



Teaching English in Unified-Classroom Primary Schools: A Case Study

Mustafa ŞEVİK*

ABSTRACT: The key aim of this study was to explore the possible ways of integrating generalist primary school teachers who have to teach English in unified-classroom primary schools in Turkey and their in-service training needs. Due to teacher recruitment politics carried out in Turkey, English language teachers cannot be appointed to unified-classroom primary schools and as a consequence the generalist primary school teachers in these schools are abandoned in their struggle with the teaching of English. This paper reports one such case from the South of Turkey. The findings of the study suggest that generalist primary school teachers working in unified-classroom primary schools may actually be effective participants in fostering foreign language skills of young learners on condition that they are provided with sufficient in-service training.

Keywords: English, unified-classroom primary school, generalist primary school teachers, young learners

INTRODUCTION

As pointed out by Sharpe (2001), the teaching of modern foreign languages in primary schools (MLPS) has, especially since the last decade of the 20th century, occupied a very important place on European educational policies and therefore is a common practice throughout Europe. As a reflection of such educational policies, pupils have to learn at least one foreign language from primary education onwards in almost all European countries (Eurydice, 2005). With the introduction of MLPS in the UK in 2010 (DFES, 2007), all the pupils across Europe will have to learn at least one foreign language as a compulsory subject from primary education onwards.

As Driscoll (1999a), puts it; the recent resurgence of interest in MLPS in almost every country in Europe reflects a growing realization that pupils need to be equipped with the competences, attitudes and skills to cope successfully with the social and economic changes which are transforming life in Europe. Low (1999) who writes in a similar vein also argues that the reason for the expansion of MLPS is to benefit from the opportunities which an emerging new Europe presents. Kirsch (2008), in trying to explain MLPS provision, also states that the pressure from the European Union to make citizens fluent speakers of more than one language led to the implementation of MLPS. So, European policy-makers opted for an expansion of MLPS. Starting the process in primary schools would ensure extra time for pupils to develop competence in a first language and create opportunities for additional foreign languages to be taught throughout their school careers.

Turkey, as in its other social systems, struggles on accordance with EU countries on its educational system. To this effect, the Turkish government declared in 1997 that the teaching of MLPS (that is the English language in this case) would be compulsory in the 4th and 5th classes (ages 10-11) of primary schooling (MEB, 1997). The English language course is still one of the compulsory subjects of primary schooling. Such an action by the Turkish government seemed really promising at the outset. However, it was soon discovered that this was a political decision since Turkey was neither equipped with the qualified teaching force nor as Edelenbos et al. (2006) conclude, 'younger' is not necessarily 'better'. Then, the English language teachers in Turkey did not only have any training in primary pedagogy but they were also few in number to meet such a huge and sudden demand (for further discussion see Mirici, 2001). As a reflection of this reality, one substantial problem still remains even though it is now more than a decade since English is being taught as a compulsory foreign language in Turkish primary schools. The problem is about 'who' teaches MLPS. It seems as if the 'who' issue is not only of concern to Turkey but also across Europe and across the world as well (see Kirsch, 2008). Since as pointed out in Eurydice (2005) foreign languages are taught mainly by generalist primary school teachers (GPSTs) in primary education. Whereas, elsewhere in Europe –in Malta, for example- semi-specialists teach foreign languages at primary level and –in Spain, for example- foreign languages are taught only by specialist teachers in primary education. The same

* Asst.Prof.Dr., Mehmet Akif Ersoy University-Turkey, msevik@mehmetakif.edu.tr

issue was also raised in the UK. As Kirsch (2008) points out, when the UK government announced that foreign language learning would be compulsory in KS2, many warned that there was currently teacher shortage in the field of foreign language education and it would take years to get the necessary workforce into place.

Even though it was in principle decided that specialist teachers would teach English as a compulsory curriculum subject in the Turkish primary schools, it was soon found out that this was not possible. A large scale survey carried out by Mirici (1999), revealed that 67% of the English language teachers teaching in the Turkish primary schools were not graduated from faculties of education, that 79% of them were not specialist language (English) teachers, that 81% of these teachers did not receive any type of training about teaching modern foreign languages to children and that 78% stated that they needed extra materials for teaching languages in the Turkish primary schools. These findings may be accepted as one of the main obstacles as to why the Turkish educational system is failing to meet the targets specified in the MLPS curriculum. Even though there has been a restructuring in the curriculum of faculties of education, departments of English language teacher education in Turkey in 2006 by the Turkish Higher Education Council (YOK) and a few courses added such as “Teaching Foreign Languages to Children” and “Drama” (YOK, 2006), the problem about the ‘who’ issue still continues to exist.

