUWWWW, THE PENCIL? IT IS **ON** THE CHAIR. THE BOOK? IT IS **UNDER** THE DESK. OK, WE FOUND EVERYTHING.*

6.2. Classification – Grouping - Sorting

Grouping or sorting points together with similar ones by noticing them is effective to improve cognitive skills of the learners by also practising the language points presented. As very young learners are better at noticing and distinguishing functions, this activity type serves this aim. In this activity, students try to find the correct picture among others. This is a grouping or sorting activity for the students. Teacher brings a blanket to the class to be used like a classroom and delivers preposition pictures to the students. Each student has all the pictures prepared in the envelopes. Teacher utters sentences “It (The pencil) is on the desk.”, and then students show the correct picture among others. Before starting the activity, teacher wants the students to show the pictures in order by saying the sentences one by one. Teacher asks them to make the students notice them properly. Then, teacher says the sentences and students try to put them on the blanket one by one.

6.3. Total Physical Response (physical action) Activity - Go and Touch - Matching

Physical action activities, namely TPR activities, are to be commonly used in early childhood language educations, because these learners learn a new thing better by doing, which means they should be physically active in the learning process. As mentioned in different places, the activities had better include more than one characteristic of a type, which is useful for variety and motivation as constant one type may distract the students’ motivation and interest.

For this activity, teacher prepares an activity to keep the student both physically and mentally active. In this activity, students play “go and touch” game. Teacher puts some pictures on the walls in the classroom in different places for students to come and touch. When teacher says a sentence such as “The school bag is in front of the desk.” students look at all the pictures and try to find the correct one and touch it. Teacher first models the activity to show the students how to do the activity correctly.

6.4. Total Physical Response (physical action) Activity (Placing the objects differently)

Early childhood language education should focus on the construction of the knowledge. So, TPR activities are useful to make the students physically active in the construction of meaning. Very young learners also love to act or move physically in the activities or exercises, which can be considered as meaningful and fun contexts for language points. With this aim, teacher delivers classroom object pictures to the students and tells them to place the pictures of objects on their desks according to the preposition sentences. Teacher says some preposition sentences and wants the students to place the pictures according to which sentences are uttered. Students have classroom object pictures and do the placing activity according to teacher's instructions. Teacher first models the activity to show the students how to do the activity.

6.5. Noticing - Art-craft Activity

Art-craft activities are commonly utilized in early childhood education, also in language education. These activities provide motor skills development and very young learners need such activities as they cannot read or write to practise the language. Furthermore, recognition or noticing as a function is the main skill to be focused on and utilized as early learners characteristically learn and practise a language by means of it because they are not able to read or write while learning.

Therefore, in this activity, teacher prepares an art craft and noticing activity for the students. The students have different preposition pictures with classroom objects. Teacher delivers preposition pictures to the student and each student has a different picture. First of all, students cut the pictures out and stick them on the papers they are given by the teacher. Then, when teacher says a preposition sentence, they look at the pictures and the students who have the correct one show it to the teacher and their friends by standing up. Teacher first models the activity to show the students how to do it properly.

6.6. Noticing (the mistakes) - Total Physical Response (physical action) Activity

Recognising or noticing is a significant cognitive function, also considered to be a skill, which should be focused on and utilized in early childhood education. What is more, physical action activities (TPR) are useful to coordinate the students' brain and body by also providing fun and involvement. Noticing the mistakes with the help of physical action activity type may be effective for the students to practise the language points and check what they have been presented.

Thus, teacher brings a cardboard to the class and then shows some prepositions pictures by placing them on the cardboard differently. In this activity, teacher wants them to notice the wrong preposition sentences. So, for some, teacher says some correct and incorrect sentences to make the students notice the mistake and use "No.". The students can also show "thumbs up and down" to express themselves as "yes" or "no". Teacher first models the activity to show the students how to do the activity.

6.7. Sorting – Grouping - Total Physical Response (physical action) Activity

Sorting similar or different points is a helpful activity to practise the language points by improving the recognition skill of very young learners. Also, this activity type is useful for the learners' development level. Moreover, early learners should take part in the learning process physically actively. As a result, teacher brings a sorting game to the class. In this activity, students try to sort the preposition pictures. When teacher says a sentence, they choose the correct picture and raise it in the air by showing to teacher and other students. And then, they put them in the boxes one by one. The boxes are in different colours to associate the preposition sentences with colours (students must put them in the correct box). Teacher says a preposition sentence and tells the students to put the pictures in the box in which colour teacher says. Teacher first models the activity to show the students how to do the activity.

6.8. Matching - Association Activity

(1-classroom objects and prepositions and colours), (2-classroom objects and numbers and prepositions)

Matching the similar and noticing the different points is one of the common and useful activities for early childhood language education, as very young learners are able to sort the similar and dissimilar points via cognitive function- recognition. Moreover, association activities are helpful to generate meaningful and interrelated connections within different subject matters, which also provides permanent and efficient learning. In this activity, teacher brings two matching activities. One of them covers the preposition sentences in different ways with classroom objects. When teacher says the two sentences students try to find them and match them on the papers with crayons (also associated with colours). The students try to match the preposition pictures with similar ones by using the correct coloured crayon uttered by the teacher.

The other part covers also classroom objects and numbers. Students have some pictures and numbers on the cards. When teacher says a number and a preposition sentence, students have to find the correct one and match it. The students must use crayons here. (associated with colours.) The teacher first models the activity in order to show the students how to deal with it properly.

It must be stated that teacher brings an activity to revise the vocabulary and language points presented in the lesson for the learners via a poster prepared beforehand. Teacher can mostly use question and answer in this section with the students.

UNIT 7

Unit 7 aims to teach pets as new language points and vocabulary together with some sentences to contextualize the new vocabulary in a meaningful way by means of a story (dialogue-like) created in order to contain the intended language points in the unit. Various materials are utilized in the lesson and different sources are the main assistant to design and prepare the materials as they provide different pictures related to the subject matter of the unit during the implementation. Consequently, it may be said that the main context in the unit is the story including the new vocabulary and language points. Also, the other main point in this unit is that the unit utilizes various materials and different activities which are explained in detail in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are identifying pets, talking about pets by asking and answering questions.

The language points and vocabulary to be taught in the lesson are as follows:

What is this? It is a....

dog, cat, fish, bird, rabbit, hamster, turtle

The materials used in the lesson are:

Pictures, flashcards, posters, papers, board, blanket-cloth, Velcro fasteners, sticker, coloured worksheets, coloured plastic boxes, crayons, coloured cards, coloured plastic boxes, envelopes, plastic straws, scissors, glue

7.1. Presentation

In this part, it is described how to present the new vocabulary and language points intended to be acquired in the lesson through a story created by the teacher. Also, it presents the designed materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, the story and the pictures are used together.

It should also be pointed that the lesson starts with an activity in order to revise the vocabulary and language points learned in the previous lessons with the help of a designed material, vocabulary tree. The teacher points to or shows the pictures one by one and the students try to guess the word correctly.

In this unit, a cartoon character is used again, Caillou. teacher brings a house picture and introduces it as Caillou's house. He has got some pets and this idea is used in the activity as a story for presentation section. These pictures are footed with paper glasses and the teacher puts them on the house picture one by one. Then, teacher goes on with the pictures for presentation again.

The story is:

LOOK AT CAILLOU. HE HAS GOT A LOT OF PETS. WHAT IS THIS? IT IS A DOG. WHAT IS THIS? IT IS A CAT. WHAT IS THIS? IT IS A FISH. WHAT IS THIS? IT IS A BIRD. UUMMMM. VERY INTERESTING. OTHERS? WHAT IS THIS? IT IS A RABBIT. WHAT IS THIS? IT IS A HAMSTER. WHAT IS THIS? IT IS A TURTLE.

THERE ARE SOME OTHER PET FRIENDS. LOOK AT THIS. THIS IS GARFIELD AND WHAT IS THIS? IT IS A CAT. THIS IS NEMO AND WHAT IS THIS? IT IS A FISH. THIS IS BUGS BUNNY AND WHAT IS THIS? IT IS A RABBIT. THIS IS TWEETY AND WHAT IS THIS? IT IS A BIRD. THIS IS RAPHAEL AND WHAT IS THIS? IT IS A TURTLE. THIS IS SCOOPY DOO AND WHAT IS THIS? IT IS A DOG. THIS IS HAMTARO AND WHAT IS THIS? IT IS A HAMSTER.

7.2. Question and answer – Personalization - Cartoon Characters

Asking and answering usually takes place in early childhood education in different ways. These learners need personalization (using cartoon characters the students may already know) while learning a new point as this provides familiarity in a positive way. This also presents a checking understanding opportunity and fun for the learners. For this reason, teacher introduces some other cartoon pets using pictures of them. "This is Garfield and it is a cat." Teacher introduces them one by one and after that, teacher asks students about them one by one. "What is this? It is a". This

activity includes asking and answering questions. Teacher tries to make the students understand and notice the pets properly by reviewing them with other activities.

7.3. Sorting - Classifying

Grouping or sorting objects with similar or different ones in a place is a cognitive skill, which means the learners should be able to differentiate the similarities and differences in an organization. Moreover, these activities improve the learners' recognition skills since the students should notice the groups correctly during the activity. Therefore, the teacher brings a material for that aim to the class. After that, the activity starts and it includes a green blanket as the class garden. The teacher delivers pictures of pets to the students in the envelopes. All the students have pets' pictures. Before beginning the activity, teacher first asks the students to show the pets one by one. Then, the students sort and classify the animals on the blanket when the teacher says "bring me the cat. Bring me the dog ...etc". First, teacher shows how to do the activity to the students.

7.4. Finding the missing one

Distinguishing the missing sections is also about the relationships and organized patterns, in which the learners cognitively complete the missing sections via noticing. To fulfil this aim, what's missing games take place in the program. These are also game-like activities and they draw the attention of the students. Later on, the teacher and students play "what's missing game?" together. Teacher brings some pet shop pictures to the class. For each poster, there is one missing pet intended to be asked to the students. Then, teacher shows pet shop pictures to the students one by one by asking questions. Teacher uses the intended question structures. "What is this? It is a..." When teacher asks questions, students try to guess which animal is missing for each time.

7.5. Guessing - Role Play/Silent Movie (1-teacher, 2-student)

Many language points are learned better if the learners are actively involved in the activities to construct the meaning and if they have fun as well. Role play activities

provide the learners take part in the construction and personalization of the information. Moreover, in these activities, guessing as a cognitive function is involved to improve mental relationships. As a consequence, teacher prepares a role-play activity for the students. This activity deals with the sounds or actions of the animals to provide the students fun and reality in a way. Teacher makes the sounds or actions of some pets learned in the lesson, or the teacher pretends their acting. Then, students try to guess the name of the pet.

Then, the activity turns into students' role-play. The students can also make the sounds or actions of the pets when the teacher says a pet. In other words, first teacher makes sounds or do actions of pets to ask the students which animal it is. And then, when teacher says a pet's name students make sounds or do actions of them according to which animal is uttered by the teacher.

