



**DEVELOPING A SUPPLEMENTARY CLIL SYLLABUS FOR THE 5th
GRADE**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Nimet Sümeyra Kurt tarafından hazırlanan “5. Sınıflar için Destekleyici CLIL Müfredatı Geliştirme” adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Ana Bilim Dalı’nda yüksek lisans tezi olarak kabul edilmiştir.

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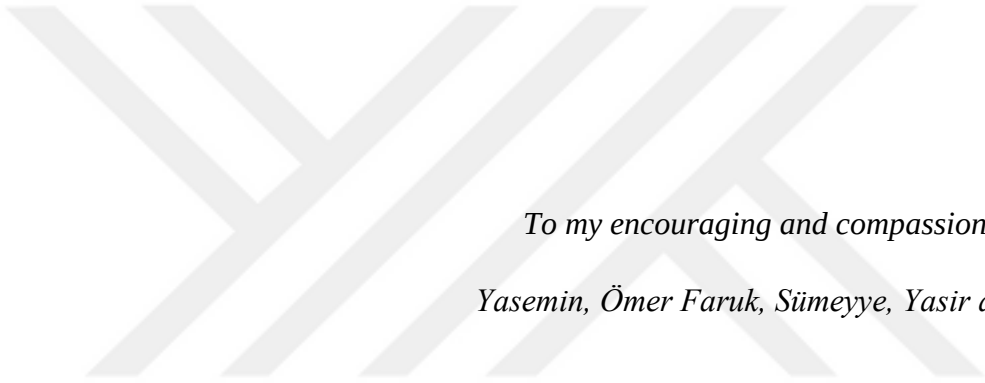
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Bu tezin İngiliz Dili Eğitimi Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

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*To my encouraging and compassionate family
Yasemin, Ömer Faruk, Sümeyye, Yasir and Yahya*

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5. SINIFLAR İÇİN DESTEKLEYİCİ CLİL MÜFREDATI
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ÖZ

Dil ve İçerik Bütünleşik Öğrenme, son yıllarda kullanımı özellikle Avrupa’da yaygınlaşmış bir dil öğretim metodudur. Bu metoda göre asıl amaç bir konunun öğrenilmesidir, bu sırada yabancı dil öğretimi bir amaç değil araç olarak kullanılır. Öğretici konuyu anlatırken kullandığı materyaller, teknikler ve aktivitelerle öğrencilerin bilmedikleri bir dil ile konuyu özümsemelerini sağlar. Öğrenirler konuyu anlamaya çalışırken aynı zamanda hedef yabancı dilin kelimelerini, kalıplarını ve kullanımlarını da öğrenmiş olurlar. Milli Eğitim Bakanlığı’nın 2017’de başlattığı bir uygulamaya göre 779 okulda beşinci sınıflar İngilizce dili ağırlıklı hazırlık sınıfı olarak öğrenim görüyorlar. Bu tezin amacı artırılmış İngilizce ders saatlerinde kullanılabilecek Milli Eğitim Bakanlığı müfredatını destekleyici bir program sunmaktır. Öğrenciler İngilizce’lerini pekiştirirken aynı zamanda ders saati azaltılmış diğer dersleri de pekiştirme şansı bulacaklardır. Bununla birlikte bu metot alt/üst sınıflarda Seçmeli İngilizce dersi için de kullanılabilir. Çalışma için öncelikli olarak beşinci sınıflarda okutulan tüm derslere ait Milli Eğitim Bakanlığı yıllık öğretim planları incelendi. Detaylı bir müfredatlar-arası analizden sonra farklı derslerden üniteler seçildi. Yaklaşık olarak her dersten dörder ünite seçildi ve bir anket ile yaklaşık iki yüz beşinci sınıf öğrencisine sunuldu. İngilizce dersinde planlanan on ünite bulunduğu için anket sonuçlarına göre en çok seçilen on konu belirlendi. Bunun yanı sıra İngilizce müfredatındaki on ünite, konu, kazanımları, aktiviteleri, ödevleri, hedef kelimeleri gibi eğitsel açılardan analiz edildi. Detaylı bir müfredatlar-arası incelemeden sonra İngilizce verileri ile diğer derslerden elde edilen veriler eşleştirildi, harmanlandı ve destekleyici müfredat hazırlandı. Hazırlanan destekleyici materyalden alınan iki adet ünite örnek olarak hazırlandı ve teze eklendi. Son aşama ise uygulama aşaması oldu. Hazırlanan üniteler anket uygulanan beşinci sınıflar altıncı sınıfa geçtiklerinde, İngilizce’nin ve diğer derslerin kazanımlarını bir önceki yıl anlamış ve özümsemiş bir haldeyken öğrencilere sunuldu. Takip eden eğitim – öğretim

yılının g z d neminin bařında yirmi beř kiřiden oluřan bir altıncı sınıfına uygulama ařaması yapıldı ve bu  niteler iřlendi. Uygulama sonrası katılımcıların fikirlerinin alındıęı bir g r řme anketi uygulandı. Sonu lar analiz edilerek sunuldu. Bununla birlikte hazırlanan destekleyici m fredat ve  rnek  niteler iki farklı İngilizce dersi  ęretmenine sunuldu ve onların g r řleri alındı, analiz edildi, sonu lar b l m ne eklendi.



Anahtar Kelimeler : Dil ve İ erik B t nleřik  ęrenme, Milli Eęitim Bakanlığı, m fredat, m fredatlar-arası

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ABSTRACT

Content and Language Integrated Learning (CLIL) is a language learning method which has a widespread usage in recent years especially in Europe. The main aim according to this method is learning content, where foreign language teaching is not an aim, but a tool. The instructor makes the students internalize the theme through materials, techniques and activities used during the teaching process by using a foreign language. While trying to understand the theme, the learners will have learnt the words, use and patterns of the target foreign language. According to an implementation started with the Ministry of National Education in 2017, the fifth graders at 779 schools have been getting a preparatory class education with extended English language course hours. The purpose of this thesis is to present a supplementary syllabus in line with that of The Ministry of National Education to be used in English classes as class periods allocated for English has been increased. The learners will have a chance to compensate for the other subjects which have lessened course hours as well as English. In the meantime, this method may also be used for the elective English lessons in the other grades. First of all, all the annual syllabuses of the fifth grade prepared by the Ministry of National Education were examined thoroughly for the study. After a detailed cross-curricular analysis, units from different subject contents were selected. Approximately four units from all of the courses were taken and presented via a questionnaire to nearly two hundred fifth grade students. There are ten units planned for the English course, so the most preferred ten units were determined according to the results of the questionnaire. Meanwhile, all of the ten units designed for the English classes were analyzed in terms of educational issues like the topic, functions, skills, activities, assignments and target words. After a detailed cross-curricular examination, the data, obtained with the analyses of the English subject and the other school subjects were matched, harmonized and the suggested supplementary syllabus was developed. Two units from the developed supplementary material were prepared as examples and added to the thesis. The last stage of this study was the implementation part. The fifth grade students who had

responded to the questionnaire were given the prepared units a year after in the sixth grade after having achieved and internalized the learning goals of English and all of the subjects of the fifth grade during the previous year. The implementation part was conducted with a sixth grade class consisting of twenty – five students at the fall semester in the following education year after the questionnaire was implemented and the units were studied. After the practice part, an opinion survey was conducted with the participants. The results were presented after the analysis of the survey. In addition to that, the suggested supplementary syllabus and the two sample units were presented to two English language teachers and their opinions were also taken, analyzed, added to the result part.



Key Words : Content and Language Integrated Learning, CLIL, Ministry of
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LIST OF ABBREVIATIONS

CBI Content Based Instruction

CBLT Content-based Language Teaching

CLIL Content Integrated Language Learning

EU European Union

MoNE Ministry of National Education

CHAPTER I

INTRODUCTION

In today's world, the developments in technology, communication and knowledge have caused the relations between people and countries to intensify in all areas. The rapid and effective development of communication technologies has removed the boundaries between countries. Therefore, the need for foreign language has gained more importance every day. The structure and requirements of occupational groups are rapidly changing and evolving. In this development, technology and foreign languages have become very much needed tools. Individuals and almost every segment of society are aware of the need to learn a foreign language.

In today's globalized world, to know foreign languages is the most important tool to communicate with other nations. Countries need people who speak foreign languages in order to establish international relations in different fields such as social, political, economic, educational and cultural etc. To enable these relations to be established and maintained, using lingua franca, which means a common language between speakers who speak different native languages, is important. In addition, knowing more than one foreign language has become an important requirement (Cummins & Swain, 1986).

The European Union (EU) countries give importance to learning more than one foreign language. Different studies and arrangements are made in order to promote multilingualism and multiculturalism and to achieve rapid development and progress for foreign language teaching. It is also so important for Turkey to follow the developments in different countries regarding language teaching, benefiting from their expertise and experience and updating the education system (Erdoğan, 1995). In this regard, it is very important to investigate the

educational curricula and programs of different countries and to cooperate with them in these fields.

In the 21st century, when science, technology and communication have been developing rapidly, the main aim of adapting to modernization and development is to reach universal standards, universal knowledge and values. In order to achieve this, it is very important to use the rich scientific and cultural accumulation, communication, and the internationally recognized foreign languages. The basic function of foreign languages is to establish various relationships and go beyond more communication.

In our country, which is in the process of becoming a member of the EU, harmonization and preparatory work has been carried out in many fields for many years (Sağlam et al., 2011). In order to ensure this, the education system, which is one of the most important among these fields, is harmonized with the education system and standards of EU countries; established the commissions within the Ministry of National Education to continue their activities in this field. In the process of membership to the EU, the suitability, similarities, and differences of the education syllabuses and programs implemented by our country for all levels should be demonstrated.

In this context, it is very important to conduct research on current foreign language teaching programs at all levels in Turkey (Aslan & İzci, 2017), because foreign language courses are compulsory courses in primary and secondary schools. The most important objective in foreign language teaching is to teach students to use at least one foreign language in real life in accordance with their level. For this reason, it is very important that the suggested supplementary syllabus, the books and all the course materials are compatible with each other.

In order to keep up with all these developments and changes and to stay in touch with other countries, it has become a necessity for every citizen to learn at least one foreign language. In order to manage this effectively, it is very important for teaching the language at an early age. In order to learn a foreign language in a meaningful way, it is effective to start teaching at an early age and to present it by integrating it into subjects. In addition, while learning a foreign language, the cultural values of that language and country are also learned. Therefore, a foreign language to be learned at an early age will add significant values to the development of the child.

Achieving foreign language acquisition by integrating it into the other subjects will enable the development of skills in the target language, as well as a fast and permanent learning process. This will contribute to the success of the child in many areas in the future. In this respect, there is a language teaching approach named Content Integrated Language Learning (CLIL) which could be used for young learners to improve communication, cooperation and sharing. Content Integrated Language Learning (CLIL) approach is a language teaching method that proposes to integrate language teaching into content teaching. Content Integrated Language Learning at an early age will enable the brain to understand the differences between languages, establish a link between those differences, to learn the language through experience, and to improve the quality of teaching and to enable the child to express his / her own thoughts easily. Therefore, Content Integrated Language Learning on young learners' education has become a model that is widely used throughout the world, especially in the EU countries (Coyle et al., 2010).

Content Integrated Language Learning (CLIL) approach has been demonstrated across Europe for the last two decades, with proven positive effects on the language skills of foreign language learners (Korosidou & Griva, 2014; Lasagabaster, 2008). CLIL approach requires the design of training situations by combining the objectives of the foreign language field in the curriculum with those in the subject area (Snow, 2001). This approach aims at teaching the target language in the given subject without attempting to teach the language separately (Krahnke, 1987). CLIL is focused on the subject area, unlike traditional language teaching techniques (Stryker & Leaver, 1997).

CLIL approach, which focuses primarily on language, content and learning skills, can provide successful results when applied in both early language teaching and adult language learning (European Commission, 2006; Mehisto, Marsh & Frigols, 2008). CLIL approach aims to achieve two benefits rather than one by planning the content objectives well. In this model, it is aimed to learn the content together with targeted language skills for students (Lightbown & Spada, 2006; Wesche & Skehan, 2002).

As in all fields of education, the needs of students should be taken into consideration when developing a foreign language curriculum (Çelik, 2003; Diken, 2006; Sabuncuoğlu, 2010). Further, it should be kept in mind that the goal of teaching a foreign language to young learners is to enable them to understand real life, to give meaning to it and to communicate in it. Therefore, content that has a significant impact on achieving the objectives set should

be motivating, cognitive development and interesting to ensure that students learn (Snow, Met, & Genesee, 1989; Brewster, 1999 cited in Kavaliauskiene, 2004).

Within the scope of the educational reform of the Ministry of National Education, MoNE has renewed the curricula in foreign language education. In the new program, instead of grammatical accuracy, semantic accuracy and fluent speech are targeted in comparison with previous years' programs (MoNE, 2018). The reason for choosing this program is to encourage multilingualism and to focus on “process” instead of “result” in language teaching.

In this research, firstly the importance of foreign language learning of young learners, critical periods and studies on appropriate contents were examined. Then the second language acquisition models that affect the idea and model underlying the CLIL approach were summarized. As a result of this research, a suggested supplementary syllabus in accordance with the syllabus of the MoNE was developed for 5th grade students considering the Content Integrated Language Learning (CLIL) approach. As a result of this suggested supplementary syllabus, the possible problems related to the language skills outputs of the model are supposed to be determined.

1.1. Background of the Study

As young learners have not completed their physical, emotional and cognitive development, they may get distracted easily during their process of education. For this reason, it is difficult for students to give an undivided attention to the classes. Therefore, motivating the students towards the lesson is an important component. This study suggests a supplementary syllabus where students decide on the contents of it. Studying units designed according to the students' preferences may have a positive effect on motivation issue.

In recent years, "Content Integrated Language Learning" (CLIL) has become one of the most popular and new teaching methods in foreign language courses. This method is based on the principle of teaching any course content through a foreign language. In this way, while the lessons could become more interesting and attention-gathering for students; in addition, students might develop foreign language skills by gaining the habit of using foreign language in courses. In this study, CLIL was used to prepare the suggested supplementary syllabus in line with the current MoNE syllabus.

1.2. Statement of the Problem

Secondary school 5th grade courses are conducted in accordance with a syllabus developed by The Ministry of National Education. The teacher plans his/her classes according to this program. Sometimes students may not understand the subject contents sufficiently or they may not be able to concentrate on the subject. In such cases, teachers prepare additional course activities and repeat the course with supplementary teaching approaches. Besides, intensive English language teaching program for fifth grade developed by the MoNE requires supplementary course materials. In order to support the learning environment via supplementary and motivating course materials, a suggested supplementary English course syllabus for the fifth graders was developed by the use of "CLIL" teaching approach as a supplementary education program for the MoNE. In order to meet these needs of teachers, two sample units were developed for a practical implementation in the classes.

1.3. Purpose of the Study

Course plans are designed to help students learn better. Therefore, a supplementary syllabus is suggested in this study to support the current MoNE syllabus. This suggested supplementary syllabus includes target functions and useful languages, planned language skills and sub-skills, learning outcomes, teaching materials, target vocabulary and possible assignments, contexts and tasks. This suggested supplementary syllabus integrates English language with the contents of the different courses that might increase the interests of the students on the subjects. It is important to comply with the formal syllabus when developing a supplementary syllabus. For this reason, a detailed cross-curricular examination was done at the beginning of the study. In addition, the roles of the teacher and how the students participate in the course activities should be planned well.

Therefore, the main purpose of this study is to prepare a suggested supplementary syllabus based on CLIL teaching approach in line with the 5th grade syllabus of the MoNE and two sample units by the help of an interest survey conducted with the fifth grade students. A year after the conducting of the interest survey, these sample units were covered with the same group of students, who had become sixth grade students having reached all of the learning goals of the fifth grade. After the implementation part, the opinions of the participants and two English course teachers were taken via an opinion survey.

The aim of this study is not to develop just a course plan that can be used for different courses or teaching objectives. This study offers a suggested supplementary syllabus integrated with the current MoNE syllabus. While developing this syllabus, the problems in language teaching, the motivation of the students to the course, the individual needs of the students, the teaching methods of English as a foreign language, the components of the course plan and the subject contents to be integrated into English have been taken into consideration. It is not intended for students to learn English directly when planning the course flow. What is important here is learning the content of the course by using a foreign language. The subjects they have learned the previous education year are integrated into the English subject learning goals. By this way, students have a chance to see the information they have gathered through other school subject in their English classes. The indirect teaching methods in the suggested supplementary syllabus enable students to learn how to discover the meaning of the target vocabulary and the learning goals in English. They have to find out the Turkish version of the supplied English input. This makes learners search for information instead of taking it directly and makes the subjects desirable for students. As the education program is being prepared, the learning outcomes, teaching activities, and functions of the subject contents are also taken into consideration.

While covering the sample units in class, attention has been paid to whether the course is progressing in accordance with the syllabus. The teacher uses only English as the teaching language in the education process. According to this teaching process, it is important that students participate in the classes and communicate with both the teacher and other students. Therefore, active participation of the students in the course is encouraged and students try to use only English as the language of communication.

At the end of the implementation part, students' views on the course are taken for not just to determine how effective the CLIL teaching approach is, but to determine how motivated they are towards the course. Therefore, students' opinions are presented under a specific title without being evaluated in a cause-effect relationship. In addition to that, the perceptions of two English language teachers about the suggested supplementary syllabus and two sample units are taken into consideration via an opinion survey.

1.4. Significance of the Study

With CLIL approach, teaching has been successfully applied in different parts of the world and positive results have been obtained. Experiencing this learning method in Turkey may be the solution to many learning problems and might make lessons more enjoyable as well. This can increase the students' motivation towards lessons and the students might have a chance to develop their foreign language skills. In addition, the suggested supplementary syllabus is supposed to be efficient and effective.

There has been an intensive language learning program in the fifth grade as a pilot scheme since 2017. According to this education program, the students have fifteen class hours for foreign language in a week. This suggested supplementary syllabus can be used to support the current MoNE syllabus in classes which have intensive English language learning program.

1.5. Procedure of the Study

First of all, this study requires a cross-curricular analysis. For this reason, all of the education programs of the Ministry of National Education for fifth grade were analyzed. The most suitable subject contents for CLIL methodology were determined and analyzed in detail. Nearly four units from all of the subject contents except English were chosen and itemized in a questionnaire. This questionnaire was applied to 5th grade students as an interest survey to deduce which content they would like to study in English. By this way, the syllabus and the sample units were designed according to the interests of the participants. The participants' preferences of contents were taken into consideration thanks to the questionnaire in terms of motivation. This step was taken to promote the motivation of the participants to be engaged in the suggested supplementary syllabus and sample units designed according to their interests. According to the results of the survey, because there were ten units in the current English syllabus of the Ministry of National Education, the most preferred ten topics were determined and a suggested supplementary syllabus was developed in accordance with CLIL teaching approach.

Two units from the suggested supplementary syllabus have been developed into full sample units. These sample units are compatible with the old course program. These developed units are applied to a group of twenty-five sixth grade students for the purpose of repeating the courses which they have studied in the fifth grade and the opinions of the students are taken

and presented in chapter 5 to determine the effectiveness of the suggested supplementary syllabus and the implementation part. The participants' preferences of contents were taken into consideration to create motivation. The questionnaire was a means of determining their preferences. The sixth grade students in the implementation group consist of those who have answered the questionnaire when they were in fifth grade. There is not a needs analysis in the study because the syllabus is prepared in accordance with the MoNE syllabus. As a final step, perceptions of two English course teachers on the suggested supplementary syllabus and the sample units are included by using another opinion survey.

1.6. Limitations of the Research

In this study, firstly a questionnaire was carried out with 236 students (200 of them were valid). According to the questionnaire results, a suggested supplementary syllabus and two sample units were prepared which were used for the implementation part. As the implementation was practiced with only twenty-five participants out of 236 students the study covered a small number of participants.

After the implementation, two opinion surveys have been conducted with the participants and two language teachers. The results are limited to the opinions of only twenty-five students and two colleagues. The limitations of the study is not only about the limited number of participants but also about time as there were only seven weeks for the implementation.

There are ten units in the suggested supplementary syllabus as in the current MoNE English education program; however, this study is limited to two sample units developed in accordance with CLIL teaching approach for implementation, not all of the ten units are involved in the implementation part.

CHAPTER II

REVIEW OF LITERATURE

There are three main branches to be explained in this chapter. These components are young learners, Content and Language Integrated Learning (CLIL) Method and syllabus design. To conduct this research, all of them should be studied and explained well.

2.1. Young Learners

In this part of the study the description of the term, the importance of foreign language teaching to young learners, how young children learn language, the critical periods in foreign language teaching for young learners, improving young learners' interests to foreign language and appropriate content and teaching in foreign language for young learners are presented.

2.1.1. Description of the Term

Language is learned in early childhood. There are different theories about how to learn a language, which is the result of the various answers given to this question: "Is the nature and source of human recognition and learning inherent or acquired?" (Wells, 1986). Behavioral psychologists consider learning to be an acquisition. Skinner (1957), as a behaviorist psychologist, has done a lot of research on children's language learning. He presented his hypothesis about language learning of the child through the condition of language behavior in the book "Linguistic Behavior" in 1957. His views had a definite influence on the study of language learning, as well as the teaching and knowledge of the second language. In the book, Skinner claimed that, based on the behaviorism at that time, which was the dominant

theory in American psychology and linguistics, we could explain all aspects of human behavior, including language learning. Skinner believed that human beings learn their behavioral patterns through two processes that affect each other: one that is received by a variety of senses and deliberately generalized and another are between some stimuli with reaction or a special meaning (Skinner, 1957).

According to Skinner's theory, there is no need for a sophisticated, intrinsic mechanism to learn a language. He did not pay attention to the internal mechanisms of behavior. He believed that the only necessary and sufficient condition for justifying the problem of language learning was the regular observation of the events of the outside world, which makes the child produce unique voices (Skinner, 1957). Skinner's theory of language has been criticized by some psychologists. This theory is just the opposite of Chomsky's theory.

Noam Chomsky (1959), as a rationalist and supporter of intrinsic language learning, has criticized Skinner's theory for two significant reasons: first, human behavior is considerably more complicated than animal behavior. Secondly, the linguistic expression is a "special type of behavior" and only a specific human being cannot be justified by studying the behavior of animals (Als, 1993: 72). From Chomsky's point of view, the ability to learn a language in humans is innate. Language learning occurs in all human societies, and all languages share common characteristics (Chomsky, 1965). Chomsky, in his universal order model, introduced in the 1980s, called the "Second Revolution," states that human language is a set of principles and parameters. Principles include elements and rules that are identical in all human languages, and parameters include those that are specific to each language. Therefore, the child learns naturally from a series of universal principles when learning a language and does not need to learn them again, and it is enough to learn the parameters of another language (Andresen, 1990).

Another theory about language learning has been put forward by Jean Piaget (1967) and other cognitive psychologists argued that language development is both an aspect of child cognitive development and a reflection of cognitive processes. In fact, the cognitive development of the child leads to the learning of his language. From Piaget's point of view, the growth of language depends on the growth of thinking and understanding of the world, and the picture is not accurate (Piaget, 1967).

The theory of social interaction is also one of the language learning theories that try to establish a consensus between learning theory and institutionalism theories. Proponents of this theory emphasize the importance of interactions between the parents and the child. They

have studied environmental impact, how parents talk with their children, and how they respond to them. The difference between social classes and cultural groups has also been the subject of their study (Cazden, 1988).

As can be seen, each of these theorists has considered essential aspects of language learning. By combining these theories and removing their shortcomings and their weaknesses, a comprehensive approach could be presented in a more complete way to answer different aspects of language learning such as social, cultural, and linguistic knowledge, and also the role of essential factors such as teaching, imitation, confirmation, generalization as well as the effect of the interaction of language with others. In addition to the above-mentioned, much empirical research has been conducted based on language learning theories and have provided useful results in the development of child language. Among the investigation, the researchers Woolfe et al. (2010) conducted a study on 240 children aged 3 to 7 who were from nursery schools in the British deprived areas. The results of the children's language development showed that the lack of children in kindergarten and preschool and their limited participation in linguistic conversations delay the linguistic development of children. This was not dependent on their weak cognitive ability (Woolfe et al., 2010).

Anderson (1988) also studied on 119 children aged between 1 and 8 in his longitudinal studies in Sweden. Children who were enrolled in kindergarten at age one, compared with children who were at an early age or were cared for at home, in cognitive and language tests, had scored significantly higher grades and received better grades from their instructors (Anderson, 1988). Research has also shown that children that attend pre-primary centers have fewer adaption issues and more educational achievement due to social exchanges with their peers. In cognitive skills and language use, they also perform well (Munro, 1988). Dockrell et al. (1997) also found in their research that children who cannot solve their speaking and linguistic problems during pre-primary school are mainly harmed by the use of formal education programs, as most educational programs involve the use of language (Dockrell et al., 1997).

Marjanovic (1999) investigated the effect of preschool education and the quality of parents' literacy on the development of child language. The results of the study showed that 162 children entering a kindergarten at age one had better linguistic skills in storytelling than children who had started pre-school at age 3. The study also found that a high-quality preschool can have a significant effect on the linguistic skills of children whose parents have a lower level of literacy. In this research, the impact of parents' literacy level was also

examined, and the results showed: Father's and mother's levels of education has a positive impact on children's linguistic skills, but this variable is less effective than the presence of a child in preschool centers (Marjanovic, 1999).

Sylva et al., (2004) in a five-year research project (from 1997 to 2003) entitled "Effective monitoring of preschool education," examined the growth of three thousand children aged between three and seven in different preschool centers, and gave logical results. This study, which was conducted in the elementary period found the most significant effect on the language development of children who have pre-primary education experience. Additionally, the duration of attendance (the length of the course in preschool) is a positive factor in the number of child's skills, so preschool education can be a significant contribution to social development and a great introduction to primary school (Sylva et al., 2004).

