

The Extent to Which Key Stage II English Curriculum Attains the Affective Objectives of Secondary Schools

Erkan YAMAN

Sakarya University, eyaman@sakarya.edu.tr

Tülay DURUKAN

Sakarya University

Abstract

The primary purpose of this research is to evaluate to what extent Key Stage II English curriculum serves to attain the affective objectives of secondary schools in Turkey. The sample of the study included 300 students randomly selected based on who attended the 5th, 6th, 7th and 8th classes of 10 state primary schools and 1 private schools in Sakarya city centre. Both quantitative and qualitative instruments were used to collect data. According to the findings from the qualitative part of the research, students' positive attitudes towards learning a language in general and English lessons in particular are mainly a result of the pleasant and enjoyable nature of language learning and pleasant and enjoyable activities used in the lessons. The main reasons for students' negative attitudes towards learning a foreign language and English lessons include the implementation of boring and difficult activities instead of enjoyable ones during the lessons. Students were also found to have high levels of positive attitudes to foreigners and foreign cultures. They are curious about foreigners and different cultures, want to meet and communicate with foreigners, visit their countries and learn about their cultures. They have high levels of desire and effort to learn foreign language. Compared to the boys, girls have more positive attitudes toward learning foreign language and English lessons, higher desire and effort to learn a foreign language, and lower foreign language anxiety. But, the effect size of gender was computed "small" for these variables. Also, no significant difference was observed between genders in terms of attitudes toward foreigners and their cultures.

Keywords: Teaching English to young learners, secondary English language teaching curriculum, affective objectives, anxiety

Nowadays, especially in communities, individuals and the needs of many subject areas analyzing the need of learning foreign languages has also become a major. Because in the contemporary world of rapidly evolving technology has brought with communication needs of individuals, learning a foreign language is mandatory. To learn the necessary foreign language at the international level at the beginning of the current language is English.

Primary English as a foreign language in the curriculum of English learning needs are expressed as follows (Ministry of Education, 2006): In today's world multilingualism is encouraged. Because of the country, international relations, social, political and economic areas to take more advanced needs people who speak foreign languages. In our country, English teaching objectives already native language, with the same Turkish among themselves able to communicate, not Turkish nationals citizens of other countries deal with to provide a common language to effectively use to serve and thus our country's political, scientific, military, economic and social areas deserved is to facilitate the emergence of an advanced level. Foreign language teaching in primary and secondary education, foreign language teaching has become separated from each other and two different areas (Edelenbos, 2006:15).

In Turkey, foreign language education in the public schools at an early age can be said that recently passed. Together with the removal of compulsory education to eight years 1997-1998 academic year in public schools at an early age from 4 to foreign language teaching and 5 grades were initiated (Leo, 2008; Demirezen, 2003). Teaching of foreign languages 6 class 4 class was reduced to primarily increase the time allocated to teaching foreign languages is provided (Kırkgöz, 2010). In addition, with the increase in this period, at an early age by benefiting from all the advantages of foreign language teaching in foreign language teaching can be said that the objective of increasing success. For this purpose 4 and 5 prepared a new curriculum for classes, while in the second stage of primary education in 1991, renovated 6th, 7th and 8th Class of Foreign Language Teaching Program continued to be applied without any changes (Zehir, Topkaya, & Küçük, 2009). By 2006 the elementary foreign language program, combining first and second stage has been renovated. In 2006-2007, which was launched two new Primary English Language Teaching Program caters to different age groups. The first 4 and 5 class covering the younger age group (9-12 years), and the other 6-8. Between classes is the adolescent age group (11-12 age group starting from). In 2006-2007, which was launched two new Primary English Language Teaching Program caters to different age groups (Moon, 2000). The first 4 and 5 class covering the younger age group (9-12 years),

and the other 6-8. Between classes is the adolescent age group (11-12 age group starting from). In addition, the Council of Europe of the early foreign language teaching with the advice received decisions, who are new on this field every day encountered deficiencies and needs to detect and correct for the regular program evaluation studies should be done is highlighted (Doyen & Hurrell, 1997). Learning foreign languages in Hungary of children aged 6-14 long-term motivation and attitudes towards learning a foreign language to study a study was made for (Nikolov, 1999).