7.6. Matching (1-Total Physical Response, 2-Personalization - Petfood)

To be able to match similar points in an organized material is an important cognitive function to be focused on, and these activities are helpful in language teaching as they require noticing and relationship skill in the course of them. In this activity, there is also TPR and personalization involved so as to provide effective construction of the meaning and reality. In the activity, first of all, teacher shows the students some pictures of what these animals eat. Then, students will deal with matching activity. For the activity, teacher delivers pets pictures to the students and all the students have pets' pictures. First, the teacher shows a pet food picture to the students and then they show the pet's picture and give it to the teacher. This activity also aims reality, authenticity and personalization. First, teacher shows how to do the activity to the students.

Matching similar and related points on worksheets is common in early childhood education. Then, teacher delivers papers on which there are pets and pet food pictures. The students have papers in front of them and they match the pet food with the pets pictures according to the order teacher utters. When teacher says a pet's name, students look at the pictures and try to match the pet with the correct pet food. First, teacher

shows how to the activity to the students, but they are not unaware as they have done a similar activity in the previous one.

7.7. Total Physical Response (physical action) Activity – Noticing - Association Activity (colours and pets)

TPR is a common activity type used in early childhood language education so as to present and to practise vocabulary or language points in a meaningful way. Very young learners are eager to participate in such activities because they like to be active physically in the learning process. What is more, establishing interrelated relationships or patterns between subjects is crucial for permanent and efficient learning. Hence, teacher prepares an association activity to study pets and colours with a reference to TPR. The students all have the pets' pictures in different colours. And, teacher puts coloured boxes on the desks in different places. When the teacher says “bring me the pink cat”, the students choose the correct picture and put them in the correct box in the correct colour. They put the pictures one by one in the boxes in the correct colour. First, teacher shows how to do the activity to the students.

7.8. Total Physical Response (physical action) Activity - Go and Touch - Association Activity (numbers – pets - colours)

As mentioned before, association activities are important and helpful to enhance learning to be more permanent and retain the knowledge acquired. Physical activities are also useful and affect the learners' motivation positively as they can feel that they can achieve something, which is psychologically influential for them. Therefore, so as to revise numbers, colours and pets in one activity, teacher prepares an activity including such commands as “go and touch two green turtles.” This activity requires the students to be physically and mentally active. Teacher brings some posters to the classroom and there are pets in different colours and different numbers on the posters. The teacher puts the cardboards on the walls and the students go and touch to the cards on which there are correct pictures in correct numbers. Teacher tries to associate numbers and colours with pets in this activity. First, teacher shows how to do the activity to the students.

7.9. Art-craft Activity – Drawing - Fun

Motor skills are a significant point in early childhood education to be focused on. So, art-craft activities are helpful in order to serve and fulfil this purpose. These activities also provide entertainment in the course of learning. Moreover, art-craft activities present meaningful contexts and situations for very young learners, which is important for effective learning. Consequently, for the other activity, teacher prepares an art craft activity and wants the children to make their own pet on a paper and colour them. Later, they introduce them in the class to associate pets with greetings together. “Hello. My name is.... I am ... years old. Nice to meet you. Good bye. Etc.” Then, they can cut the animals and the students can stick them on the cardboards or the walls to create the classroom’s garden. First, teacher shows how to do the activity to the students.

Finally, the lesson ends with a revision of the vocabulary and language points presented in the lesson, because it helps a lot for the learners to retain the information or knowledge presented in the lesson.

UNIT 8

Unit 8 covers a number of fruit vocabulary along with several sentence structures to present the new vocabulary in a contextualized way with the help of a dialogue-like song covering likes or dislikes related to the topic of the unit. Various materials are used in the lesson and they have been designed by the help of pictures or posters, which are obtained from a variety of sources during the application of the unit. Thereby, it may be stated that the main context in the unit is the song and the dialogue created by the teacher to comprise the new vocabulary and language points. Also, the other main point in this unit is that the unit utilizes realia and different activities which are explained in detail in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are identifying fruits, asking and answering the fruits, talking about which fruit they like or don't like.

The language points and vocabulary to be taught in the lesson are as follows:

What is this? It is a.....

I like.... I don't like....

Apple, Watermelon, Strawberry, Pineapple, Banana, Pear, Peach

The materials to be used in the lesson are:

Real fruits- realia, eye cloth, hand bag, Pictures, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, computer, speakers, plastic boxes, crayons, coloured cards, envelopes, plastic straws

Scissors, glue

8.1. Presentation

This section involves introducing the vocabulary and language points through a song including the intended vocabulary and sentence structures along with the prepared

materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, the song and the pictures are used together.

It must be pointed that the lesson starts with a revision of the previous language points and vocabulary by means of vocabulary tree designed with this aim beforehand. The activity is point-to and say, in which the teacher points to or show the pictures of the vocabulary and the students try to say the word in the target language correctly so as to review the previous units.

Before starting to present the new vocabulary and language points In this unit for the presentation section, teacher uses a song or chunk with the fruit pictures. “What is this? It is an apple. I like it. I don’t like it.” Here, teacher tries to present the language point “I like and I don’t like...” using some happy and sad faces or some other physical actions/movements to notice the difference. Teacher uses realia here. After that, the teacher and the students sing the song together. However, first of all, the dialogue will be used then the song is used.

The song is below:

WHAT’S THIS? WHAT’S THIS?

IT’S AN APPLE. IT’S AN APPLE. I LIKE IT. I DON’T LIKE IT.

WHAT’S THIS? WHAT’S THIS?

IT’S A WATERMELON. IT’S A WATERMELON. I LIKE IT. I DON’T LIKE IT.

WHAT’S THIS? WHAT’S THIS?

IT’S A BANANA. IT’S A BANANA. I LIKE IT. I DON’T LIKE IT.

WHAT’S THIS? WHAT’S THIS?

IT’S A PINEAPPLE. IT’S A PINEAPPLE. I LIKE IT. I DON’T LIKE IT.

WHAT’S THIS? WHAT’S THIS?

IT’S A STRAWBERRY. IT’S A STRAWBERRY. I LIKE IT. I DON’T LIKE IT.

WHAT’S THIS? WHAT’S THIS?

IT’S A PEACH. IT’S A PEACH. I LIKE IT. I DON’T LIKE IT.

WHAT’S THIS? WHAT’S THIS?

IT’S A PEAR. IT’S A PEAR. I LIKE IT. I DON’T LIKE IT.

8.2. Song activity - Total Physical Response (physical action) Activity

Songs are very useful tools for language education, especially for early childhood education. They provide meaningful and enjoyable contexts both to present a language point or vocabulary and to practise what has been learned. Furthermore, songs also involve physical actions as the learners (mostly young and very young learners), which is appropriate the characteristics of early learners.

As a consequence, in this unit for the presentation section, teacher uses a song or chunk with the fruit pictures. “What is this? It is an apple. I like it. I don’t like it.” Here, teacher tries to present the language point “I like and I don’t like...” using some happy and sad faces or some other physical actions/movements to notice the difference. Teacher uses realia here. After that, the teacher and the students sing the song together. However, first of all, the dialogue is used then the song is used. After that, teacher and the students sing the song together with mimes and gestures to practise the language points and vocabulary together. First of all, the teacher shows the students how to the activity.

8.3. Story - Dialogue Activity

Stories and dialogues assist the teaching and learning process positively and contextually. Teaching a new language point or vocabulary to the very young learners via stories and dialogues is more effective for their acquisition process. Here, teacher uses a cartoon character and it is “Caillou”. He and his mother go to the market and they will buy some fruits. In this exercise, teacher prepares a desk as if it is in a market. Then, teacher uses realia (real fruits) and puts them in a bag with a dialog including the intended language points. After that, teacher and the students check what they have bought from the market by using the question structure “What is this? It is a...”. The students try to say the vocabulary correctly in this activity.

8.4. Classification – Sorting - Grouping

Distinguishing the similar and different things and grouping them is a cognitively-based activity type used to improve the mental skills for noticing the points. Early learners act effectively while dealing with sorting activities. To put it another way, they can notice similarities or differences in a group. Consequently, for that aim, teacher and students play classification game. Teacher brings a green blanket to the classroom and says it is classroom garden. Then, teacher delivers fruits pictures to the students and all the students have fruits pictures in the envelopes. Then, teacher tells the students to bring the fruits one by one and put them on the blanket. Firstly, teacher wants them to show the fruit pictures and then put them on the blanket. Teacher says “Bring me the strawberry or bring me the pineapple!”. When the students hear fruits names one by one, they bring and put them on the blanket. First, teacher shows the students how to the activity.

8.5. Total Physical Response Activity - Noticing (I like-I don’t like)

TPR activities are helpful for both to present a new language point or to practise it in a fun way with especially very young learners. Pre-school students like to participate in physical action activities as this stems from their learning characteristic, in other words they usually learn by doing, which is provided by such activities somehow. Also cognitive skills should be involved in such activities, and noticing is included here. Therefore, for revising the language structure presented via the dialog at the beginning of the lesson and to make the students notice the difference between “I like” and “I don’t like” structures, the teacher brings happy and sad smile pictures to the class. They practice the structures with physical actions or movements together by such as sitting down or standing up. First of all, teacher models the activity by showing them how to do the activity.

Later, teacher says a sentence such as “I like apple” and students stand up if they like or “I don’t like pear” and students stand up if they don’t like.(students raise happy or sad smile cards in the air if the sentence is true for them.) First, teacher shows the students how to the activity.

8.6. Noticing - Shopping lists

Cognitive competence is a crucial point in language teaching to early learners. Recognition or noticing is an indispensable part of cognitive skills for early learners. As a result, there should be various noticing activities designed in different ways while teaching another language to very young learners. Thus, teacher delivers several shopping lists and boxes to the students and they come to the market and buy some fruit. There are pictures of fruits in the boxes as designed like a market. Teacher chooses two students for each turn. This activity includes asking and answering questions such as “What is this? It is a”. After the students buy the fruits, they check what they have bought in their boxes one by one. Teacher asks the students who have “apple” by showing the pictures and students raise the fruit pictures in the air. First, teacher shows the students how to the activity.

8.7. Finding the missing one

Noticing the missing sections in an organized order of a material is another cognitive skill to be focused on in the course of language teaching in the pre-school section. so, finding the missing one activities serve that aim as a game as well. For this reason, the other activity deals with the noticing skill of the students. Teacher brings some posters to the class and there are fruits pictures on the poster.

However, in each poster, there is a missing fruit. The students try to guess the missing fruits one by one. Teacher also uses the intended question structures in the activity. When teacher says the fruits one by one, students look at the posters and try to guess which fruit is missing for each time. First, teacher shows the students how to the activity.

8.8. Chinese whispers - Fun

Games should be included in early childhood language education for various purposes. Variety is a motivating factor, as well. As mentioned in some other parts, early learners can easily be distracted due to different reasons, but motivation is the

crucial point for their education. Thereto, teacher and students play “Chinese whispers”, which is relate to pronunciation and fun in the process. In this game, students stand in a line in the classroom. Teacher stands at the beginning of the line and says a fruit name to the first student. Then, he/she says it to the other students standing next and it goes on like this. Later, the last student says the fruit word and teacher checks it if true or not with the first student. In the game, teacher can change the order of the students.