Depending on Mirici’s (2001) research, it is possible to argue that the following teachers from various disciplines are currently teaching MLPS in Turkey:

- Specialist teachers of English (usually trained to teach in the secondary level of schooling),
- GPSTs who hold an English language certificate,
- GPSTs without any type of English language qualification, and
- Teachers coming from other disciplines without any type of English language qualification (i.e. history, music, art and etc.).

It is possible to argue that the situation in Turkey resembles to that in the UK.

Since, as pointed out by Driscoll et al. (2004) in 2002 in the UK, 41% of all foreign language lessons were delivered by GPSTs, 16% by secondary specialists, and 43% by language advisors, advanced skills teachers, foreign language assistants or parents.

During the ten years since MLPS has been introduced in Turkey, there has been an increase in English language teacher numbers. However, in most of the village primary schools and especially in unified-classroom primary schools, English language is still being taught either by GPSTs or by teachers coming from other disciplines who do not have any type of qualification or training about modern foreign language teaching. It seems as if this situation will continue to exist for quite some more years due to teacher recruitment politics carried out by the Turkish Ministry of National Education (MEB), which clearly states that it is not possible to recruit specialist English language teachers in unified-classroom primary schools. This fact places the pupils in such schools into a disadvantaged position at least in relation to MLPS, if nothing else. It can even be argued that the GPSTs who have to teach languages in Turkey are burdened with language teaching since they are not provided with any type of training about teaching modern foreign languages both during their pre-service education and as in-service training. However, by searching the literature it strikes one’s eye that foreign language educators in Turkey have not yet realized the seriousness of the ‘who’ issue. In order to find effective ways of including the GPSTs in the MLPS process in Turkey, research needs to be carried out. Therefore, this article reports the findings of a case study about the possibilities of including GPSTs in the MLPS process, a *taboo* in Turkey.

The 2005-2006 statistics revealed by MEB (2006) indicate that there are a total of 16,069 unified-classroom primary schools in Turkey and that a total of 561,795 pupils are enrolled in these schools. As pointed out earlier, it is not possible to recruit specialist English language teachers in these schools. Therefore we need to look for better ways of MLPS provision in such schools and focus on the in-service training needs of existing GPSTs who have to teach languages. There currently seems no other practical way of providing effective MLPS in the Turkish unified-classroom primary schools. The idea of including GPSTs in the MLPS process may be seen as a taboo in Turkey, but elsewhere in Europe and especially in the UK this idea has for a long time been under scrutiny. Therefore, a discussion now follows about the possible advantages of GPSTs in the MLPS process.

The Possible Advantages of Generalist Primary School Teachers

Reviewing the literature, it becomes apparent that the advantages of GPSTs center around three basic categories. Borrowing from Sharpe (2001, p.116), these are: expertise in primary pedagogy, rich relationships with pupils to underpin motivation and learning, and the ability to embed and integrate the foreign language into all aspects of classroom life. Therefore, the discussion shall follow by taking these categories into consideration.

In relation to the '*expertise in primary pedagogy*' issue, Driscoll (1999b) argues that the GPSTs may not have extensive specific subject knowledge but that they have a different kind of professional knowledge to bring to the task. In a similar vein, Sharpe (1991, 1992) also argues that GPSTs already possess effective pedagogic strategies to teach modern foreign languages and a reflective awareness of what constitutes good practice. Driscoll (1999b) in concluding her comparative study about the provision of MLPS by specialist teachers on the one hand and by GPSTs on the other argues that the advantages of GPSTs mostly derive from the teacher's position as a classroom teacher and their experience and expertise as a primary practitioner. Depending on their expertise in primary pedagogy, the lessons provided by the GPSTs in her study were relatively informal with a much slower pace and mediated by the pupils' understanding.

It can be argued that the relationship between the teacher and the pupils is an important factor which affects the quality of learning in general and even more important in the case of MLPS. Since, as Driscoll (1999b) puts it language learning is based on communication, much of which is oral. Therefore the teachers should create the positive classroom ethos which will foster pupil learning and motivation. Taken into consideration within this context, as the GPSTs spend almost all of the school day with their pupils, they are better positioned to know about the pupils' personalities and their patterns of behavior. In addition, they are more able to understand the difficulties pupils may encounter on the learning curve and to work with them (Driscoll, op.cit.). She further points out that pupils achieved higher results in the regime of GPSTs than secondary specialists. She attributes this result to the generalist primary school teachers' good relationships with pupils, their pedagogy, classroom management skills and the rich opportunities for continuous language use.