Marcon (1999) also studied the relationship between pre-school education and academic performance of first-grade students. From the findings of this study, it appears that lower and middle-class students benefit from these types of programs. Similarly, the results showed a significant difference between the reading scores of both groups with and without pre-school education (Marcon, 1999).

The French National Institute of Educational Research also provided valuable information on the impact of pre-primary education on primary school education. According to this information, the failure of education in elementary schools has declined relative to the expansion of kindergartens and preschool education. As in 1970, when one hundred percent of these children were in kindergarten, this rate was reduced to 20.8%, but in 1989, 89.9% of children aged 5 to 6 were attending kindergartens, the school drop-out rate was 4.23% at the baseline (Amaral et al., 2013). Especially with developments in education and training, there are many implementations and research on the starting age of foreign language teaching in Turkey, in Europe and in other countries. The general opinion on this issue is to reduce the starting age of foreign language teaching in schools. Due to the social changes, multiculturalism and multilingualism, it has been an important necessity to start teaching a foreign language to young students before adolescence in many countries, especially in Europe.

Here, it is necessary to define the concept of the young learner and the characteristics of these learners. Although the word "Young" represents different age groups in different languages and cultures, the European Union uses the concept of "Young Learner" to express the primary school students between 7 and 12 years of age. In some cases, some of the

researchers include those up to the age of 14 into this young learner group (Nikolov&Djigunovic, 2011). According to Purwaningsih (2008: 30), “Young Learners are learners in Elementary School ageing 9-10 years old who are learning English as a foreign language”. According to Hoesein (2006), “Young Learners are the students of Elementary School who are at grade four up to grade six”.

Meanwhile, Rixon (2012) classifies young students in two categories. The first one is students aged between 6 and 12 years, the other is between 6 and 16. Both groups fit in the compulsory education in many contexts in both groups. Based on these expressions and definitions, we can conclude that “Young Learners”, in general, are pupils studying in primary or secondary school at 7-15 years of age.

2.1.2. Importance of Foreign Language Teaching For Young Learners

Humanity has felt the need to transfer something to each other since the day it existed. This need created language. Language, which is the most advanced communication tool enables people to live in the same community or country and to store their knowledge and pass it on to new generations. The source of the language is very old and each language has its own rules.

In our globalized world, as a result of the interaction of languages and cultures, multiculturalism and multilingualism are felt in a concrete way. It has become very important to teach a foreign language at an early age as a result of political, economic, social and cultural developments, globalization, developments in communication technologies and the abolition of borders. This has led to the adoption of multilingualism, particularly in EU countries (Aslan, 2003). The Council of Europe, with a number of decisions, emphasized multilingualism and the importance of learning more than one foreign language (Topaloğlu, 2012). Many countries, especially the EU, can only adapt to multilingualism and multiculturalism through the effective introduction of foreign language teaching at an early age, because the most important element in the formation of culture is language. In addition, a foreign language to be taught at an early age will enable the mother language to be better understood and felt.

In our rapidly developing and changing world, almost all countries are communicating with each other on many issues. The countries of the world must be able to communicate at any time in order to catch up with the era, to conduct their international and economic relations

and to exchange information with each other in social, technological, political, cultural, educational and scientific fields. Today, communication is carried out mostly through visual and audio devices, social media, internet, smart devices and computers. It is necessary to know at least one foreign language in order to follow all these developments, progress and changes and to communicate with other people. Therefore, foreign language teaching at a young age is becoming a very important phenomenon. This will contribute to the success of children in many areas in the future. Foreign language teaching at a young age will allow the brain to understand the differences, establish a connection between the differences, recognize different cultures and languages, recognize the differences between them, facilitate the learning of all kinds of learning, increase the quality of teaching and enable children to express their thoughts easily. Foreign language teaching at a young age, improves children's quick and flexible thinking, develop listening ability and sensitivity (Anşın, 2006). It will enable the young learner to have knowledge about the culture, history, people, education, scientific developments, viewpoint and other traditions and customs of the country that speaks the language they have learned.

Today, knowing only one foreign language is insufficient to follow the conditions, rapid developments, progress and changes. For this reason, foreign language learning at a young age has been a subject that has been discussed, written and highly important worldwide. There are many important reasons for foreign language teaching at a young age, such as political, cultural, economic, social, scientific, and educational (Aslan, 2003).

Physiological research has found that speaking more than one language is an important asset for the cognitive process. The brains of two or more multilingual people work differently from those of monolingual people, and these differences offer many mental benefits. Foreign language teaching at a young age enhances the child's ability to think, listen and understand. It allows the child to communicate more easily with people from different countries. When the primary education programs are examined, it is seen that the aim is to develop students in three dimensions. These areas are the cognitive development of the child, the development of motor skills and affective development (Brewster, Ellis & Girard, 2007).

Activities such as raising awareness of foreign cultures in language education, development of understanding towards different societies, and activities such as dual work and group work contribute to affective development in children. It helps develop motor skills through other games like drama work and role-play. The most important area of development is the development of vocabulary, and the progress made from concrete thinking to abstract

thinking. Cognitive development, which is another important area of development, is the progression of the language skills of the child, the development of vocabulary and the progress made from concrete thinking to abstract thinking.

In recent years, to start the teaching of modern foreign languages at a young age has become one of the main priorities for education authorities in most European countries. As a result of the rapid increase in the number of young students and teachers, there has been a significant increase in the number of language policy documents and programs as well as books and teaching materials adapted to the needs of such students (Nikolov & Cigunović, 2011).

English is the most learned foreign language so far, despite the insistence of European institutions to teach different foreign languages (Graddol, 2006).

Extensive research and efforts by famous scholars such as Rousseau, Pestalozzi, Montessori, Froebel, Piaget, Dewey, and others also confirmed that the experiences of the early years of each child are incredibly influential on how to form his personality and ultimate perfection (Grabe, 1991). Froebel had a lot of references to the importance of educational opportunities in the early years of preschool and believed that a child in a rich environment could grow his interests through experimentation and personal activity (Liebschner, 1992). Also, the measurement of child's intelligence by Bloom (1964) until the age of 17 shows that about 50% of the baby's growth was from birth to age 4, about 30% of the age range from 4 to 8 years old and only 20% was between the ages of 8 and 17 (Bloom, 1964). Psychological studies also show that the growth of language and speech is one of the main aspects of growth in humans, which is, in essence, a means for expressing an unlimited number of meanings through a limited system and is also a way of expressing wishes and needs, sharing information, expressing feelings and understanding of others (Alexander, 1988).

Communicating with others and exchanging thoughts is one of the most prominent functions of language. Nevertheless, as Madsen (1997) has pointed out, language has other features such as understanding society and culture, helping to establish and sustain social relationships, classifying language categories and reasoning (Madsen, 1997). Cole et al. (2001) say that, although children learn less about listening and speaking skills through formal education, they are eventually interacting with others in an enticing environment where they can understand and learn from their mother tongue structure. (Cole et al., 2001).

Therefore, language learning requires adequate and constant attention to children in order to provide a solid structure for the language of the child. Thus, preschool education is one of the environmental variables that play an essential role in the development of all children. The syllabus of a course is designed to provide the right grounds for growth in physical, emotional, social and cognitive aspects, and in particular, to develop language and speech. By creating enjoyable experiences, they also help to increase the capacity of children's vocabulary (Young, 2003).

In addition, the increasing number of applicants for this course, the needs of working parents and the needs of the community, highlight the need for quality and rich programs for this period. More importantly, the results of many studies about the effect of preschool programs on students' academic achievement during the elementary period, confirm the need for investment for better education and preparation of quality programs for pre-primary education, which can thereby increase the number of students who progress better in their future academic life after the completion of the course (Shapka et al., 2005). Therefore, considering the importance and role of preschoolers in developing the language of children, as well as the importance of language and speech skills in achieving individual and social goals, the need for such research is clarified.

Semantics consists of three aspects of visual, relational, and oral vocabulary. The visual vocabulary includes the listening system (receiving skills). Relational vocabulary includes organizational systems (integration and interpersonal skills). Finally, oral vocabulary covers the method of speaking (expressive skills). These three aspects of linguistic skills measure the size of the child's vocabulary. However, the syntactic aspect includes grammatical comprehension, sentence imitation and grammatical completeness that measures the awareness and ability of the child to use a single word in the context of the sentence (Duff, 2015).

2.1.3. How Young Children Learn Language

Language is one of the most important and essential means of communication between people, whose development begins at the beginning of the child's birth and continues until the end of his life. From the point of view of rationalist linguists (specifically Chomsky and his followers), the child has, from birth, an inbuilt raw material or, in other words, a linguistic and biological ability that enables him to learn the language. This natural and biological raw

material manifests itself from a specific and predictable age, which is the same for all children in the world (Bruner, 1985). The development, formation, and manifestation of this raw material require a spark that is provided with the language or languages spoken around the child. Hence, each child, due to the existence of natural language knowledge at birth, is potentially able to learn any of the natural languages, and actually learns the language or languages spoken in his surroundings. (Halliday, 1973).

Chomsky (1959) considers each person's linguistic knowledge independent of other abilities of the mind, such as intelligence, thinking, rational reasoning, and cultural considerations. He believes that the brain is composed of independent and free domains, interacting with one another. Based on this belief, he considers the ability of speech independent of other skills of the mind. This mindset seemed initially strange and unthinkable, but records and reports of the linguistic condition of mentally retarded people confirmed this. For example, Yamada (1990) studied a girl named Laura. The results of this study indicated that the 16-year-old Laura, although sufficiently advanced in terms of linguistic abilities and using complex syntactic structures, skills was at the psychological level of a child of two or three years of age, so that it was difficult for her to count the numbers, tell the clock, express her age, and recognize the value of money. Another extraordinary example of this was Christopher's state. Christopher was a man of forty-two. His non-linguistic intelligence has been reported in the Raven's Matrices test to be seventy-five, but his talent, passion, and fascination with language learning and the opportunities he has have led him to learn more than 16 languages. He could translate what he has never seen before in the English language, which was his mother tongue, to those languages. But despite this extraordinary talent in language, his intelligence was low so that he could not take care of himself and was therefore kept at a specialized center for mentally retarded people (Yamada, 1990).

On the contrary, there are a lot of people who have low levels of language skills in the absence of intellectual and mental disorders, and their speech is associated with a disease, which is not related to the speech organs (Curtiss, 1989).

Another major achievement of linguistics in the twentieth century was the distinction between language and speech which was made at the beginning of the century by Ferdinand De Saussure, a Swiss linguist, and described in the second half of the twentieth century by Chomsky as "linguistic competence and performance". Competence means the linguistic knowledge of the spokespersons of each language and action, meaning any kind of using of

this linguistic knowledge, such as speaking, writing, reading, etc. (De Saussure and Baskin, 2011).

Children who start to learn a foreign language at early ages may have the opportunity to develop different literacy and learning skills in their first language. In school years, language learning develops more analytically than holistically (Gonzalez, 1998). At the beginning, students are able to understand the given messages only in general terms, but they are more interested in comparing different language patterns and structures in the last years of primary education. Students' increasing abilities in their mother tongue will contribute directly or indirectly to the process of learning a foreign language.

Primary school children can learn their first and second language at the same time. Therefore, it is very important to support both languages. If young learners have a strong foundation in their first language, they will find it easier to learn a second language. It is important that children of the younger age group are encouraged to play, sing and read in both their first and second languages, and to plan separate times to focus on each language. The adolescent group is more interested in discovering their personalities and identities. This creates many opportunities to use culture, film, TV, music and video games in language teaching for this age group. Young people also enjoy situations that create opportunities for speaking and discussions. Establishing the environments and conditions that children enjoy to enable them to learn the language is an important task for parents and teachers (The Early Years Foundation Stage, 2007).

Children are excellent learners who can naturally learn languages. They are unconsciously influenced by their environment, imitating what they see and hear (McGlothlin, 1997). According to McGlothlin (1997), the English language learning process is divided into two parts. The first part deals with how the new language comes to learners and the second part deals with the idea of how students approach language.

The learner always needs internal and external motivation in the learning process. But young learners are usually easily motivated. In addition, their innate language learning skills still remain powerful to learn a foreign language. For these reasons, young learners can learn more languages than the older ones, depending on the learning environments they are in. Learning in primary schools is related to an active process in which students interact with other students, teachers and their environment.

The following matters also play a significant role in learning (Paradis, Kirova, and Dachyshyn, 2009): a) Language ability: Language learning varies for each individual, b) Language acquisition age: It is possible to learn languages at any age, c) Socio-economic situation: The socio-economic status of the family will affect the learning outcomes of the child, d) The quality and quantity of dealing with foreign language.

For these reasons, a suitable classroom environment and appropriate learning materials should be provided for young learners who learn a foreign language and it should be remembered that each child is unique and the characteristics of each must be known by the teachers (Cameron, 2001). According to Gardner (1983), intelligence manifests itself in different ways in each child. According to Gardner's multiple intelligence theory; each human being has his own special ability areas and intelligences, his own particular way of use. Gardner (1983) mentions eight different types of intelligences. These are visual-spatial, bodily-kinesthetic, musical, verbal-linguistic, personal-internal, social, logical-mathematical and natural-naturalist. These different types of intelligences enable learners to notice their individuality. It also suggests that early language learning should be addressed in terms of individual learning differences and different learning styles.

Linguists state that young learners' entering into a difficult language learning process in primary schools may be negatively affected by the difficulty. While language teachers of young learners know that children's needs and challenges change and develop throughout their primary schools and that children constantly try to understand and make sense of the world around them, it should be kept in mind that their world experiences are very limited. For this reason, teachers should pay due attention to class practices, class speeches, tasks given to children, material selection and activities. There should be interesting and curiosity activities in teaching a foreign language where games are included in education and learning is achieved while having fun (Küçükahmet, 2001). According to Piaget (1965); "The children adapt with the objects around them and their experiences". Cameron (2001) supports this idea by saying that classroom and classroom activities should provide students with the opportunity to learn abundantly.

The foreign language acquisition process differs significantly between age groups. Therefore, different methods and techniques used in foreign language teaching should be employed for different age groups. Foreign language teaching techniques used for adults will not be effective when used for young learners since both age groups have different perception skills. Considering the age groups of young learners in primary schools, it should

be noted that they are still in the stage of play. Students in this age group are interested in activities based on their imagination, such as playing, singing and role-playing. Students will be encouraged to become more active and more motivated in the foreign language learning process by giving positive feelings towards foreign language lessons by acting on the interests and motives of students (Özbal, 2009).

2.1.4. Critical Periods in Foreign Language Teaching For Young Learners

“Critical period” believers claim that adults can never pronounce the pronunciation as native speakers of that dialect (Bruner, 1985). In this theory, the best time to learn a foreign language pronunciation is before maturity; for example, a baby in Japan can easily read and understand every language fluently in its dialect, but the same child cannot recognize the English letters ‘R’ and ‘L’ in adulthood.

Krashen introduces another factor in the inability of adults to learn foreign language pronunciation. He created a distinction between two types of learning, and stated that "children" can learn the language with the communicative and linguistic characteristics of the native speakers of that dialect, while "adults" only have the ability to use language knowledge in limited contexts and their pronunciation will never be like that of the native speakers (Krashen, 1982). He also pointed out that the pronunciation should be learned in childhood and in natural conditions, and classroom instruction will have little effect on learning foreign language pronunciation. These ideas led to the degradation of the place of teaching pronunciation to young learners in foreign language classes and textbooks.

Chomsky (1959) believes that language has a biological foundation, and every child has a Language Acquisition Device (LAD). It is an intrinsic device and has more activity until the physiological maturity of the brain. Lenneberg (1967), while confirming this, introduces the critical period in language learning. It has also been proven with physiological and neurological research that the human brain becomes an adult at the age of puberty and it is usually in this stage that many people feel that they have difficulty in learning a language. Evidence from some exceptional examples is also confirm Lenneberg’s view, for instance, Fromkin et al. (1974) speak of a girl named Jenny being physically and socially isolated until she was 14 years old and had never been exposed to any language. After being discovered she began her social life and learned non-linguistic skills (such as cooking, sewing, etc.), but, even though she developed her scope of vocabulary, her syntax knowledge never

exceeded the level of a two-year-old child's as her sentences often had no grammar. Fromkin's explanation of Jenny's failure to learn the language was that she was exposed after the "critical period" or "sensitive language," at which point her cognitive-physiological development had ended for language learning (Fromkin et al., 1974). The question now arises whether there is a direct relationship between the maturation of the brain and language learning.

Despite receiving reports such as those about Jenny, it is still difficult to answer this question because any relationship between the brain and the ability to learn language certainly does not entirely explained by brain maturity. Because if so, no one could ever learn a new language after twelve or thirteen years of age, if that were the case.

From this discussion, it can be concluded that language learning is not impossible after the critical age and the brain has reached maturity, but more difficult than before. Curtiss et al. (1974) explain the difficulty of language learning after puberty. When a child learns his native language, the nervous and muscular system of his oratory undergoes changes that result in the acquisition of a set of speaking habits; for example, the child learns to recognize and interpret certain vocal stimuli and react to them.

In this process, as the child grows older, two kinds of changes occur:

1. His muscular intelligence loses its flexibility and, as a result, his ability to learn new speech patterns decreases.
2. With the growth of the child, spoken language habits of mother tongue become more rooted and deepened.

These two types of changes - that is, the reduction of biological flexibility and the rooting of mother tongue patterns in the child's mind – become obstacles to learning new languages. For example, a Turkish student who begins to learn a second language at the age of 13 or 14 years has lost his muscular flexibility to a great extent, and the mother tongue habits are strongly rooted in his mind (Curtiss et al., 1974).

Certain periods are very important for a child to acquire some of the behaviors and skills. If these behaviors and skills are not acquired in certain periods, it is difficult to acquire them in the future. Certain periods are also important in foreign language acquisition. This certain period is called the "critical period". It is accepted that the period from birth to adolescence constitutes a critical period in foreign language acquisition (Lenneberg, 1967). The biggest claim of this hypothesis is that natural language acquisition is available for young children

because of the existence of a biologically determined period. Lenneberg emphasized that advancing age would limit this if foreign language acquisition did not occur at an early age. As a result of maturation, he stated that the brain would be rearranged, would comply with the new conditions and the learning power would weaken (O'Neil, 1993). In addition, Lenneberg (1967) argues that foreign languages can be learned consciously and with a very demanding effort, and if this effort diminishes or disappears, language acquisition may be lost at later ages. Lenneberg also states that the difficulties faced in the teaching of foreign languages to adolescents were difficult to overcome (Gaonach, 2006). It is observed that children learn foreign languages more effectively and faster than adolescents and adults in this critical period due to the rapid development of cognitive capacity and skills (Scovel, 2000; Nikolov, 2009). This perspective is supported by neurological and developmental-cognitive domains (Long, 1990; Pülvermüller and Schumann, 1994; Muñoz, 2006).

İlter and Er (2007) state that foreign language education can be given after the age of 5, and it will be easier to learn if foreign language teaching is started at an early age. Foreign language teaching at an early age will allow children to recognize languages and cultures other than their own language and culture (İlter&Er, 2007).

Lambert and Tucker (1972) states that if the second language is learned during the critical period, learners will be more successful in the future. They emphasize that foreign language acquired at an early age greatly contributes to cognitive development (Lambert & Tucker, 1972). Hagège (2005) states that the critical period is between 6 and 10 years of age, decreases or even disappears after this age. Nevertheless, it is important to remember that the critical period until the age of 10 is only related to the teaching of utterance features of the foreign language. Hagège states that a language can be learned much better also in the adult period. He emphasizes that an adolescent or an adult can learn grammar and vocabulary better than a child, but a child has a better ability to utterance features of the language than an adolescent or an adult (Hagège, 2005).

Gaonac'h (2006) states that the ability of language acquisition is not the same in an adolescent, an adult and a child. Gaonac'h emphasizes that the human brain loses its flexibility in learning as it matures after the age of 9 years. He also states that children use the natural mechanisms of learning while learning languages. He argues that the youngest age is very effective for the child to gain some benefits (Gaonac'h, 2006).

Abdelilah-Bauer (2008) states that the ease of learning depends on the development of the brain. He states that the linguist Lenneberg concluded that the period from birth to

adolescence is critical for language learning based on neuropsychological observations, emphasizing that language learning will be very difficult in the future if the mother tongue or the foreign language is not acquired in childhood. Abdelilah-Bauer states that the thought of the existence of the critical period until adolescence is actually abandoned today. He emphasizes that language learning depends on skill and that an adolescent or adult is better than a child in terms of language learning and progresses faster than the child to acquire basic communication skills (Abdelilah-Bauer, 2008).

There are differences of opinion about the beginning of the teaching of the foreign language. Although many researchers, experts and educators do not fully agree on the age of learning a foreign language, it is generally emphasized that foreign language learning should be before adolescence (O'Neil, 1993). In many studies conducted in this field, different hypotheses have been proposed on whether age-related aspects constitute an important factor in foreign language teaching (Felix, 1985; Bley-Vroman, 1989). Long (1990) argues that there is no single critical age period, the ability to learn a second language weakens over time, and the likelihood of achieving such final achievements decreases. The results of some studies have confirmed that age has a significant role in language acquisition, but it is a disadvantage in the final gain and that adult's progress faster than children in the areas of morphology and syntax (MacWhinney, 2005; Singleton, 2005). However, the beginning of foreign language learning in childhood yields better results in the long term than in the adulthood (Singleton, 2005).

Lietti (2006) emphasizes that children imitate what they hear while learning a language and are not afraid to fall into a ridiculous situation, but adults stressed that they were afraid of being ridiculed because they passed through a period in which they would verify their identity (Lietti, 2006).

In general, the opinion that foreign language teaching should be started before the end of the critical period is the most accepted opinion (Muñoz, 2006). However, in the teaching of a foreign language, not only the age to start but also the content, the program, the process and the applied density are important considerations (Lightbrown & Spada, 2006).

In the context of foreign language, there is no guarantee that all children will have a high qualification due to the existence of many factors contributing to final achievements of the Language Competencies of Young Students exposed to English as a Foreign Language (EFL) and Content Integrated Language Learning (CLIL) (Uzun 2005). Similarly,

Lightbrown and Spada (2006) point out that success levels change from program to program and to a large extent depend on the objectives and participants of the programs.

As a result, we can say that the beginning of foreign language teaching at an early age will be more beneficial for the child. If the acquisition of foreign language is late, the learning speed will decrease and the output will be reduced. In the future, the acquisition of foreign languages will be difficult.

2.1.5. Improving Young Learners' Interests to Foreign Language

The growth of English as an international language has had a significant impact on the educational system of many countries, and they have officially begun English language education in elementary schools. Taking into account growing interest in language learning and the need for specific approaches to teaching foreign languages to young learners, an appropriate educational design could be planned that pays attention to the needs, conditions and learning environment which could lead to active learning of foreign language.

In Turkey, parents spend time and money registering their children at different schools for learning a second language. Many non-profit elementary and pre-school institutions also follow their own foreign language training programs. In each of these institutions, language instruction, with different approaches, and different ways are conducted by choosing different books so that there is no consistent approach to the process of learning the language. Similarly, all segments of society do not have the same access to these institutions.

In the post-primary period, the teacher is faced with relatively large classes with different levels of learners. These multi-level language classes not only present problems for teachers but also for school executives. When school facilities, parental support, and local facilities are not equal, it is inevitable for social inequalities for learning a foreign language to occur on the part of students.

Kubota (2011), criticizing the decentralized language teaching system at primary schools in Japan, believes that this kind of system leads to inconsistencies between cities or provinces. He suggested that the objectives of the foreign language educational program, including the English language, should be defined in accordance with the language teaching standards in the national syllabus and the elementary education should start from the baseline. In the near future language education will be one of the focal points of the curricula of Korea and

Taiwan where more class hours allocated. He also suggested using new methods of teaching, making plans for educating qualified teachers, and allocating enough funds (Kubota, 2011).

In a series of countries such as Singapore, Malaysia, and China, where the national program officially entered the English language teaching syllabus of elementary schools, various studies sought to identify the deficiencies and improve its implementation. In other countries such as Japan, the language curriculum is run informally, and most research seeks to investigate the inconsistencies resulting from its implementation (Butler, 2007).

The learner's mother tongue can be useful in learning a second language.

According to the above, the uneven patterns in the two languages cause disordered development of language learning, which sometimes causes a learner the experiences of making mistakes in the target language. This phenomenon is known in linguistics as "interference" and in psychology as "negative transfer." To overcome this problem, it is possible to extract a list of problems that the second-language learners will encounter in a very accurate and systematic analysis, and examine the degree of difficulty of each component in relation to other components, and look for a solution (Paribakht and Wesche, 1997).

2.1.6. Appropriate Content and Teaching in Foreign Language for Young Learners

Poetry and singing are activities that have important implications for improving language learning in children. In fact, singing expands the vocabulary of children, introduces them to forms of sentences and words, and creates a real insight into the language and the beauty of it (Alanen, 1995). The storytelling activity is also one of the main events of this period that introduces a lot of words to children and gives them the opportunity to experience the living language (Alanen, 1995), also, storytelling is considered as a way of spreading language development through mutual contact with the storyteller (Sampson, 2012).

Preschool games are also practical opportunities to learn linguistic skills. Mason and Krashen (1997) consider the game as a form of intellectual activity that can be applied to any human activity and extend to anything. Playing games for children is an open and voluntary activity that harmonizes the child's free development with different aspects, and this is particularly evident in mental development, the use of vocabulary in verbal games, relationship with different people, performing especially in creative shows, in the growth of

speech, social development and other dimensions of the child's personality. Children who use the rich creative performing experience have significant verbal and interactive conversational improvements (Mason and Krashen, 1997).