Some of the researcher's conclusions are as follows: Factors that motivate children to learn foreign languages at the beginning of the learning environment and they develop a positive attitude towards teachers and children in terms of intrinsic motivated activities, tasks and materials comes, the children of classroom practice level of motivation, openness to cultural characteristics of foreign language or get an award as to reasons or to avoid punishment is more effective. 11-12 year-old Indonesian children have examined motivation in foreign language learning process. In the study, children's initial high level of motivation for learning a foreign language has been identified (Lamb, 2004) Chinese students between the ages of 7-12 who attend elementary school that investigated the motivation of the students have found that they are very eager for learning English (Liao, 2004). In this context, Turkey implemented since the 2006-2007 school year 4 of primary school foreign language programs and 5 prepared for classes department, both within the program as well as generally described in the literature affective objectives of teaching foreign languages at an early age and at what level studies are needed to examine how that performs. Hence, the middle school students spend in the educational process of the foreign language courses, foreign language learning at an early age to realize the affective goals serve to determine whether and at what level value is found.

In Turkey, foreign language teaching in the desired level of success can not be achieved (Akpınar & Aydın, 2009; Anşın, 2006; Işık, 2008; Üstünoğlu, 2008). While there are many reasons for this, making use of the advantages of teaching a foreign language at an early age teaching foreign languages in order to reach success in foreign language learning from the academic year 1997-1998 6 class 4 class is lowered and the time allocated to teaching foreign languages has increased. Which is a new requirement related to this field and to identify deficiencies encountered and efforts should be made to meet (Doyen & Hurrell, 1997; Şevik, 2008). However, Turkey's foreign language teaching are related to this research on the literature review results of early foreign language teaching on the existing studies

remained limited was observed (Anşın, 2006; Çakır, 2000; Çelen & Akar-Vural, 2009; Çırak, 2006; Genç-İlter, 2007; Güngör-Aytür & Öğretir, 2008; Kara, 2003; 2004) studies of children learning a foreign language for the affective behavior is generally positive is indicative that (Elkılıç & Akça, 2008; Erdoğan, 2005; Firat, 2009; Sertçetin, 2006) students spend educational process that affective behavior, how and what affect that in the literature enough there are no studies (Cameron, 2001; Edelenbos, 2006; Yashima & Zenuni-Nishiki, 2008; Wu, 2003). Also, concerning the teaching of a foreign language area studies in the literature rather than affective and cognitive complaints are encountered in work. Children of foreign language teaching have developed an inventory on pedagogical principles and have been applied to 43 field experts. Children of foreign language teaching in terms of necessity asked 20 items in the highest percentages of the ingredients listed as follows are: children learn a foreign language from enjoying this by providing pleasure to feed (41 %); very young children learning environments they bring to the initial motivation continues (34 %); cultural, social, affective self / identity to feed the perception (29 %); nurture the development of basic communication skills (28 %) (Edelenbos, 1997).

Turkey in particular in teaching foreign languages at an early age and emotional goals and passed the level at which you could acquire the quality of the educational process in a study of the effect of this, however, has been found in the literature review. "Elementary fourth and fifth grade English curriculum applied in the evaluation of the study entitled" 4th and 5 class of the English program objectives, content, teaching methods and assessment tools and methods the size of teachers, administrators and students are evaluated according to their views. The aim of the research results accessible half of the other half have concluded that the hard to reach. Teachers' objectives 4 and 5 thought it was appropriate for the classes, although limited success in attaining the behavioral objectives stated is provided (Mersinligil, 2004). "An evaluation of the English curriculum implemented at the 4th and 5th grade primary state schools: The views of the teachers and the students study entitled" Teachers and students, in the opinion of 1997 primary 4 and 5 have assessed the foreign language classroom curriculum. In particular affective targets are being achieved examined (Büyükduman, 2005). Although the results of research in all of the students learning English they enjoy and English to communicate they are willing, students 55 % of English lessons interesting they found the course interesting finding of the teacher's approach and teaching styles vary according to the was observed. Previously mentioned as foreign language teaching in the early years will gain positive affective behaviors of children in future years education is decisive (Djigunovic,