The fact mentioned above, that the GPSTs spend almost all of the school day with the pupils clearly demonstrates the generalist primary school teachers' opportunities to embed and integrate the foreign language into all aspects of classroom life. In Driscoll's (1999b) study, for example, the GPSTs had the opportunity to use French throughout the day for general classroom language and activities. By this means the pupils learnt how to communicate confidently for a real purpose. Driscoll (op.cit.) further argues that the generalist primary school teachers' position in the school also means that they can draw upon other resources available within the school and have opportunities to integrate the language learning into the rest of the curriculum. So, the pupils experience continuity in classroom ethos and there is no disruption of the friendly learning environment which has been established over time. Satchwell (1999) also emphasizes the importance of integration by arguing that for pupils to come to see the foreign language as a valid and authentic means of communication, the teacher will need to immerse the class in the new language at every opportunity throughout the week. He claims that '*French once a week*' is not good enough and that pupils should hear the foreign language spoken as often as possible.

I would like to add a fourth category which is specific to the Turkish context. One of the greatest advantages of the Turkish GPSTs in comparison to their colleagues elsewhere in Europe is that they have all studied the English language as a compulsory school subject for at least seven years during their secondary and high school education and for an additional year during their initial teacher training (ITT). Those who entered into the profession after 2005 also studied English as a compulsory primary school subject for an additional two years, thus making their total English language learning experience nine years. Even though it is not possible to argue that they mastered the English language and can teach English as foreign language, it might be argued that they all have some sort of English language knowledge base which they can benefit from. A study carried out by Şevik (2007) for example, concluded that almost half of the generalist primary school teacher candidates in Turkey are graduated from Anatolian High Schools and therefore their level of English should not be underestimated considering the Turkish Modern Foreign Languages Curriculum for the 4th and 5th classes of primary schools. This is for sure a great opportunity to be made use of in the Turkish

context where primary schools in the villages and especially unified-classroom primary schools are struggling with the 'who' issue in MLPS.

Having reviewed the relevant literature about the problematic situation in Turkey regarding the teaching of English in unified-classroom primary schools and the advantages that generalist primary school teachers may possess to this end, the key purpose of the present study was to explore the following:

- 1) Can we integrate generalist primary school teachers in the teaching of English in unified-classroom primary schools?
- 2) Similarly the study looked at the possible in-service training needs of existing generalist primary school teachers who have to teach languages in Turkey.

METHOD

Research Design

The research was conceptualized and conducted as an instrumental case study. Stake (1985, 277) defines a case study as 'the study of a single case or bounded system, it observes naturalistically and interprets higher order interrelations within the observed data. Results are generalisable in that the information given allows readers to decide whether the case is similar to theirs'. For Yin (1994, 13), it is 'an empirical inquiry that investigates a contemporary phenomenon within its real life context'. The term 'case study' has a number of applications in research. Even though as Bassey (1999) warns that the categorization of case studies can be dangerous in that some educational case studies will not fit the categorization because they either overlap too many categories or seem to stand outside them, I believe that the categorization of case studies can be helpful to researchers in identifying their own ways of looking at phenomena, rather than as rigid and strict rules to be followed. As a consequence I found Stake's (1995) classification of 'instrumental case study' as the one that suited best for the purposes of this research. Stake (1995, 3), defines the instrumental case study as '... we will have a research question, a puzzlement, a need for general understanding, and feel that we might get insight into the question by studying a particular case'. So, the instrumental case study adds to our general understanding of a particular phenomenon. It can also serve to add to our understanding of a wider context. Therefore, this study not only asks 'whether it is possible to integrate generalist primary school teachers in the teaching of primary modern foreign languages', but also 'based on this research, can we suggest a model of in-service teacher training for those working in unified-classroom primary schools in Turkey'.

Fieldwork, Data Collection and Data Analysis

Fieldwork was conducted over a winter term (18 weeks), and data collection included a tape-recorded pre and post-interview with the teacher and weekly meetings with the teacher. Prior to research all the necessary permissions were taken from the local education authority. The interviews with the teacher were not timetabled and in both cases lasted approximately 60 minutes. The researcher and the teacher agreed to meet once a week to deal with any concerns mainly in pronunciation. These informal meetings, 18 in total, helped me a great deal in understanding the needs of GPSTs and the advantages that they bear to this end. Working in the qualitative paradigm using instrumental case study research, I subscribe to the notion expressed by Miles and Huberman (1994) that qualitative data appear in words rather than in numbers. Whilst data may be collected in a variety of ways, the data in this study was mainly collected through interviews and informal meetings with the teacher, using stimulated recall techniques. The data was processed by translating and transcribing the interviews.