2.2. Content and Language Integrated Learning (CLIL)

In this part, methods and approaches in foreign language teaching, the nature and importance of CLIL, teachers of CLIL programs and the implementation of CLIL on young learners are presented.

2.2.1. Methods and Approaches in Foreign Language Teaching

Content-based Instruction is one of the means of teaching a language in the context of a robust communication approach. In this context, knowing language is prior to knowing about language. In other words, in content-centered education, content is taught to the learner, and he learns through that particular content a language in which the conversation is preceded by a pre-defined form of language, in other words, learning is done through the conversation and not for it. Content-centered teaching is a language education for specific purposes, in which the language syllabus fits into the content syllabus. These texts are entirely meaningful to enable learners to learn linguistic skills through the study of critical skills needed to deal with real life issues (Coyle et al., 2010).

In Europe, the name of this method is Content and Language Integrated Learning (CLIL). In other words, we can define this method as a dual learning process which has dual educational setting in which learning a foreign language as a medium for teaching and learning a course content takes place (Mehisto, 2008). In fact, this approach can be neither language learning nor learning the subject, but a combination of both.

Another approach combined with the CLIL approach is the top-down approach where the overall view of the language is the main concern. That is, learners guess the whole concept of the text and try to understand it before they systematically focus on structures in each individual sentence. It is conceivable that when language learners use purpose-oriented language meanings, they do not study linguistic forms, but they take into account the effectiveness of the whole purpose and do not engage in partial structures of sentences. In fact, in some cases, the purpose of the individual components of a sentence may vary in

meaning when used in another context; as a result, the top-down approach is the best approach in this case (Dalton, 2007).

From the primary content-centered approach, the following topics can be mentioned (Coyle, 2007):

- Dictogloss: Learners listen twice to a short speech or textual reading, the first time to understand the whole text and the second time to understand the details and the transcript. Then, in the classroom, they edit what they write.
- Graphic Organizer: graphics that include graphs, tables, columns, and web pages that help learners to understand the structure of the text. Assigning homework such as summarizing what the learners read through graphics is useful.
- Language Experience Approach: Learners dictate to their teacher about their life experiences, and he writes it in the target language. As these texts are considered important for learners and are stories of students' lives, the link between text and content is facilitated.
- Process Writing: Before asking students to write about something, teachers embellish the students with the required knowledge on the topic, which is similar to brainstorming in teaching contexts.
- Dialogue Journals: students have Dialogue Journals that they write in at home or in class regularly to describe their feelings about their process of learning and what they are learning. In the end, they hand it in to the teacher and he gives them a written response.

2.2.2. The Nature and Importance of CLIL

It is an undeniable fact that language has a very important place in almost every field, especially in the fields of communication, relations and cooperations. Countries of the world will continue to have relations with each other. To be a part of the world where science, technology and communication are developing rapidly, it is important that at least one foreign language be taught, especially at an early age. In order to learn a foreign language in a meaningful way, it is effective to start teaching at an early age and present it by integrating it into other field contents. While learning a foreign language, the cultural values of that language and country are also learned. Therefore, a foreign language to be learned at an early age will add significant values to the development of the child.

Teaching foreign language acquisition by integrating it into other course content will enable the development of skills in the target language, as well as a fast and permanent learning process. This will contribute to the success of the child in many areas in the future. Content Integrated Language Learning at an early age will enable not only the brain to understand the differences and establish a link between the differences but also the child to learn the language through experience and to express his /her own thoughts easily. It will also support the teacher to improve the quality of teaching. Therefore, Content Integrated Language Learning on young learner's education has become a model that is widely used throughout the world, especially in the EU countries.

There are lots of approaches and methodologies to teach a foreign language. CLIL is one of the approaches that succeeds to meet both students and the teacher's needs in terms of creating a language learning environment within various contexts. It is an authentic approach as it gives importance to both teaching of content and language (Marsh, 2003). The term CLIL stands for Content and Language Integrated Learning (D. Stevie, 2018). It means teaching subjects such as history, math, and science to students by using a foreign language.

Content Integrated Language Learning (CLIL) approach has demonstrated the positive effects on the language skills of foreign language learners in the last twenty years (Korosidou&Griva, 2014; Lasagabaster, 2008). Content Integrated Language Learning (CLIL) approach is a language teaching method that proposes to integrate language teaching into content teaching. CLIL approach, requires the design of training situations by combining the objectives of the foreign language field in the curriculum with those in the subject area (Snow, 2001). This approach aims at teaching the target language in the given subject without attempting to teach the language separately (Krahnke, 1987). CLIL is focused on the subject area, unlike traditional language teaching techniques (Stryker & Leaver, 1997).

CLIL approach, which focuses primarily on language, content and learning skills, can provide successful results when applied in both early language teaching and adult language learning (European Commission, 2006; Mehisto, Marsh & Frigols, 2008). CLIL approach, aims to achieve two benefits rather than one by planning the content objectives well. In this model, it is aimed to gain the content together with targeted language skills for students (Lightbown & Spada, 2006; Wesche & Skehan, 2002).

CLIL programs have been applied to different student groups in many countries, particularly in the EU (Crandall & Kaufman, 2002; Cummins & Swain, 1986; Genesee, 1987; Johnson

& Swain, 1997). The content-based model has become a preferred foreign language teaching method in Europe as a result of the changing global education and social developments in education. At the beginning of the 2000s, the European Union developed an action plan that aims to ensure every citizen has the proficient language skills in at least two foreign languages other than his mother tongue (Lorenzo, 2007; Marsh, 2003). The report prepared as a result of this action plan has played an important role in the acceleration of CLIL model practices in foreign language education in many European Union countries, primarily in Finland, Sweden, Spain and Italy (Lorenzo, 2007). When the CLIL approach was examined in Europe and North America, different content-based language teaching models were tested and positive results were obtained. In Turkey, such models began to be implemented in Anatolian High Schools in the early 1980s (Bayyurt&Yalçın, 2014). Today, there are some educational institutions that apply the content-based language teaching model with different intensities.

CLIL approach asserts that in foreign language teaching, meaning and content must be taught not one after another, but simultaneously. Brinton, Snow and Wesche (1989) defined this approach as the inclusion of content teaching in language teaching objectives. This general definition allows the CLIL approach to be implemented in different ways. These different applications are: subject-oriented courses, complementary courses, protected lessons and bilingual education programs (Cummins & Swain, 1986; Genesee, 1987; Met, 1999; Swain & Lapkin, 1982).

Today, the main purpose of foreign language teaching is not to teach the grammar rules of that language as in the traditional approach. The main purpose is to educate individuals who can communicate using the target language, participate in scientific studies and be active in their professional life (Hutchinson and Waters, 1987; Dudley-Evans and John, 1998).

An important idea of the CLIL method is to move the natural learning environment in the mother tongue into a content-based foreign language environment. In this case, the student will be able to learn a foreign language in an environment similar to the environment of the mother tongue from an early age. For this purpose, it is necessary to create appropriate contents while preparing syllabuses. It is important to integrate field knowledge and foreign language skills in the prepared syllabus (Brinton et al., 1989; Brinton, 2007; Crandall, 1993; Dudley-Evans & John, 1998; Grabe & Stoller, 1997; Krashen, 1982; Mohan, 1986; Snow et al., 1989).

In such a context, planning a CLIL lesson aims at activating students' content schemata, for acquiring new content knowledge and developing skills. Teacher should focus on what learners already know and understand in order to engage them in more complex tasks and concepts. It was found that brainstorming ideas as well as presenting information in a multisensory way and multimodal classroom environment (Griva & Semoglou, 2013), mostly by using the new technologies for educational purposes (video clips, power point presentations, web-quests, interactive materials on English websites etc.), could provide students with ample and stimulating input. As Meyer (2010) emphasizes, input should be meaningful, authentic and challenging. Authentic communication in a content-based framework involves an element of cross cultural communication, where students train to be aware of the cultural dimension of what they are learning, as well as focus on how they can use language to communicate with people from various cultural backgrounds (Curtain, 1990). Besides, authentic material enhances motivation on the part of the learner, as it allows for meaningful, interactive and creative learning, as well as dealing with problem solving situations. To exemplify, multi modal material found on websites fosters independent and differentiated learning and gives opportunities to all learners to fully comprehend content and language.

Content and Language Integrated Learning (CLIL) is usually a subcategory of content learning. Therefore, the goals of a standard syllabus of content education are expressed in terms of the content of the course objectives. Succeeding in achieving the purposes of the course of content is essential and sufficient proof for achieving the goals of language learning. An exception to this generalization is seen in the Content and Language Integrated Learning (CLIL) model. In CLIL, there is always a set of language goals in the curriculum, and subject areas are chosen so as to provide context-friendly textbooks for practicing these goals (Dalton, 2008).

Four goals were defined for the annual and multi-monthly programs. These goals were language, strategic, and cultural. The goals were (Mehisto, 2008):

- 1- Achieve and develop existing language skills
- 2- Learning the skills and strategies that can be used in future language development situations
- 3- Developing general academic skills that can be applied to academic studies in all disciplines

4. Conceptualization of the learning process

In recent years, a number of countries such as Estonia, Finland, Latvia, the Netherlands, and Spain have broadly adopted the CLIL approach to content and language learning.

The CLIL approach includes inquiry-based learning activities, where students develop their higher order thinking skills in a curricular context, using context specific language, and being evaluated by demonstrating their knowledge of language and content. The CLIL approach aims at overcoming the limitations created by the traditional syllabus, where each content / subject area is taught separately. It actually succeeds in integrating various contents/ subject areas with learning the target language.

2.2.3. The Differences between Content-Based Instructions (CBI) and Content and Language Integrated Learning (CLIL)

Content-based instruction (CBI), is the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material (Brinton et al., 1989). The main aim of CBI is working on language through content. Stoller (2008) expresses that CBI is an “umbrella term” for approaches that combine language and content-learning aims even if there are differences in the emphasis placed on language and content.

Met (1998) explains the term “a continuum of content and language integration” as a scheme ranging from the most content-driven at the beginning to the most language-driven in the end. This continuum is a total immersion followed by partial immersion of the content and the language classes where content and theme-based courses are frequently administered. Cenoz (2015) states that in all cases, the program aims at combining the learning of curricular content and language learning. Content-based instruction is at the language-driven end, where the courses are taught by language teachers; on the other hand, CLIL may be considered at the medium of this continuum. CLIL may be instructed by both the language teachers and content teachers. Deller and Price (2007) state that “In some cases CLIL is taught by both teachers, which is an ideal scenario, though as this is a resource-heavy option it is less common”. For this ideal scenario, all of the teachers should know both the target foreign language and the content to be taught, which requires well-educated teachers. Dale and Tanner (2013) consider that there are differences between content-based language teaching (CBLT) and content and language integrated learning (CLIL), the main one being

that CBLT deals with teaching content in language lessons, whereas CLIL deals with teaching a subject at the same time as teaching language.

Teaching content in language and teaching content through language differ from each other. The emphasis in the first term, teaching content in language, is on language learning. The main aim of the learning process is learning a foreign language, contents are used as tools for foreign language learning. CBI teaches content in language classes. Dale and Tanner (2013) state that Content-based Language Teaching (CBLT) works on language through content. The language teachers teach a lesson by using different contents in content-based instructions. On the other hand, the emphasis in teaching content through language is on content learning. The target language is considered as a tool for learning a content. The content teachers mostly prefer this approach. As Dale and Tanner (2013) state when CLIL is instructed by the language teachers, the teachers work on general language while supporting subject-related topics and language in their language lessons; in other respects, when CLIL is instructed by the subject teachers in subject lessons, the teachers work on the language of their subject. At this regard, CLIL can be explained as a dual-focused education approach. CLIL's aim may be both to teach a foreign language and to teach a content.

2.2.4. Teachers of CLIL Programs

CLIL focuses on the change in the roles of the language teachers. Teachers must be more than just good teachers. They should be proficient in the subject they teach and enable students to internalize it. Teachers, at a higher level, must understand the texture and ability to understand the design and presentation of the most essential subject, and are responsible for selecting and setting up solid and credible material for use in the classroom (Lorenzo et al., 2009).

They need to be analysts of the needs of learners and create a fully-linguistic classroom. As Vázquez et al. (2018) states that teachers are expected to consider their teaching method in a new way, in order to fully integrate their lessons using the content as a starting point. They should be fully responsible for arranging and editing the course material. Ultimately, by spending a lot of time and energy, a language-based syllabus creates even greater responsibility for language learner because the language needs of the learner are centered on the syllabus and language content; as a result, the training exercises are based on it.

Wolff (2012) offers the following essential skills for each teacher in CLIL education:

1. Change the appearance of the classroom setting
2. Use group work and grouping techniques
3. Organize the reading material as makeup puzzles
4. Explain previous knowledge and language skills required for the success of learners
5. Help learners to get the best learning strategies
- 6 Use Process Approaches to Write
7. Use appropriate error correction techniques
8. Create and maintain high levels of respect for learners

2.2.5. Materials used in CLIL Lessons

It is recommended that various types of content be identified and used, albeit with credible and valid content. Validity, in a sense, means that the material is similar to those used in native language teaching and education (Marsh, 2013).

Validity, in another sense, is turning attention to presenting materials such as newspaper articles and journals and any other material from a group of media that are not primarily designed for the purposes of language teaching (Wolff, 2012).

Many scholars recommend content training tools such as tourist guides, technical journals, train timetables, newspaper ads, and radio and television programs. Vázquez et al. (2018) state that textbooks are in contradiction with the core concept of CLIL teaching and in general, with the desired language teaching. However, comprehensiveness is as essential as being credible, and it has been argued that content-based training courses often involve the use of educational tools.

Although validity is a central point, content-based supporters also point out that these contents, as well as the presentation of lectures, may require adjustments to achieve maximum comprehension. This can mean simplifying the language or adding more explanation to the content (Bovellan, 2014).

2.2.6. The Implementation of CLIL for Young Learners

This approach focuses on knowledge-based constructs that are made in the syllabus and in the form of frameworks and schemes that apply to a wide range of subjects. This framework consists of six global knowledge constructs, half of which represent specific and practical elements (descriptions, sequences, and choices), and the other half represent the general and theoretical elements (concepts/classifications, principles, and evaluation). Various types of content-based learning have been developed based on the knowledge of young learners (Van de Craen et al., 2007).

The role of the young learners is essential in CLIL, and they seek to become independent so that they can understand their own learning process and be responsible for their own learning from the beginning (Bovellan, 2014). Most syllabus-based courses suggest that young learners help and support each other through education. This can be a challenge for those students who are accustomed to more independent learning and teaching modes or traditional classrooms. This method plays an active role on young learners in many aspects (Catalán et al. 2009).

Learners themselves can be sources of content and contributors in selecting topics and activities. Such an engagement has been shown to be incredibly stimulating and has led the syllabus to change its courses in order to better meet the needs of learners (Wolff, 2012). Teachers are expected to use this type of language learning approach, and CLIL supporters alert that some young learners may not recognize this new set of roles as desired and may be less prepared and less likely to be eager to participate in CLIL courses. Some Young learners are bothered by the large number of new contents in CLIL courses (Vázquez, 2018). It has been reported that some young learners have experienced fatigue and have asked to go back to the more traditional classroom. If young students are not motivated enough, they should be psychologically and cognitively prepared by teachers for CLIL courses. (Lorenzo, 2009).

2.3. Syllabus Design

In this part, educational and pedagogic factors, needs analysis, objectives and content in syllabus design and syllabus evaluation are presented.

2.3.1. Educational and Pedagogic Factors in Syllabus Design

The education institutions face problems in achieving all four components of the syllabus, which are goal, content, organization, and evaluation. In the planning of the language syllabus, the components that are considered are: needs assessment, analysis of the status quo and language learning, determining communication goals, designing courses, and organizing effective teaching and assessment methods (Nunan et al., 1988). In our country's educational system, while students spend hundreds of hours of their lives in school language classes, they still do not have the ability to attain a satisfactory level of language skills, such as listening, speaking, reading and writing (Long and Crookes, 1992).

In this regard, Cowling (2007) conducted a study on the influential factors of the learning process of English learners. In achieving the goals of the English language syllabus, he identified the most important factors which are involving students in the process of learning, creating an appropriate learning environment, involving teachers, managers and parents in school decisions and having knowledgeable teachers. He also stated that giving opportunities to students to improve their learning skills and giving access to the curriculum and educational programs are some of the factors that contribute to the learning of English (Cowling, 2007).

Woods (2010) compared the differences in the learning of English in 210 boys and girls and showed that many factors, directly and indirectly, affect English language learning, among which the learner plays the most crucial role. Meanwhile, factors such as intelligence, talent or ability, and motivation also play a significant role in learning English (Woods, 2010).

De Groot (2011) showed that the motivation for progress and self-concept have a positive and significant relationship with academic achievement. Kormos and Csizér (2008) found that motivation plays a critical role in learning a second language. Al-Tamimi et al. (2009) have shown that many factors, including motivational factors, play a role in learning English. Also, the results showed that girls had a higher motivation to learn languages than boys.

2.3.2. Needs Analysis in Syllabus Design

Needs Analysis in syllabus designing in schools is a new area of education that is complex and difficult in nature. Needs Analysis is the first and most crucial step and the prerequisite for educational planning. Therefore, in the need analysis process, needs are defined as a basis for the planning and compilation of educational materials. Needs analysis is a process of

collecting and analyzing information that identifies the needs of individuals, groups, and communities (Cowling, 2008).

In the view of UNESCO consultants, recognizing the need is the first step in planning. So in syllabus designing, we must first recognize the needs, then determine the goals and finally begin designing the syllabus. Rapid changes in the education system and the increase of public needs for systematic educational programs require the need for assessment in all aspects of curriculum planning, especially in language teaching (Spence and Liu, 2013).

2.3.3. Objectives and Content in Syllabus Design

Syllabus designing is a process that takes place during the preparation of educational activity. A well-structured and systematic framework for adjusting learning goals, providing informative content, and choosing appropriate teaching methods makes it possible to decide on what is to be achieved during an educational activity and how to achieve it.

After identifying and prioritizing the educational needs detailed above, the other stages of designing a syllabus will be as follows (Nunan et al., 1998):

1. Determining educational goals
2. Educational Analysis
3. Selecting and organizing informative content
4. Identifying patterns of teaching
5. Selecting teaching methods and techniques

In line with the useful role of the syllabus in educating individuals, Schubert (1993) also introduces a syllabus as a tool for social reconstruction. From this perspective, syllabus can be a factor in social change. Schools help students improve the community and cultural institutions through raising knowledge and improving values. According to this view, culture, and society are not complete and without defects, and the primary purpose of the educational syllabus is to strengthen them (Schubert, 1993).

2.3.4. Components of a Syllabus

A syllabus represents the plans of the syllabus designer for the term or year, it shows the way how and what is taught in which conditions. Syllabus is the best way to communicate

the syllabus designer's expectations to the learners. Hurd (2012) states that the syllabus is like a contract between the instructor and the student. For this research, the suggested supplementary syllabus is like a contract among the instructor, the students and the Ministry of National Education.

A syllabus designed in a university differs from a syllabus designed for MoNE, for mainstream schools. According to Hurd (2012), a well-designed syllabus should include these following items at least;

- Title of the course/course number
- Location/time of the course
- Name of the instructor/Office location/Office hours/Office phone/School e-mail
- Required text/materials
- Catalog description of course/perquisites (if any)
- Course objectives/learning outcomes
- Attendance policy
- Late work policy
- Students with disability statement
- Grading scale
- Assignments with points possible or % grade weight
- Calendar of assignments with due dates
- Message from instructor
- Disclaimer stating that this is a plan for the semester that might change as class needs develop

These items are required in a well-developed university course syllabus. However, a syllabus which is planned to be administered in a mainstream school should be informative for the course teachers instead of the learners. MoNE syllabuses inform the instructors about the planned MoNE policies for a year. Therefore, the items above should be eliminated for developing a suggested supplementary syllabus in accordance with MoNE.

Prabhu (1987: 153) states "A 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.". As understood from this statement, a syllabus should guide the learners or teachers according to the concepts of the education process.

The components of a syllabus reveal the elements which a syllabus should have. According to Davis (2004), a syllabus should have basic information, course description, materials to be used, requirements, policies, schedule, resources, and statement on accommodation, rights, evaluation of the course, safety and emergency preparedness and disclaimer. Basic information can be listed such as the name of university, semester and year; course title, number and unit value; course meeting times and location; instructor and his/her name; how to contact instructor, his/her website URL and course website URL. However, these items should be transformed for a mainstream school which uses a syllabus designed by MoNE. The name of the school, semester and year; course title, number and unit value should be included; however, course meeting times and the instructor are determined by the school. In addition, there is no need for the location and any URL for the instructor or the course.

Second component of a syllabus defined by Davis (2004) is course description. Prerequisites, overview of the course, student learning objectives, methods of instruction can be listed as course description items. Students learning objectives are mentioned as learning outcomes and functions, the methods of instruction are described in the suggested context in the MoNE syllabus. The other items are not included in a formal syllabus designed for a mainstream school. The materials which are mentioned as the third item above are supplied free of charge by the Ministry of National Education at the beginning of an education year.

According to Davis (2004), the forth item is the requirements for the course. These are exams, quizzes and assignments which are also included in the MoNE syllabus. The fifth item is about the policies which are grading procedures, attendance, class participation, classroom decorum, missed exams, reporting illnesses. These items are defined throughout the country by the MoNE, not by the syllabus designer. The other item listed by Davis (2004) is schedule which is about the important dates. A syllabus in a mainstream school is designed by the MoNE and the approximate dates are determined here. However, the exact dates are decided by the course teachers. The next item, resources, listed by Davis (2004) involves the tips for success, copies of past exams, glossaries of technical terms, links to appropriate support material on the web, support services on campus, information on the availability of videotapes, request of students' two or three classmates' names and contact information. Statement of accommodation covers advices for suitable accommodation, disabilities or religious issues. These two items are not covered in the MoNE syllabus. For resources, there are websites like EBA designed by the MoNE and accommodation supplied by families or

there are dormitories governed by the government. Rights are about the learners' and the teachers' rights which are regulated by laws.

The tenth item listed by Davis (2004) is evaluation of the course. This element covers students' feedback strategies during the semester and end-of-course evaluation procedures. This component is not involved in the MoNE syllabus. An overall evaluation is not made by the students; however, the instructor carries out an exam to evaluate the success of the students and a school report is prepared by the school at the end of the term. Safety and emergency preparedness is not included in the MoNE syllabus; however, the students are informed by the people in charge periodically during the education year. The last component of a syllabus listed by Davis (2004) is disclaimer. According to disclaimer, the syllabus or schedule is subject to change. This item is also not included in the MoNE syllabus, because the subjects and the contents are determined by the MoNE before designing a syllabus.

2.3.5. Syllabus Evaluation

The assessment of the course is one of the primary methods for improving the quality of education, providing a profile of the quality of teaching and offering suggestions for improving educational processes in all higher education institutes and universities in Europe and the United States and some Asian universities (Doron and Marco, 1999). The results of these evaluations are taken into consideration for promotion and recruitment of professors, and even allocating financial resources and accrediting departments and educational programs. Fitzpatrick et al. (2004) believe that evaluating a curriculum or lesson is a process for collecting data about a lesson and curriculum and using this data to decide on ways to maintain or modify the program. (Fitzpatrick et al., 2004)

Despite the differences in the definition and designation of different syllabus aspects, evaluation is one of the main components of the syllabus process. Including in theoretical foundations of the document on the reform of the formal education system and in its strategy, evaluation is one of the main activities under the curriculum system (Popham, 1975).

Curriculum evaluation should be done in the triple stages of the process of compilation, testing, and finalization of the evaluation of the success of the formal and general education syllabus in achieving goals (Doron and Marco, 1999).

Curriculum evaluation should provide reliable, useful and timely information for all factors (including policymakers, experts, curriculum planners, managers, parents, counselors, and other stakeholders), and contribute to the active participation of all factors (Greene, 1994).

Objectives of syllabus evaluation are (Popham, 1975):

- 1) Measuring the results of teaching-learning activities in learners
- 2) Determining the extent to which educational goals are achieved in the syllabus and educational planning
- 3) Assessing the quality of educational programs
- 4) Making judgments about privileges, regulations, acceptance methods, managerial and structural training
- 5) Using students' comments and feelings about the lesson
- 6) Providing appropriate feedback to the teachers based on the results
- 7) Changing the teaching process for continuous improvement of educational quality

Syllabus evaluation focuses on asking fundamental questions on concepts related to educational goals, the nature of knowledge, teaching, and learning, and curriculum implementation in specific and diverse contexts (Doron and Marco, 1999). According to this definition, without syllabus evaluation, we can never claim that improvement has been made. In other words, evaluation can be seen as evidence of how educational programs and syllabuses are implemented. Therefore, evaluation approaches should be designed to meet the goals of the curriculum, and its results should guide and motivate students and teachers toward educational purposes. On the other hand, evaluation should not be designed independently and without links to other elements of education, but rather consideration should be given to the goals, teaching methods, and the different aspects of the syllabus in general.

2.3.6. Previous Studies on Syllabus Design

Due to several reasons like the necessity for an extra educational material, the need for more in-class activities, a desire for supporting the materials in use, several studies have been conducted on syllabus design.