2009). These affective objectives sufficient if you happen to students' long-term process of foreign language learning can be expected to be more efficient. Positive attitude, high motivation and low anxiety will consist of students with sensory features such as a classroom environment will bring in more success (Moon, 2000). In this context, Turkey implemented since the 2006-2007 school year 4 of primary school foreign language programs and 5 prepared for classes department, both within the program as well as generally described in the literature teaching of foreign languages at an early age and emotional goals can be realized to what extent there is a need for research that investigates. Applying the findings from this study program teaching foreign languages at an early age how to realize the objectives of the affective provide data that will serve. Therefore, the results of this research, the current program is expected to contribute towards the development work.

Problem statement

In middle school, what extent English teaching program affects children achievement of the objectives of foreign language teaching?

Sub-Problems

1. Secondary school students, children of foreign language teaching has targeted affective characteristics and at what level?
2. Secondary school students, children of foreign language teaching have targeted levels of affective characteristics by age there is a significant difference?
3. Secondary school students, children of foreign language teaching have targeted levels of affective characteristics:
 - a) According to the school's distance to city center
 - b) According to the attitude of the English course
 - c) Courses and exams to prepare for the English working time per week outside there is a significant difference?
4. Secondary school students, children of foreign language teaching have targeted levels and affective characteristics of foreign language courses there is a significant relationship between academic achievements?
- 5 Secondary school students, children of foreign language teaching affective characteristics have targeted levels and learning foreign languages there is a significant relationship between anxieties?

Method

Research Model

Elementary 2nd stage (5, 6, 7., and 8th grades) of English curriculum, affective teaching of foreign languages to children achieve their goals and at what level service that aims to determine. A quantitative aspect of the research has two main objectives. The first of these participants, the teaching of foreign languages at an early age to have targeted levels of affective characteristics and the level of anxiety in foreign language courses is to describe. In the research of students perceptive abilities have levels and anxiety levels, age, gender, type of school, English lessons academic achievement and English lessons attitudes differed according to whether the examination of causal comparison method was used.

Study Group

The research sample the province of 10 public school districts located within the boundaries of Sakarya in Turkey. A total of 300 students studying in 5, 6, 7 and 8th class was created randomly from within schools.

Instruments

The data of this study, both quantitative and qualitative data collection tools were collected using. Affective characteristics of children of foreign language teaching they have to measure what level of "Children of Foreign Language Teaching Affective Objectives Scale" and to measure the level of anxiety in foreign language courses 'Anxiety Scale' was used. (Cid, Granena & Tragant, 2009; Coleman, Galaczi & Astruc, 2007; Demir, 2005; Dörnyei & Csizér, 2002; Dörnyei & Clément, 2001; Erdem, 2007; Gardner, 1985, 2004; Güreş, 2008; Heinzmann, 2009; Henry & Apelgren, 2008; Horwitz vd. 1986; Kara, 2003; Moon, 2000; Peng & Zhang, 2009; Yashima, 2002; Wu, 2003).