Following the advice of Stake (1995), my next step was to define a method of analyzing data through reading, experiencing and reflecting. Whilst qualitative data analysis takes many forms, Maykut and Morehouse (1994) provided a useful catalyst since they argue that qualitative data analysis is fundamentally a nonmathematical analytical procedure that involves examining the meaning of people's words and actions. As such qualitative research findings are inductively derived from the data. I also borrowed from Miles and Huberman's (1994, p.23) work to inform my own approach to data analysis: data collection- data reduction- data display- and conclusion. Initially I started to classify the data in accordance with data type. My next step then was to cluster and group the data thematically. This stage was ongoing and I made refinements as my analysis progressed. Finally, in order to draw conclusions from the thematic charts I decided to use the 'constant

comparative method' (Maykut and Morehouse, 1994, p.128). These data analysis methods resulted in thematic categories and sub-categories as they will be presented below.

The Case Study School, Teacher and Students

The case study school was a small school located in a village- known for animal breeding- 20 kilometers far from the city centre. The school was a unified-classroom primary school and there were two GPSTs in the school. One of the teachers was acting as the head teacher as well. The 1st, 2nd and 3rd classes (ages 7-9) were unified in one class as Class A, and the 4th and the 5th classes (ages 10-11) were unified as Class B. As pointed out earlier in this study, the students in Class B in this school had to learn English as a compulsory foreign language but yet due to teacher recruitment politics carried out by MEB there was no English language teacher in the school. Therefore one of the GPSTs in the school had been teaching English to Class B for two years.

The case study teacher who had to take the responsibility for delivering the compulsory English language course for the past two years had a total teaching experience of ten years. She was graduated from a faculty of education and trained as a primary school teacher. English lessons were formally timetabled at two-45-minute lessons a week. However, one and sometimes two of these lessons were cancelled to make room for other school subjects such as mathematics and Turkish. There were 20 students in Class B, all Turkish and all living in the village where the school was located. 12 students were aged 10 and the others were aged 11. None of the students had an opportunity to speak or listen to English outside the school.

FINDINGS AND DISCUSSION

The Teacher Interviews

Pre-Interview

The main reasons for the pre-interview were to get to know the teacher better, to learn about the difficulties, if there were any, during the past two years that she had been teaching English, and to dwell into in-service training needs of the case study teacher. Consequently, the analysis of the teacher pre-interview centered mainly around three sub-categories as: the teacher's background knowledge related to English language; the teacher's past two-year experience about teaching English; and the possible in-service training needs mentioned by the teacher.

In relation to English language background the teacher stated that:

I started learning English when I was 12 years old in the secondary school as everyone else and an additional one year during the first class of my university education

At first look one may think that the teacher had learned English for almost 7 years and would expect such a person to have at least upper-intermediate knowledge in English. However, as the teacher mentioned herself:

...but in secondary and high school, English was mainly taught by substitute teachers coming from other disciplines, therefore I must say that we did not learn much of an English apart from a few simple phrases and vocabulary... In addition English is not included in the central university entrance exams and we never made an effort to learning English that time...

The quotations above, in a way confirm Mirici's (2001) research, mentioned earlier in this study and even though it is now almost a decade, that there are still teachers teaching English in Turkish schools without any qualification in the field of English language teaching. Hence, much should not be expected neither from the teacher nor the students. Besides, as it will become clear soon, this situation is unjust both on the side of the teacher and the students.

In relation to her past two-year English language teaching experience, the teacher stated that:

When we were at the university we were never told that we would teach English one day... therefore it came as a total shock to me when I was appointed to this school

two years ago. Had I known that I would face such a situation I would have also prepared myself in the field of English as well... I also think that this situation is totally unjust for me and for my students as well. As you know English is now included in the central secondary education entrance exam that my students are going to take in the future...