8.9. Vakog Activity - Gustatory

Learners characteristically are able to learn some points more efficiently than others, which are presented in an appropriate way for their dominant learning style. Then, teacher prepares another activity for the students. Nevertheless, taking on just one type of approach may not be very useful and efficient for an effective teaching and learning process, as there are a number of different learners who have different learning styles. This activity is a learning styles activity having the students taste the fruits and guess them. Teacher chooses 2 or 3 students for each time and ties a cloth on their heads to close their eyes. Then, teacher puts the fruits for the students to eat in the plates. And then, students eat a fruit and try to guess its name in English. In the activity, teacher may use the question structures “What is this? It is a ...”.

8.10. Total Physical Response (physical action) Activity - Go and Point to - Association Activity (colours and fruits)

Association activities aim to enable the learners to establish patterns and relationships between subject matters in different ways. Moreover, these activities are integrated in various activity types in different ways, and very young learners like to participate in physical activities since they learn best by doing. As a result, for the other following activity, teacher prepares an activity including physical and mental action. The students play “go and point to” game. Teacher puts fruit pictures on the walls in the classroom in different places. For instance, when the teacher says “point to the red apple!” the students have to point to the apple picture on the wall. In this activity, the teacher aims to associate the fruits with colours and the students can move in the class. First, teacher shows the students how to the activity.

8.11. Art-craft Activity – Drawing - Fun

Motor activities are the helpful and useful facilitators in early childhood language teaching. They serve for various purposes by also presenting or practising a new language point in the classes. Very young learners also like to participate these activities as they give a sense of achievement and fun to them by integrating the language point in the procedure. So, teacher brings an art craft and fun activity for the students and delivers the fruit pictures to the students and asks them to colour them. Then, teacher wants them to cut the pictures by saying the English names of the fruits and stick them on a basket picture to create their own fruit basket. While saying the names, teacher wants the students raise the papers to show if they are correct or not. Then, students stick the fruit pictures on the baskets one by one according to the order teacher utters. Then, they check the pictures together.

The lesson finishes with a review of the language points and vocabulary the students have been exposed to in the unit in order to keep the new information in mind. This is also important according to the approach the study is based on.

UNIT 9

Vegetables as new vocabulary are included in the 9th unit that covers by means of contexts with a dialogue expressing likes or dislikes related to the subject matter in the unit. Within the design and application of the unit, different materials are used, and they have been designed and prepared by means of pictures or posters, which are obtained from a variety of sources. Thus, the main contexts in this unit are the song and dialog created by the teacher including the target sentence structure and vocabulary. Also, the other main point in this unit is that the unit utilizes realia and various activities which are explained in detail in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are identifying vegetables, asking and answering the vegetables, talking about which vegetable they like or don't like.

The language points and vocabulary to be taught in the lesson are as follows:

What is this? It is a....

I like.... I don't like....

tomato, potato, onion, pepper, lettuce, cucumber, carrot

The materials to be used in the lesson are:

Real vegetables- realia, mini fridge, eye cloth, Pictures, flashcards, posters, papers, board, blanket-cloth, Velcro fasteners, sticker, plastic boxes, mini white board, board markers, crayons, coloured cards, envelopes, scissors, glue

9.1. Presentation

This section presents introducing the vocabulary and language points by means of a dialog including the intended vocabulary and sentence structures along with the prepared materials and contexts to enable the learners to elicit the meanings of the

vocabulary. For this purpose, a dialogue is utilized in the lesson. It should be pointed that the lesson starts with a review of the previous unit, fridge pictures and vegetable pictures are used along with the realia to present the vocabulary.

The lessons begins with an activity to revise the previously presented vocabulary and language points in the units via point to/show and say exercise via the vocabulary tree prepared beforehand. The teacher shows the pictures to the students and the learners try to guess the vocabulary correctly.

In this activity, teacher uses a box like a fridge in which there are real vegetables and teacher also uses a fridge picture on which there is just one vegetable and the family characters (Caillou and his mother) are having a dialogue (C: I like cucumber. M: No cucumber...etc). Here, teacher tries to present the language point “I like and I don’t like...” using some happy and sad faces or thumbs up and thumbs down to notice the difference. In the end, there is left only one vegetable. For gustatory learning, the children may eat the vegetable left. To review the vegetables again, teacher uses the pictures of vegetables. It must be noted that, the difference between “I like” and “I don’t like” is tried to be distinguished by the students with the help of smile picture and physical movements/actions.

The dialogue is:

What is this?

It is a tomato. I like it. I don’t like it.

What is this?

It is a potato. I like it. I don’t like it.

What is this?

It is a pepper. I like it. I don’t like it.

What is this?

It is an onion. I like it. I don’t like it.

What is this?

It is a lettuce. I like it. I don’t like it.

What is this?

It is a carrot. I like it. I don’t like it.

What is this?

It is a cucumber. I like it. I don’t like it.

9.2. Grouping – Sorting - Classifying

Recognition should take the greatest part in early childhood education while designing materials and activities so as to develop their cognitive skills. As a consequence, teacher prepares a field for the vegetable to grow and students pick the same vegetables to one side for this activity. Teacher and students play classification game. Teacher brings a green blanket to the classroom and says it is classroom garden. Teacher says the vegetable and students try to bring the other vegetable pictures one by one and place them on the field. Teacher utters in this activity “bring me the tomato, bring me the onion”. The students do the activity according to the order the teacher utters the vegetables. When the students hear fruits names one by one, they bring and put them on the blanket. First, teacher shows the students how to the activity.

9.3. Picture guessing

Games are helpful and common activities for very young learner education as they can be used for various aims by providing fun and contexts to teach a new point. For the following activity, teacher and the students play a game- picture guessing together. In this game, teacher uses a white board and board markers. Then, teacher draws the pictures of the vegetables intended to teach on the white board and wants the students to guess it. In the activity, teacher also uses intended question structures. “What is this? It is ...” The activity may go on with a game by dividing the students into two groups. Each time, a student comes and draws a vegetable’s picture uttered or showed by the teacher and then his/her group friends try to guess the vegetable.

9.4. Noticing - Total Physical Response (physical action) Activity

TPR activities are commonly used in early childhood education in different subject matters for various purposes, as very young learners like being physically active in the learning process. Furthermore, recognizing is an important function for very young learners as their main developed cognitive function is recognition. Later, for revising the language structure presented via the dialog at the beginning of the lesson and to make the students notice the difference between “I like” and “I don’t like”

structures, the teacher brings happy and sad smile pictures to the class. They practice the structures with physical actions or movements together by such as sitting down or standing up. Later, teacher says a sentence such as “I like tomato” and students stand up if they like or “I don’t like tomato” and students stand up if they don’t like. (students raise happy or sad smile cards in the air if the sentence is true for them.) First, teacher shows the students how to the activity.

9.5. Finding the missing one

Games, which are mentioned to be very effective in early childhood education as much as other age groups, are used differently for various purposes in order to provide both contexts and fun in the teaching and learning process. Finding the missing one activities are very common as a both activity and a game to enhance the procedure. Therefore, the teacher brings an activity with this aim. The students ask questions to each other to check what they have or do not have. In this exercise, the children play “what is missing” game. Teacher brings some posters to the classes on which there are fridge pictures and vegetable pictures. They look at the pictures and try to guess which vegetable is missing on the fridge. Teacher also uses the intended question structures in the activity. When teacher says the vegetables one by one, students look at the posters and try to guess which vegetable is missing for each time. First, teacher shows the students how to do the activity.

9.6. Vakog Activity (Touching and Guessing)

Learner styles-VAKOG is a different approach in the area of teaching language. In other words, they include sensory activities, as learners have different characteristics while learning a new point. They focus on the five senses while designing activities to involve them within the process of learning as they help the learners construct meaning. Then, teacher prepares this activity for the students with this aim. This activity is a learner styles activity having the students touch the vegetables and guess them. Teacher plays a similar game as in the previous unit. That is, teacher chooses 2 or 3 students for each time and ties a cloth on their heads to close their eyes. And then, students touch a fruit and try to guess its name in English. The

teacher can also use the intended question structures in this activity. “What is this? It is a...” First, teacher shows the students how to the activity by modelling them.

9.7. Total Physical Response (physical action) Activity - Go and Touch

For another activity, teacher prepares an activity to keep the students both physically and mentally active. Teacher places vegetables in different places in the classroom. Then, they play the game, which is like “go and touch”. However, in this game, teacher uses the intended sentence structures like “I like tomato, I like cucumber, I don’t like onion... etc.” When the students hear the sentence, they go near the correct vegetable and make their faces as “happy” or “sad” according to the sentence. Teacher first does modelling by showing how to do the activity.

9.8. Art-craft Activity (vegetable tree)

Art-craft activities are beneficial tools as meaningful and fun contexts for learners, especially very young learners. These activities also intend to enhance learners’ cognitive development along with physical development. For the other activity, teacher delivers some tree pictures and vegetable pictures to the students. First of all, students cut the trees and vegetables out. Later, students stick the tree pictures on coloured cards. And then teacher says some vegetable names and students put them on the trees of their papers. While the students do the activity, they show it to the teacher one by one in the order teacher utters. Then the students stick them on the wall in the classroom for collaborative work. Before starting the activity, teacher models the students to show how to do the activity properly.

9.9. Total Physical Response (physical action) Activity - Association Activity (numbers and vegetables) - Go and Touch

TPR activities are really common and fundamental for early childhood education as physical activities take a big place to coordinate body and brain in the process. Also, association activities are necessary for the students to make relationships between different subject matters and also they help the teacher as revision activities in a way.

For this reason, in this activity, teacher brings some recipe lists to the students on which there are vegetables in different numbers. The students have their own plates to cook and teacher gives some recipe lists to them to make their own food. The activity also aims to associate the vegetables with numbers. After the students come and take the vegetables according to their lists, they check them together with numbers.

9.10. Art-Craft Activity – Drawing - Fun

Fun is an important point in language education for very young learners to provide attractive process by keeping their motivation and interest high in the lesson. In the other activity, students deal with an art craft and fun activity. The teacher delivers some papers to the students on which there are fridge pictures and wants them to draw their favourite vegetable on these pictures. Teacher also delivers the vegetables' pictures to them to remember and draw more easily. After that, they show their papers to the teacher. Then, students can cut the pictures out and create the classroom's fridge on the wall or a cardboard. First of all, the teacher shows the students how to deal with the activity properly by modelling.

The lesson finishes by revising the vocabulary and language points presented via various materials and activities in the lesson to enable the students to retain the information or knowledge they have learned in the lesson.