Büyükkınacı (2011) designed a spoken interaction syllabus for A2 level learners in regard to European Language Portfolio based on Common European Framework of Reference on Languages (CEFR). The designing process started with the review of literature in order to investigate the language competences and elements of competences defined by CEFR. Then, the books describing how the speaking activities are done, were analysed. Finally, the researcher designed the units including speaking activities which are appropriate for A2 level speaking skills and outcomes. Büyükkınacı proposed ten units that aim at developing spoken interaction skills by mainly concentrating on conversations. In addition to the units, the researcher prepared a teacher's manual which consists of an answer key for each unit and suggested activities. Büyükkınacı suggested in her study that the proposed syllabus for spoken interaction for A2 level based in CEFR should be implemented in teaching in order to see whether it meets the need of the learners.

Gürbüz (2013) conducted a study in order to reveal the teachers' and learners' views on error correction considering the necessity, frequency, timing, type, method and the style of feedback. Gürbüz also proposed a syllabus for oral communicative classes. The study was conducted in The School of Foreign Languages at Gaziantep University. The participants were 48 instructors and 280 learners at the preparatory school. The Modified Output Questionnaire for Teachers (MOQ-T) was administered to the teachers in order to investigate their perception of the corrective feedback in oral communicative classes and The Modified Output Questionnaire for the Students (MOQ-S) was administered to reveal the learners' perceptions of error correction. The questionnaires consisted of six sections which aimed at revealing the participants' perceptions of the necessity of error correction, frequency of error treatment, timing of modification, types of error that should be treated, error treatment and how to give corrective feedback. The data gathered by the questionnaire were analysed in order to reveal (1) the teachers' and the students' overall perceptions of corrective feedback, (2) whether there are any differences in the perceptions of participants with three EFL proficiency levels; namely, pre-intermediate, intermediate and upper-intermediate and lastly (3) whether the gender, general teaching experience and the years of teaching of oral communication skills have any effects on the participants' perceptions of error treatment. The findings of the study revealed that the teachers and the students acknowledged the importance and necessity of corrective feedback. However, the findings revealed that the students need more corrective feedback than the teachers initially thought. The findings also revealed that both teachers and students believe the corrective feedback is more effective

when it is offered after the students finish speaking. The findings also revealed that repetition, implicit feedback and elicitation were the most preferred types of feedback by the teachers whereas the students preferred repetition, elicitation and metalinguistic feedback. According to the findings, teachers and students had very similar views on the necessity, frequency and timing of error correction while their views significantly differ in terms of method, types of error that should be corrected and the ways of error correction. In the lights of the findings of his study, Gürbüz proposed a process-oriented syllabus for oral communication classes. The proposed syllabus was adapted from various syllabus types.

Civan (2013) conducted a descriptive study in order to develop an English Language Teaching syllabus with the scope of brain-based learning for very young EFL learners. The study was conducted with 18 children in a state school. The researcher designed a syllabus consisting of 12 units considering the basics of brain-based approach. Pre-test and post-test were done in order to identify the language recognition development of the learners. After the implementation of the syllabus, the data were analysed with a general process assessment checklist and language evaluation checklist. The findings of the study revealed that the proposed syllabus referring to brain-based learning may be effective in teaching English to very young learners and it may increase the learners' cognitive and motor skills for foreign language learning.

Can (2009) conducted a study at Atılım University. The aim was to investigate whether the theme-based syllabus based on the learners' interest is a positive factor to increase the motivation of the learners enrolled in the "Introduction to Communication Skills" course. The data collection had five stages. In the first stage, an interest survey was applied to 158 learners in freshman year in order to find out what themes the learners might be attracted to. The findings of the survey revealed that the most preferred themes were technology, travelling, mysteries of the world, addiction and issues in sport. When the themes were determined, the researcher designed a five-week theme-based syllabus for communication skills course. For the first ten weeks of the semester, the standard syllabus designed by the Departmental English Language Studies Unit was followed. In the last five weeks, the theme-based syllabus designed by the researcher was implemented. After the implementation, researcher conducted interviews with 26 learners who participated in the implementation of the suggested syllabus. The aim of the interviews was to gather general information on the learners' language learning motivation and investigate the effectiveness of the proposed theme-based syllabus on the motivation of the learners. The findings of the

study revealed that there is a significant increase in the learners` motivation and the findings of the interviews revealed that the participants had positive attitudes towards the theme-based syllabus. In theme-based syllabus, up-to-date topics were chosen and the new topics were very different from the common topics in course books. Since the syllabus was based on the findings of the survey, the learners had background information on the topics. Therefore, Can concluded that theme-based syllabus is a useful tool in order to increase the learners` language learning motivation.



CHAPTER III

METHODOLOGY

In this chapter, first the research design will be presented and then the steps in the design of the CLIL syllabus will be explained. Then, participants will be introduced and finally, data collection tools and the way of data analysis will be presented.

3.1. Research Design

In this study, the mixed method was used, which combines quantitative and qualitative methods to collect and analyze the research data. Before the implementation, a quantitative data collection and analyzing tool was used. A questionnaire (Appendix 1 and 2) as an interest survey was applied to determine the favorite subject contents of the participants to study them in English. Dudovskiy (n.d.) states, in quantitative data analysis you are expected to turn raw numbers into meaningful data... The participants gave numbers to the topics in the questionnaire, the researcher turned these numbers into meaningful data by using the descriptive analysis which is a method in quantitative data analysis and used it as an interest survey. This is the quantitative part of the study. According to the questionnaire results, the researcher has designed a suggested supplementary syllabus and two sample units for the implementation part of the study. In the formal MoNE syllabus, the duration for two units is seven weeks, because of that the implementation part has continued for seven weeks. After the implementation, qualitative data collecting and analyzing tools were used. The researcher applied an opinion survey to the participants and the two English language teachers to see the perceptions of them on the suggested supplementary syllabus and two sample units. The opinion survey for the participants is in Appendix 7 and for the two English language teachers is in Appendix 8. Turkish versions of the opinion surveys are in Appendix 9 and

Appendix 10. This is the qualitative data in the study. The analysis of the surveys is presented in chapter 5.

For conducting this research, one of the most important steps is developing a suggested supplementary syllabus which might let students know what the course is about, why the course is taught, where it is going, and what will be required of them to be successful in the course (Altman & Cashin, 1992). This research suggests a supplementary English course syllabus parallel with the English MoNE syllabus, including the other subjects except for English. Because of that firstly all of the courses' learning goals should be determined, the researcher should know the elements which is mentioned by Altman & Cashin. After that, based upon the function of the subject of English, the other subject contents' learning goals should be taken into consideration to integrate all of them in a syllabus. This requires a cross-curricular analysis.

As the main aim of this study, to develop the suggested supplementary CLIL syllabus, document analysis was done. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). As written documents, all of the formal fifth-grade MoNE syllabuses and course books were analyzed in terms of use and usage of courses, the vocabulary used, the themes and situations, skills, useful languages, the simplicity/complexity of the language used, the course plans, assignments, activities and tasks. A detailed examination was done for all of the formal MoNE syllabuses of different subjects and the analyzed data were used for the purpose of creating a suggested supplementary syllabus.

3.2. Steps in CLIL Syllabus Design

For preparing the syllabus, MoNE 5th grade syllabus was examined as the first step. The achievements, aims, vocabulary, topics, grammar structures, functions, skills and sub-skills in the syllabus were listed. What and how fifth grade students were taught in the English lessons were analyzed.

All of the subject contents of the fifth grade syllabus except English were listed. These subjects are; Math, Science, Social Studies, Turkish, Music, Art, Information and Communication Technologies and Religion. Each of the MoNE syllabuses were analyzed in terms of functions, terms, achievements, aims, skills and sub-skills. In this regard, the study needed a cross curricular analysis. The function of each subject content, the learning

outcomes and the sub-learning outcomes were inferred. After the analysis, the most suitable subject contents parallel with the function of the English subject were examined and categorized in a list, nearly four themes from each subject were itemized in a questionnaire which was used later as an interest survey. The subjects and the contents are listed in Table 1.

Table 1

The Subject Contents in the Questionnaire

Subjects	Contents
A. Math	-Natural numbers -Fractions -Length and time measurement -Geometrical concept and its drawings
B. Science	-The Sun, The Earth and The Moon -World of living being -Matter and Transformation -Human and the environment
C. Social Studies	-Individual and the society -Science, technology and the society -Manufacture, distribution and consumption -Active citizenship
D. Turkish	-National struggle and Atatürk -Our national culture - We and our values -The nature and the universe
E. Religion	-Belief of God -The Ramadan and the feast -Good manners and kindness -Hz Mohammed and his domesticity
F. Art	-Visual art culture -Designing in visual art
G. Music	-The formation of voice -Music and Notes -Atatürk and the music -Speed and volume
H. Information and Communication Technologies	- Computer systems -Confidentiality and security - Communication technologies and cooperation - Creating a project

A questionnaire was applied to a large group of students in their mother tongue, Turkish, as it is an interest survey. In consequence of the interest survey, the most preferred ten subject contents were determined; hence, there are ten units in the current MoNE English syllabus and points of each subject are listed in Appendix 3. There was no need to conduct a needs analysis for the topic in the questionnaire because all of the subject content items were taken from the current MoNE syllabuses.

A detailed examination of the subject contents were carried out and a list was formed covering the vocabulary, functions, and general characteristic features of the preferred subjects. The items in the English course syllabus and the items in the other subjects' contents were associated. The function matching was not done unit by unit, rather than it was done by listing and matching functions one by one and learning goals were taken into consideration while doing this. After a detailed examination of the themes of the unit and its intended learning outcomes, the most suitable English functions were chosen and adapted to the learning goals of the unit. For instance, one of the learning goals of the selected unit in science is describing the living things' features and there is a function in English which is expressing ability and inability. The researcher matched these two functions and combined them into one function. By this way, she enabled the students to learn two main learning goals of two different subject contents at once. The participants were supposed to acquire expressing ability and inability function by using the features and abilities of living beings which was included in the first unit of the suggested supplementary syllabus. The other step was translating the terms and vocabulary into English. English version of all of the important vocabulary of the subjects was involved in the suggested supplementary syllabus. Later on, suitable contexts, tasks, activities and assignments were suggested and listed. These text types were taken from the English MoNE syllabus and chosen according to units from different subjects. Finally, a suitable unit name was chosen for each subject content and added into the study. After all of the units were prepared, they were put in order from the easiest one to the most difficult as in the English MoNE syllabus is in line with an education method which sets out from the basic to the complex. By this way, the participants hit two birds at one shot which is one of the main aims of CLIL method. That is, they can learn the main content of the chosen unit of a subject other than the English subject, as well as achieve the learning goals and functions of the English course.

As there are ten units in the current MoNE English course syllabus, ten subject contents were chosen to be prepared for the suggested supplementary CLIL syllabus which could be used

in the elective English courses or in the preparatory 5th grade courses which have been in progress since 2017 (MoNE).

3.3. Population and Sampling

This study was carried out at a mainstream school in Turkey during the spring semester of the 2018/2019 education year and the first semester of 2019/2020 education year. For the interest survey, the number of participants whose questionnaire result is valid is 200; 75 participants from the implementation school, 125 participants from another school. To find the most preferred subject contents to study in English, the questionnaire was applied to a large number of students. The participants consisted of the fifth graders. This part of the study was completed in the spring semester of 2018/2019 education year. The subjects in the questionnaire were chosen from the contents of the current MoNE fifth-grade syllabuses which the participants had been studying during that period.

For the implementation part, twelve female and thirteen male students in one of the 6th grade classes in the school was chosen the following semester after applying the interest survey. The sampling comprised of a total of twenty-five students. At the beginning of the sixth grade, the students were supposed to achieve all of the fifth-grade learning goals for all of the subject contents; hence, the implementation part was carried out as a revision of the previous year. Besides, in this study the population who answered the questions had to be the same as the population for the implementation part for the motivation of the participants as it was this population who had chosen the subjects for the suggested supplementary syllabus and the unit plans. After applying both of the sample units (Appendix 5 and 6), an opinion survey (Appendix 7) was given to the students about their experiences and thereby their opinions were taken.

There are three English language teachers in the school where the study was done. One of them is the researcher, so the opinion and perception of the other teachers about the syllabus and the two sample units were taken via another opinion survey (Appendix 8).

To sum up, the population of this study comprises of 200 participants for the interest survey, 25 students for the implementation and the opinion survey 1, and two English language teachers for the opinion survey 2.

3.4. Data Collection Tools

A questionnaire was applied to a large number of 5th grade students as the first data collection tool (Appendix 1 and 2). The purpose of this questionnaire was to determine the interests of the participants, including the subject contents from the formal 5th grade syllabuses of the MoNE. Every chosen subject content was itemized in Table 1. Nearly four topics from each course were determined according to practicability in English and in CLIL method. In the questionnaire, a Likert-scale was used. According to it, there were points from one to five; point one corresponds to “I don’t want to study this subject in English”, whereas point five corresponds to “I strongly want to study this subject in English”. The students were supposed to give points to the subjects from the least preferred to the most preferred. After the survey, the points of each subject were calculated by using descriptive analysis and listed according to the most preferred to the least preferred (Appendix 3). Because there were ten units in the English course syllabus of the MoNE, top ten topics were chosen and adapted in the suggested supplementary CLIL syllabus in accordance with the formal and current English course syllabus of the MoNE. Besides, two sample units (Appendix 5 and 6) were prepared conforming to the suggested supplementary syllabus for the implementation part.

Two sample units were implemented in English lessons for seven weeks. Because of the time limitation, the contents were not covered thoroughly. There was not an evaluation part at the end of the units in terms of the success of the participants and the units. Instead of it, an opinion survey for the participants (Appendix 7) was conducted to evaluate the perceptions of the participants at the end of the implementation part.

In the second stage of the evaluation, another opinion survey (Appendix 8) was carried out with two English language teachers. Their opinions were taken by showing the suggested supplementary syllabus and two sample units about teaching other subject contents by using a language other than the mother tongue of the students; which is English in this study.

3.5. Data Analysis

The data obtained through the questionnaire were analyzed by using descriptive analysis and the data were presented in frequencies and percentages. A total of 236 questionnaires were given; however, 200 of them were put into process as valid. As a result, fifteen subjects reached a point over 600.

There were two qualitative data obtained after the implementation. These were the opinion surveys for participants (Appendix 7) and language teachers (Appendix 8). Perceptions of two survey groups were taken about the suggested supplementary syllabus and two sample units after the implementation part. For analyzing them content analysis was carried out. Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material (Pfarrer, 2012). This method makes the qualitative data analysis easier and enables researchers to present oral data into a meaningful context. The codes in the surveys were identified and interpreted by the researcher. The results were presented in chapter 5.



CHAPTER IV

A SUGGESTED SUPPLEMENTARY CLIL SYLLABUS FOR 5TH GRADERS

The main aim of this study is to develop a suggested supplementary CLIL syllabus for the fifth grade in line with the current MoNE syllabus. In this chapter, this syllabus will be presented.

4.1. Purpose of the 5th Grade Syllabus

CLIL method combines two different subjects in one content. You can teach different courses by using a foreign language via CLIL. With appropriate techniques and teaching activities, the students can master both the content of the subjects and the learning goals of a foreign language.

CLIL aims at helping students not only to learn the other subject content in the 5th grade but also to achieve the English language learning goals of the 5th grade syllabus. It is also thought that this education program may help the students to internalize the other subject contents. The students study the subject contents at their formal timetable with the course teachers and they also study the same subject contents in English language classes according to the schedule. Meanwhile, the students also study the learning outcomes of English course. This CLIL syllabus offers them a chance to study the English version of the same subject contents in the intensive English language course time. The students have a chance to study the same subject contents with a different point of view. It presents a chance for the students to revise the other subject contents.

This syllabus which includes a combination of all of the subjects is a supplementary educational plan in accordance with the current syllabus of the MoNE. In addition to that, with the new intensive English education program in the fifth grade, some of the subjects' course periods are decreased while English lesson periods are increased. There are three course hours in a week for 5th grade in schools; however, there are fifteen course hours in a week in the pilot implementation of preparatory English language classes. These extra class hours requires extra educational materials for more efficient learning process. This fifth grade syllabus presents a chance to review the other subjects which have decreased class periods in the increased English lesson periods.

4.2. Intended Outcomes of the Suggested Supplementary CLIL Syllabus

In the suggested supplementary CLIL syllabus, the first intended learning outcome is about learning goals of the content subjects. For this purpose, the learning goals of each subject content in the formal syllabus of the MoNE is analyzed and presented in Table 2.

Table 2

The Preferred Subject Contents Learning Goals in the Syllabus of the MoNE

Subjects	Contents	Learning goals
Science	World of living being	- Describing living creatures
Science	Human and the environment	-The importance of biodiversity -The importance of relationship between human and the environment -Making suggestion for environmental problems -Expressing destructive natural disasters
Mathematics	Geometrical concept and its drawings	-Presenting geometrical shapes via symbols -Stating locations of points according to each other -Drawing equal line segments -Drawing a perpendicular -Stating acute, right, obtuse angle -Stating the parallelism between line segments
Mathematics	Length and time measurement	-Knowing the units of length -Calculating the perimeter of triangle and rectangle - Knowing the units of time
Turkish	Our national culture	-Knowing the cultural heritage works -Knowing function of dash and long dash -Being aware of Turkish culture -Identifying traditional motifs
Social Studies	Individual and the society	-Realizing the contribution of Social Studies -Explaining the multidimensionality of an event -Identifying rights and responsibilities -Being aware of children rights
Information and Communication Technologies	Creating a project	-Describing the presentation programs - Describing the visual coding programs - Describing the word processing programs
Music	Music and Notes	-Identifying notes and their durations -Identifying the voices of musical instruments -Explaining how sound occurs
Religion	Good manners and kindness	-Salutation manners -Behaving according to etiquette -Behaving according to communication manners -Behaving according to table manner -Behaving according to Lokman's advices -Reading Surah Tahiyat

After this analysis, the learning goals of the English course in the formal syllabus of the MoNE are examined and all of the items are integrated into the learning goals of the other subject contents. The intended outcomes of the suggested supplementary syllabus cover all of the functions, vocabulary, learning outcomes of the English course. However, only some of the learning goals of the other subject contents were included in the suggested supplementary syllabus as acquiring all of the learning goals of a new content in a foreign language may confuse the students. They try to learn some complex functions of the other subject content in their native language. For this reason, the items in the suggested supplementary syllabus were simplified and integrated with English course's learning outcomes. Table 3 shows the simplified learning goals of the other subject contents.

Table 3

The Learning Goals of the Preferred Subject Contents in the Suggested CLIL Syllabus

Subjects	Contents	Learning goals
Science	World of living being	-Describing living creatures
Science	Human and the environment	-Describing the cause and effects of environmental problems -Making suggestion to environmental problems -Expressing destructive natural disasters
Mathematics	Geometrical concept and its drawings	-Identifying geometrical concepts -Talking about location of a point -Drawing symbols for geometrical shapes
Mathematics	Length and time measurement	-Describing the units of length -Describing the units of time -Interconverting length and time measurement items
Turkish	Our national culture	-Identifying similarities and differences of different cultures -Being aware of Turkish culture -Identifying traditional motifs
Social Studies	Individual and the society	-Identifying rights and responsibilities -Being aware of children rights
Religion	Good manners and kindness	-Expressing salutation manners -Identifying good manner behaviors -Behaving according to communication manners -Defining the virtues
Music	Music and Notes	-Identifying main music structures -Identifying the voices of musical instruments
Information and Communication Technologies	Creating a project	-Describing the presentation programs

As presented in Table 3, the learning goals in the suggested supplementary CLIL syllabus were prepared in accordance with the learning goals of the other subjects in the formal syllabuses of the MoNE.

The other intended learning outcome is about vocabulary. All of the important vocabulary of the other subject contents is presented as the target vocabulary in the suggested supplementary syllabus. By this way, the learners have a chance to see the important vocabulary of the other subjects in English. To make them comprehensible, some techniques like using visuals, realias, pantomime, demonstration, and real-life situations are advised to be used by the teachers in their lessons in the suggested supplementary syllabus.

The functions in the English syllabus of the MoNE and the functions in the chosen subjects' syllabuses of the MoNE are itemized and matched in accordance with the requirements of CLIL method. Then the matched functions are put in order and ten units are formed as in the current syllabus of the MoNE. The third intended learning outcome of the suggested supplementary syllabus is about acquiring the functions of both the English course and the other courses.

Improvements in listening, reading and speaking skills are the other intended learning outcomes of the syllabus. After a detailed examination of the skills in all of the fifth-grade subject contents, the language skills in the suggested supplementary syllabus are presented in line with the functions and learning goals. Not much attention has been given to the teaching of writing skills in the current syllabus of the MoNE. Because of that, any writing skill achievements are not included in the suggested supplementary CLIL syllabus.

Some contexts, tasks and assignments that are applicable and possible to use have been suggested and presented as the final learning outcome of the suggested supplementary syllabus. All of the suggested contexts of the formal English syllabus are put into the suggested supplementary syllabus.

4.3. The Suggested Supplementary CLIL Syllabus

CLIL method tries to create a language learning environment within various contexts to meet both the students' and the teachers' needs. The suggested supplementary syllabus is designed within this educational framework. CLIL means Content and Language Integrated Learning. To develop this suggested syllabus, English language is integrated with the other subjects'

contents. Because of that the suggested learning environments in the syllabus are designed according to both the English course and the other courses in the fifth grade. The suggested contexts in the suggested supplementary syllabus are; advertisements, captions, cartoons, charts, chants, conversations, illustrations, notes and messages, posters, rhymes, songs, stories, tables, videos. By these contexts, the supplementary syllabus offers different learning environments.

The suggested supplementary CLIL syllabus offers lots of tasks and activities for mastering the learning goals of both the English language and the subject contents. These task and activities are designed to enable the students to have communications using the target language and understand the learning outcomes of the other subject contents. The suggested supplementary CLIL syllabus presents simultaneous learning opportunities through the suggested tasks and activities. The activities should be task-based and communicative. The recommended tasks and activities presented in the suggested supplementary syllabus are; competitions, drama (role play, simulation, pantomime), drawing and coloring, games, information transfer, labeling, matching, reordering, storytelling, true/false/no information, making puppets, questions and answers. Table 4 indicates the suggested contexts and tasks in the suggested supplementary syllabus.

Table 4

Suggested Contexts and Tasks in the Suggested Supplementary Syllabus

Suggested contexts	Suggested tasks
Advertisements	Chants
Captions	Competitions
Cartoons	Drama
Charts	Drawing and coloring
Conversations	Games
Illustrations	Information transfer
Notes and messages	Labelling
Posters	Making puppets
Rhymes	Matching
Songs	Pantomime
Stories	Questions and answers
Tables	Reordering
Videos	Role play
	Simulation
	Storytelling
	True/false/no information

Besides these tasks and activities, the suggested syllabus offers at least two assignments for each subject contents. The assignment types in the suggested supplementary syllabus are; preparing a visual dictionary, preparing posters, making a presentation, interviewing, drawing a map, making a survey, preparing a picture story. CLIL also pays attention to group work to communicate by using the target language. For this reason, the tasks, activities and assignments are mostly designed to be performed in group or pair work. The suggested assignments in the suggested supplementary syllabus are presented unit by unit in Table 5. These assignments were taken from the current MoNE English syllabus.



Table 5

Suggested Assignments in the Suggested Supplementary Syllabus

Unit / theme	Suggested assignments
1 The world of living beings	-Students prepare visual dictionary by including new vocabulary items. -Students prepare a poster to show the living beings.
2 Geometrical concepts	-Students keep expanding their visual dictionary by including new vocabulary items. -Students prepare a poster to show the angles and shapes.
3 Cultural heritage	-Students prepare a presentation on different regions' cultural heritage. -Students interview a friend/neighbor/parent, ask about where they are from.
4 Individual and society	-Students keep expanding their visual dictionary by including new vocabulary items. -Students draw a map of their neighborhood and give directions of different places to their peers in groups.
5 Good manners and kindness	-Students keep expanding their visual dictionary by including new vocabulary items. -Students prepare a poster and describe it to the peers in groups. -in groups, students make a survey to find out the common used good manners in their family.
6 Length and time measurement	-Students keep expanding their visual dictionary by including new vocabulary items. -Students prepare a poster to show the length and time measurement concepts.
7 Music and the notes	-Students prepare a picture story including their feelings at different situations. -In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers.
8 The environment	-Students keep expanding their visual dictionary by including new vocabulary items. -Students prepare a poster and find a slogan to save the planet.
9 Making a project	-Students keep expanding their visual dictionary by including new vocabulary items. -Students make a presentation about the illnesses.
10 Virtues	-Students complete and reflect on their visual dictionaries. -In groups, students prepare a picture story on virtues.

CLIL method is in accord with the Communicative Approach. Providing natural learning environments for different contents for effective communication is important in the Communicative Approach. Because of that, the contents are presented with themes in the suggested supplementary syllabus and functions are presented by useful language for every theme. The statements for the useful language can help the instructor to make the functions comprehensible. Table 6 shows the functions and suggested useful language in the suggested supplementary syllabus unit by unit. These functions are designed according to both the English course and the contents of the other subjects. These functions were designed

according to both English course and subjects contents. All of the functions of English course were taken from the current MoNE English syllabus and integrated into the learning goals of the other subjects' contents. These learning goals were taken from the current MoNE syllabuses and simplified to be learnt by using English language.