In a way, the quotation above gives us a clue about how the past two years experience was shaped. What the teacher said below will surely deepen our understanding of the context better:

The past two years English lessons were like a puzzle or a nightmare for me. Before all, I do not feel confident in the field of English and this, I must confess, resulted in most cases to canceling the English lessons. Having said that, I do not mean I have not done anything. Of course I have, I taught some phrases and words in English, but I think it is not sufficient and enough at all

The final part of the interview, in its own natural flow, inevitably led to the possible in-service training needs of the teacher. The analysis resulted in four sub-categories, as they will be mentioned below. The case study teacher's main concern was related to pronunciation:

Over the past two years, may be the most difficult task for me was the pronunciation issue. For most of the time I felt embarrassed when I was talking and teaching English because I did not feel myself confident...

The difficulty with pronunciation mentioned by the case study teacher above has also been mentioned in many other researches on the topic. One such example is from Satchwell (1999), when he stated that the primary teacher needed to acquire a sound knowledge of the sound system of the language; that is accurate pronunciation and intonation. A secondary concern was related to the methodology issue:

...it was also difficult for me to know where and how to start teaching English. Therefore on the days when I taught English I was merely reading from the textbook and asking the students to do exercises from the book. Teaching English is surely not like teaching the other subjects in the curriculum, one should know the pedagogy

The methodology issue mentioned above is yet again another very frequently met concern raised by GPSTs and in in-service training courses. Sharpe (2001), for example argues that non-specialist teachers need '*subject knowledge*' and '*subject application*'. The latter term is related to the methodology issue. The earlier term suggested by Sharpe (op cit.) is also related to the third concern mentioned by the case study teacher in this study -the general knowledge of English:

...considering the primary English curriculum in Turkey, I can nearly understand most of it. However, when it comes to teaching- that is another matter. The teacher has to be the master of the subject that she is teaching and I do not consider myself as someone who is totally capable of the primary English curriculum. I am afraid that my students are going ask something in English to which I shall not be able to answer and this is not a good feeling at all

As the quotation above made the case clear, the third concern of the case study teacher was, in Sharpe's (op cit.) terms: '*one of the objectives that need to be built into in-service training is acquiring a secure knowledge of basic structures and vocabulary*'. A final concern raised by the case study teacher was related to the material issue:

...besides I do not have any listening materials whatsoever. The course book sent by MEB does not even have a listening CD. If I had some listening material it would have been useful for pronunciation, I think

The final concern mentioned above is yet again one of the most common issues raised in in-service training courses. Muir (1999), for example argues that resources must be given to GPSTs to allow them to deliver the language more effectively in the classroom. Among his list are tapes, videos, CD-ROMs and links with more competent teachers.

The pre-interview resulted in an agreement. In the light of the concerns mentioned by the case study teacher we agreed to meet the following day to talk about the methodology issue. In this meeting which lasted a half day the focus was on examples of Total Physical Response (Asher, 1977) and embedding (SOED, 1993). In relation to the concerns of pronunciation and general knowledge of English, we agreed that there would be an ongoing support by the researcher and that we would meet once a week for the following eighteen weeks to deal with any problems of pronunciation and subject knowledge. Finally, we agreed that the teacher would be given material support throughout the study. The materials mainly included songs, games and CD-ROMs for listening (see Ersoz, 2007, McKay and Guse, 2007, Martin, 1995, Slattery and Willis, 2001 and Super Songs, 1997).

The Post-Interview

The following five sub-categories emerged out of the analysis of the post-interview: the case study teacher's; overall assessment about teaching English, thoughts about embedding and TPR, researcher support in pronunciation and the informal meetings, thoughts about material support and finally thoughts on student success. The case study teacher's overall assessment about teaching English was as follows:

...my feelings about teaching English have changed completely to the better with this study. Before all I started to feel confident. Our half-day talk on methodology and especially our weekly meetings helped me a great deal in overcoming my concerns about confidence, pronunciation and my general knowledge in English. I certainly think that this should be applied across the country and even included in ITT courses in the universities. I now feel safe and confident. I think that I shall be applying these ideas all through my teaching career even when I am appointed to another where I will not have to teach English

The quotation above clearly demonstrates the case study teacher's trust in herself in relation to teaching English. Therefore it is possible to argue that the Turkish GPSTs can be integrated to the teaching of English, given that the necessary conditions and training are provided for them. The next focus of the interview was on methodology; namely TPR and embedding. The teacher stated that:

The imperatives and classroom commands were extremely useful ways for communication which I was unable to build in the last two years. By this means I learned how to start teaching English and in a way overcame my earlier worries about the how issue. I can now feel for the first time that we are actually communicating in English. I used infinitives and classroom commands at every opportunity not only in the English lessons. In the playground, in the school corridor and in other subjects I spoke in English. It gave me great pleasure towards the eight week of the term that some of my students were trying to speak in English to each other everywhere. I felt that I was doing a good job and felt more confident