UNIT 10

The 10th unit covers body parts vocabulary by the help of contexts with dialog and story expressing possessions related to body parts. In the design and application of the unit, there have been used different materials which are designed and prepared by means of pictures or posters obtained from different sources. Thus, the main source of context in this unit is the story created by the teacher including the target sentence structure and vocabulary. Also, the other main point in this unit is that the unit utilizes realia and physical movement activities which are explained in detail in the following parts. The main target skills to be improved are listening and speaking, and the intended functions are identifying clothes, giving information about the clothes as a possession. The language points and vocabulary to be taught in the lesson are as follows: identifying body parts, giving information about the body parts as a possession.

The target vocabulary and language points are below:

He has got... She has got...

arm, eye, ear, mouth, nose, foot, leg

The materials to be used in the lesson are:

Pictures, flashcards, posters, papers, board, coloured worksheets, coloured plastic boxes, crayons, coloured cards, plastic spoons and forks, plastic glasses, envelopes, plastic straws, plastic plates, mini white boards, board markers, Scissors, glue

10.1. Presentation

This section presents introducing the vocabulary and language points via a story including a dialog along with the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, a contextualized dialog is utilized in the lesson.

Before starting the lesson, teacher prepares the vocabulary tree activity to revise the vocabulary and some language points learned in the previous lessons. After that, teacher moves on the new topic by bringing posters on which there are naked children (Caillou and Rosie) who are cartoon characters the students know already and showing them to the students for the presentation part. These characters should have only the heads and bodies. The presentation is carried out in a story with the questions and sentences such as “He has got eyes, but What about his ears? She has got a mouth. What about her nose? ” The teacher puts the body parts one by one on the characters and also uses physical actions/gestures. Teacher uses sentences like telling a story to the students to make it more realistic and contextualized. After the story, they check the body parts pictures by asking and answering one by one.

The story is as follows:

Look at the pictures. There is a boy. What is your name? My name is Caillou. Ok. He has got eyes, but What about his ears? Yes, he has got ears. What about his arms? Yes, he has got arms. What about his legs? Yes, he has got legs. What about his feet? Yes, he has got feet. What about his mouth? Yes, he has got a mouth. What about his nose? Yes, he has got a nose. Now, let's look at his sister, Rosie. She has got eyes, but What about her ears? Yes, she has got ears. What about her arms? Yes, she has got arms. What about her legs? Yes, she has got legs. What about her feet? Yes, she has got feet. What about her mouth? Yes, she has got a mouth. What about her nose? Yes, she has got a nose.

10.2. Total Physical Response (physical action) Activity - Simon says (1-individual, 2-pair)

Physical action activities are commonly used in early childhood language education, which may be defined as TPR activities in other words. These activities are also useful to teach in a contextualized way to the learners who have no metalinguistic awareness as adults. So, in this activity, the students deal with an activity for being physically active in the process. Therefore, teacher also checks their understanding by

telling to touch their eye, ear or other body parts presented in the lesson, which may be a game like Simon Says. Teacher first models the activity by doing it in front of the students. Then teacher tells them to touch their body parts one by one. “Simon says... touch your eyes, touch your nose, and touch your ears...” and it goes on like this. When the students hear a body part’s name, they try to touch the correct one respectively according to the order teacher utters. First, teacher shows the students how to the activity via modelling the activity.

The activity is followed by a similar one (Simon Says), but the students have to touch the body parts of their friends (pair work) according to the teacher’s instructions. It aims to make the students work with their partners as a collaborative goal. In this activity, teacher places the students in a line to work with their partners. Before the activity, teacher gets the students stand in a line with their partners. Teacher has the students sit in front of their friends as a partner. All the students do the activity in a group of two. Then, teacher says “Touch your friend’s nose. Touch your friend’s arm...etc”. When the students hear a body part’s name, they try to touch their friend’s correct body part respectively according to the order teacher utters. First, teacher shows the students how to the activity via modelling the activity.

10.3. Finding the missing one

Distinguishing the missing sections is an important cognitive skill for recognition. This may provide very young learners with dealing fun activities like games by enabling them to practice the language in a meaningful way. To fulfil that aim, for this activity, teacher brings some posters to the class and shows the pictures to the students to play what is missing game. There are Rosie and Caillou’s bodies on the posters but some of their body parts are missing. Teacher shows the pictures one by one and students try to tell the missing body parts of the characters (Caillou and Rosie).. Here the intended sentences should also be used. “He has got...” “She has got...”. (Teacher uses naked Caillou and Rosie). To practise each structure (he has got, she has got), teacher brings both Caillou and Rosie’s pictures.

10.4. Picture guessing

Early childhood education, especially for language education, should cover fun activities like games to keep the learners' motivation high. For the following activity, teacher and the students play a game (picture guessing) together. In this game, teacher uses a white board and board markers for the activity. Then, teacher draws the pictures of the body parts intended to teach on the white board and wants the students to guess it. The activity may go on with a game by dividing the students into two groups. Each time, a student comes and draws a body part's picture uttered or showed by the teacher and then his/her group friends try to guess the body part correctly. First, teacher shows the students how to the activity via modelling the activity.

10.5. Art-craft Activity (making body)

Art-craft activities are really important for very young learners' motor skills development and these activities also bring the functions of brain and body together in one activity. Thus, in this activity, students deal with art-craft activity. For this activity, students have them plastic glasses, spoons, and crayons/markers to create their own body according to the teacher's instructions. They use glasses as the body, and then they use spoons as legs, feet and arms, hands while creating their body. With the markers, they can draw eyes, ears, nose and mouth. They do the activity after the teacher shows how to do it according to the instructions of the teacher as well. First, teacher shows the students how to the activity via modelling the activity.

10.6. Noticing - Total Physical Response (physical action) Activity - Art-craft Activity

As any activity should not include just one characteristic but include various features mixing different characteristics. This provides variety and impedes distraction in a way. Therefore, this activity contains TPR and art-craft features by also involving noticing skill. For this activity, teacher prepares an art craft and noticing activity for the students by giving them some pictures on which there are the body parts presented in the class and plastic plates but the students have different body parts. First, they cut the

body parts and stick them on the plates. Then, they stick the plates on the straws to hold in their hands. For the noticing part, not all the students have the same body part. When the teacher says a body part's name, the students who have the body part picture raise the picture in their hands. The activity goes on in the order teacher utters. First of all, teacher models the activity so as to show the students how to the activity properly.

10.7. Art-craft Activity - Cutting and Sticking

As mentioned in several sections, very young learners' motor skills are an important area to be focused on by means of various activities due to the fact that these activities are useful tools for both presenting a point and also practising it in meaningful and enjoyable contexts. So, for the other activity, the teacher delivers the students some papers on which there is a stick and head pictures. Later, teacher delivers them some pictures to cut the upper and bottom side of them and students place the body parts they have learned according to the side by sticking them on the papers. The girls have Rosie's picture and the boys have Caillou's picture. In this activity, teacher tells them to cut out and place all the body parts one by one on the papers they have, and then students show the paper immediately as soon as they place the related body part.

10.8. Noticing - Circling - Association Activity (colours and body parts)

Association activities are important for the students to establish relationships and the activities should be various to keep the learners' motivation and attention high in the lessons. The other activity aims to check their understanding of the vocabulary learned. Teacher says a body part name and students circle the body part uttered on the pictures. Teacher uses Caillou and Rosie's naked bodies again. "Circle the eyes..." For the each body part, teacher wants them to use different crayon to make the students remember the colours again. In this activity, teacher also uses the intended sentence structures as two bodies are used in the activity. When teacher says a colour for the crayon, students pick the correct one. And then, teacher tells the students circle a body part with the crayon. For each body part, students use a different crayon to remember the colours.

10.9. Art-craft Activity - Association Activity (numbers and body parts)

Art-craft activities are crucial exercises in order to develop motor skills and also bring body and brain together in one section. Moreover, association activities aim to coordinate two or more different topics in one activity so as to enable the students establish interrelated relationships between subject matters. As a result, in this activity, teacher delivers some papers (there are some green circles for head and body of a monster) to the students to create their own monster by drawing or placing three eyes, four feet or etc according to the instructions of the teacher after teacher shows a model monster to them. The activity aims to make the students associate the numbers and body parts, so teacher tells the students to draw the body parts in different numbers such as three eyes, two noses, four arms etc. (drawing). Teacher first models the students in order to show them how to deal with the activity properly.

The lesson finishes with a review of body parts along with the intended sentence structures using pictures at the end of the lesson. This part of the lesson is significant for the students in order to be able to keep and retain the information they have been exposed to in the lesson.

UNIT 11

The aim of this unit is to teach clothing vocabulary to the students via contextualizing the new vocabulary in sentences to mention possession. Various materials are used to provide elicitation of meaning in the lesson for the students. In this lesson, realia should be used to provide realistic learning environment by making the new language points more meaningful and personalized for the learners. The different sources provide the pictures or posters that could be used while designing and preparing the materials in various ways. The main target skills to be developed are listening and speaking, and the intended functions are identifying clothes, giving information about the clothes as a possession.

The language points and vocabulary to be taught in the lesson are as follows:

He has got... She has got...

skirt, dress, shirt, trousers, socks, shoes, jacket

The materials to be used in the lesson are:

Real clothes-realialia, mini clothes, mini laundry baskets, rope, clothes pins, Pictures, flashcards, posters, papers, coloured worksheets, blanket-cloth, Velcro fasteners, sticker, computer, speakers, coloured plastic boxes, crayons, coloured cards, envelopes, plastic straws, rope, scissors, glue

11.1. Presentation

This section presents introducing the vocabulary and language points via the prepared materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, a contextualized dialog is utilized in the lesson.

It must be pointed that the lesson starts with an activity to revise the language points and vocabulary the students have been learning since the first lesson. The activity

is a “point-to and say” and teacher points to or show a picture and students try to say the word in English correctly.

For the lesson, the students also have their own child character pictures from the previous lesson. Teacher uses these character pictures or posters in order to present the clothes in the class. The sentence structure to be used in the presentation is “has got” again. Here, teacher uses Caillou and Rosie again by putting some clothes on them. Also, in this lesson, teacher puts small clothes on the rope hung in the classroom. The clothes are in different colours. Teacher picks the clothes one by one by presenting them again and puts them in the box.

Example sentences are below:

HEYY. LOOK AT CAILLOU. HE HAS GOT A YELLOW SHIRT. WHAT ABOUT THESE? HE HAS GOT RED SHOES. AND HE HAS GOT A BLUE JACKET. AND HE HAS GOT GREEN TROUSERS. NOW, LOOK AT ROSIE. SHE HAS GOT A PINK DRESS. WHAT ABOUT THIS? SHE HAS GOT AN ORANGE SKIRT. AND SHE HAS GOT PURPLE SOCKS. OKAY. LET'S LOOK AT THESE CLOTHES.

11.2. Game (Picking clothes one by one) - Total Physical Response (physical action) Activity - Noticing

Integrating both the cognitive functions and physical actions in one activity is helpful to provide the coordination between the body and the brain. Thus, this may be enabled by TPR activities based on noticing or recognition functions in the course of language education. After presenting the new vocabulary and language points in meaningful context, there arises a need to check and practise them in a fun way. Therefore, teacher places a rope in the class and hangs the clothes on it, which are in different colours. Teacher picks the clothes one by one in the box. And while collecting the clothes, teacher uses the clothes words. Then, teacher may choose some students to collect the clothes in the box and they check what they have together with the other students in the class. While collecting the clothes, students try to notice the colours as

well as the clothes words. The activity is conducted in the order the teacher utters. First of all, the teacher shows the students how to do the activity by modelling.