Table 6

Functions and Useful Language in the Suggested Supplementary Syllabus

Unit / theme	Suggested functions	Useful language
1 The world of living beings	Describing living creatures	-The fungus live in wet places. -Where does a tea plant grow?
	Expressing ability and inability	One can see a microscopic creature via microscope. -Can a kangaroo give birth? Yes, it can.
	Classifying the living creatures	-Some plants live in dessert, some live in an aquatic environments. -One of the animals' classification is their reproduction habits.
2 Geometrical concepts	Identifying geometrical terms	-There are three angles; right angle, acute angle, obtuse angle. -Every line has a specific symbol.
	Talking about locations of things	-Point A is on the three units right / left of Point B. -Point C is on the two units under / over of Point D.
	Naming numbers	-Numbers from 1 to 100.
3 Cultural heritage	Greeting and meeting people	-Nice/glad to meet you. -Where are you from?
	Expressing likes and dislikes	-What is/are your favorite traditional dance(s)? -I don't like/hate Japanese traditional clothes...
	Describing what people do regularly	-Do Asian people eat traditional "beshbarmak"? Yes, they do.
4 Individual and society	Identifying rights and responsibilities	-Everyone has different roles in a society. -Playing games is every children's right.
	Asking for and giving directions	-Excuse me, how can I get to the city center? Go (straight) ahead and turn left on Main Street.
	Making simple inquiries	-Where are you? I'm in front of the post office.
5 Good manners and kindness	Greeting people	-Salaam. -Peace be with you.
	Expressing and responding to thanks	-This is lovely, thanks. /Thank you very much. -You are welcome.
	Asking for clarification	-Sorry, can/could you repeat that, please?
6 Length and time measurement	Describing the length and time measurement units	-There are 365 days in a year. - A minute consists from 60 seconds.
	Telling the time, days and dates	-What time is it? It is half past one. -What is the date of today? It is on 23 rd of March.
	Naming numbers	-Numbers from 100 to 1000.
7 Music and the notes	Identifying the main music structures	-The La is over the second line on the staff. -There are five lines in a staff.
	Describing general events and repeated actions	-Children dance and sing on Children's Day in Turkey. -Chinese wear colorful clothes in Chinese New Year.
	Expressing feelings	-I feel happy in Ramadan. -We feel upset in this song.
	Stating personal opinions	-I think playing flute is funny. -What is your favorite festival?
8 The environment	Describing the cause and effects of the environmental problems	-One of the reason of the pollution is human acts. - Earthquake, avalanche, flood are some of the environmental problems.
	Making simple suggestion	-We shouldn't cut down trees. -What should we do to save our world?
	Describing what people are doing now	-Selena is preparing a poster about recycling now. -Mike and Tom is cleaning the garden at the moment. -Are you helping your mother?
9 Making a project	Describing the presentation software	-We can use Powerpoint, Prezi programs for making a presentation.
	Learning about illnesses, needs, feelings	-I have a fever / a toothache / backache... -He needs pills.
	Expressing obligation	-You must stay in bed for getting better. -S/he mustn't drink cold water.
10 Virtues	Defining the virtues	One for all, all for one. Friendship is a big treasure.
	Expressing and responding to thanks	-You're very kind. Thanks / Thank you. You're welcome.
	Asking for permission	-Mom, can I go to the concert? Sure/ Of course.
	Making/accepting/refusing simple suggestions	-Lets go to the cinema! -What about swimming? It's a bad idea. The weather is rainy.

There are at least two statements that could be used as useful language under each function. The target vocabulary is presented along with these statements in the suggested supplementary syllabus. Table 7 shows the vocabulary used in the suggested supplementary syllabus unit by unit. These vocabulary was taken from the current MoNE syllabuses and the researcher translated them in English.

Table 7

Vocabulary in the Suggested Supplementary Syllabus

Unit / theme	Suggested vocabulary
1 The world of living beings	lily, pond lily, sedge, cactus, reed, citrus, fungi, microscope, ameba, euglena, bacteria, backboned, invertebrate, hygiene, climate
2 Geometrical concepts	Right / acute / obsute angle, quadrangles, square, parallelism, line, line segment, half – line, near / next to / under / over, left / right / on / above
3 Cultural heritage	motif, culture, museum, nationality, country, region, continent, artist, traditional food/clothes/dishes, work
4 Individual and society	social participation, right, responsibility, individual, society, institution, around / between / opposite..., street / library / school / hospital...
5 Good manners and kindness	kindness, good manner, salaam, salutation manners, table manners, communication manners, conversation manners
6 Length and time measurement	meter, kilometer, centimeter, millimeter, triangles, quadrangles, second, minute, hour, day, week, month, year
7 Music and the notes	notes, treble clef, staff / line, space / beat / rest, guitar / piano /violin, bar-line, Children's Day, Chinese New Year, Ramadan, Independence Day
8 The environment	air/water/noise pollution, bio-diversity, cut down, damage/harm, ecosystem, garbage/litter/rubbish/trash, electrical device, -s, plug (unplug), recycle, reduce, save, waste
9 Making a project	animation, backache / headache / toothache, stomachache / sore throat, cold / cough / sneeze, dentist, faint, fever, flu, have a pain / ache, hurt, ill / illness, medicine / pill / syrup, Powerpoint, Prezi, vitamin
10 Virtues	cooperation, friendship, great/good/bad idea, honesty, kindness, love, patience, respect, togetherness, trust, unity

All of the language skills and learning outcomes of the English course in the formal syllabus of the MoNE are presented in the suggested supplementary syllabus. However, the language

skills are integrated with the learning goals of the other subject contents. The listening, speaking and reading sub-skills are designed according to the learning outcomes of the other subject contents. Table 8 presents the language skills and learning outcomes in the suggested supplementary CLIL syllabus unit by unit.



Table 8

Language Skills and Learning Outcomes in the Suggested Supplementary CLIL Syllabus

Unit theme /	Suggested language skills	Suggested learning outcomes
1 The world of living beings	Listening	-Students will be able to understand simple, oral texts about plants, animals, fungus, the microscopic creatures and their abilities.
	Speaking	-Students will be able to talk about living creatures, their classification and abilities in a simple way. -Students will be able to give information about the living beings except people in a simple way.
	Reading	-Students will be able to follow a simple story with visual aids.
2 Geometrical concepts	Listening	-Students will be able to understand simple terms on geometrical shapes. -Students will be able to understand simple directions to state the location.
	Speaking	-Students will be able to talk about where a point is. -Students will be able to count from 1 to 100.
	Writing	-Students will be able to draw symbols of every geometrical shapes and terms.
3 Cultural heritage	Listening	-Students will be able to understand simple, oral texts about different nationalities and countries. -Students will be able to define traditional dishes and clothes from simple, oral texts.
	Speaking	-Students will be able to talk about likes and dislikes. -Students will be able to give information about the cultural heritage.
	Reading	-Students will be able to follow a text on the similarities and the differences among different cultures.
4 Individual and society	Listening	-Students will be able to understand simple, oral texts about rights and responsibilities.
	Speaking	-Students will be able to talk about what they need to do. -Students will be able to give information about giving and asking for directions in a simple way.
	Reading	-Students will be able to read and understand texts about children's rights.
5 Good manners and kindness	Listening	-Students will be able to understand simple good manners.
	Speaking	-Students will be able to ask for clarification by asking to speaker to repeat what has been said in a simple way. -Students will be able to use basic greeting and leave-taking expressions. -Students will be able to express and respond to thanks.
	Reading	-Students will be able to follow a simple story with visual aids, such as cartoons, posters.
6 Length and time measurement	Listening	-Students will be able to understand simple, oral texts about the measurement.
	Speaking	-Students will be able to state the date and day of an event. -Students will be able to interconvert the length and time measurement terms. -Students will be able to tell numbers from 100 to 1000.
	Reading	-Students will be able to understand visually supported texts.
7 Music and the notes	Listening	-Students will be able to understand simple texts about festivals around the world. -Students be able to identify the voices of the musical instrument.
	Speaking	-Students will be able to describe the events in a festival in a simple way. -Students will be able to give information about the living beings except people in a simple way. -Students will be able to express how they feel in a specific song. -Students will be able to state their personal opinions about an event.
	Reading	-Students will be able to follow a simple story with visual aids about festivals around the world.
8 The environment	Listening	-Students will be able to understand simple suggestion concerning the environment. -Students will be able to follow simple videos about the cause and the effects of the environmental problems.
	Speaking	-Students will be able to express simple, oral advice and suggestion. -Students will be able to give advice to protect the world in a simple way.
	Reading	-Students will be able to understand short texts with visual aids.
9 Making a project	Listening	-Students will be able to understand simple, oral texts about illnesses.
	Speaking	-Students will be able to talk about what they need when they are ill. -Students will be able to give information about how they feel. -Students will be able to mention about the obligations in a simple way.
	Reading	-Students will be able to follow a simple story with visual aids. -Students will be able to understand simple texts about the presentation programs.
10 Virtues	Listening	-Students will be able to understand simple, oral texts about the virtues.
	Speaking	-Students will be able to make suggestions for a limited number of activities. -Students will be able to accept or refuse a suggestion in a simple way. -Students will be able to express and respond to thanks. -Students will be able to ask for permission simply, orally to do something.
	Reading	-Students will be able to understand visually supported simple texts about the different virtues one should have.

Within this framework, suitable titles for every content in the suggested supplementary syllabus are chosen and the suggested supplementary CLIL syllabus in accordance with the formal syllabus of the MoNE was designed. The suggested contexts, tasks, assignments, functions, useful language, vocabulary items, language skills, learning outcomes and goals can be seen in the tables 4, 5, 6, 7 and 8. The suggested supplementary syllabus is as follows:



Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 The World of Living Beings	Describing living creatures -The fungus live in wet places. -Where does a tea plant grow? -The skeletons of backboned animals are very strong. Expressing ability and inability -Can one see a microscopic creature with eyes? No, but one can see them via microscope. -Can a kangaroo give birth? Yes, it can. No, it can't. Classifying the living creatures -Some plants live in dessert, some live in an aquatic environments. -One of the animals' classification is their reproduction habits. Lily Pond lily Sedge Cactus Reed Citrus Fungi Microscope Ameba Euglena Bacteria Backboned Invertebrate Hygiene Climate	Listening E5.1.L1. Students will be able to understand simple, oral texts about plants, animals, fungus, the microscopic creatures and their abilities. Speaking E5.1.S1. Students will be able to talk about living creatures, their classification and abilities in a simple way. E5.1.S2. Students will be able to give information about the living beings except people in a simple way. Reading E5.1.R1. Students will be able to follow a simple story with visual aids.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students prepare visual dictionary by including new vocabulary items. • Students prepare a poster to show the living beings.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 Geometrical Concepts	Identifying geometrical terms -There are three angles; right angle, acute angle, obtuse angle. -Every line has a specific symbol. Talking about locations of things -Point A is on the three units right / left of Point B. -Point C is on the two units under / over of Point D. -Point E is on the two units on/under of four units right / left of point F. Naming numbers -Numbers from 1 to 100. Right/Acute/Obtuse angle Quadrangles Square Parallelism Line Line segment Half – line Near/next to/under/over Left/right/on/above	Listening E5.2.L1. Students will be able to understand simple terms on geometrical shapes. E5.2.L2. Students will be able to understand simple directions to state the location. Speaking E5.2.S1. Students will be able to talk about where a point is. E5.2.S2. Students will be able to count from 1 to 100. Writing E5.2.W1. Students will be able to draw symbols of every geometrical shapes and terms.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Stories Tables Videos Tasks/Activities Competitions Drawing and Coloring Games Information transfer Labeling Matching Reordering True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show the angles and shapes.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 Cultural Heritage	Greeting and meeting people -Nice/glad to meet you. -Where are you from? -Is she Japanese? Expressing likes and dislikes -What is/are your favorite traditional dance(s)? My favorite dance(s) is/are ... -I like African work of art... -I don't like/hate Japanese traditional clothes... Describing what people do regularly -Do you use tulip motifs on your works? No I don't. I use the carnation motifs. -Do Asian people eat traditional "beshbarmak"? Yes, they do. Motif Culture Museum Nationality Country Region Continent Artist Traditional food/clothes/dishes Work	Listening E5.3.L1. Students will be able to understand simple, oral texts about different nationalities and countries. E5.3.L2. Students will be able to define traditional dishes and clothes from simple, oral texts. Speaking E5.3.S1. Students will be able to talk about likes and dislikes. E5.3.S2. Students will be able to give information about the cultural heritage. Reading E5.3.R1. Students will be able to follow a text on the similarities and the differences among different cultures.	Contexts Advertisements Captions Charts Conversations Illustrations Notes and Messages Posters Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Matching Storytelling True/False/No information Assignments • Students prepare a presentation on different regions' cultural heritage. • Students interview a friend/neighbor/parent, ask about where they are from.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 Individual and Society	Identifying rights and responsibilities -Everyone has different roles in a society. -Every citizen may benefit from children rights until 18. -Playing games is every children's right. Asking for and giving directions -Excuse me, how can I get to the city center? Go (straight) ahead and turn left on Main Street. Thanks. -Excuse me, where is the library? It is on Grand Street. Making simple inquiries -Where are you? I'm in front of the post office. -Do you know the child rights? Yes, I do. Social participation Right Responsibility Individual Society Institution Around/between/opposite... Street/library/school/hospital...	Listening E5.4.L1. Students will be able to understand simple, oral texts about rights and responsibilities. Speaking E5.4.S1. Students will be able to talk about what they need to do. E5.4.S2. Students will be able to give information about giving and asking for directions in a simple way. Reading E5.4.R1. Students will be able to read and understand texts about children's rights.	Contexts Captions Cartoons Conversations Illustrations Notes and Messages Posters Songs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Reordering True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Good Manners and Kindness	Greeting people -Salaam. Peace be with you. Peace be upon you. Expressing and responding to thanks -This is lovely, thanks. /Thank you very much. -You are welcome. -Thank you for your kindness. Asking for clarification -Sorry, can/could you repeat that, please? Kindness Good manner Salaam Salutation manners Table manners Communication manners Conversation manners	Listening E5.5.L1. Students will be able to understand simple good manners. Speaking E5.5.S1. Students will be able to ask for clarification by asking to speaker to repeat what has been said in a simple way. E5.5.S2. Students will be able to use basic greeting and leave-taking expressions. E5.5.S3. Students will be able to express and respond to thanks. Reading E5.5.R1. Students will be able to follow a simple story with visual aids, such as cartoons, posters.	Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster and describe it to the peers in groups. • In groups, students make a survey to find out the common used good manners in their family.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Length and Time Measurement	Describing the length and time measurement units -There are 365 days in a year. - A minute consists from 60 seconds. Telling the time, days and dates -What time is it? It is half past one. -When is Art class? It is on Tuesday. -What is the date of today? It is on 23rd of March. Naming numbers -Numbers from 100 to 1000. Meter Kilometer Centimeter Millimeter Triangles Quadrangles Second Minute Hour Day Week Month Year	Listening E5.6.L1. Students will be able to understand simple, oral texts about the measurement. Speaking E5.6.S1. Students will be able to state the date and day of an event. E5.6.S2. Students will be able to interconvert the length and time measurement terms. E5.6.S3. Students will be able to tell numbers from 100 to 1000. Reading E5.6.R1. Students will be able to understand visually supported texts.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show the length and time measurement concepts.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 Music and The Notes	Identifying the main music structures -The La is over the second line on the staff. -There are five lines in a staff. Describing general events and repeated actions -Children dance and sing on Children's Day in Turkey. -Chinese wear colorful clothes in Chinese New Year. Expressing feelings -I feel happy in Ramadan. -We feel upset in this song. Stating personal opinions -I think playing flute is funny. -What is your favorite festival? The Independence Day. Notes Treble clef Staff/Line Space/Beat/Rest Guitar/Piano/Violin Bar-line Children's Day Chinese New Year Ramadan Independence Day	Listening E5.7.L1. Students will be able to understand simple texts about festivals around the world. E5.7.L2. Students be able to identify the voices of the musical instrument. Speaking E5.7.S1. Students will be able to describe the events in a festival in a simple way. E5.7.S2. Students will be able to give information about the living beings except people in a simple way. E5.7.S3. Students will be able to express how they feel in a specific song. E5.7.S4. Students will be able to state their personal opinions about an event. Reading E5.7.R1. Students will be able to follow a simple story with visual aids about festivals around the world.	Contexts Advertisements Cartoons Chants Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers Storytelling True/False/No information Assignments • Students prepare a picture story including their feelings at different situations. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 The Environment	Describing the cause and effects of the environmental problems -One of the reason of the pollution is human acts. - Earthquake, avalanche, flood are some of the environmental problems. Making simple suggestion -We should protect bio-diversity. -We shouldn't cut down trees. -What should we do to save our world? We should recycle. Describing what people are doing now -Selena is preparing a poster about recycling now. -Mike and Tom is cleaning the garden at the moment. -Are you helping your mother? Yes, I am. air/water/noise pollution bio-diversity cut down damage/harm ecosystem garbage/litter/rubbish/trash electrical device, -s plug (unplug) recycle reduce save waste	Listening E5.8.L1. Students will be able to understand simple suggestion concerning the environment. E5.8.L2. Students will be able to follow simple videos about the cause and the effects of the environmental problems. Speaking E5.8.S1. Students will be able to express simple, oral advice and suggestion. E5.8.S2. Students will be able to give advice to protect the world in a simple way. Reading E5.8.R1. Students will be able to understand short texts with visual aids.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster and find a slogan to save the planet.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
9 Making a Project	Describing the presentation software -We can use Powerpoint, Prezi programs for making a presentation. Learning about illnesses, needs, feelings -I have a fever. -I have a toothache/backache... -She feels cold. -He needs pills. Expressing obligation -You must stay in bed for getting better. -S/he mustn't drink cold water. animation backache/headache/toothache/ stomachache/sore throat cold/cough/sneeze dentist faint fever flu have a pain/ache hurt ill/illness medicine/pill/syrup Powerpoint Prezi Vitamin	Listening E5.9.L1. Students will be able to understand simple, oral texts about illnesses. Speaking E5.9.S1. Students will be able to talk about what they need when they are ill. E5.9.S2. Students will be able to give information about how they feel. E5.9.S3. Students will be able to mention about the obligations in a simple way. Reading E5.9.R1. Students will be able to follow a simple story with visual aids. E5.9.R2. Students will be able to understand simple texts about the presentation programs.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students make a presentation about the illnesses.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Virtues	Defining the virtues One for all, all for one. Friendship is a big treasure. Expressing and responding to thanks -You're very kind. Thanks / Thank you. You're welcome. Asking for permission -Mom, can I go to the concert? Sure/ Of course. Making/accepting/refusing simple suggestions -Lets go to the cinema! OK. / That sounds good. -What about swimming? It's a bad idea. The weather is rainy. -Would you like to join to my party? I'd love to but I'm ill. Cooperation Friendship Great/good/bad idea Honesty Kindness Love Patience Respect Togetherness Trust Unity	Listening E5.10.L1. Students will be able to understand simple, oral texts about the virtues. Speaking E5.10.S1. Students will be able to make suggestions for a limited number of activities. E5.10.S2. Students will be able to accept or refuse a suggestion in a simple way. E5.10.S3. Students will be able to express and respond to thanks. E5.10.S4. Students will be able to ask for permission simply, orally to do something. Reading E5.10.R1. Students will be able to understand visually supported simple texts about the different virtues one should have.	Contexts Advertisements Cartoons Charts Chants Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students prepare a picture story on virtues.

For designing this syllabus, a cross-curricular analysis was done and all of the current MoNE syllabuses for the 5th grade were analyzed in terms of their learning goals, the vocabulary items, learning outcomes. The contents of all of the 5th grade subjects were itemized and put in a list for document analysis.

A document analysis was done for all of the subjects' contents and the current MoNE course books were analyzed to have better understanding about the learning process of the other subjects. After the analysis, most suitable contents according to the CLIL method were chosen and itemized in a questionnaire. There were eight courses in the questionnaire. Almost four contents from each of the courses were taken and added to the questionnaire. This questionnaire was administered to 236 students who were at 5th grade. This questionnaire was applied on the purpose of studying the contents integrated into English language. The students gave numbers from 1 to 5; 1 represented the least preferred content to study by using English, 5 represented the most preferred content to study by using English.

The questionnaires were analyzed by using descriptive analysis. According to the results, the most preferred ten subjects' contents were identified and each of the learning goal of them was put in a list. Each of the listed learning goal was associated with an English function defined in the current MoNE syllabus. All of the matched functions and learning goals were presented in the functions and useful language column at the suggested supplementary syllabus. Vocabulary in the current MoNE syllabus for the other subjects were translated and integrated into the supplementary syllabus as target vocabulary of the prepared units. Both the learning outcomes of the subjects' contents and the language skills of English were integrated and presented in the language skills and learning outcomes column in the suggested supplementary syllabus. The suggested tasks, activities, contexts and assignments in the current MoNE syllabus were designed according to the other subjects' contents and added into the suggested supplementary syllabus.

There are codes in the third column of the current English MoNE syllabus as shown in Figure 1.

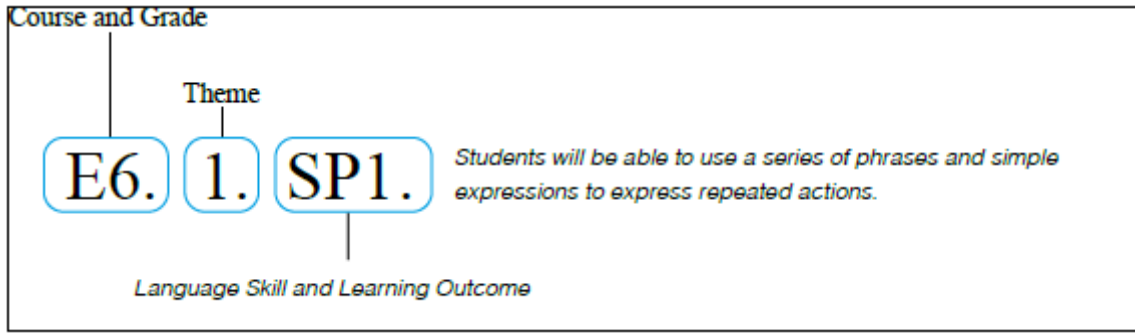


Figure 1. The codes in the MoNE English language syllabus. MEB (2018). *İngilizce dersi öğretim programı*. Retrieved from <http://mufredat.meb.gov.tr/Dosyalar/201812411191321-%C4%B0NG%C4%B0L%C4%B0ZCE%20%C3%96%C4%9ERET%C4%B0M%20PROGRAMI%20Klas%C3%B6r%C3%BC.pdf>

The meanings of the codes in the third column of the syllabus are as follows;

- “E”: English course
- “6”: the sixth grade
- the second number “1”: the number of the unit/theme
- “SP”: speaking skill
- the last number “1”: the number of the related subskill

These codes were also added to the suggested supplementary CLIL syllabus. Because of the syllabus was for the 5th grade, there was the number “5” to express the grade. The English language skills’ codes, “L” (listening), “R” (reading), and “S” (speaking) were used with the subskill numbers in the end.

4.4. Two Sample Units

For every course introduction, a warm-up activity was recommended. Warm-up activities enable students to remember the background information and get them ready for the upcoming contents. Besides, it provides an entertaining introduction for the unit.

For the main course part, listening or reading activities were organized first. In these activities, all of the functions in the unit were handled one by one. Each of the listening or reading text is for one function listed in the suggested supplementary syllabus and there are

a lot of follow up activities related to the texts. After mastering a learning goal in a listening or reading texts and doing the related activities, a speaking activity was suggested. Every learning goal has its own texts, exercises and follow up activities. For the end of the main course part, a game was organized for fun while learning.

At the closing part, an assignment or a project was recommended. Finally, a can-do statement list was presented for a general evaluation of the students towards the unit.

After the unit's course part, lots of activities related to the learning goals and the vocabulary were suggested. These follow up activities were ranked from the one word production level to the communication level. These activities may be used for revision or evaluation.

These explained parts were embodied in two sample units and these units were administered in the implementation part of this study. These units were designed according to the suggested supplementary syllabus on the purpose of being sample practice for the teachers. Two sample units used in the implementation part are presented in Appendix 5 and 6.

4.5. Suggested Techniques Used in Teaching

There are lots of methods and techniques in foreign language teaching. Each of them has a unique system. The Content and Language Integrated Learning pays attention to provide natural language learning environments like the Communicative Approach. Both of them give importance to communicate by using the target language. Hence, communication activities, group or pair works, discussion, drama, role play are some of the techniques that may be used in teaching and learning process. However, providing comprehensible input is the initial condition for a good communication. Thus, the instructor's communication skills and knowledge should be sufficient for a better learning environment.

Learning content through a language is a main premise of the Content-based Learning Approach as well as CLIL Approach. In this study, contents which were taken from the other courses were integrated the target language used for the learning activities. ...the language being learned and used is taught within the context of the content. The theory behind CBI is that when students are engaged with more content, it will promote intrinsic motivation (Bilash, 2009). To support the learning process, to present vocabulary and the content of other subjects in the target language easily, mimes and the gestures should be used in teaching.

Using visual aids and props is a technique that may be used in the teaching process with CLIL method. In CLIL method, showing visuals, posters, advertisements and other contexts is useful and important in order to help learners visualize the subjects' contents. The students both have better understanding of the subject contents and communicate easily by using the target language.

4.6. Assessment

For the course assessment, a can-do statement list was prepared and added to the end of each unit. This part measures the students overall understanding of the unit. However, a detailed written examination to assess the students' comprehension was not developed. The study covers developing a suggested supplementary CLIL syllabus in line with MoNE syllabus and implementation of two sample units designed according to this syllabus. After the implementation, an opinion survey was conducted to evaluate the perceptions of the students and English language teachers towards the suggested supplementary syllabus and the sample units; however the success of the students was not measured by using tests. The opinion surveys for the participants were administered by studying the two sample units with the students in the implementation part, the opinion surveys for the English language teachers were administered by presenting the suggested supplementary syllabus and the two sample units to the teachers.

CHAPTER V

FINDINGS AND DISCUSSION OF PILOT IMPLEMENTATION

This chapter presents the findings and discussions about the opinion surveys conducted after the implementation. The results of the opinion surveys were analyzed both quantitatively and qualitatively by the help of codes and content analysis. The results and findings of quantitative and qualitative data are presented by using figures.