The quotation above and our informal weekly meetings with the teacher clearly support the earlier arguments made in this paper about the advantages of GPSTs. In a parallel vein with Driscoll's (1999b) study, the case study teacher made use of every opportunity to use English through out the day and by this means the pupils and the teacher learnt how to communicate confidently for real purposes. About researcher support, the teacher said:

This was the most useful part of this study. Someone whom you can trust on and take ideas from makes you feel secure and confident. Our weekly meetings were definitely very fruitful to this end. I had the opportunity to check my pronunciation, my English and discuss teaching ideas at the same time. This taught me the most

Researcher support was seen as of vital importance by the case study teacher, an issue also suggested by Muir (1999) when he spoke of the Scottish experience being a positive one. About material support, the teacher said:

Having rich resources under your hand eases your job as a teacher. When I felt that the students were getting bored I switched to a different activity, a game for example or to a song. Songs were definitely what my students enjoyed the most; I have even

witnessed many times when they were singing in English as they were playing in the garden. Before this study I did not have any resources at all, now there many things I can make use of

Songs as the teacher mentioned above were seen as the best classroom activity and what students enjoyed the most. Yet again material support in general proved to be useful for the case study teacher. Finally, the case study teacher commented on student success:

...as I have said earlier seeing students in the garden speaking and singing in English is itself a success when compared to the past two years. Besides, they were more willing and motivated in the classes as well. I am not sure whether I am in a position to assess this but I can say that my students covered the compulsory curriculum in this term in a very successful way. They all learned the vocabulary which I taught to them and they can actually use it. I mean they understand what they are doing and that they realized that English is a language and can be used for communication. In addition, they also expressed many times that they can understand and use the English which is being taught to them

The teacher spoke of very highly about student success. As she expressed, she may not be in a position to evaluate student success as for now and because this was not a comparative study, but yet her comparison of the present and the past two years experience clearly demonstrate that student success has risen. In support of what Driscoll (1999b) argues pupils achieve higher results in the regime of GPSTs, the analysis of this study show that there has been an increase in student success, especially in communication and oral skills.

CONCLUSION AND RECOMMENDATIONS

The results of this study suggest that GPSTs in working in unified-classroom primary schools in Turkey can be integrated in the teaching of English on condition that appropriate in-service training is provided. If the Turkish politics about teacher recruitment are not to change, GPSTs who have to teach English must be given in-service training. However, for the time there exists no such training for the GPSTs. One of the most striking concerns of the case study teacher was related to confidence. Yet, as the study progressed her level of confidence has risen and towards the end of the study she almost felt totally confident. A secondary result to this end was that a restructuring of ITT courses for GPSTs may be necessary. By means of including a few undergraduate courses in ELT methodology and teaching foreign languages to young learners, the Turkish GPSTs will probably be better prepared for the future and not be shocked as it was the case for the teacher in this study.

A model of in-service training for the Turkish GPSTs can also be suggested under the light of the results obtained from this study. These results made the case clear that in such an in-service model the following should be included:

- Courses in subject knowledge which are to be kept in line with the primary English curriculum;
- Courses in pedagogical knowledge which should mainly center around TPR and embedding;
- Courses about classroom teaching techniques which should mainly include games and especially songs;
- Courses about pronunciation and intonation which should mainly center around primary English curriculum;
- Material support, especially audio-visual materials; and
- Ongoing specialist support.

It is hoped with this study that a taboo in Turkey will be brought under scrutiny of the politicians and the researchers. Otherwise the current situation, described earlier will cease to exist and consequently both the GPSTs in unified-classroom primary schools and students will continue to struggle. Hence, I would like to invite researchers to carry out further research on the topic.