Children of Foreign Language Teaching Affective Scale Targets Development

In the study of children, under the teaching of foreign languages to gain targeted affective behaviors in order to determine at what level they have developed a data collection tool is planned. For this purpose, the relevant literature was screened. Article pool in the creation process, often to foreign language teaching, in particular the children of foreign language teaching concerning the emotional behavior (attitude, motivation and anxiety) developed to measure the questionnaire, scale and interview forms were examined. Likert-type scale has

been prepared in facial expression as defined in Article event that always made in foreign language courses, facial expression and facial expressions sometimes that is done is not done in no time refers. Development of Foreign Language Anxiety Scale Researchers attempt to answer the research sub-problem "by Foreign Language Teaching Anxiety Scale" is planned to be developed. For the purposes of this scale, 2006 in elementary school foreign language programs defined, both as a result of research made by a literature designated foreign language teaching anxiety scale was used to measure the level. English Course towards a Likert-type measurement tool in Anxiety Scale "Strongly agree" 1 "Agree" 2, "no idea" 3 "Disagree" 4 "Strongly disagree" was scored as 5.

Analysis

Parametric statistical techniques were used in data analyses as the data set fulfilled the normality assumption. In accordance with the sub-problems of the research the data analyses included descriptive statistics (mean values and Standard deviation), independent samples t-test and one way ANOVA in causal-comparative analyses with Scheffe as Post Hoc test, non-parametric Kruskal Wallis test and correlation analyses were used to analyze the data. Significance level was considered $p < .05$.

Results

Foreign Language Teaching the Scale of Affective Objectives Results

Table 1

Research Findings on the first Old Problems and Reviews

	Gender	N	Mean	df	t	p
Affective objectives scale	Male	129	32,05	5,44	-1,145	.00**
	Female	171	37,96	8,38		

**p < .01

Analyzing the Table 1, boys and girls, students of foreign language teaching affective objectives attitudes by gender differed to determine whether the t-test was applied and taken from all the points difference between the gender variable in terms of $p < .01$ significance level to be statistically significant was found. These findings, male and female students' foreign language teaching goals relating to affective attitudes are influenced by gender. According to this result, girls' attitudes to teaching foreign languages (Mean= 37.96) than male students (Mean= 32.05) is higher.

Table 2

According to the age of the students in middle school foreign language teaching affective scores goals regarding the results of the t-test findings

	Age	Total	Mean	df	t	p
Affective objectives scale	12-13	183	32,94	5,87	1,57	,160
	14-15	117	31,66	8,14		

Table 2 as seen in the students according to their age foreign language teaching affective objectives scale all the points of according to their age differed to determine whether the t-test was performed and no statistically significant difference found to be significant ($p > .05$).

Table 3

The distance to the city center by the students of the school foreign language teaching objectives affective scale scores one-way analysis of variance results

	Sum of squares	df	Mean square	F	p
Between groups	378,645	3	126,215	2,72	.044*
Within groups	13713,502	296	46,329		
Total	14092,147	299			

* $p < .05$

Table 3, as seen in the students' foreign language teaching affective objectives scale all the points of the school's distance to city center by the differ according not a one-way analysis of variance examined and statistically significant was found. In order to find out which group differences caused by the Scheffe post hoc test results, the school is very close to the city center affective attitudes towards foreign language courses students were higher.

Table 4

Affective objectives of foreign language teaching students from the scale according to their score and the attitude of the English lessons one-way analysis of variance results

	Sum of squares	df	Mean square	F	p
Between groups	2098,379	3	699,460	17,26	.000**
Within groups	11993,768	296	40,519		
Total	14092,147	299			

* $p < .05$

Table 4, as seen in the students' foreign language teaching affective objectives taken from scale scores of English classes attitudes differ according to whether one-way analysis of variance examined and statistically significant difference was found ($p < .01$). Which group differences stem from in order to find the Scheffe test result, foreign language courses attitude towards bad students,

foreign language teaching affective objectives from the scale of the scores obtained were lower (Mean = 36.43).