11.3. Sorting - Classification

To be able to sort or group similar points together is a common cognitive function that can be turned into an activity type. These activities may be used as a checking understanding exercise by also improving the cognitive functions of very young learners in the process of language learning. As a consequence, for this activity, teacher delivers some pictures on which there are several clothes presented in the lesson. The students have all the clothes pictures on cards. Then, teacher puts big wardrobe pictures in the classroom. Here, the student try to group the clothes according to the order teacher utters in the class. Teacher says “bring me the jacket, or bring me the skirt.” Later, students bring which cloth is uttered by the teacher and put them in the boxes in front of the wardrobe pictures. First of all, teacher shows the students how to deal with the activity properly.

11.4. Total Physical Response (physical action) Activity - Personalization (students and teacher)

TPR activities may help the teacher to draw the attention of very young learners and make them physically involved in the language teaching and learning process. The learners are all actively involved in the procedure through these activities, which may also help them construct the meaning while learning a new language. Moreover, personalizing within the procedure is necessary for meaningful and efficient learning most of the time, which could be provided by various activities. Thus, for this activity, teacher brings clothes as realia to the classroom and wears the clothes one by one in the classroom. While wearing the clothes, teacher asks the students which cloth she has got. Here, teacher uses the intended sentence structures for the activity by telling to the other students. The students try to say the clothes words correctly and try to use the intended sentence structures. And then, the activity goes on with the students.

In the following activity, teacher uses the realia again to practice the vocabulary. The students may play that game in two groups. And then, a group member comes and wears the cloth given by the teacher and each time his/her group friends try to guess the word. Or they can play with all the students together but not in groups. They also try to use the intended sentence structures. For example, “he has got a jacket or she has got a skirt”... etc. The activity is modelled by the teacher by showing the students how to deal with the activity properly.

11.5. Finding the missing one

Distinguishing missing sections in an organized material may imply that very young learners can notice the similarities or differences in the materials or points, which is helpful to enhance cognitive functions within the language teaching and learning process. As a consequence, for this activity, teacher brings some pictures on which there are tree and clothes pictures, but there are missing clothes on the pictures. There is a rope between the trees and there are clothes hung on them. The game is what is missing game and students look at the pictures to be able to notice what cloth is missing in each one. Teacher can use some sentence or question structures previously presented in the lessons (such as What is this? It is a...).

11.6. Art-craft Activity - Dressing

Art-craft activities are helpful in order to improve the motor skills of very young learners. They also present meaningful contexts for language teaching along with coordinating the body and brain together. This enhances the learning process efficiently, and also provides the construction of meaning. Therefore, in this activity, the students all have character pictures to dress with the clothes on the papers delivered by the teacher. For the activity, the teacher delivers the clothes pictures to the students and students cut out the pictures to stick them on the character pictures for the dressing activity. Teacher and the students try to use the intended language structure sentences while dealing with the activity, and they can check what the characters have got after finishing to dress them. Also, teacher first models the students to show how to do the activity.

11.7. Art-craft Activity - Cutting and Sticking

Art-craft activities are helpful to improve the motor skills of very young learners and also to promote the coordination between body and brain in a meaningful way. This activity covers fun and art craft for the students and related to the previous one, which is one of the common activities to coordinate both body and brain. In this activity, the teacher delivers some papers on which there are two trees and a rope hung between them. Also, teacher delivers clothes pictures to the students to cut out and hung on the rope as if they want to dry them. The students first cut the clothes picture out and then stick them on the papers according to the instructions of the teacher in which order teacher utters. After they stick the pictures, the students stick plastic straws behind the trees and cut the unnecessary parts of the paper as if there are real trees and the clothes are hung on the rope. First of all, the teacher models the activity by showing the students how to deal with the activity properly.

11.8. Association Activity (Colours and Clothes)

Association activities are important for the students to establish cognitive relationships between ideas or objects. In this activity, to revise colours and clothes together, the teacher delivers the students some blankets on which there are clothes with Velcro fasteners. Students use the blankets as wardrobes. The clothes are in different colours (learned before in previous lessons). When teacher asks the students to show pink dress, they take it from their blanket wardrobes and show it to the teacher and then put it on the blanket back. The activity aims to practise clothes and colours together. First of all, teacher show the students how to do the activity properly.

11.9. Noticing - Personalization

Personalizing the things is significant for very young learners' effective learning. Young learners, especially very young learners need to see realistic things to construct meaning in the learning process. For the other activity, the teacher delivers them some character pictures and they all have different clothes. Teacher tells the students to raise the pictures up in the air and bring the pictures, for example find somebody who has got

purple skirt. And students do the activity according to the instructions and sentences. Teacher uses sentences with “has got”. For instance, teacher says “He has got red shoes.” Then, students try to find the correct character with the correct clothing and show it to the teacher.

11.10. Total Physical Response (physical action) Activity - Go and Point to - Association Activity (numbers and colours)

To bring the body and brain in one exercise by means of various activities is important in order to integrate more than one function in one point. What is more, doing this with the activities including physical action is useful and advantageous for early childhood language education, as these learners learn a new point better if they are physically involved in the process. Additionally, associating two or more different language points to establish interrelated connections, which presents the students efficient learning. Later, so as to practice the colours and numbers, teacher brings some clothing pictures in different colours and different numbers. On each poster, there are different clothes pictures in different colours and different numbers to associate the clothes with numbers and colours together. Then, teacher shows the students how to do the activity. The activity is “go and point to” game. The students look at the pictures on the walls and try to notice the correct one according to the teacher’s instructions. The teacher may prepare the posters how she/he wishes to revise the points in the lesson. The teacher, firstly, shows the students how to deal with it in a proper way.

11.11. Art-craft Activity - Drawing

In the following activity, teacher gives the students pictures to deal with an art-craft and fun activity, which is effective for their cognitive and motor skills development. For the activity, the students have pictures which are Caillou and Rosie’s pictures having arms, legs, body, and head. In this activity, the students draw clothes on the characters what cloth they want to dress them (favourite cloth). Students draw the clothes pictures on the papers and also may colour them. Then, the teacher and students can check what they have on the papers as clothes. Students try to say the cloth words in English by showing the pictures and then they put the pictures on the classroom wall to

create their catwalk/podium. They may also give them names and introduce in the class with the sentence structures (greetings) they have learned.

The lesson finishes with a review of the vocabulary and language points the students have learned and that is influential for their cognitive awareness of what they have been exposed to and enable the brain to keep them.

UNIT 12

The main purpose of this unit is to teach several professions and some basic sentences using professions. The unit, as in the previous ones, utilizes a technique to present the vocabulary by making the students elicit the meanings of the vocabulary to be introduced in the procedure. The materials are designed and prepared with the help of various sources in various ways. The main target skills to be developed are listening and speaking, and the intended functions are identifying professions, introducing people's professions, and asking and answering simple questions about professions.

The language points and vocabulary to be taught in the lesson are as follows:

What is his/her job? He is a.... She is a... (For the presentation to contextualize the vocabulary and question-answer)

teacher, doctor, tailor, farmer, fireman, babysitter, plumber, dentist

The materials to be used in the lesson are:

Pictures, flashcards, posters, papers, coloured worksheets, cardboards, blanket-cloth, Velcro fasteners, sticker, computer, speakers, coloured plastic boxes, crayons, coloured cards, envelopes, plastic straws, scissors, glue

12.1. Presentation

This section includes introducing the vocabulary and language points via designed materials and contexts to enable the learners to elicit the meanings of the vocabulary. For this purpose, a song is used to present the new vocabulary and language points as the participants are very young learners and they should construct the meaning in the process via elicitation.

Before starting the lesson, teacher and students deal with the vocabulary tree activity to revise what they have learned in the class. Also, teacher brings a street

poster to the class to warm the students up for the procedure and awaken their interest by making them aware of what they will learn in the lesson.

In the presentation part, teacher uses the song “Peter Palmer” to present the professions in the song by also using the pictures. In the first step, teacher shows a street picture to the students to prepare them for the lesson as a warm up section and students can elicit what they will learn in the lesson. Students have the cards in their hands also while singing the song. Each student has a different picture. They raise them up in the air while singing the song. This also provides a checking understanding for the students and teacher.

*Nigel Naylor, he's a tailor
He makes trousers, suits and shirts
Penny Proctor, she's a doctor
Comes to see you when it hurts*

*Mabel Meacher, language teacher
Teaches English, French and Greek
Gary Gummer, he's a plumber
Call him when you've got a leak*

*Peter Palmer, he's a farmer
He's got cows and pigs and sheep
Wendy Witter, babysitter
Minds the kids when they're sleep*

*Patty Prentice, she's a dentist
Keeps your teeth both clean and white
Ronnie Ryman, he's a fireman
Comes when there is a fire to fight*

*People work in the country
People work in the town
People work day and night
To make the world go round*

*People work in the country
People work in the town
People work day and night
To make the world go round*

*People work in the country
People work in the town
People work day and night
To make the world go round*

12.2. Song - Total Physical Response (physical action) Activity - Question/Answer

Songs are very helpful in early childhood education as they provide good source for both presenting the information and practising it in the lessons. In other words, they provide contexts for both presenting new information and practising them. Therefore, just after the presentation, teacher uses the song as an activity with the students.

For the song activity, teacher brings the jobs pictures stuck on straws. The students raise the pictures stuck on plastic straws (jobs) in the air by trying to sing the song together when teacher plays the song or sings the song together with the students. They all have different pictures to notice the differences. This activity includes and aims to provide fun initially and then teacher may try to make the students notice different jobs on the pictures. When the teacher says a profession name, the students hold the cards in the air to show it to the teacher and their friends.

After the song, teacher prepares an activity to review the jobs with several posters of them used in the song. “What is his/her job? He / She is a” While reviewing them, teacher can use some sentences from the greetings topic. In this section, teacher will also use several related equipment pictures or workplace pictures of the jobs in the song to personalize the activity by putting the pictures on the board one by one.

12.3. Grouping – Classification - Sorting

In such activities, it is aimed to see whether the students are able to sort and group the vocabulary pictures in an order. The students deal with the sorting and grouping activity with the vocabulary pictures.

For this activity, teacher brings a carpet to use it like a street in the class and learners put the pronounced job on the cards delivered to them in the envelopes on the places of jobs on the carpet. Then, when teacher says a job students bring the pictures and put them on the blanket one by one according to the order the teacher utters. E.g. “Bring me the doctor, bring me the teacher” and it goes on like this. Before starting the

activity, teacher says the jobs names one by one for the students to notice jobs correctly. Then, teacher models the activity by showing the students how to do the activity.