REFERENCES

- Anonymous. (1997). *Super Songs: songs for very young learners*. Oxford: Oxford University Press.
- Bassey, M. (1999). *Case Study Research in Educational Settings*. Buckingham, UK: OUP.
- Department for Education and Skills. (2007). *Languages Review*. Nottingham: DfES.
- Driscoll, P. (1999a). Modern foreign languages in the primary school. In *The Teaching of Modern Foreign Languages in the Primary School*, ed. P. Driscoll and D. Frost, (pp. 9-26). London: Routledge.
- Driscoll, P. (1999b). Teacher expertise in the primary modern foreign languages classroom. In *The Teaching of Modern Foreign Languages in the Primary School*, ed. P. Driscoll and D. Frost, (pp. 27-49). London: Routledge.
- Driscoll, P., J. Jones, and G. Macrory. (2004). *The Provision of Foreign Language Learning for Pupils at Key Stage 2*. London: DfES.
- Edelenbos, P., R. Johnstone, and A. Kubanek. (2006). *Pedagogical Principles Underlying the Teaching of Languages to Very Young Learners. Languages for the Children of Europe. Published Research, Good Practice and Main Principles*. Brussels: European Commission. Education and Culture, Culture and Communication.
- Ersoz, A. (2007). *Teaching English to Young Learners*. Ankara, Turkey: Kozan Ofset.
- Eurydice. (2005). *Key Data on Teaching Languages at School in Europe*. Brussels: Eurydice European Unit.
- Kirsch, C. (2008). *Teaching Foreign Languages in the Primary School*. London: Continuum.
- Low, L. (1999). Policy Issues for Primary Modern Languages. In *The Teaching of Modern Foreign Languages in the Primary School*, ed. P. Driscoll and D. Frost, (pp. 50-65). London: Routledge.
- Maykut, P. and Morehouse, R. (1994). *Beginning Qualitative Research: a philosophical and practical guide*. London: Falmer Press.
- McKay, P. and Guse, J. (2007). *Five-Minute Activities for Young Learners*. Cambridge: Cambridge University Press.
- Martin, C. (1995). *Games and Fun Activities*. London: Centre for Information on Language Teaching and Research.
- Miles, M.B. and A. Huberman. (1994). *Qualitative Data Analysis: an expanded sourcebook*. 2nd ed. Thousand Oaks, CA: Sage publications.
- MEB. (1997). Talim ve Terbiye Kurulu Başkanlığı, İlköğretim 4. ve 5. Sınıf Yabancı Dil (İngilizce) Öğretim Programı. *Tebliğler Dergisi*, Ekim 1997, 2481.
- MEB. (2006). 2005-2006 Yılı İlköğretim İstatistikleri. <http://iogm.meb.gov.tr/pages.php?page=sube&id=2> (accessed February 21, 2011).
- Mirici, İ.H. (1999). *Türk Milli Eğitiminde İlköğretim 4. ve 5. Sınıflarında Uygulanmakta Olan İngilizce Programlarına Bakış ve Öneriler*. Ankara, Turkey: Milli Eğitim Bakanlığı EARGED.
- Mirici, İ.H. (2001). *Çocuklara Yabancı Dil Öğretimi (İlköğretim 4. ve 5. Sınıflar Örneği)*. Ankara, Turkey: Gazi Kitabevi.
- Muir, J. (1999). Classroom Connections. In *The Teaching of Modern Foreign Languages in the Primary School*, ed. P. Driscoll and D. Frost, (pp. 99-113). London: Routledge.
- Satchwell, P. (1999). Teaching in the target language. In *The Teaching of Modern Foreign Languages in the Primary School*, ed. P. Driscoll and D. Frost, (pp. 88-98). London: Routledge.
- Şevik, M. (2007). Öğretmen Adaylarının Yabancı Dil Derslerindeki Farklılıkları Ve Başarı Düzeylerinin Saptanması: Burdur Eğitim Fakültesi Örneği. *Milli Eğitim Dergisi*, 35/173, 193-209.
- Sharpe, K. (1991). Primary French: More Phoenix than Dodo Now. *Education*, 19/1, 3-13.
- Sharpe, K. (1992). Communication, culture, context, confidence: The four 'c's of primary modern language teaching. *Language Learning Journal*, 6, 13-15.
- Sharpe, K. (2001). *Modern Foreign Languages in the Primary School: the what, why and how of early MFL teaching*. London: Kogan Page.
- Slattery, M. and J. Willis. (2001). *English for Primary Teachers: a handbook of activities and classroom language*. Oxford: Oxford University Press.
- Stake, R.E. (1985). Case Study. In *World Yearbook of Education 1985: research, policy and practice*, ed. J. Nisbet, et al. London: Kogan Page.
- Stake, R.E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.
- Yin, R.K. (1994). *Case Study Research*. Thousand Oaks, CA: Sage Publications.
- Yüksek Öğretim Kurulu. (2006). *Eğitim Fakültelerinde Uygulanacak Yeni Programlar Hakkında Açıklama*. http://www.yok.gov.tr/egitimogretmenprogramlar_aciklama.doc (accessed March 15, 2011).