Table 5

Secondary students from foreign language teaching they receive the emotional scale score goals and to prepare the exam outside the course of many hours per week they work in English by the Kruskal-Wallis Demonstrating Diversity Statement

	English study time	N	Mean	df	F	p
Affective objective s scale	Never	42	129.33	3	18.99	.040*
	1-2 hours	189	132.54			
	3-4 hours	42	129.97			
	More	27	136.55			
	Total	300	186.87			

*p < .05

Table 5 according to the value of one of the students and to prepare the exam according to the teaching of foreign languages other than English working time on the scale of affective objectives statistically significant difference between the scores was significant (p < .05). Considering the average of the group as the highest attitude "more" employee-owned students, the lowest attitude "no" non-working students have seen.

Table 6

Affective objectives of foreign language teaching middle school students taken from scale score of grade English class the previous year according to the Kruskal-Wallis

	English Mark	N	Mean Rank	df	F	p
Affective objectives scale	1	12	126.60	3	14.46	.001*
	2	17	129.52			
	3	64	130.99			
	4	92	134.52			
	5	115	136.000			

*p < .05

Demonstrating Diversity Statement

Table 6 in value, according to the students' foreign language teaching affective objectives taken from scale scores of the previous year English course grade according to their score differences between the statistically significant (p < .05). Considering the order of the group average, the highest grade of attitude "5" where students who have the lowest grade attitude "1" of the students have seen.

Foreign Language Anxiety Scale Findings of Events

Table 7

According to the gender of the students in middle school foreign language anxiety scale events Rating Average, Standard Deviation Values, and t Test Results Related to Foreign Language Anxiety Scale Findings of Events

	Gender	N	Mean	df	t	p
Attitude Scale	Male	129	45,25	13,71	-3,17	.219
	Female	171	40,05	14,66		

Table 7, the boys and girls to participate in activities of the foreign language teaching anxiety scale differed according to their attitudes to gender to determine whether all testing was performed and the difference between the scores obtained, in terms of gender variables $p > .05$ significance level was found to be statistically significant.

Table 8

Students in middle school foreign language teaching according to Age of Anxiety Rating Scale findings regarding the t-test results

	Age	N	Mean	df	t	p
Attitude Scale	12-13	183	41,35	14,28	-1,42	,828
	14-15	117	43,77	14,70		

Table 8 as seen in the students according to their age foreign language activities anxiety scale all the points of according to their age differed to determine whether the t-test was performed and no statistically significant difference found to be significant ($p > .05$).

Table 9

According to the distance from the center of the school students of foreign language teaching anxiety scale score results of ANOVA

	Sum of squares	df	Mean square	F	p
Between groups	1048,891	3	349,630	1,68	.171
Within groups	61558,10	296	207,967		
Total	62607,00	299			

Table 10

Activities, students' foreign language anxiety scale scores taken from the attitude of the English courses according to ANOVA

	Sum of squares	df	Mean square	F	Sig.
Between groups	1804,716	3	601,572	2,93	.034 **
Within groups	60802,28	296	205,413		
Total	62607,00	299			

** $p < .05$

Table 10 As can be seen, students' foreign language activities anxiety scale the points of the English lessons attitudes differ according to whether one-way analysis of variance examined and statistically significant difference was found ($p < .05$). Which group differences stem from in order to find the Post Hoc tests Scheffe test result, foreign language courses attitude towards those who have bad foreign language activities anxiety scale scores from the lower was found (Mean = 38.97).

Table 11

Activities, students' foreign language anxiety scale of the scores from the previous year English courses vary according to the grade table showing the Kruskal-Wallis

	English Mark	N	Mean Rank	df	F	p
	1	12	136.124			
	2	17	131,145			
Anxiety Scale	3	64	130.990	3	12.65	.036*
	4	92	125,148			
	5	11	124.540			

* $p < .05$

According to the values, students' foreign language anxiety scale events of the scores from the previous year, according to the grade English class is statistically significant difference between the scores was significant ($p < .05$). Group order of the average considering the highest concerns of residents grade "1" where students (Mean = 136,124), the lowest concern the grade of "5" of the students have seen (Mean=124,540).