12.4. Noticing – Personalization - Total Physical Response (physical action) Activity

Noticing is an important skill for learners, which is recognizing in other words. Moreover, very young learners are good at TPR activities as physical actions are one of the most helpful activities to construct the meaning. To practice jobs again, teacher shows the pictures of equipment and places of the jobs by saying the profession words to make it clearer, by making them more realistic.

For instance, teacher puts the workplace pictures and the job equipment pictures over the boxes in front of the classroom wall. Then, for the practice, teacher says some sentences like “He is a plumber.” or “She is a teacher. When the students hear the sentence, they put the job pictures in the boxes under the correct workplace and equipment picture. However, the teacher models the students the activity by showing them how to do the activity.

12.5. Matching

(1 (matching jobs and equipment) and 2 (matching jobs and workplaces))

Matching activities are used very common in early childhood education, and they enable students to make relationships and associate things with similar ideas or points, which is important for cognitive development. After that, teacher will deliver some worksheets for matching activities for the students to match the jobs and related equipment in the order teacher says after teacher demonstrates first, which is directly related to the previous activity to make it more personalized and realistic. The students try to the matching activity according to the order teacher utters. The teacher checks the papers while the students do the activity. The students do the activity according to the order teacher utters in the lesson.

Then, students deal with another matching activity about jobs and workplaces which are already familiar for them. Teacher first shows the workplace pictures to help the students do the activity properly, and then teacher delivers the matching activity worksheets. After teacher models the students by showing how to do the activity, the students do it according to the instructions and the order of the activity. The teacher checks the papers while the students do the activity.

12.6. Finding the missing one

Distinguishing missing sections is another cognitive function in learning. to put it another way, these activities provide opportunity to meet this requirement in a way. Thus, “what is missing” games are appropriate for this aim and very young learners really like to find out what is different in materials.

Therefore, in this activity, teacher uses the pictures to play the “Find the missing one?” or “What is missing?” game. In this game, teacher brings and shows street posters on which there are missing jobs (one missing for the each time) and students try to guess the missing one in English by counting the professions they have learned. The teacher also uses the intended language structures “He is a... She is a...”. This activity, as a matter of fact, mainly aims to develop noticing skill of the students by forcing them to recognize the missing sections in an organized material covering the intended language points.

12.7. Chinese whispers

Games and fun activities are very important to create a positive atmosphere in the learning and teaching environment. They provide both a fun motivation source during the teaching and learning process because younger learners are accustomed to playing various games in their normal lives.

What is more, very young learners really like to deal with game-like activities and they are commonly used while teaching a language to early learners for different aims. So, for this one, teacher and students play “Chinese whispers”. This is also a fun

game for the students, which they are also familiar with. In this game, students stand in a line in the classroom. Teacher stands at the beginning of the line and says a job name to the first student. Then, he/she says it to the other students standing next and it goes on like this. Later, the last student says the job word and teacher checks it if true or not with the first student.

What is more, in the game, teacher can change the order of the students. The teacher first models the activity by showing the students how to do the activity. In this activity, there is no need to use any pictures or designed materials, as it mainly focuses on pronunciation and the only necessary thing is to tell the vocabulary to the students one by one.

12.8. Art-craft Activity (Paper hats) - Noticing

Motor skills are one of the important skills aimed to be improved in the school, and pre-school education's one of the main focuses is upon art-craft activities to fulfil that purpose in a way. These activities also bring brain and body together as the students are exposed to the intended language points while dealing with the activity.

Hence, the students deal with another art-craft and noticing activity in the lesson, as art-craft is a very common and important activity for both the mental and physical development on the students. They all have different profession pictures and coloured cards. The students make the cards as paper hats to wear. There are some lines on the cards for the students to cut them out in a different shape. After students cut out the papers, they put the jobs pictures on them. Later, they join the two edges of the cards to make them like a hat. Later, they check what cloth they have on the paper hats with the teacher. Then, teacher places the students in a line in the middle of the classroom to do the activity. When teacher says a job, the students stand up and make a bow to show that they have the correct picture. The teacher first models the activity by showing the students how to do the activity.

12.9. Art-craft Activity - Cutting and Sticking - Motor activity

The lesson may go on with art-craft activities to keep the student' motivation and attention high and to practice the language points they have been exposed to in the lesson, since very young learners need to practice in a fun way by involving both physical and mental functions in the process.

So, for the other activity, students try to deal with an art craft-fun activity. First, the teacher delivers some papers to the students to design their own streets. Later, teacher delivers job-equipment-workplace pictures intended to teach in le lesson to the students and then students stick pictures of job, workplaces and equipments to design them like a real street. The students follow the order the teacher utters. Later, the students can place them on the classroom wall to create their own city. Certainly, teacher first models the students to show how to do the activity.

12.10. Art-craft Activity - Drawing

The process may go on with art-craft activities to finish the lesson by providing fun as a conclusion due to the fact that early learners like to deal with various things by shaping them or creating different things with various materials.

Drawing is also one of the enjoyable activities for these learners, in which they are able to express various ideas or these activities can also motivate them as they enable the learners to feel they can accomplish something meaningful in the learning process. Consequently, for the final activity, the students draw their favourite job on a paper and colour the pictures. Before showing the activity, teacher delivers the students professions pictures and shows the students how to do the activity with gestures and physical movements. After that, they may make them as masks with plastic straws. Then, they introduce their professions in the class. "Hi, My name is ... I am ... years old. I am a doctor... etc.)

For the concluding section in the lesson, teacher makes a short review of the vocabulary and language points presented in the lesson. Teacher may use "point to and

say” technique for this step. When teacher points to a picture, the students try to say the word. This is important for the learners to revise what they have learned in the lesson so as to enable the retainment of the new information.

No	1
Unit	Greetings
Target skills	Listening and Speaking
Intended Functions	Introducing oneself and asking personal questions
Aimed Vocabulary and Language Points	Hi, Hello, What is your name? My name is..., How are you? Fine Thanks, Nice to meet you, Good Bye, See you
Materials	Pictures, flashcards, posters, papers, coloured cardboards, plastic straws, sticker, computer, speakers, crayons, coloured cards, envelopes, plastic straws, paper, lights, decorations, masks, glasses, scissors, glue
Activities/ Exercises	Presentation Asking and answering Singing song - Practising Art-craft Activity (making masks) - Practising Role play - cocktail party Matching (dialogue) -Total Physical Response (physical action) Activity Art-craft Activity (making puppets) Art-craft Activity (drawing - practising) Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	2
Unit	Numbers
Target skills	Listening and Speaking
Intended Functions	Talking about the ages as using numbers Identifying numbers
Aimed Vocabulary and Language Points	How old are you? I am ... years old. One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten
Materials	Pictures, flashcards, rubber cloth, posters, papers, coloured worksheets, plastic straws, sticker, computer, speakers, crayons, coloured cards, envelopes, plastic straws, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Song and Dialogue - Asking and answering Total Physical Response (physical action) Activity – Fun - Noticing Total Physical Response (physical action) Activity - Noticing Noticing – Game (maze) Matching Noticing – Fun - Bingo Total Physical Response (physical action) Activity - Go and Touch Total Physical Response (physical action) Activity - Twister Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	3
Unit	Colours
Target skills	Listening and Speaking
Intended Functions	Identifying colours and talking about them Asking colours and answering
Aimed Vocabulary and Language Points	What colour is it? It is... Red, Yellow, Green, Blue, Orange, Pink, Purple
Materials	Pictures, flashcards, real objects, posters, papers, coloured worksheets, coloured cardboards, plastic straws, sticker, computer, speakers, crayons, coloured cards, plastic straws, scissors, glue, ball
Activities/ Exercises	Vocabulary tree activity Presentation Total Physical Response (physical action) Activity - Dancing and Singing Art-craft Activity (individual rainbow design) Art-craft (Collaborative rainbow design) Art-craft Activity - Noticing and Total Physical Response (physical action) Activity Finding the missing one Art-craft Activity (Colouring) Association Activity - Colours and Numbers Total Physical Response (physical action) Activity - Go and Touch (something in the correct colour) - Noticing Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	4
Unit	Classroom objects
Target skills	Listening and Speaking
Intended Functions	Identifying classroom objects Talking about existence of them
Aimed Vocabulary and Language Points	There is.... There are... Board, Book, Desk, Chair, Pencil, Pencil case, Schoolbag
Materials	Real objects-realia, pictures, board, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, coloured worksheets, coloured plastic boxes, crayons, coloured cards, envelopes, plastic straws, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Total Physical Response (physical action) Activity - Go and Point to Sorting – Grouping - Classifying Art-craft Activity (Designing individual classroom) Art-craft Activity (Designing collaborative classroom) Finding the missing one Ordering Game - Picture showing and guessing Total Physical Response (physical action) Activity - Association Activity (colours and classroom objects) Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	5
Unit	Classroom rules
Target skills	Listening and Speaking
Intended Functions	Identifying classroom commands and giving several commands with them
Aimed Vocabulary and Language Points	Sit Down, Stand up, Raise your hand, Listen to me, Open the book, Close the book, Look at the board
Materials	Pictures, board, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, coloured cards, envelopes, plastic straws, plastic plates, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Grouping - Classifying Sorting (plastic plates) Total Physical Response (physical action) Activity - Go and Touch - Matching Total Physical Response (physical action) Activity - Simon says Total Physical Response (physical action) Activity - Silent movie - Noticing Art-craft Activity (cutting and sticking) Noticing - Total Physical Response (physical action) Activity Association Activity (colours and numbers and classroom rules) Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	6
Unit	Prepositions (place)
Target skills	Listening and Speaking
Intended Functions	Identifying and talking about the places of the objects
Aimed Vocabulary and Language Points	It is It isn't in, on, under, next to, behind, in front of, between
Materials	Real objects-realia, Pictures, board, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, coloured worksheets, coloured plastic boxes, crayons, coloured cards, envelopes, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation - story Classification – Grouping - Sorting Total Physical Response (physical action) Activity - Go and Touch - Matching Total Physical Response (physical action) Activity (Placing the objects differently) Noticing - Art-craft Activity Noticing (the mistakes) - Total Physical Response (physical action) Activity Sorting – Grouping - Total Physical Response (physical action) Activity Matching - Association Activity (1-classroom objects and prepositions and colours), (2-classroom objects and numbers and prepositions) Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	7
Unit	Pets
Target skills	Listening and Speaking
Intended Functions	Identifying pets and talking about them
Aimed Vocabulary and Language Points	What is this? It is a.... dog, cat, fish, bird, rabbit, hamster, turtle
Materials	Pictures, flashcards, posters, papers, board, blanket-cloth, Velcro fasteners, sticker, coloured worksheets, coloured plastic boxes, crayons, coloured cards, coloured plastic boxes, envelopes, plastic straws, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Question and answer – Personalization - Cartoon Characters Sorting - Classifying Finding the missing one Guessing - Role Play/Silent Movie (1-teacher, 2-student) Matching (1-Total Physical Response, 2-Personalization - Petfood) Total Physical Response (physical action) Activity – Noticing - Association Activity (colours and pets) Total Physical Response (physical action) Activity - Go and Touch - Association Activity (numbers – pets - colours) Art-craft Activity – Drawing - Fun Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	8
Unit	Fruits
Target skills	Listening and Speaking
Intended Functions	Identifying fruits Talking about which fruit they like or not
Aimed Vocabulary and Language Points	What is this? It is a..... I like.... I don't like.... Apple, Watermelon, Strawberry, Pineapple, Banana, Pear, Peach
Materials	Real fruits- realia, eye cloth, hand bag, pictures, flashcards, posters, papers, blanket-cloth, Velcro fasteners, sticker, computer, speakers, plastic boxes, crayons, coloured cards, envelopes, plastic straws, Scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Song activity - Total Physical Response (physical action) Activity Story - Dialogue Activity Classification – Sorting - Grouping Total Physical Response Activity - Noticing (I like-I don't like) Noticing - Shopping lists Finding the missing one Chinese whispers - Fun Vakog Activity - Gustatory Total Physical Response (physical action) Activity - Go and Point to - Association Activity (colours and fruits) Art-craft Activity – Drawing - Fun Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