5.1. Perceptions of Participants about the Suggested Supplementary Syllabus

To evaluate the perceptions of the participants, an opinion survey was used. This opinion survey was carried out with twenty-five students after two sample units were studied for seven weeks. The answers of the students were coded and expressed in frequencies. The codes which were the key elements for this part were taken from the learner's answers.

The opinion survey was designed as semi-structured. There are five questions in the opinion survey for the students. Some of them are open-ended questions and some of them are yes/no questions. All of the questions were given to the participants in their mother tongue. The first question in the opinion survey aims to evaluate the feelings of the participants about the learning process they went through with the implementation of the suggested supplementary CLIL syllabus. For this reason, the first question was "How does studying different subjects through English as the medium of instruction make you feel?" The codes inferred from the answers are shown in Figure 1.

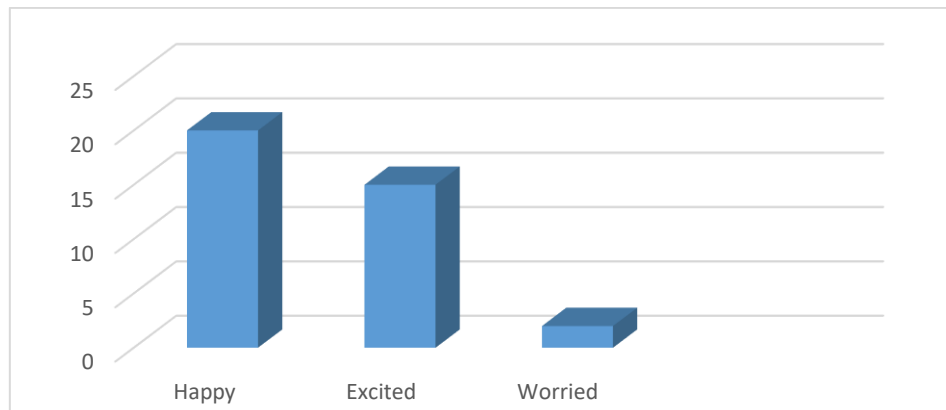


Figure 2. Participants' feelings about the learning process

According to the opinion survey's (Appendix 7) results, most of the students stated that studying different subjects by using English made them feel happy and excited. When the codes were analyzed, 80% of the participants were found to feel happy about the learning process while 60% of them felt excited. 40% of the participants stated that they felt both excited and happy. This shows that happiness and excitement is the most prominent feeling in the opinion survey. One participant stated that "It is a unique experience to have fun while learning something" On the other hand 8% (2/25) of the participants felt worried about studying the subjects by using only English. According to the majority, working on the same subjects in different lessons made the learning process easier and more entertaining.

The second question in the opinion survey was a yes/no question. This item of the opinion survey measured the level of difficulty of the learning process for the participants. The question was "Are the other subject contents other than the language subjects easy to understand when the medium of instruction is not your mother tongue?" The frequencies of the answers are presented in Figure 2.

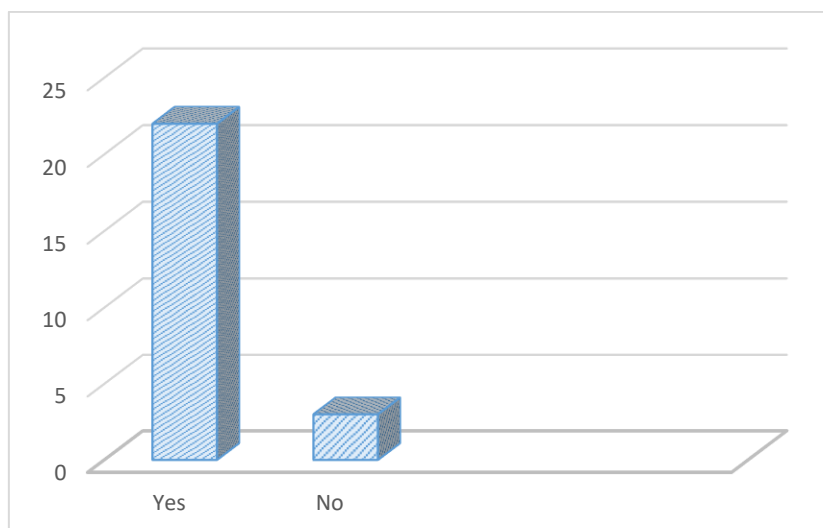


Figure 3. Participants' perceptions about the easiness of the learning process

Most of the participants (88%) expressed that the subjects except for the language courses may be easy to understand when they are taught in a language other than their mother tongue. One student stated “I have positive opinion about this experience thanks to the activities implemented during the lessons”. On the other hand, some of the participants (12%) stated that the learning process was not easy to understand, because this kind of learning process required studying harder for a better understanding of the subjects. Because of that, three of the twenty-five students found the process difficult. Moreover, eighteen students (72%) whose answers were ‘yes’ stated that practicing the subject contents, with which they were familiar in their native language, in English enhanced their point of view through the methods and techniques applied during the implementation process.

The third question in the opinion survey is a yes/no question about the level of fun of the implementation part. The question was “Is dealing with the subject contents through a language other than your mother tongue entertaining?”. The frequencies of the answers are presented in Figure 3.

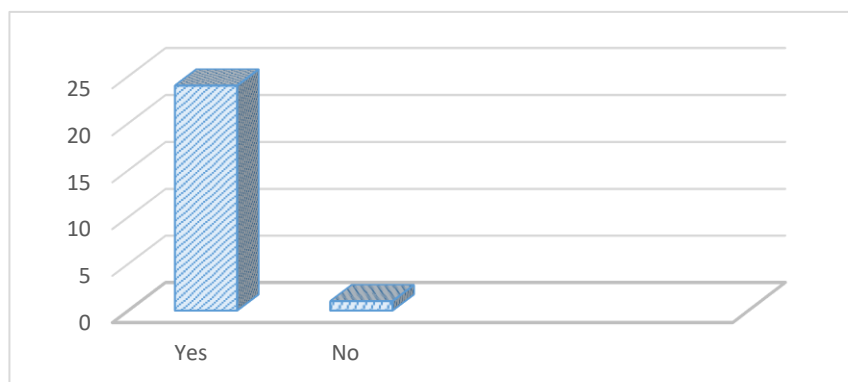


Figure 4. Participants’ perceptions about the entertainment level of the learning process

Almost all of the students (96% - 24/25) stated that dealing with the subjects through a language other than their mother tongue was entertaining because it opened a different point of view contrary to the ordinary learning styles. The other subject contents have been taught in Turkish all the time; however, the most of the students expressed that they were aware of the fact that the students in the other countries also have been learning nearly the same scientific facts through different languages; therefore, they should also learn the same information in different languages. Furthermore, most of the students stated that knowing a foreign language might become a need in their future lives whether they like it or not. Only one student (4%) found the process boring. This student’s English grade was very low. There may be a correlation between a student’s grade and his/her perception of how entertaining learning a subject is. This, however, goes beyond the limits of the study and necessitates another research.

The fourth question in the opinion survey is about motivation. The students chose the subject contents in the suggested supplementary syllabus from the questionnaire in the previous education year, when they were in the fifth grade. The researcher prepared and presented the sample units taken from the suggested supplementary syllabus which consist of the most preferred themes chosen by the participants. The question is “Do you feel motivated while learning a subject which you have chosen to study in English?” It is a yes/no question and Figure 4 shows the frequencies of the answers.

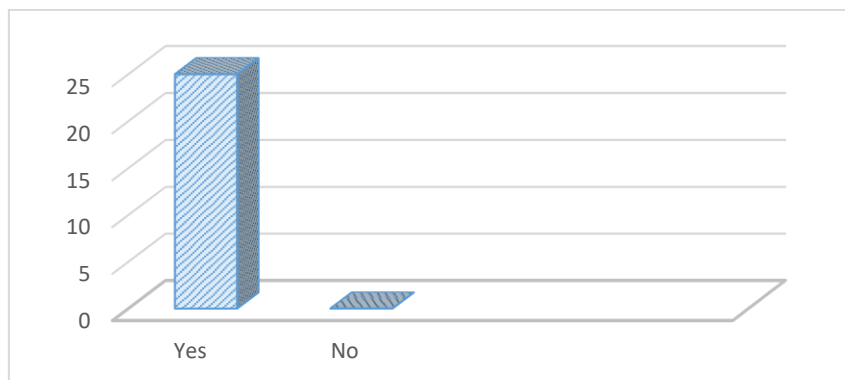


Figure 5. Participants' motivation towards the learning process

Studying a subject which they had chosen to study in English made them feel motivated, all of the students (100%) answered this question “yes”. As the subjects were chosen according to the preferences of the students which were determined through the interest survey applied the previous education year when they were in the fifth grade, they were more interested in the subjects and expressed that they felt safe and comfortable with the subjects they had chosen.

The last question in the opinion survey for the participant is about the overall evaluation of the learning process. It is an open-ended question, the answers are categorized by using codes. The question is “What do you think about this experience?” The codes deduced from the participants' answers are presented in Figure 5.

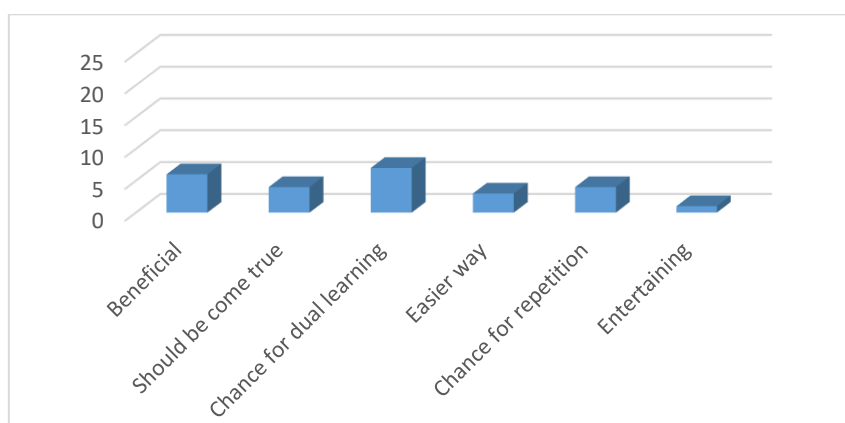


Figure 6. Participants' general perceptions about the learning process

As inferred from the learners' answers, the codes could be categorized in six columns. 24% (6/25) of the students expressed that the learning process was beneficial and this experience enabled them to develop their English knowledge. 16% (4/25) of the participants stated that if there were an implementation like that in the formal education program, they would feel happier. Most of them said if these sample subjects were in their current learning program, they could attend it with pleasure. 28% (7/25) of the students said this experience gave them a chance for dual learning. That is, while they were studying the other subject contents, they were studying English at the same time. In addition to that, 12% (3/25) of the students stated that this was an easier way of learning in terms of a chance for dual learning and the diversity of the used techniques and activities. Besides, 16% (4/25) of the participants expressed that this learning process was a chance for revising all of the subject contents. The students had studied all of the contents in their formal education program the previous year. This lesson was a revision for them where they could study the contents combined with the English subject. Finally, one student (4%) said that this was an entertaining lesson as stated in question 3.

This is an open-ended question; therefore, there could be a variety of answers. A code deduced from the participants' answers may be relevant to another code. Consequently, the students stated that the process was entertaining and provided them with a different experience.

It can be seen that the students are mostly pleased with the presented sample units and conducted learning process.

5.2. Perceptions of Teachers about the Suggested Supplementary Syllabus

Two English language teachers' opinions were evaluated with an opinion survey (Appendix 8) after two sample units were studied with the participants. The suggested supplementary syllabus and the sample units were given them and an opinion survey composed of four questions was applied. Because there were two interviewees for this survey, there were no codes shown by frequencies.

The first question in the survey is about the opinions of the teachers about the usefulness of the suggested supplementary syllabus and the question is "What do you think about the usefulness of this supplementary syllabus?".

According to the results, both of the teachers expressed that this syllabus might help the students open up their horizons and learn English through various topics. Besides, the first teacher said “The material is useful for the learners because the students may have knowledge of the other subjects while learning English. Moreover, while studying the other subject contents, the students might think “Now, we are studying this subject in English.” and they may link both of the subjects easily.” The other teacher said, “This is like a process of revision where students have a chance to understand the courses better.” These answers show that both of the teachers have a positive stance towards the suggested supplementary syllabus.

The second question in the opinion survey was a yes/no question. The researcher has asked whether they want to study with this syllabus in their classes or not and the question is “Do you want to study with this suggested supplementary syllabus in your lessons?”. Both of the teachers had the same opinion about this question. On account of the usefulness of the suggested supplementary CLIL syllabus, the teachers have expressed “I can use it in my lessons if the formal class periods for the English course is increased via the elective English lessons or the preparatory education program designed by the MoNE in 2017.” The intensive English language learning program developed by the MoNE was not used in this school. Because of that, the teachers hesitated to use the suggested supplementary syllabus in their classes. However, both of them stated that they could use it if they had enough time for the implementation of it and if it were accompanied by the preparatory education program for the fifth grade.

The third question in the opinion survey is about the advantages and the disadvantages of the suggested supplementary syllabus and the question is “What do you think about the possible advantages and the disadvantages of this supplementary syllabus?”. The first language teacher has specified “This supplementary syllabus enables teachers to plan and organize their classes in an effective and useful way, it also helps students improve their English and use it in a wide range of topics.” The second language teacher has analyzed the sample units and said: “One of the most important things in education is arousing interest and an education program like this may contribute to this significant factor as well as motivation.” The answers are generally about the advantages of the suggested supplementary syllabus, the only answer about the disadvantages of the program is “Learners may have difficulties in getting used to it at first.” as the first language teacher has stated.

The last question in the opinion survey is about the practicability of the suggested supplementary syllabus and the question is “Is this study applicable in your classes? If yes, why and how?”. The first teacher’s answer is “The suggested assignments, tasks, activities and contents make the syllabus applicable and useful.” The other English language teacher has expressed “An education material like this enables to compensate for the lessened course time of the other subjects due to the enhanced English course time at the MoNE preparatory program. I hope our school also starts to use the intensive English language education program. And this suggested supplementary syllabus may help us to vary our classes.” About the practicality of the syllabus and the sample units, both of the teachers have stated that this might be very useful and contribute to students’ vocabulary knowledge a lot. One of them has said “This education program may reach the success of the prep classes implemented years ago in high schools and improve the students’ English knowledge in different branches.”

To conclude, according to the opinion survey for the language teachers, if there is enough time for conducting the suggested supplementary syllabus, it may be very beneficial for both teachers and students. Furthermore, the studying of one course within another contributes not only to English subject but also to the other subjects. If the program allows this, the aim of the suggested supplementary syllabus can be achieved and thereby students can benefit from it.

5.3. Problems in the Implementation of the Suggested Supplementary Syllabus

The main problem during the implementation process was about time. The first planned implementation time was affected by The Ramadan Festival as most of the participants were absent. For this reason, the questionnaire was carried out three weeks later. Normally, the implementation should have been done in the spring semester of the 2018/2019 education year. However, the participants were absent. Hence, the conduct of the opinion survey was realized in the fall term of 2019/2019 education year instead of the spring term of education year.

In the implementation school, there are three lessons for English language subjects in the 5th and 6th grade. For conducting the sample units and the opinion surveys, time was limited and this was the other problem about the implementation of the suggested supplementary syllabus.

Apart from these problems, the process was successfully carried out, all of the questionnaires and the surveys were applied properly.



CHAPTER VI

CONCLUSION AND SUGGESTIONS

In this chapter, conclusions inferred from the findings and discussions are presented, implications and suggestions for teaching are offered.

6.1. Conclusion

The purpose of this thesis is to focus on CLIL (Content and Language Integrated Learning) and create a practicable, supplementary syllabus for 5th graders, assess the participants' and language teachers' opinions about using CLIL materials in class. To reach these aims, this study employs a mix-method research design and three data collection tools: a questionnaire as an interest survey, an opinion survey for the participants and an opinion survey for English language teachers.

In the first phase of the study, a questionnaire was administered to 236 fifth grade students in the spring term of 2018/2019 education year. This questionnaire's aim is to discover the most preferred ten subjects' contents among the courses excluding the English course to be studied in English. According to the results of the 200 valid questionnaires, the most preferred ten subjects' contents were chosen.

Having knowledge of the interests of the participants towards the other subjects' contents, a suggested supplementary CLIL syllabus was designed which was the main aim of this thesis. For the practical part, two sample units chosen from the suggested supplementary syllabus were designed and administered to a sixth grade class consisting of twenty-five students in

the fall semester of the 2019/2020 education year. These sixth grade students consist of those who answered the questionnaire in the last semester when they were in fifth grade.

After the implementation part, the opinion surveys which were semi-structured were administered. The opinion surveys for the participants were conducted after the implementation of the two sample units.

According to the findings, studying with the same implementation group as the group who answered the questionnaire contributed to the motivation of the learners. The participants pointed out their choice of the subjects' contents which they wanted to study in English via the questionnaire. Then the researcher prepared the syllabus and the sample units according to the participants' interest and administered them to the same participants.

With respect to another finding acquired from the opinion survey results, it is concluded that studying a content in English which the students have mastered in the main course is entertaining and makes most of the students feel happy and excited.

According to another finding gotten from the opinion survey for the participants, using different in-class activities, visuals, posters, games, tasks, assignments and contexts fosters the learning process. In this case, the students feel more comfortable about the contents.

The opinion surveys for English language teachers were conducted with two language teachers. The teachers answered the questions by analyzing the suggested supplementary syllabus and the sample units. According to the survey results, it is concluded that following this syllabus in English courses may be effective and beneficial if enough time is allocated for the lessons. It can be said that the suggested supplementary CLIL syllabus has mostly advantages rather than disadvantages according to the opinion survey results. The preparatory English education program for the fifth grade as a pilot implementation developed by the MoNE in 2017 may make use of this suggested supplementary CLIL syllabus in the extended English course hours.

Individuals must be able to use language to develop themselves culturally, personally and socially. CLIL, which is a complementary and alternative method for language teaching, has more advantages compared to traditional methods. It enables the learners to have a high level of language competence while motivating them.

6.2. Implications

The CLIL method creates environments for children to think via meaningful and active learning. There are eight important points to be taken into consideration for CLIL to be successful in the classroom. First, attention should be paid to the choice of themes from various fields. These fields can be social sciences, science, art and mathematics. While the themes are analyzed the unique words of each field are taught. Both academic and social languages are used in the courses.

Secondly, the opinions of the learners about the theme to be used should be taken, and opportunities for discussion should be provided for their needs and interests. Depending on their prior knowledge, they need to be able to engage in discussions and actively participate in the learning process. Learners should be encouraged to ask questions and to find the answers to the questions. With this method, learner-centered education is provided.

Third, stories and explanatory texts should be presented as educational materials when preparing themes. Thus, it contributes not only to the development of literacy skills in the target language but also to the presentation of information through texts. Fourth, the subject contents must be presented in a language and grammar structure that the learners understand. Attention should be paid to the vocabulary and grammatical structure in the content presented. The relevance of the newly learned words and grammar structure to the theme may attract the attention of learners. The activity parts related to the theme in the text used also facilitate learning.

Fifth, content and themes that trigger learners' curiosity must be presented. The texts to be used should awaken learners' curiosity and discovery. Sixth, learners need to process, analyze and make sense of information. It is important to provide an opportunity to students to demonstrate what they have learned through the information delivered. Seventh, since the materials presented in the classroom improve mostly reading skills, better opportunities for listening and speaking skills should also be provided for the learners. It is important to create environments for learners to ask and answer questions. Group work can be prepared to create a context for class discussions.

Finally, learners are required to work on a specific project involving collaborative, creative and communicative processes. It is important that they present their projects and express themselves in the classroom. As a result of the studies, CLIL method proved to be effective in learning the second language.

CLIL makes it easy to communicate in the newly learned language and at the same time brings innovation to the curriculum throughout the year. Students learn the language while learning the subjects. The suggested supplementary syllabus and the two sample units have the following 4 characteristics: understanding content, learning combined with cognitive characteristics, developing communication skills and developing language skills. There is no single model used in the CLIL method, it may vary depending on the teacher's level of language use, whether students know the target language, amount of time allocated to teaching, difficulty of the subject or content. The most important feature of all models is the integration of language and content.

6.3. Suggestions

Since CLIL method is a student-centered method, it plays an important role in increasing children's self-confidence and individual motivation in learning the language. In CLIL, more children can have the opportunity to learn a language. Language learners can actively participate in the learning process. CLIL is an interactive teaching method that creates a meaningful environment in which the learner should actively participate in learning both content and language.

Teachers who will use the CLIL method in their classrooms need to integrate the CLIL approach into the content of their programs and reflect it in their annual plans in order to adopt this approach comprehensively and carefully. Prepared CLIL programs may be short-term or may continue throughout the academic year. In order to apply the CLIL method, children should know the basic words in the second language before starting the program to deepen their knowledge of words.

Since CLIL method is different from other traditional methods, teachers should be educated about subject contents, have knowledge about preparation for lessons, and have the ability to turn their plans into action, have sufficient knowledge of the second language, knowledge about cultures, and knowledge about cognitive and metacognitive development and have the skills to use these strategies in the classroom. Teachers who will apply CLIL method in their classes should work in cooperation and give importance to group work.

The more teachers teach in the classroom, the more learning takes place. Providing simple but important information to learners result in more efficient results in CLIL method.

According to the MoNE (2005), in order to develop listening, speaking, reading and writing skills, which are basic language skills, it is necessary to provide activities to learners where they can practice them. To this end, it is recommended that learners be provided with not only grammar education but also topics related to skills. While presenting the topics, the keywords should be transferred to the learners for each subject. In the activities inside and outside the classroom, it is seen that unity of the subject, reinforcement of the concepts learned and the connection with the daily lives of the learners are important. In order for learners to use the language in a more functional way, positive learning environments should be created and learning should be enriched with activities with specific aims.

Learners should not only be taught new words in the target language, but also guided to gain the knowledge of where, how and in which context they can be used. It is important that the language should be taught as a whole, not in parts. Learners are required to take part actively in the classroom both verbally and in writing. Teachers should also integrate technology into the themes and learners should determine the types of assessment and when they will be assessed. It is important that teachers enable learners to think critically, improve their academic performance and work in collaboration.

It is a known fact that more student-centered methods have been used in recent years and CLIL is one of them as explained in chapter 2. In Turkey, learning a second language is a compulsory. CLIL can be used to teach a foreign language as well as a subject content. This study aims to carry out this multifunctional method in Turkey as used in Europe. There are elective courses in Turkey and the suggested supplementary syllabus can be used for these lessons. Besides, The Ministry of National Education has a preparatory class implementation for 5th grade since 2017. The weekly course hours for English in this implementation are increased to fifteen hours whereas the course hours for the other lessons are decreased. This suggested supplementary syllabus may be used for both practicing the English language and compensating for the other subjects' lessened course hours.

This study presents two sample units for an effective CLIL practice for the teachers. However, there ten units in the suggested supplementary CLIL syllabus. In further studies, sample units may be prepared for all of the subject contents in the suggested supplementary syllabus. Besides, as this study covers only fifth grade, education materials may be prepared for the other grades.

This thesis assesses the opinions of the participants. As another suggestion, one may measure the successes of the participants with a CLIL material by using pre- and post-tests. In addition to that, opinion surveys for the other for the teachers of other subjects regarding the content or for the parents may be applied by presenting the suggested supplementary syllabus and the sample units.

Some further studies should be done to support the effectiveness of the suggested supplementary syllabus when it is put into practice in the schools of the MoNE.



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APPENDIXES



Appendix 1. Questionnaire in Turkish

ANKET FORMU

Bu form bilimsel bir çalışma için kullanılacaktır. İsminiz soy isminiz gibi kişisel verileriniz asla herhangi bir yerde kullanılmayacaktır. O açıdan belirtmeniz gerekmemektedir.

Aşağıda beşinci sınıfta görülen dersler ve işlenen konular verilmiştir. Bu konuların hangilerini İngilizce olarak görmek isterdiniz? İngilizce işlemeyi en çok istediğiniz konulara 5, en az işlemek istediğiniz konulara 1 olacak şekilde 1'den 5'e kadar puan veriniz.

	DERSLER – KONULAR	1 (istemiyor um)	2 (biraz istiyorum)	3 (istiyorum)	4 (çok istiyorum)	5 (en çok istiyorum)
A.	Matematik					
1.	Doğal Sayılar ve İşlemler					
2.	Kesirler					
3.	Uzunluk ve Zaman Ölçme					
4.	Geometrik Kavramlar ve Çizimleri					
B.	Fen Bilgisi					
1.	Güneş, Dünya ve Ay					
2.	Canlılar Dünyası					
3.	Madde ve Değişim					
4.	İnsan ve Çevre					
C.	Sosyal Bilgiler					
1.	Birey ve Toplum					
2.	Bilim, Teknoloji ve Toplum					
3.	Üretim, Dağıtım ve Tüketim					
4.	Etkin Vatandaşlık					
D.	Türkçe					
1.	Milli Mücadele ve Atatürk					
2.	Milli Kültürümüz					
3.	Erdemler					

4.	Doğa ve Evren					
E.	Din Kültürü					
1.	Allah İnancı					
2.	Ramazan ve Oruç					
3.	Adap ve Nezaket					
4.	Hız. Muhammed ve Aile Hayatı					
F.	Resim					
1.	Görsel Sanat Kültürü					
2.	Görsel Sanatlarda Biçimlendirme					
G.	Müzik					
1.	Sesin Oluşumu					
2.	Müzikte Notalar					
3.	Atatürk ve Müzik					
4.	Hız ve Gürlük					
H.	Bilişim Teknolojileri					
1.	Bilgisayar Sistemleri					
2.	Gizlilik ve Güvenlik					
3.	İletişim Teknolojileri ve İşbirliği					
4.	Ürün Oluşturma					

Appendix 2. Questionnaire in English

THE QUESTIONNAIRE

This form will be used for a scientific study. Your personal information like your name or surname won't be used anywhere. So, you do not need to mention about it.