Table 12

Students' affective objectives of foreign language teaching foreign languages to participate in activities with the scale analysis of the relationship between anxiety and emotional goals

	Emotional aim	Anxiety level
Emotional aim	1	,904*
Anxiety level	,904*	1

$p < .05$

The correlation analysis in Table 12 foreign language courses for students with emotional goals are concerns a negative relationship between the inverse. So foreign language teaching anxiety level increased emotional level has decreased in inverse proportion ($r = 904$).

Discussion

Elementary Middle School update (5.6.7., and 8) English teaching program, children of foreign language teaching emotional goals to the realization of what level of service that aims to determine in this study, in general, children of foreign language teaching is targeting affective characteristics that they have concluded. Students' affective responses to be positive level, the quality of teaching in a manner independent of the effects of this age group for learning a foreign language can be explained by strong natural affective features. "An evaluation of the English curriculum implemented at the 4th and 5th grade primary state schools: The views of the teachers and the students study entitled" Teachers and students, in the opinion of 1997 primary 4 and 5 have assessed the foreign language classroom curriculum. In particular affective targets are being achieved examined Although the results of research in all of the students learning English they enjoy and English to communicate they are willing, students 55% of English lessons interesting they found the course interesting finding of the teacher's approach and teaching styles vary according to the was observed. Students want to learn English through listening and speaking events have been reported. I work in the analysis of students' overall learning foreign languages and enjoyable they find their favorite, they want to learn other foreign languages and English lessons fun, despite thinking that is not their favorite course was concluded. People and culture for foreign students at a high level was seen to have a positive attitude. Accordingly, students get to know different cultures, meet foreign people and are willing to talk with them when they meet.

However, in leisure time studying English, wanting to work even on holidays with their family or friends to speak English with the children's desire and efforts in study subjects was found to remain moderate. Obtained from the qualitative part of the research findings, quantitative findings are supportive. Accordingly, students in foreign language courses in general they feel comfortable, learn and use a foreign language concerns have concluded that the levels are quite low. Male and female students have a positive attitude for foreign language learning at a high level. However, girls' attitudes towards learning foreign languages and English classes are more positive than that of boys. Age variable attitudes towards learning foreign languages and English classes did not provide a specific variability. Male and female students who participated in the study, low levels of foreign language are concerned.

Male students than female students ' foreign language anxiety is high. However, the difference in effect size as "small" is calculated. (Sertçetin, 2006) "Classroom foreign language anxiety among men in Turkish primary school students study entitled" concerns about foreign language courses at the level of primary school students were examined. 5th as a child 8th grade students and adolescents were classified as comparison of students. As a result, test anxiety, fear of being judged negatively to communicate concerns and in terms of the children it was found that adolescents with higher scores. Total scores of male and female students and the class as a result of the comparison of the scores calculated on the basis of girls compared to men tend to carry more negative was observed that fear of being judged .

However, in the case of test anxiety and attitudes towards foreign language has increased and vice versa. Men, friends to exaggerate the performance, their performance was observed that the tendency to underestimate. So we have developed a negative attitude than against the English. The desire for students to learn foreign languages and the efforts of the foreign language courses have a significant impact on academic achievement that has emerged. According to the results of foreign language anxiety in children's academic achievement is an important factor of foreign language courses in foreign language anxiety is now declining academic achievement or concerns are increasing with decreasing success. "Children's attitudes towards learning English a study on the " master thesis on children's attitudes toward learning English have investigated (Firat, 2009). Trials involving 300 students from the 11-12 age groups of the children to have a positive attitude towards learning English, a significant relationship between the level of success with the attitude has been found. (Nikolov ,1999), children between 6-14 years of foreign language learners in Hungary in the long term motivation and attitudes towards learning a foreign language, conducted a study to examine. Some of the researcher's conclusions are as follows: the factors that motivate children to learn foreign languages at the beginning of the learning environment and they develop a positive attitude towards teachers and children in terms of intrinsic motivated activities, tasks and materials comes, the children of classroom practice level of motivation, openness to cultural characteristics of foreign language or get an award. As to reasons or to avoid punishment is more effective. Foreign language learning and emotional goals and anxiety scale findings related to the evaluation obtained when the light of the findings in this study, the scale developed related literature an important place may possess and emotional goals measure of the work due to insufficient features in future studies may benefit can be specified. Furthermore, this study developed and applied to high school students like the