No	9
Unit	Vegetables
Target skills	Listening and Speaking
Intended Functions	Identifying vegetables Talking about which fruit they like or not
Aimed Vocabulary and Language Points	What is this? It is a..... I like.... I don't like.... tomato, potato, onion, pepper, lettuce, cucumber, carrot
Materials	Real vegetables- realia, mini fridge, eye cloth, pictures, flashcards, posters, papers, board, blanket-cloth, Velcro fasteners, sticker, plastic boxes, mini white board, board markers, crayons, coloured cards, envelopes, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Grouping – Sorting - Classifying Picture guessing Noticing - Total Physical Response (physical action) Activity Finding the missing one Vakog Activity (Touching and Guessing) Total Physical Response (physical action) Activity - Go and Touch Art-craft Activity (vegetable tree) Total Physical Response (physical action) Activity - Association Activity (numbers and vegetables) - Go and Touch Art-Craft Activity – Drawing - Fun Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

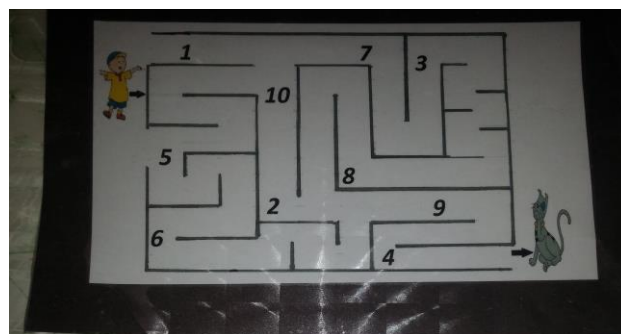
No	10
Unit	Body parts
Target skills	Listening and Speaking
Intended Functions	Identifying body parts and talking about them as a possession
Aimed Vocabulary and Language Points	He has got... She has got... arm, eye, ear, mouth, nose, foot, leg
Materials	Pictures, flashcards, posters, papers, board, coloured worksheets, coloured plastic boxes, crayons, coloured cards, plastic spoons and forks, plastic glasses, envelopes, plastic straws, plastic plates, mini white boards, board markers, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Total Physical Response (physical action) Activity - Simon says (1-individual, 2-pair) Finding the missing one Picture guessing Art-craft Activity (making body) Noticing - Total Physical Response (physical action) Activity - Art-craft Activity Art-craft Activity - Cutting and Sticking Noticing - Circling - Association Activity (colours and body parts) Art-craft Activity - Association Activity (numbers and body parts) Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

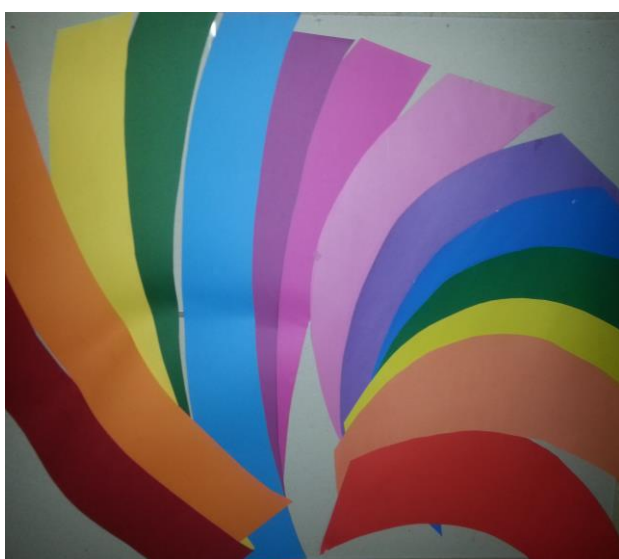
No	11
Unit	Clothes
Target skills	Listening and Speaking
Intended Functions	Identifying clothes and talking about them as a possession
Aimed Vocabulary and Language Points	He has got... She has got... skirt, dress, shirt, trousers, socks, shoes, jacket
Materials	Real clothes-realia, mini clothes, mini laundry baskets, rope, clothes pins, pictures, flashcards, posters, papers, coloured worksheets, blanket-cloth, Velcro fasteners, sticker, computer, speakers, coloured plastic boxes, crayons, coloured cards, envelopes, plastic straws, rope, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Game (Picking clothes one by one) - Total Physical Response (physical action) Activity - Noticing Sorting - Classification Total Physical Response (physical action) Activity - Personalization (students and teacher) Finding the missing one Art-craft Activity - Dressing Art-craft Activity - Cutting and Sticking Association Activity (Colours and Clothes) Noticing - Personalization Total Physical Response (physical action) Activity - Go and Point to - Association Activity (numbers and colours) Art-craft Activity - Drawing Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

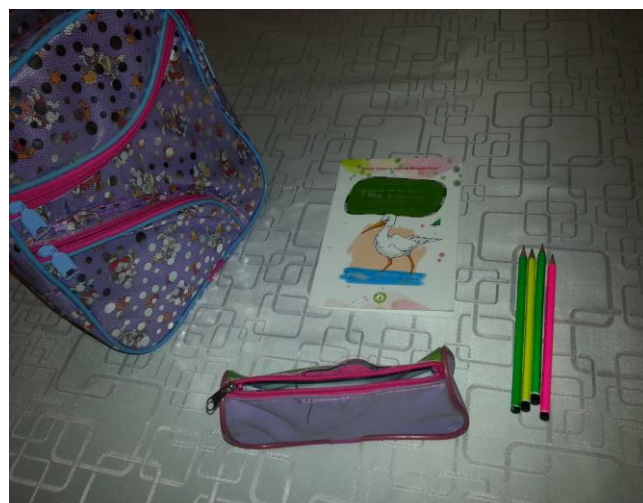
No	12
Unit	Professions
Target skills	Listening and Speaking
Intended Functions	Identifying professions Asking and answering questions about professions
Aimed Vocabulary and Language Points	He is a.... She is a... teacher, doctor, tailor, farmer, fireman, babysitter, plumber, dentist
Materials	Pictures, flashcards, posters, papers, coloured worksheets, cardboards, blanket-cloth, Velcro fasteners, sticker, computer, speakers, coloured plastic boxes, crayons, coloured cards, envelopes, plastic straws, scissors, glue
Activities/ Exercises	Vocabulary tree activity Presentation Song - Total Physical Response (physical action) Activity - Question/Answer Grouping – Classification - Sorting Noticing – Personalization - Total Physical Response (physical action) Activity Matching (1 (matching jobs and equipment) and 2 (matching jobs and workplaces) Finding the missing one Chinese whispers Art-craft Activity (Paper hats) - Noticing Art-craft Activity - Cutting and Sticking - Motor activity Art-craft Activity - Drawing Revision activity
Assessment and Evaluation	Observation Game-based evaluation Process-based information
Duration	3 hours