The subject contents at 5th grade are presented below. Which one do you want to study in English? Please score the items from 1 to 5; as 5 for the topics you want to study in English most, 1 for the topics you want to study in English least.

	SUBJECT CONTENTS	1 (Strongly disagree)	2 (Disag- ree)	3 (Neutral)	4 (Agree)	5 (Strongly agree)
A.	Math					
1.	Natural numbers					
2.	Fractions					
3.	Measurement of length and time					
4.	Geometrical Concept and its drawings					
B.	Science					
1.	The Sun, The Earth and The Moon					
2.	World of living being					
3.	Matter and Transformation					
4.	Human and the environment					
C.	Social Studies					
1.	Individual and the society					
2.	Science, technology and the society					
3.	Manufacture, distribution and consumption					

4.	Active citizenship					
D.	Turkish					
1.	National struggle and Atatürk					
2.	Our national culture					
3.	Virtues					
4.	The Nature and The Universe					
E.	Religion					
1.	Belief of God					
2.	The Ramadan and the feast					
3.	Good manners and kindness					
4.	Hız Mohammed and his domesticity					
F.	Art					
1.	Visual art culture					
2.	Designing in visual art					
G.	Music					
1.	The formation of voice					
2.	Music and Notes					
3.	Atatürk and the music					
4.	Speed and volume					
H.	ICT					
1.	Computer systems					
2.	Confidentiality and security					
3.	Communication technologies and cooperation					
4.	Creating a product					

Appendix 3. Points of Subjects

	DERSLER - KONULAR	Puanlar
A.	Matematik	
1.	Doğal Sayılar ve İşlemler	506
2.	Kesirler	479
3.	Uzunluk ve Zaman Ölçme	612
4.	Geometrik Kavramlar ve Çizimleri	663
B.	Fen Bilgisi	
1.	Güneş, Dünya ve Ay	618
2.	Canlılar Dünyası	659
3.	Madde ve Değişim	540
4.	İnsan ve Çevre	639
C.	Sosyal Bilgiler	
1.	Birey ve Toplum	639
2.	Bilim, Teknoloji ve Toplum	595
3.	Üretim, Dağıtım ve Tüketim	540
4.	Etkin Vatandaşlık	601
D.	Türkçe	
1.	Milli Mücadele ve Atatürk	571
2.	Milli Kültürümüz	602
3.	Erdemler	618
4.	Dünya ve Çevre	617
E.	Din Kültürü	
1.	Allah İnancı	493
2.	Ramazan ve Oruç	540
3.	Adap ve Nezaket	620
4.	Hız. Muhammed ve Aile Hayatı	617
F.	Resim	
1.	Görsel Sanat Kültürü	690
2.	Görsel Sanatlarda Biçimlendirme	690
G.	Müzik	
1.	Sesin Oluşumu	561
2.	Müzikte Notalar	655
3.	Atatürk ve Müzik	591
4.	Hız ve Gürlük	554
H.	Bilişim Teknolojileri	
1.	Bilgisayar Sistemleri	567
2.	Gizlilik ve Güvenlik	578
3.	İletişim Teknolojileri ve İşbirliği	588
4.	Ürün Oluşturma	595

Appendix 4. Supplementary CLIL Syllabus

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 The World of Living Beings	Describing living creatures -The fungus live in wet places. -Where does a tea plant grow? -The skeletons of backboned animals are very strong. Expressing ability and inability -Can one see a microscopic creature with eyes? - No, but one can see them via microscope. -Can a kangaroo give birth? - Yes, it can. - No, it can't. Classifying the living creatures -Some plants live in dessert, some live in an aquatic environments. -One of the animals' classification is their reproduction habits. Lily Pond lily Sedge Cactus Reed Citrus Fungi Microscope Ameba Euglena Bacteria Backboned Invertebrate Hygiene Climate	Listening E5.1.L1. Students will be able to understand simple, oral texts about plants, animals, fungus, the microscopic creatures and their abilities. Speaking E5.1.S1. Students will be able to talk about living creatures, their classification and abilities in a simple way. E5.1.S2. Students will be able to give information about the living beings except people in a simple way. Reading E5.1.R1. Students will be able to follow a simple story with visual aids.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students prepare visual dictionary by including new vocabulary items. • Students prepare a poster to show the living beings.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 Geometrical Concepts	Identifying geometrical terms -There are three angles; right angle, acute angle, obtuse angle. -Every line has a specific symbol. Talking about locations of things -Point A is on the three <u>units</u> right / left of Point B. -Point C is on the two units under / over of Point D. -Point E is on the two units on/under of four <u>units</u> right / left of point F. Naming numbers -Numbers from 1 to 100. Right/Acute/Obtuse angle Quadrangles Square Parallelism Line Line segment Half-line Near/next to/under/over Left/right/on/above	Listening E5.2.L1. Students will be able to understand simple terms on geometrical shapes. E5.2.L2. Students will be able to understand simple directions to state the location. Speaking E5.2.S1. Students will be able to talk about where a point is. E5.2.S2. Students will be able to count from 1 to 100. Writing E5.2.W1. Students will be able to draw symbols of every geometrical shapes and terms.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Stories Tables Videos Tasks/Activities Competitions Drawing and Coloring Games Information transfer Labeling Matching Reordering True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show the angles and shapes.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 Cultural Heritage	Greeting and meeting people -Nice/glad to meet you. -Where are you from? -Is she Japanese? Expressing likes and dislikes -What is/are your favorite traditional dance(s)? My favorite dance(s) is/are ... -I like African work of art... -I don't like/hate Japanese traditional clothes... Describing what people do regularly -Do you use tulip motifs on your works? No I don't. I use the carnation motifs. -Do Asian people eat traditional "beshbarmak"? Yes, they do. Motif Culture Museum Nationality Country Region Continent Artist Traditional food/clothes/dishes Work	Listening E5.3.L1. Students will be able to understand simple, oral texts about different nationalities and countries. E5.3.L2. Students will be able to define traditional dishes and clothes from simple, oral texts. Speaking E5.3.S1. Students will be able to talk about likes and dislikes. E5.3.S2. Students will be able to give information about the cultural heritage. Reading E5.3.R1. Students will be able to follow a text on the similarities and the differences among different cultures.	Contexts Advertisements Captions Charts Conversations Illustrations Notes and Messages Posters Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Matching Storytelling True/False/No information Assignments • Students prepare a presentation on different regions' cultural heritage. • Students interview a friend/neighbor/parent, ask about where they are from.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 Individual and Society	Identifying rights and responsibilities -Everyone has different roles in a society. -Every citizen may benefit from children rights until 18. -Playing games is every children's right. Asking for and giving directions -Excuse me, how can I get to the city center? Go (straight) ahead and turn left on Main Street. Thanks. -Excuse me, where is the library? It is on Grand Street. Making simple inquiries -Where are you? I'm in front of the post office. -Do you know the child rights? Yes, I do. Social participation Right Responsibility Individual Society Institution Around/between/opposite... Street/library/school/hospital...	Listening E5.4.L1. Students will be able to understand simple, oral texts about rights and responsibilities. Speaking E5.4.S1. Students will be able to talk about what they need to do. E5.4.S2. Students will be able to give information about giving and asking for directions in a simple way. Reading E5.4.R1. Students will be able to read and understand texts about children's rights.	Contexts Captions Cartoons Conversations Illustrations Notes and Messages Posters Songs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Reordering True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 Good Manners and Kindness	Greeting people -Salaam. Peace be with you. Peace be upon you. Expressing and responding to thanks -This is lovely, thanks. /Thank you very much. -You are welcome. -Thank you for your kindness. Asking for clarification -Sorry, can/could you repeat that, please? Kindness Good manner Salaam Salutation manners Table manners Communication manners Conversation manners	Listening E5.5.L1. Students will be able to understand simple good manners. Speaking E5.5.S1. Students will be able to ask for clarification by asking to speaker to repeat what has been said in a simple way. E5.5.S2. Students will be able to use basic greeting and leave-taking expressions. E5.5.S3. Students will be able to express and respond to thanks. Reading E5.5.R1. Students will be able to follow a simple story with visual aids, such as cartoons, posters.	Contexts Advertisements Cartoons Conversations Fairy tales Illustrations Posters Questionnaire Signs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Making Puppets Reordering Questions and Answers Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster and describe it to the peers in groups. • In groups, students make a survey to find out the common used good manners in their family.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Length and Time Measurement	Describing the length and time measurement units -There are 365 days in a year. - A minute consists from 60 seconds. Telling the time, days and dates -What time is it? It is half past one. -When is Art class? It is on Tuesday. -What is the date of today? It is on 23rd of March. Naming numbers -Numbers from 100 to 1000. Meter Kilometer Centimeter Millimeter Triangles Quadrangles Second Minute Hour Day Week Month Year	Listening E5.6.L1. Students will be able to understand simple, oral texts about the measurement. Speaking E5.6.S1. Students will be able to state the date and day of an event. E5.6.S2. Students will be able to interconvert the length and time measurement terms. E5.6.S3. Students will be able to tell numbers from 100 to 1000. Reading E5.6.R1. Students will be able to understand visually supported texts.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster to show the length and time measurement concepts.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
7 Music and The Notes	Identifying the main music structures -The La is over the second line on the staff. -There are five lines in a staff. Describing general events and repeated actions -Children dance and sing on Children's Day in Turkey. -Chinese wear colorful clothes in Chinese New Year. Expressing feelings -I feel happy in Ramadan. -We feel upset in this song. Stating personal opinions -I think playing flute is funny. -What is your favorite festival? The Independence Day. Notes - Treble clef - Staff/Line - Space/Beat/Rest - Guitar/Piano/Violin - Bar-line - Children's Day - Chinese New Year - Ramadan - Independence Day	Listening E5.7.L1. Students will be able to understand simple texts about festivals around the world. E5.7.L2. Students be able to identify the voices of the musical instrument. Speaking E5.7.S1. Students will be able to describe the events in a festival in a simple way. E5.7.S2. Students will be able to give information about the living beings except people in a simple way. E5.7.S3. Students will be able to express how they feel in a specific song. E5.7.S4. Students will be able to state their personal opinions about an event. Reading E5.7.R1. Students will be able to follow a simple story with visual aids about festivals around the world.	Contexts - Advertisements - Cartoons - Chants - Charts - Conversations - Illustrations - Lists - Menus - Notices - Postcards - Posters - Songs - Tables - Videos Tasks/Activities - Drama (Role Play, Simulation, Pantomime) - Games - Information Transfer - Making Puppets - Matching - Questions and Answers - Storytelling - True/False/No information Assignments • Students prepare a picture story including their feelings at different situations. • In groups, students work to prepare a poster on one of these festivals. Then they present their poster to their peers.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 The Environment	Describing the cause and effects of the environmental problems -One of the reason of the pollution is human acts. - Earthquake, avalanche, flood are some of the environmental problems. Making simple suggestion -We should protect bio-diversity. -We shouldn't cut down trees. -What should we do to save our world? We should recycle. Describing what people are doing now -Selena is preparing a poster about recycling now. -Mike and Tom is cleaning the garden at the moment. -Are you helping your mother? Yes, I am. air/water/noise pollution bio-diversity cut down damage/harm ecosystem garbage/litter/rubbish/trash electrical device, -s plug (unplug) recycle reduce save waste	Listening E5.8.L1. Students will be able to understand simple suggestion concerning the environment. E5.8.L2. Students will be able to follow simple videos about the cause and the effects of the environmental problems. Speaking E5.8.S1. Students will be able to express simple, oral advice and suggestion. E5.8.S2. Students will be able to give advice to protect the world in a simple way. Reading E5.8.R1. Students will be able to understand short texts with visual aids.	Contexts - Advertisements - Captions - Cartoons - Charts - Conversations - Illustrations - Notes and Messages - Posters - Rhymes - Songs - Stories - Tables - Videos Tasks/Activities - Competitions - Drama (Role Play, Simulation, Pantomime) - Drawing and Coloring - Games - Information transfer - Labeling - Matching - Reordering - Storytelling - True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster and find a slogan to save the planet.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
9 Making a Project	Describing the presentation software -We can use <u>Powerpoint</u>, Prezi programs for making a presentation. Learning about illnesses, needs, feelings -I have a fever. -I have a toothache/backache... -She feels cold. -He needs pills. Expressing obligation -You must stay in bed for getting better. -S/he mustn't drink cold water. animation backache/headache/toothache/ stomachache/sore throat cold/cough/sneeze dentist faint fever flu have a pain/ache hurt ill/illness medicine/pill/syrup <u>Powerpoint</u> Prezi vitamin	Listening E5.9.L1. Students will be able to understand simple, oral texts about illnesses. Speaking E5.9.S1. Students will be able to talk about what they need when they are ill. E5.9.S2. Students will be able to give information about how they feel. E5.9.S3. Students will be able to mention about the obligations in a simple way. Reading E5.9.R1. Students will be able to follow a simple story with visual aids. E5.9.R2. Students will be able to understand simple texts about the presentation programs.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students make a presentation about the illnesses.

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Virtues	Defining the virtues One for all, all for one. Friendship is a big treasure. Expressing and responding to thanks -You're very kind. Thanks / Thank you. You're welcome. Asking for permission -Mom, can I go to the concert? Sure/ Of course. Making/accepting/refusing simple suggestions -Lets go to the cinema! OK. / That sounds good. -What about swimming? It's a bad idea. The weather is rainy. -Would you like to join to my party? I'd love to but I'm ill. Cooperation Friendship Great/good/bad idea Honesty Kindness Love Patience Respect Togetherness Trust Unity	Listening E5.10.L1. Students will be able to understand simple, oral texts about the virtues. Speaking E5.10.S1. Students will be able to make suggestions for a limited number of activities. E5.10.S2. Students will be able to accept or refuse a suggestion in a simple way. E5.10.S3. Students will be able to express and respond to thanks. E5.10.S4. Students will be able to ask for permission simply, orally to do something. Reading E5.10.R1. Students will be able to understand visually supported simple texts about the different virtues one should have.	Contexts Advertisements Cartoons Charts Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Games Information Transfer Making Puppets Matching Questions and Answers Storytelling True/False/No information Assignments • Students complete and reflect on their visual dictionaries. • In groups, students prepare a picture story on virtues.

Appendix 5. Sample Unit One

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 The Individual and The Society	Identifying rights and responsibilities -Everyone has different roles in a society. -Every citizen may benefit from children rights until 18. -Playing games is every children's right. Asking for and giving directions -Excuse me, how can I get to the city center? - Go (straight) ahead and turn left on Main Street. - Thanks. -Excuse me, where is the library? - It is on Grand Street. Making simple inquiries -Where are you? - I'm in front of the post office. -Do you know the child rights? - Yes, I do. Social participation Right Responsibility Individual Society Institution Around/between/opposite... Street/library/school/hospital...	Listening E5.4.L1. Students will be able to understand simple, oral texts about rights and responsibilities. Speaking E5.4.S1. Students will be able to talk about what they need to do. E5.4.S2. Students will be able to give information about giving and asking for directions in a simple way. Reading E5.4.R1. Students will be able to read and understand texts about children's rights.	Contexts Captions Cartoons Conversations Illustrations Notes and Messages Posters Songs Stories Tables Videos Tasks/Activities Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Reordering True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students draw a map of their neighborhood and give directions of different places to their peers in groups.

UNIT 4

THE INDIVIDUAL AND THE SOCIETY



WARM UP

Do you remember the names of these building? Find which places are they.



1. READING and SPEAKING

1A. Read to the text, guess the meaning of the italic words.

ACTIVE CITIZEN

Emily: What are you doing?

Antony: I'm reading a magazine.

Emily: What is it about?

Antony: It's about being an active citizen.

Emily: Hmm... Active citizen.... How can we be an active *citizen*?

Antony: You should pay your bills on time, give your taxes and vote when you're at age of 18.

Emily: I see. Knowing and doing our *responsibilities* is important for being an active citizen.

Antony: It's right. We are responsible to our family, *society* and our *government*.

Emily: Yeah. We should obey the laws.

Antony: Exactly. Making production for our state, joining the army to perform the military service is also our responsibility.

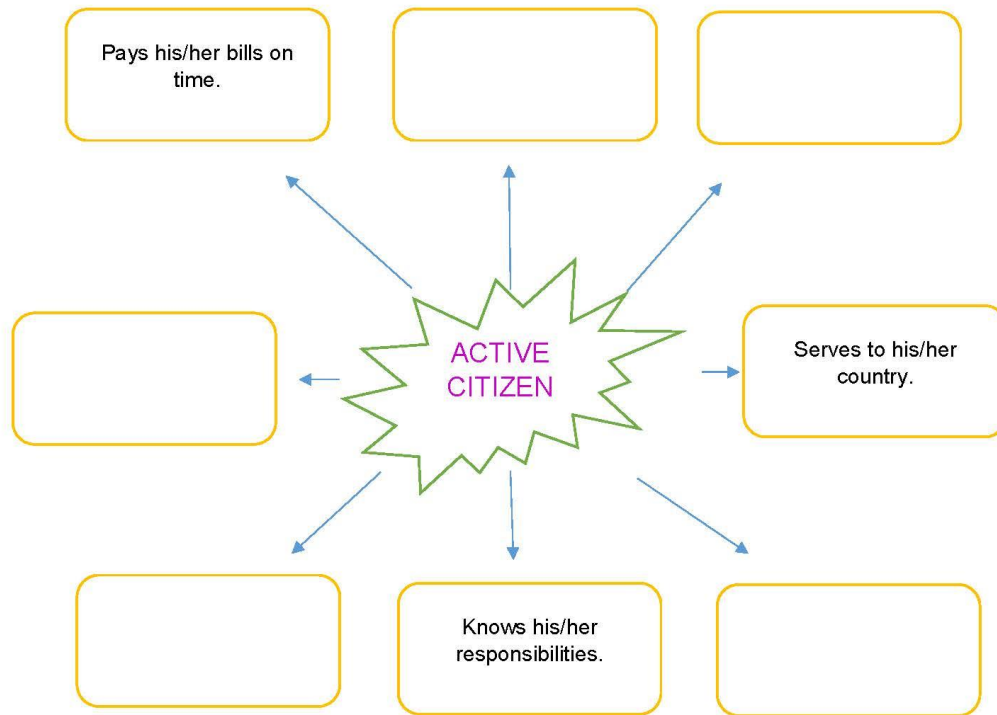
Emily: We should serve to our *country*.

Antony: Of course. I love being an active citizen.

Emily: Me too.



1B. Read to the dialogue again and find what an active citizen does.



1C. Are you an active citizen?

Do you know anyone as an active citizen? Can you give an example?

Can you tell another responsibility for being an active citizen?

Share your opinion with your friends.

Example:



An active citizen knows his/her rights and uses them if necessary.

2. LISTENING and READING

2A. Listen to the record. Find what Hans writes to his diary. 

08.08.2019

Dear diary,

Today, we are at and doing some works. My mother, Elisa, is cooking delicious meal. It smells yummy. My father, William, is washing the and our dog, Snoopy is with him. My brother, Paul is lesson, because he has an exam. And I, Hans, am my room, because it is my duty. We know our here and do them to live in peace.

2B. Let's know Hans. Who is he?

Hi, I'm Hans. I'm 12 years old. My mother is Elisa and my father is William. My brother's name is Paul. We are a happy family.

I go to Atatürk Secondary School. I play at school football team. I'm the captain of the team. I really love playing football. Besides, I'm the class president in the class. I know my responsibilities as a class president.

Today, I visit my grandmother Sally and my grandfather Denise. I miss them a lot.



2C. Search the given words.

Individual:

Group:

Role:

Institution:

Socialization:

Right:



2D. Read the text again and find the roles of Hans.

Hans has lots of roles in the society.

Hans is the of the football team.

Hans is the of Elisa and William.

Hans is the of Paul.

Hans is the of the class.

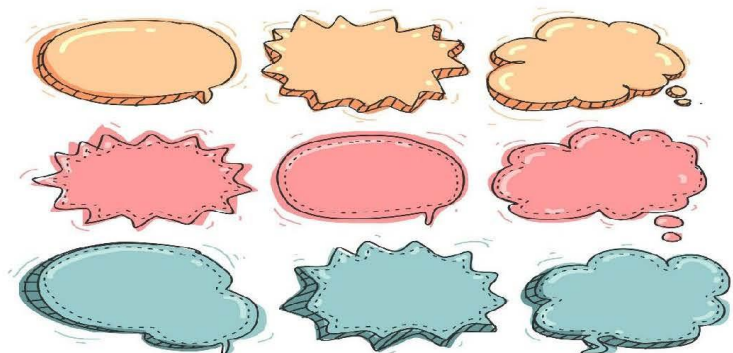
Hans is the of Sally and Denise.

3. SPEAKING

3A. Do you have different roles in a group? Discuss it with your partner.

Example: I have different groups and I have different roles at these groups.

For example, I have a relative group and I'm niece of my uncle,
granddaughter of my grandparents and sister of my brother. I have
a music group and I'm the guitarist of this group.



3B. Where do you go to do these activities?

I go to to send my letter.

I go to to buy bread.

I go to to play games.

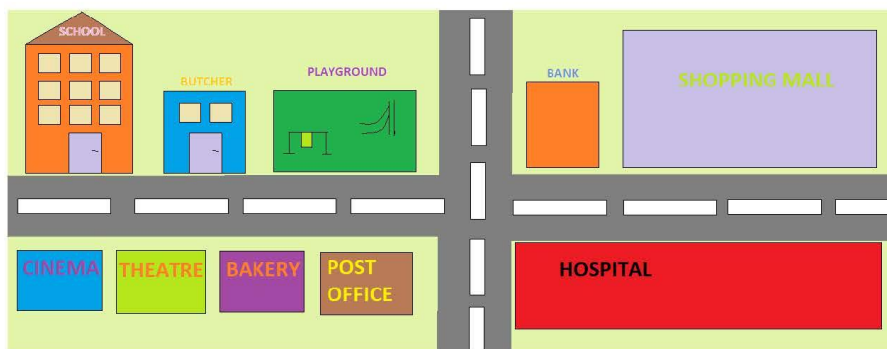
I go to to buy meat.

I go to to study lesson.

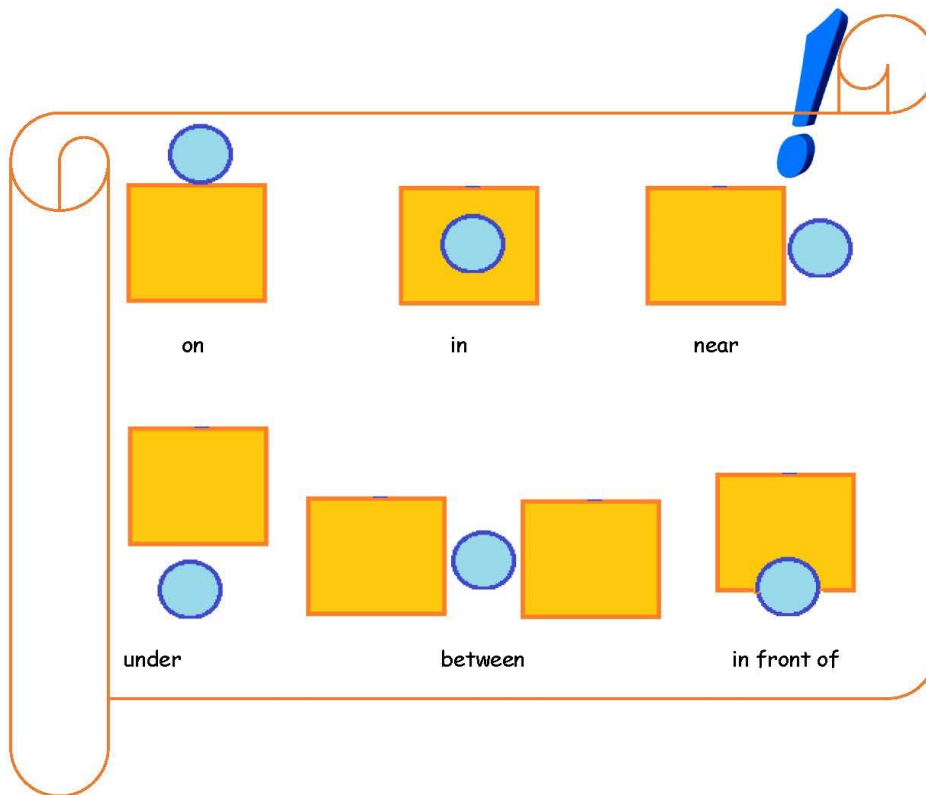
I go to to watch a movie.

4. READING

4A. Look at the map and answer the questions.



1. Where is the cinema?
2. Where is the hospital?
3. Where is the butcher?



4B. Read the dialogues, choose one and act it out with your friend.

1.

Jacob: Excuse me, where is the bank?

Olivia: The bank?

Jacob: Yes, the bank.

Olivia: Go straight ahead. Then, turn right into Main Street. Go pass the post office. It is opposite the school.

Jacob: Thank you.

Olivia: You're welcome.

2.

Pedro: Excuse me, how can I get to the shopping center?

Tom: The shopping center?