comparison of the results suggested. This study, a relatively limited number of sampling has been carried out with the group, applying the results to a wider audience can evaluate students. Starting from basic education to students not only provide language training, it is necessary to understand the importance of foreign languages . Foreign languages are eager to learn, eager students should be trained. In order to understand the importance of foreign languages in Year events and conferences should be organized.

Communicative teaching methods based on the importance of speaking skills must be provided by a classroom teacher. Attitudes of male and female students to increase their level of English courses for all students in the class must be recognized. More prone to the development of the student to know what behaviors may benefit. In addition, both female and male students in order to attract the attention of group work and film, drama and visual tools that use lessons can be scheduled. English teacher teaching a foreign language and second language teaching courses in the areas of monitoring the developments in the use of new methods and materials must be enabled. In addition, teachers will improve students' attitudes towards English courses are elective teaching strategies. English lessons to students to allow them to develop a positive attitude toward active student participation, student-centered educational programs arranged facing. Students think about what they can do to raise their level, ensuring problem-solving skills improved. Students courses and exam preparation more outside work in English to encourage teachers and students can participate as an individual, can work language lab, a video room and a variety of English books, newspapers and magazines, they can access to the reading room can be arranged.

References

- Akpınar, B., & Aydın, K. (2009). Multisensory foreign language teaching. *Tübbav Science Journal*, 2(1), 105-112.
- Anşın, S. (2006). Çocuklara yabancı dil öğretimi. *Ziya Gökalp Faculty of Education Journal*, 6, 9-20.
- Büyükduman, F. İ. (2005). İlköğretim okulları İngilizce öğretmenlerinin birinci kademe İngilizce öğretim programına ilişkin görüşleri. *Hacettepe University Faculty of Education Journal*, 28, 55–64.
- Cameron, L. (2001). *Teaching languages to young learners*. UK: Cambridge University Press.

- Çelen, İ., & Akar-Vural, R. (2009). Drama in education and teaching English: A research on the fourth grade elementary students. *Primary Online-Elementary Education*, 8(2), 425-438.
- Çırak, D. (2006). *The use of project based learning in teaching English to young learners*. Unpublished master's thesis, Selçuk University, Social Sciences Institute, Konya.
- Demirezen, M. (2003). Yabancı dil ve anadil öğreniminde kritik dönemler. *TÖMER Language Journal*, 118, 5-15.
- Djigunovic, J. M. (2009). Impact of learning conditions on young FL learners' motivation. In Marianne Nikolov (Ed.), *Early learning of modern foreign languages: Processes and outcomes* (p.75-89). Bristol, UK: Multilingual Matters Ltd.
- Doyé, P., & Hurrell, A. (1997). *Foreign language learning in primary schools*. Strasbourg: The Council of Europe.
- Edelenbos, P., Johnstone, R., & Kubanek, A. (2006). *The main pedagogical principles underlying the teaching of languages to very young learners*, European Commission, Final Report of the EAC 89/04, Lot 1 study http://ec.europa.eu/education/policies/lang/doc/young_en.pdf
- Edelenbos, P. (2006). Evaluation and assessment. In P. Doyé ve A. Hurrell (Eds). *Foreign language learning in primary schools* (p. 63-76). Strasbourg: the Council of Europe.
- Elkılıç, G., & Akça, C. (2008). Attitudes of the students studying at Kafkas university private primary efl classroom towards storytelling and motivation. *Journal of Language and Linguistic Studies*, 4(1), 1-27.
- Erdoğan, V. (2005). *An evaluation of the English curriculum implemented at the 4th and 5th grade primary state schools: the views of the teachers and students* .Unpublished master's thesis. Mersin University, Mersin.
- Fırat, A. (2009). *Çocukların İngilizce öğrenmeye karşı olan tutumları üzerine bir çalışma*. Unpublished master's thesis, Çukurova University, Adana.
- Genç-İlter, B., & Er, S. (2007). Erken yaşta yabancı dil öğretimi üzerine veli ve öğretmen görüşleri. *Kastamonu Education Journal*, 15(1), 21-30.
- Güngör-Aytar, A., & Öğretir, A.D. (2008). Okul öncesi eğitim kurumlarındaki yabancı dil eğitimine ilişkin anne-baba ve öğretmen görüşlerinin incelenmesi. *Kastamonu Education Journal*, 16(1), 13-30.