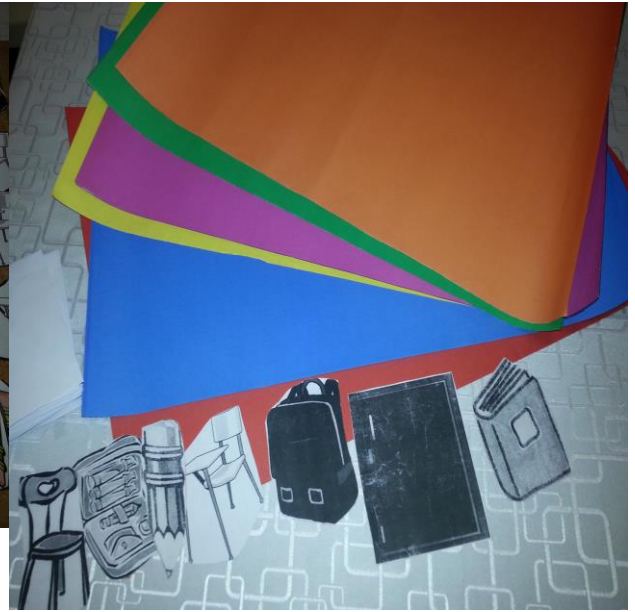
APPENDIX 3

PICTURES OF MATERIAL SAMPLES





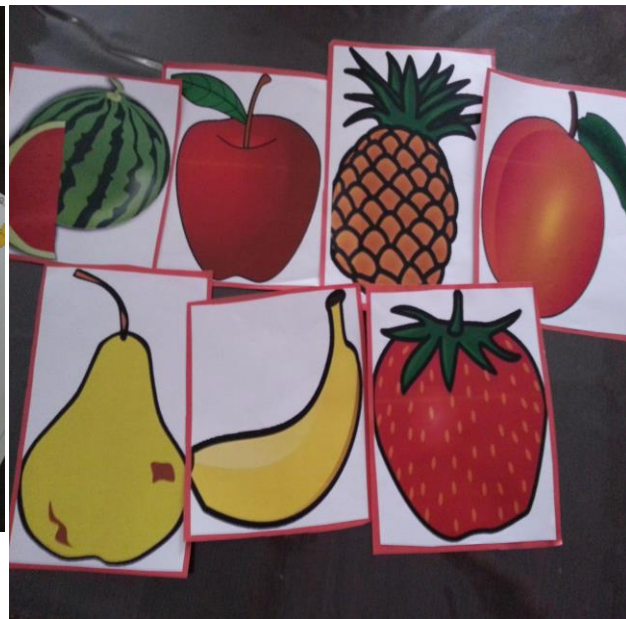


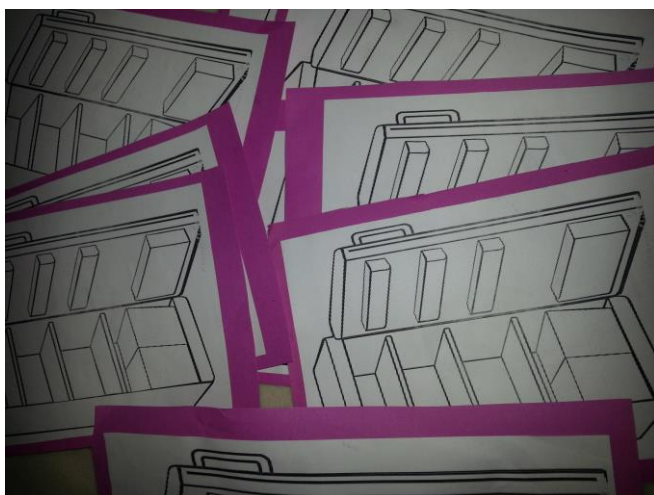
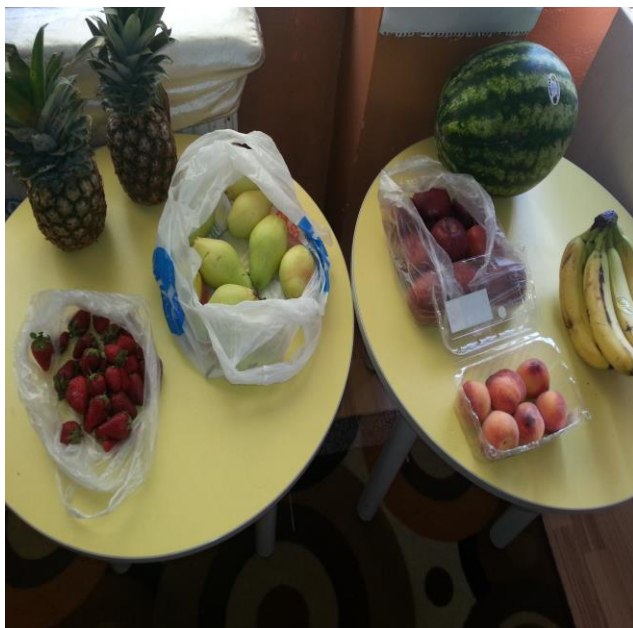
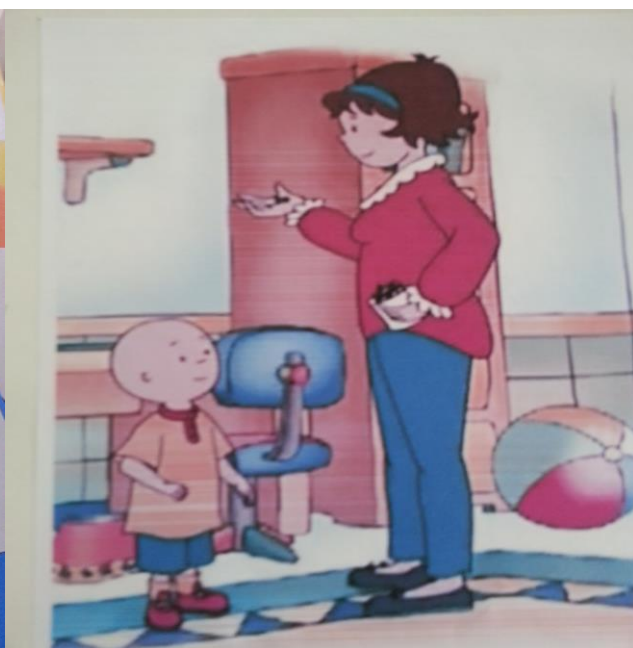






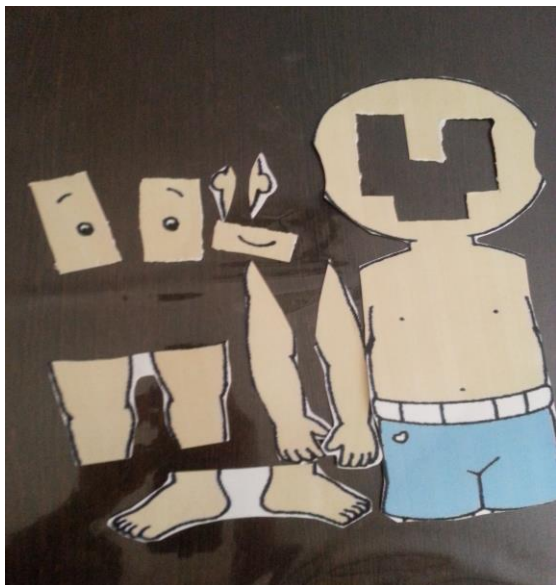




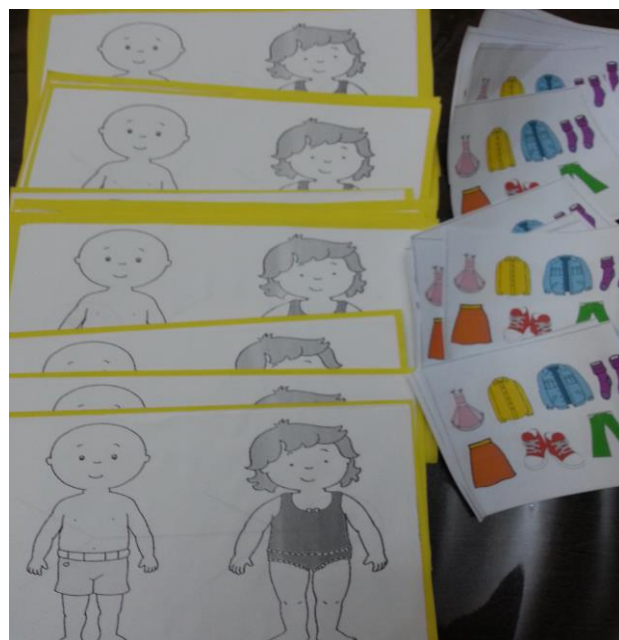


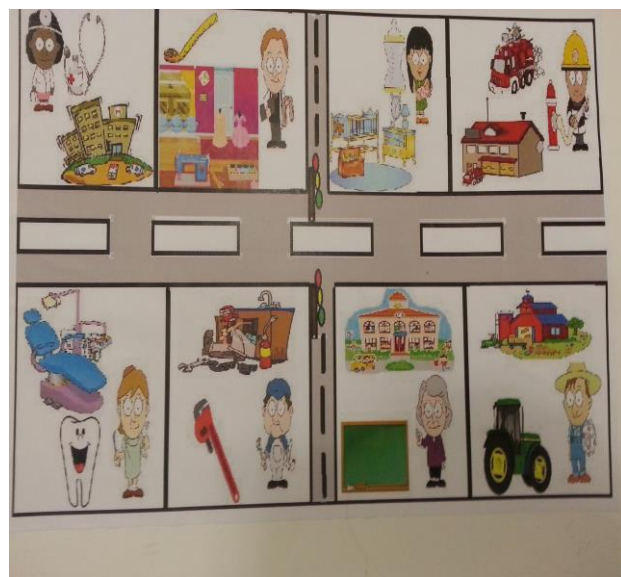










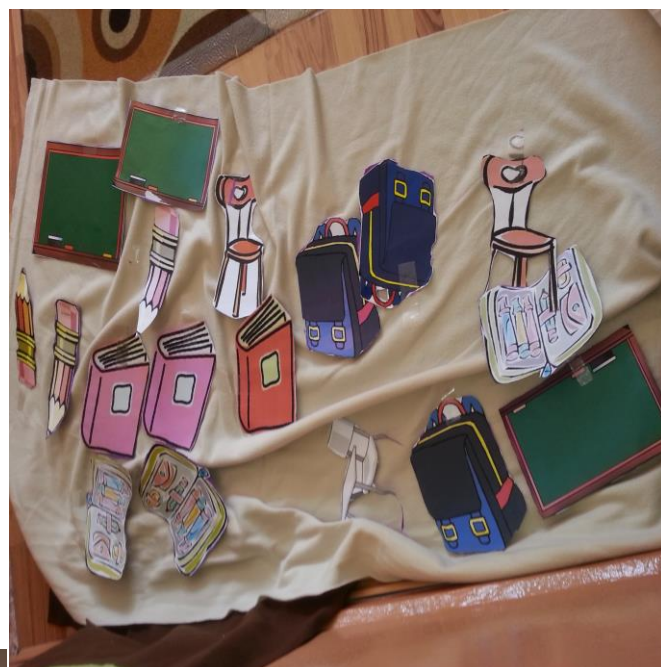






APPENDIX 4
PRACTICE PICTURES FROM THE LESSONS













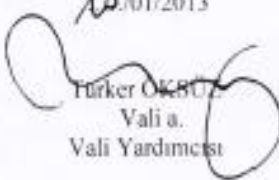






APPENDIX 5

BİLİMSEL ÇALIŞMA İZİNİ

BARTIN VALİLİĞİ İl Millî Eğitim Müdürlüğü		10.../01/2013
Sayı : 24925745.05.00.605.99- 523		
Konu : Bilimsel Çalışma İzni (İlknur CİVAN)		
VALİLİK MAKAMINA BARTIN		
İlgil : a) M.E.B. Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 20/03/2012 tarih ve 4506 sayılı yazı ekindeki 2012/13 No.lu Genelge. b) Müdürlük Makamından alınan "Araştırma Değerlendirme Komisyonu Kurulması" konulu 04/10/2011 tarih ve 10009 sayılı Olur. c) Bartın Üniversitesi Personel Dairesi Başkanlığı'nın 02/01/2013 tarih ve 044-14 sayılı yazısı ve ekleri.		
İlgil (c) yazı ile Bartın Üniversitesi Yabancı Diller Bölümü İngilizce Öğretmeni İlknur CİVAN'ın "Okulöncesi Dönemde Yabancı Dil Olarak İngilizce Öğrenen Çocuklar İçin Beyin Temelli Bir İzlençe Örneği" konulu tez çalışması ilimiz merkez Hendekyapı Ortaokulu Anasınıfında yapılabilmesi için gerekli iznin verilmesi istektedir.		
İlgil (c) yazı gereği yapılmak istenen anket çalışmasına ilişkin başvuru İlgil (a) 2012/13 No.lu Genelge kapsamında "Araştırma Değerlendirme Komisyonu"na değerlendirilmiş ve uygun bulunmuştur.		
Söz konusu tez çalışmasına ilişkin araştırma önerisi ile veri toplama araçları ekte sunulmuş olup, ilgilinin çalışmasını ilimiz merkez Hendekyapı Ortaokulu Anasınıfında yapabileceği Müdürlüğümüzce uygun değerlendirilmektedir.		
Makamlarınızca da uygun görüldüğü takdirde Olur'larınıza arz ederim.		
 İsa ŞEKER Milli Eğitim Müdürü		
OLUR 10.../01/2013  Türker OKBÜZ Vali a. Vali Yardımcısı	ASLI GİBİDİR  Tayfun ERDOĞAN Hendekyapı Ortaokulu Müdürü	

 Adres : Gölbaşı mah.2.nolu çevre yolu 74000 BARTIN Tel : (0378) 227 68 93-97 (129) Fax : (0378) 227 16 96 e-posta : bartinmeh@meh.gov.tr	Ayrıntılı Bilgi İçin İrtibat: Temel Eğitim Şubesi H. BALTUTAR- Şube Müdürü Elektronik Ağ: http://bartin.meb.gov.tr	EGİTİM %100 KURUMSAL DEĞER Yüksek
---	--	---