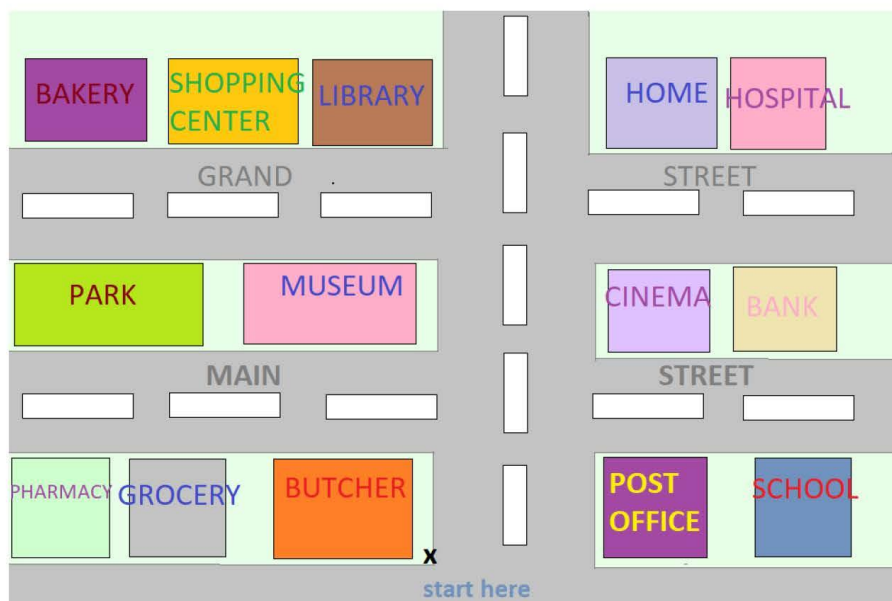
Pedro: Yes.

Tom: Go straight ahead. Then, take the second left. It's on your right. The shopping center is near the library.

Pedro: Thank you so much.

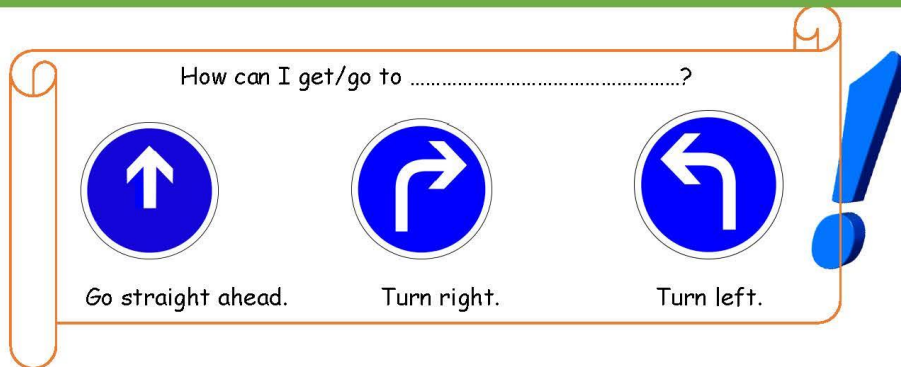
Tom: You're welcome.

4C. Read the dialogue again and draw the routes on the map. Use a red pencil for Jacob and use a green pencil for Pedro.



4D. Look at the map and circle the correct words.

1. The hospital is *opposite*/*near* the bank.
2. The grocery is *in front of*/*between* the pharmacy and the butcher.
3. My home is on the *left*/*right* of the hospital.



5.SPEAKING

5A. Look at the map. Choose a place. Ask and answer where the place is to your friends. Work in pairs.

Example: **Student A:** Excuse me, how can I get to the library?

Student B: Go straight ahead. Go pass the shopping mall. Turn left into Sesame Street. It is on your right. It is between the clothes shop and the stationary.

Student A: Thank you.

Student B: You're welcome.





GAME TIME

Fill the missing part in the sentences, complete the puzzle and find the secret message.

1. I know my and use them if necessary.

2. I'm a person. I know my duties.

3. I have different in the society.

4. I'm a member of a family

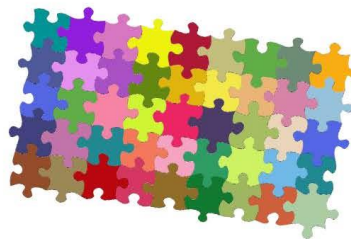
5. I'm a of Turkish Republic.

6. Every person in the society is an

7. is the process of being a member of a group.

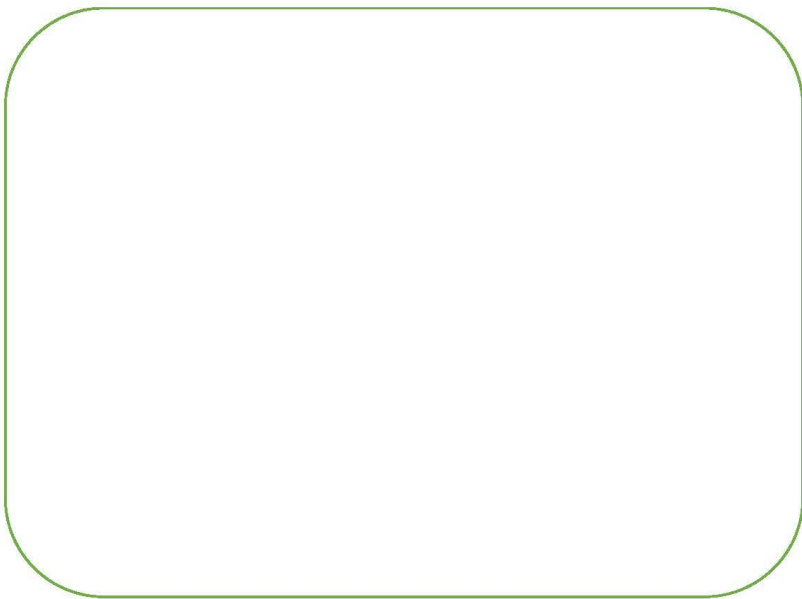
The Secret Code : _____

1 2 3 4 5 6 7 8 9 10 11



ASSIGNMENT

Work in groups.
Prepare a picture story on being an active citizen.



Can Do Statements List

Color the correct boxes for you.

I can express my responsibilities.	☐	☐	☐
I can identify my rights.	☐	☐	☐
I can ask for and give directions.	☐	☐	☐
I can define where something is.	☐	☐	☐
I can give an address.	☐	☐	☐

A C T I V I T I E S

Activity 1

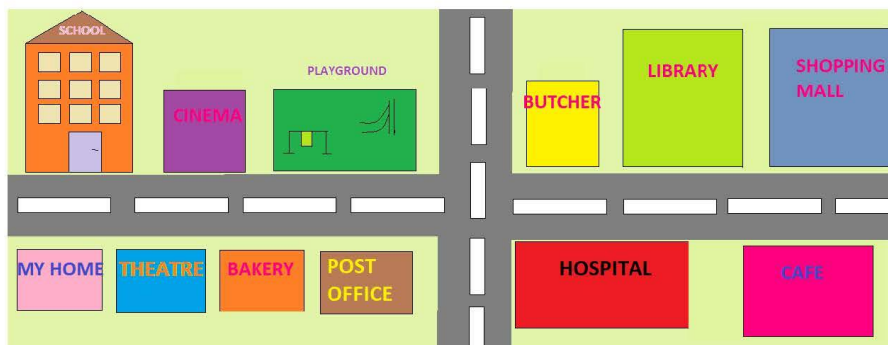
Find where the people are.



Hi! I'm George. I'm in front of the It's near the café.



Hello! I'm Amanda. I'm opposite the playground. I'm not in the post office. I'm in the



Hello! I'm Robert. I work at the It is near the school.



Hi! I'm Celine. I love being in the It is between my home and the bakery.

Activity 2

Unscramble the given words.

IINTUITTNOS

OSCTYIE

RTGHI

INCZIET

NGVROMNEET

EBRMME

Activity 3

Read the text, find the missing parts.

Hello, everyone! I'm Lily. I'm 29 years old. I'm from



..... I work at a Istiklal Secondary



Here, I'm a



..... Besides, I have a



also. I'm a



..... and a wife. By the way, I have a



..... group and group. I'm a member of these groups. I have different roles and responsibilities in these groups.



Activity 4

Classify the given phrases as a right or a responsibility.

Right

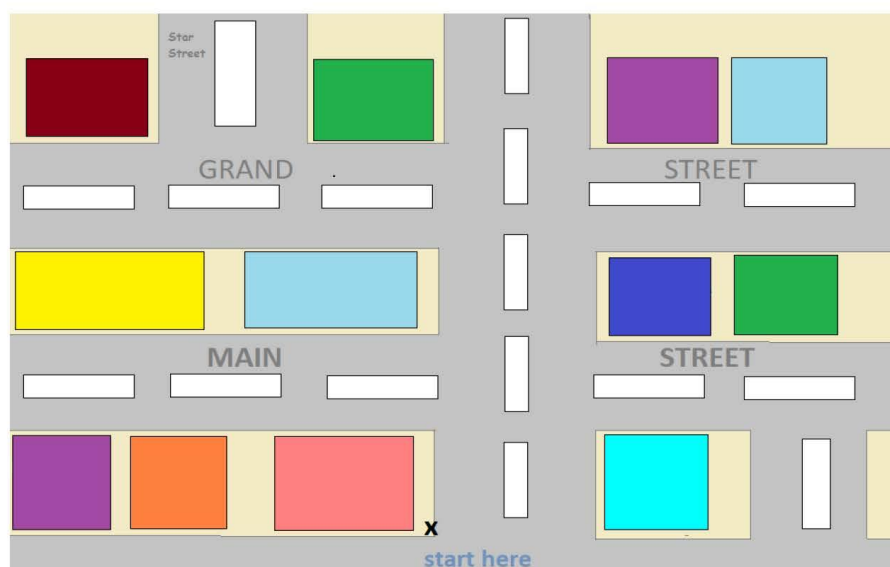
or

Responsibility??

- Protecting the school materials _____
- Treatment in a hospital _____
- Studying lessons _____
- Stating personal opinion _____
- Doing homework _____
- Eating food _____
- Education _____
- Respect to the others _____
- Living in a secure place _____
- Obeying the rules while playing a game _____
- Having a private life _____

Activity 5

Work in pairs. Ask for, follow your friend's directions and write.



On my friends map,

the bakery is

the post office is

the pharmacy is

the stationary is

Activity 6

Fill in the blanks.

You can buy a book from

You can swing in

You can send your letter in

You can swim in

You can see a doctor in

Appendix 6. Sample Unit Two

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
8 The Environment	Describing the cause and effects of the environmental problems -One of the reason of the pollution is human acts. - Earthquake, avalanche, flood are some of the environmental problems. Making simple suggestion -We should protect bio-diversity. -We shouldn't cut down trees. -What should we do to save our world? We should recycle. Describing what people are doing now -Selena is preparing a poster about recycling now. -Mike and Tom is cleaning the garden at the moment. -Are you helping your mother? Yes, I am. air/water/noise pollution bio-diversity cut down damage/harm ecosystem garbage/litter/rubbish/trash electrical device, -s plug (unplug) recycle reduce save waste	Listening E5.8.L1. Students will be able to understand simple suggestion concerning the environment. E5.8.L2. Students will be able to follow simple videos about the cause and the effects of the environmental problems. Speaking E5.8.S1. Students will be able to express simple, oral advice and suggestion. E5.8.S2. Students will be able to give advice to protect the world in a simple way. Reading E5.8.R1. Students will be able to understand short texts with visual aids.	Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Competitions Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Information transfer Labeling Matching Reordering Storytelling True/False/No information Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a poster and find a slogan to save the planet.

UNIT 8

THE ENVIRONMENT



WARM UP

Which words do you know? Circle them.



1. LISTENING

1A. Listen to the text. Match the pictures with the given words.  8.1



1.



2.



3.

a. deforestation

b. water pollution

c. global warming

d. air pollution

e. drought

f. land pollution



4.



5.



6.

2. LISTENING AND READING

2A. Listen to the text and fill in the blanks.  8.2

pour their wastes

recycle our litter

pollute the water

cycle or walk

use public transportation

Alex: In my hometown, water pollution is an important problem. There are a lot of factories and they pour their waste into the river. So, fish and other living beings all die and the farmers can't use this polluted water.

Teacher: What should we do to reduce water pollution?

Alex: We shouldn't (1) Factories shouldn't (2) into the water sources.

Julia: I live in a big city. It's very crowded and people drive their private cars to everywhere. So, there is always a traffic jam. Moreover cars are very noisy and their exhaust gases pollute the air.

Teacher: What should we do to prevent the air and noise pollution?

Julia: We should (3) to school. We should (4)

Steve: I live in a small village. People cut down trees to make new farm lands and buildings. So, they damage the animals' habitat. Also, they don't recycle and throw their rubbish around.

Teacher: What should we do to protect our environment?

Steve: We should (5) We should protect the animals.

adapted from MEB, 6. Sınıf İngilizce kitabı, 2018

2B. Read the text. Write the phrases good for the environment to the yellow box, write the phrases bad for the environment to the blue box.

Good for the environment

- _____
- _____
- _____
- _____
- _____

Bad for the environment

- _____
- _____
- _____
- _____
- _____

We should save the energy.

We should plant trees.

We should protect the environment.

We should recycle the paper, glass and plastic.

We should use public transportation.

We shouldn't waste water.

We shouldn't cut down the trees.

We shouldn't harm animals.

We shouldn't throw the rubbish around.

We shouldn't use private car too much.

3.SPEAKING

3A. Make suggestion according to the pictures.

Example: Factories should use filter for preventing the air pollution.



4. READING

4A. Read the text below. What are they talking about?

Helen: Hi, Jonny! How are you?

Jonny: Hello, Helen! Fine, thanks. You?

Helen: Great, thanks. What are you doing now?

Jonny: I'm making a poster for a campaign.

Helen: A campaign? What kind of a campaign?

Jonny: People overhunt animals, because of that some animals are endangered. Besides, they cut down the trees and destroy the forest. We should stop them and protect the environment.

Helen: You're right. People should be careful about the nature. We have just one world.

Jonny: I'm a member of an environmentalist group and we are organizing an environment campaign. Do you want to attend?

Helen: Yes, of course. I can prepare a poster like you.

Jonny: Good job Helen. Let's start.



4B. Answer the questions.

1. What is Jonny doing?
2. Is Helen a member of an environmentalist group?
3. What does Helen want to do at the end of the dialog?

4C. In line 9 and 10 Helen says "We have just one world." What does it mean? Discuss it with your classmates.

I am making a poster for a campaign.
 She is hanging up the poster on the Wall.
 We are organizing a campaign.
 He isn't collecting the rubbish now.
 They aren't walking with the environmentalist.
 Is she preparing a speech?
 Yes, she is. / No, she isn't.



5. LISTENING

5A. Listen to the text and order the pictures.  8.3



5

5B. Listen to the text again and match the sentences.

....1. Sarah	a. is collecting the rubbish.
....2. Peter	b. is recycling the used paper, glass and plastic.
....3. Emily	c. are cutting down the trees.
....4. The bird	d. is playing with the dog.
....5. People	e. is preparing a poster for the environment.
....6. George	f. is riding his bike.

6.SPEAKING

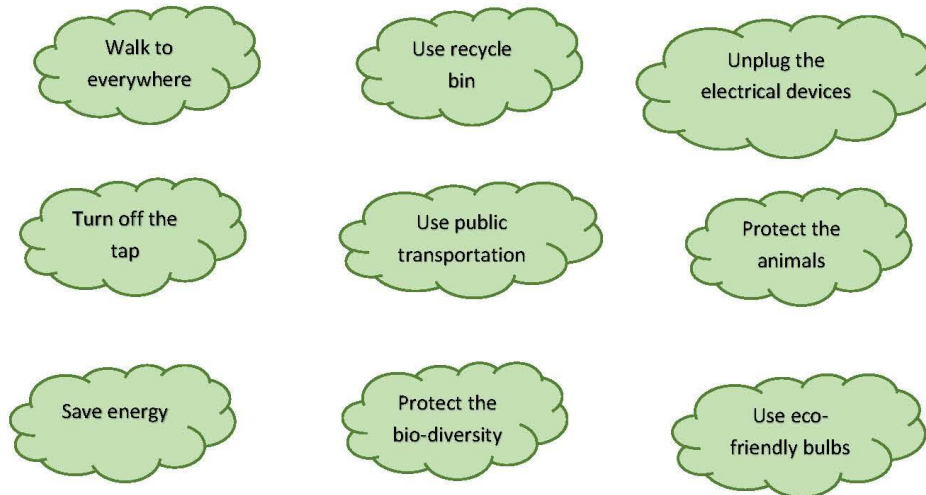
6A. Work in pairs. Ask and answer questions as in the example.

Example: You: What is she doing?

Your friend: She is planting a tree.



6B. Do you do anything to protect the environment? Work in pairs. Share your opinion. You can use the expressions given below.



Example: Your friend: What do you do to protect the environment?

You: I pick up the rubbish in the street.



7. READING

7A. Read the text. What is it about? Find a suitable title.

Mr. Even: Hi, Kids!

The class: Hello, Mr. Even!

Mr. Even: Thanks. Today we'll see the natural disasters.

Mike: What are the natural disasters?

Mr. Even: The natural disasters happen by themselves and badly damage the human life. A flood, a landslide, an earthquake, a volcanic eruption, a hurricane are examples of the natural disasters.

Susan: How does a natural disaster effect human life?

Mr. Even: An earthquake may destruct our houses, a flood may stop the life at the outside, or a landslide may wipe out a big forest.

Mike: Oooh! It is really scared. How can we prevent them?

Mr. Even: We should take some precaution. For example, we should plant trees for landslide, or we should immobilize the furniture in our home for an earthquake. But we couldn't stop them completely.

The class: We should be careful Mr. Even:

Mr. Even: Yes, you should. The time is up. See you next Monday.

The class: See you, Mr. Even!



7B. Find the names of the given natural disasters. Use the underlined words in the text.







GAME TIME



Work in groups.

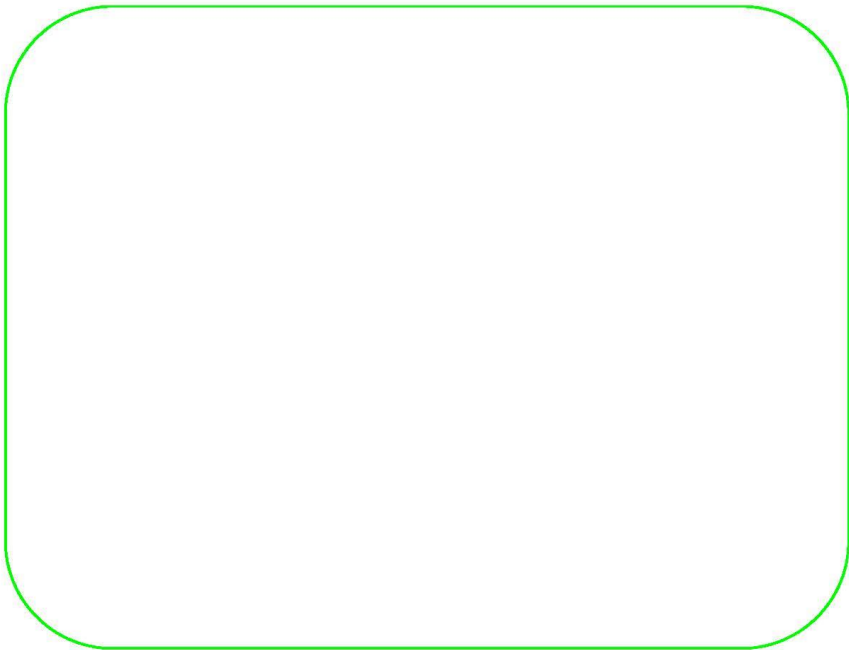
Toss a coin. If it's heads, move one step. If it's tails, move two steps.

Answer the questions in the boxes.

START	1. What is the "hurricane" mean?	2. What is he doing? 	3. Using private car is good for the environment. True False
4. You _____ recycle.	5. MOVE TWO STEPS FORWARD!	6. _____ she making a poster?	7. We should _____ to save energy.
8. MISS A TURN!	9. They are _____ 	10. A disaster, large amount of water.	11. MOVE ONE STEP BACK!
12. What is this? 	13. We _____ waste water.	14. Tom and Tim _____ cleaning up the garden.	FINISH

ASSIGNMENT

Make a poster and find a slogan to save the world.



Can Do Statements List

Color the correct boxes for you.

I can understand an advice.	☐	☐	☐
I can give an advice.	☐	☐	☐
I can say what are people do at the moment.	☐	☐	☐
I can describe the natural disasters.	☐	☐	☐
I know what I should do to save the planet.	☐	☐	☐

A C T I V I T I E S

Activity 1

Fill in the blanks by using *should* or *shouldn't*.

1. You _____ throw your rubbish around.
2. We _____ plant trees.
3. You _____ use recyclable products.
4. We _____ use solar and wind energy.
5. I _____ pick up the rubbish.
6. You _____ leave the TV on.
7. I _____ cut down the trees.
8. We _____ use public transportation or bike.
9. You _____ hunt animals.
10. I _____ protect the environment.
11. We _____ pollute the water.
12. You _____ turn off the tap when we don't use it.
13. I _____ waste water.

Activity 2

Order the sentences.

1. The dead / should / batteries / recycle / you / put / in / bin

2. Should / unplug / you / when / don't / use / the TV / you / it

3. You / pollute / the water / shouldn't

Activity 3

Write the names of the natural disasters.













Activity 4

Match the sentences.

1. How can we protect the environment?	a. Exhaust gases.
2. What does "recycle" mean?	b. Cutting down the trees.
3. What pollutes the air?	c. Paper, glass, cans and plastic.
4. What can we recycle?	d. It means to use materials again.
5. What causes to deforestation?	e. We should use public transportation.

Activity 5

Fill in the blanks according to the Present Continuous Tense.

1. Emily _____ (ride) her bicycle at the moment.
2. What _____ you _____ (do) at the moment?
3. Tim and his brother _____ (play) chess today.
4. I _____ (do) my homework now.
5. Alice _____ (read) book.
6. Brad and John _____ (not/study) for the exam.
7. Sarah _____ (walk) to the school now.
8. The kids _____ (play) in the garden.
9. _____ Elizabeth _____ (work) out now?
10. Kelly _____ (not/ have) a party nowadays.

Activity 6

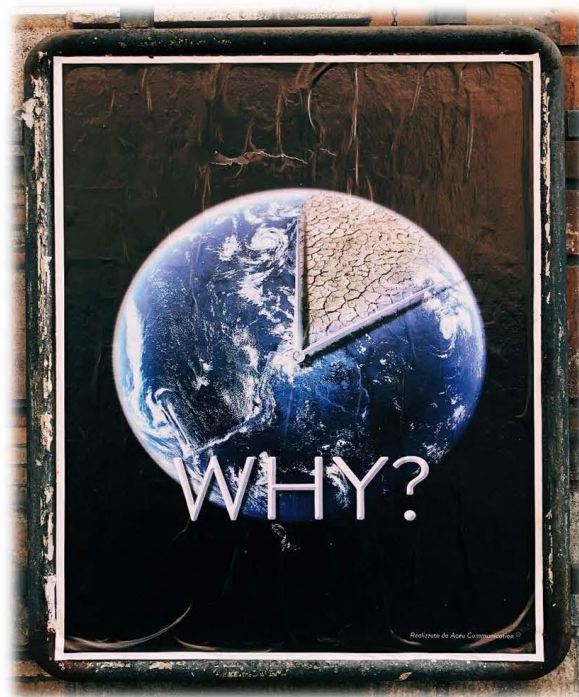
What are they doing? Look at the pictures and write it down.



Activity 7

What do you see at this picture? What does it tell you?

Look at the poster and share your opinions with your classmates.



Appendix 7. Opinion Survey for Participants

Opinion Survey for Students

- How does studying different subjects by using English make you feel?

- Are the other subject contents except language subjects easy to understand when they are taught by using different language except your mother tongue?

- Is dealing with the subject contents by using a different language except the mother tongue entertaining?
- Do you feel motivated while learning a subject which you have chosen in English?
- What do you think about this experience?

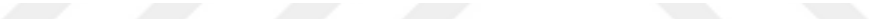
Appendix 8. Opinion Survey for Language Teachers

Opinion Survey for Teachers

- What do you think about the usefulness of this supplementary syllabus?


- Do you want to study with this suggested supplementary syllabus in your lessons?


- What do you think about the possible advantages and the disadvantages of this supplementary syllabus?


- Is this study applicable in your classes? If yes, why and how?

Appendix 9. Opinion Survey for Participants in Turkish

Öğrenciler için Görüş Anketi

- Farklı dersleri İngilizce olarak çalışmak size nasıl hissettiriyor?
- Dil dersleri hariç diğer ders konularını ana dilinizden başka bir dil ile öğrenmek kolay mıydı?
- Farklı ders konularını ana dilinizden başka bir dil kullanarak işlemek eğlenceli miydi?
- Kendi seçtiğiniz konuları İngilizce olarak işlemek sizi motive etti mi?
- Bu tecrübe ile ilgili neler düşünüyorsunuz?

Appendix 10. Opinion Survey for Language Teachers in Turkish

Öğretmenler için Görüş Anketi

- Bu destekleyici eğitim müfredatının kullanışlılığıyla ilgili ne düşünüyorsunuz?
- Önerilen destekleyici müfredatı kendi dersinizde uygulamak ister miydiniz?
- Önerilen destekleyici müfredatın muhtemel avantajları ve dezavantajları hakkında ne düşünüyorsunuz?
- Bu çalışma sizin dersleriniz için uygulanabilir mi? Cevabınız evet ise neden ve nasıl?



GAZİLİ OLMAK AYRICALIKTIR..