- Işık, A. (2008). Yabancı dil eğitimimizdeki yanlışlar nereden kaynaklanıyor? *Journal of Language and Linguistic Studies*, 4(2), 15-26.
- Kara, A. (2003). *Duyuşsal boyut ağırlıklı bir programın öğrencilerin duyuşsal gelişimine ve akademik başarısına etkisi*. Unpublished master's thesis, Fırat University, Elazığ.
- Kara, Ş. (2004). Ana dil edinimi ve erken yaşta yabancı dil öğretimi. *Uludağ University, Faculty of Education Journal*, 17(2), 295-314.
- Kırkgöz, Y. (2010). Teaching English at primary education: From policy planning to practice. In B. Haznedar and H. H. Uysal (Eds), *Handbook for teaching foreign languages to young learners in primary schools* (p. 23-42). Ankara: Anı Yayıncılık.
- Lamb, M. U. (2004). Integrative motivation in a globalizing world. *System*, 32, 3-19.
- Liao, D. (2004). *Children's EFL motivation: An investigation of 7-12 year old students in training schools in China*. Unpublished master's thesis. Edith Cowan University, Western Australia.
- MEB (2006). *İlköğretim İngilizce dersi (4, 5, 6, 7 ve 8. sınıflar) öğretim programı*. Ankara: Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı.
- Mersinligil, G. (2004). *İlköğretim dört ve beşinci sınıflarda uygulanan İngilizce dersi öğretim programının değerlendirilmesi*. Unpublished master's thesis. Fırat Üniversitesi, Elazığ.
- Moon, J. (2000). *Children learning English*. Oxford: Macmillan Heinemann.
- Nikolov, M. (1999). 'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3(1), 33-56.
- Sertçetin, A. (2006). *Classroom foreign language anxiety among Turkish primary school students*. Unpublished master's thesis. Uludağ University, Bursa.
- Şevik, M. (2008). Avrupa ülkelerinde ilköğretim birinci kademe zorunlu yabancı dil öğretiminin karşılaştırılması. *Ankara University, Faculty of Education Journal*, 41(1), 135-162.
- Üstünoğlu, E. (2008). A brief account of language teacher training and teaching from other countries. *National Education Journal*, 179, 322-332.
- Wu, X. (2003). Intrinsic motivation and young language learners: The impact of the classroom environment. *System*, 31(4), 501- 517.

Yashima, T., & Zenuke-Nishide, L. (2008). The impact of learning contexts on proficiency, attitudes, and L2 communication: Creating an imagined international community. *System, 36*, 566–585.

Zehir Topkaya, E., & Küçük, Ö. (2009). An evaluation of 4th and 5th grade English language teaching program. *Primary Online-Elementary Education Online, 9*(1), 52-65.