



İlkokul Öğrencilerinin İngilizce Öğrenme Tercihleri ve Okumanın Yeri

English Learning Choices Of Primary School Students And The Position Of Reading

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Özet: İngilizce dilini geliştirmek için okumak önemlidir. Okumak ve dinlemek İngilizceyi öğrenmede iyi yöntemler arasındadır. Son yıllarda bilgisayar ve televizyon programları çocukların İngilizceyi öğrenmesinde uyarlanmıştır. Bu çalışmada Tekden Koleji ilkökullü öğrencilerinin İngilizce öğrenme tercihleri ve İngilizce kitabı okumanın İngilizce öğrenmedeki yeri araştırılması amaçlanmıştır. Ayrıca bu çalışma tercihlerine göre öğrencilerin İngilizce öğrenme motivasyonlarını göstermektedir. Bu prospektif çalışma 112 4. sınıf Tekden Koleji öğrencisi ile yapılmıştır. Öğrencilerin ortalama yaşı $9,777 \pm 0,532$ (11-8). “Evde İngilizceyi geliştirmek için hangi seçeneği tercih edersiniz” sorusunun cevabı olarak istatistiksel anlamlı olarak en yüksek “bilgisayar kullanımı” sonra sırasıyla televizyonda İngilizce programları izlemek, İngilizce kitabı okumak ve aile ile pratik yapmak şeklinde idi (% 54, % 25, % 18, % 3, $p=0.001$). İngilizceyi geliştirmek için aile ile pratik yapmak öğrenciler tarafından en az seçilen seçenek olmuştur. Bu çalışmada “İngilizceyi öğrenmek için en çok hangisine ihtiyacınız var” sorusuna en çok verilen cevap yurtdışı dil eğitimi (% 28) olmuştur. İlkokul öğrencilerinin İngilizce öğrenmede tercihleri ve ihtiyaçlarını gösteren ilk çalışmadır.

Anahtar Kelimeler: İngilizce, Okuma, İlkokul

Abstract: Reading is a pivotal skill to improve English language learning. Reading and listening skills are both great ways to learn English. Currently, computer programs and television programs are adapted children to learn English. In this study, it is aimed to examine the English learning choices of our primary class students in Tekden Collage and the position of English books reading on English learning. Additionally this study displays the motivations of the students on English learning according to their choices. This prospective study is done with 112 Tekden Collage Students in class 4. The mean age of the students is $9,777 \pm 0,532$ (11-8). The answer of question of “which one of the alternatives do you chose to improve your English at your home” was the statistically significant higher in “computer usage” than English program watching in television, English books reading, and family practice, respectively (% 54, % 25, % 18, % 3, $p=0.001$). Family practice due to improve English is the least chosen alternative from the students. In this study, the most common answer of the question “which one is you needed to learn English” was to foreign language education (% 28). This is the first study to show the choices and necessities of the primary class students on English learning.

Key Words: English, Reading, Primary School

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Introduction

Reading is a very helpful skill for English language learning (Acat, 2009). You will learn various English expressions, phrases, sentence structures, and words which will help to improve vocabulary knowledge. Reading and listening skills are both great ways to learn English, but reading is usually much easier than listening. Also reading helps brain concentrate on English. Therefore, reading is a great way to review and remember English words (Aydin, 2007).

Currently, computer programs and television programs are adapted children to learn English. Movies and television programs give an advantage to see the conversations between the characters. Computer programs also presented visual dialogs and repetition of dialogues (Aksaçlıoğlu, 2007).

Additional and individual specialized English lessons and English homework are traditional methods and give responsibilities to students (Engin, 2006). English speaking with parents at home may supply children to practice sentences and new learning English words.

Foreign English learning gives some advantages including meeting new cultures, forcing to understand, and having new friends to practice English (Harmer, 1992) However, it seems to be the best way to practice English, it is hard to be abroad and expensive.

Although there is a study to show the motivation of university students toward the English learning, there is no study to determine the motivation of the primary class students. Additionally reading English book which is the most preferred method to improve English has not classified the position of reading in primary class students. Learning English in primary class is formed the basis of English. Therefore, the motivation and learning methods are so important in these ages. In our study, we aimed to examine the English learning choices of primary class students in Tekden Collage and the position of English book reading for improving English in these students.

Methods

This prospective study was preferred with 112 Tekden Collage Students in class 4. The prospective study is a type of group study where participants are enrolled study before outcome in question. In this study, the participants were included according to 4 class students which is the last class and take 4 years English in a primary school. In this investigation, questions of this questionnaire study were prepared according to the other studies (Acat, 2002). In this survey study, simple and comprehensible questions were answered by students.