Birleştirilmiş Sınıflı İlköğretim Okullarında İngilizce Öğretimi: Durum Çalışması

Mustafa ŞEVİK*

ÖZ: Bu çalışmanın başlıca amacı, Türkiye'deki birleştirilmiş sınıflı ilköğretim okullarında görev yapan ve İngilizce öğretmek zorunda kalan sınıf öğretmenlerinin İngilizce öğretimine uyum sağlamalarının olası yollarını ve bu öğretmenlerin hizmet içi eğitim gereksinimlerinin araştırılmasıdır. Bilindiği gibi, birleştirilmiş sınıflı ilköğretim okullarına İngilizce öğretmeni ataması yapılamamaktadır ve bu nedenle bu okullarda görev yapan sınıf öğretmenleri İngilizce derslerini de yürütmek zorunda bırakılmaktadır. Bu çalışma Türkiye'nin güneyinden benzer bir durum çalışmasının sonuçlarını aktarmaktadır. Çalışma sonuçları, birleştirilmiş sınıflı ilköğretim okullarında görev yapan sınıf öğretmenlerinin yeterli hizmet içi eğitim almaları koşuluyla İngilizce öğretiminde etkili olabileceklerini göstermektedir.

Anahtar kelimeler: İngilizce, birleştirilmiş sınıflı ilköğretim okulu, sınıf öğretmeni, çocuk.

ÖZET

Amaç ve önem: Bu çalışmanın başlıca amacı, Türkiye'deki birleştirilmiş sınıflı ilköğretim okullarında görev yapan ve İngilizce öğretmek zorunda kalan sınıf öğretmenlerinin yabancı dil öğretimine uyum sağlamalarının olası yollarını ve bu öğretmenlerin hizmet içi eğitim gereksinimlerinin araştırılmasıdır. İlköğretim seviyesinde İngilizce öğretimi ile ilgili araştırmalar gerek Türkiye'de gerekse dünyada giderek daha da önem kazanmaktadır. Ancak, Türkiye'deki birleştirilmiş sınıflı ilköğretim okullarında İngilizce öğretimine yönelik ve bu okullarda görev yapan sınıf öğretmenlerinin hizmet içi eğitimlerine yönelik çalışmaların göz ardı edildiği görülmektedir. Bu nedenle bu konuda yapılacak olan çalışmalara gereksinim duyulmaktadır. Bu araştırmada, bu gereksinime yönelik olarak birleştirilmiş sınıflı ilköğretim okullarında görev yapan ve İngilizce öğretmek zorunda kalan sınıf öğretmenlerinin yabancı dil öğretimine uyum sağlamalarının olası yollarını ve bu öğretmenlerin hizmet içi eğitim gereksinimleri araştırılmıştır.

Yöntem: Araştırma durum çalışması modelinde düzenlenmiş ve toplam 18 hafta (bir dönem) sürmüştür. Araştırma için Burdur il merkezine bağlı Akyaka köyü birleştirilmiş sınıflı ilköğretim okulu durum olarak seçilmiştir. Bu okulda görev yapan sınıf öğretmeni ve toplam 20, 4. ve 5. sınıf öğrencisi araştırmanın örneklemini oluşturmaktadır. Veri toplama aracı olarak sınıf öğretmeni ile 60'ar dakikalık yüz yüze görüşme yöntemiyle iki mülakat yapılmıştır (araştırma öncesi ve sonrası) ve sınıf öğretmeni ile araştırmacı haftada bir kez durum değerlendirmesi yapmak amacıyla görüşmüştür. Elde edilen veriler sınıflandırılmış ve tematik olarak sunulmuştur.

Bulgular: Araştırma sonuçlarına göre birleştirilmiş sınıflı ilköğretim okullarında görev yapan sınıf öğretmenlerinin İngilizce öğretimi alanında kendilerini yetersiz gördüklerini, ancak yeterli hizmet içi eğitim almaları ve gerekli materyal desteği verilmesi koşuluyla İngilizce öğretiminde etkili olabilecekleri sonucuna ulaşılmıştır.

Tartışma, sonuç ve öneriler: Bu sonuçlar ışığında, birleştirilmiş sınıflı ilköğretim okullarında görev yapan ve İngilizce öğretmek zorunda kalan sınıf öğretmenlerinin İngilizce öğretimine uyum sağlamalarının olası yolları tartışılmış ve hizmet içi eğitim gereksinimleri ile ilgili önerilere yer verilmiştir.

* Yrd.Doç.Dr., Mehmet Akif Ersoy Üniversitesi, msevik@mehmetakif.edu.tr