The statistical analyses were performed using the Statistical Package for the Social Sciences version 15.0 (SPSS Inc., Chicago, IL, USA). Categorical variables were defined as numbers and percentages and compared between the groups by the χ^2 test or its derivatives as appropriate. $p < 0.05$ was considered statistically significant. Values were expressed as mean \pm standard deviation, unless stated otherwise.

Results

The mean age of the students is $9,777 \pm 0,532$ (11-8). The mean number of sister or brother of the students was $1,304 \pm 0,757$. The main question in Table 1 which was answered by students was "Can you order your choice to learn English from 1 to 7" and answers were "Reading book, computer usage, watching television, extra courses, foreign language education, speaking English at home, doing homework". The mean number of English books reading per month was $4,482 \pm 4,663$. The mean duration of book reading (second/day) was $18,705 \pm 13,318$. The answer of question of "which one of the alternatives do you chose to improve your English at your home" was the statistically significant higher in "computer usage" than English program watching in television, English books reading, and family practice, respectively (% 54, % 25, % 18, % 3, $p=0.001$). So family practice due to improve English is the least chosen alternative from the students (Table 1). In this study, the most common answer of the question "which one is you needed to learn English" was to foreign language education (% 28). Television watching was the least request order of the students to improve their English. The other request orders of the students to improve their English were summarized in Table 2.

Table 1. Alternatives to improve English at home.

	Book reading	Computer usage	Television watching	Family Practice
112 student's choices	20/112 (% 18) ^a	60/112 (% 54) ^b	28/112 (% 25) ^a	4/112 (% 3) ^c

Statistically significant difference is not present in groups sharing the same letter.

Table 2. The request order of the students to improve their English.

	Book Reading	Computer	Television watching	Lesson	Foreign language education	Family practice	Homework
1	21/112 (% 19)	13/112 (%12)	4/112 (%4)	14/112 (%12)	30/112 (%28)	5/112 (%4)	25/112 (%25)
2	28/112 (%25)	20/112 (%18)	6/112 (%5)	16/112 (%14)	10/112 (%9)	8/112 (%7)	24/112 (%21)
3	21/112 (%19)	18/112 (%16)	16/112 (%14)	16/112 (%14)	14/112 (%11)	19/112 (%16)	9/112 (%8)
4	13/112 (%11)	15/112 (%14)	22/112 (%20)	18/112 (%16)	11/112 (%10)	21/112 (%18)	12/112 (%11)
5	8/112 (%7)	22/112 (%20)	22/112 (%20)	15/112 (%14)	15/112 (%14)	17/112 (%15)	13/112 (%12)
6	12/112 (%11)	14/112 (%11)	16/112 (%14)	18/112 (%16)	10/112 (%9)	29/112 (%26)	13/112 (%12)
7	9/112 (%8)	10/112 (%9)	26/112 (%23)	15/112 (%14)	22/112 (%20)	13/112 (%11)	16/112 (%14)

Discussion

English language is the most commonly used language in the world and its popularity has been increased (Crystal, 2003). Although English becomes a global language for communication, academic articles, scientific research, and international activities, learning or teaching English is difficult in our country (Emeksiz, 2006) This is the first study in our country to examine the English learning choices of primary class students and the effects of reading English books on English learning.

First of all, planning is the main object to teach a second language for English teachers. Furthermore, learning choices and motivation ways of students may affect and utilize the strategies and plans of English teachers. Additionally, the motivation of the students is the pivotal problem to teach English language. In this study, English teachers also understand the choices of the students and direct their strategies. Homework and reading English book except foreign language education are the important skills to teach English. Because foreign language education is not a simple strategy and solely depends on English teacher. Foreign language education needs material sources, permission of families, and responsibility of the students. Therefore, new strategies need to improve mimicking foreign language education. In this situation, families may take responsibility to speak English at home.

English lessons are mandatory in our education. Although grammar is so important in our country, English is not a sufficient level in our country. Because grammar has not been enough to learn and speak English (Krashen, 1989). So, speaking English in the lessons and giving courage to the students to speak English. In our lessons, we would like to speak our students and give responsibilities to speak English. However, when we look at our students to repeat and consolidate their learning subjects they have to practice at home. In our study, we would like to learn how our students practice at home. Watching television and family practice is the least choice to learn English. In fact, watching television and family practice may improve visual memory and also a new language. Watching television in English also helps to develop pronunciation and listening. In a research, learning English from television was another strategy. According to the results of this study, we must encourage our students and their relatives.

In conclusion, this is the first study to show the choices and necessities of the primary class students on English learning. And this study clearly shows English learning choices of primary class students and the position of reading English books on English learning. The choices of the students may affect the learning modalities of English teachers. Foreign language education is the most common choice to learn English in the primary class students. Reading is another important skill to learn English language. According to the results of our study, English teachers may evaluate the choices of students to improve their language.

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