Çok Dilli İngiliz Bir Sınıfta Çocuklara İngilizce Öğretimi

Vildan İnci Kavak[1]

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Öz

İngiltere'de, ana dillerine ek olarak İngilizce öğrenen çocukların sayısı önemli ölçüde artmıştır, bu nedenle İngiltere'deki okullar bu çocuklara yardım etmede sorunlarla karşı karşıya kalmaktadır. Kaynak yetersizliğinin yanı sıra, öğrencilerin sadece dile maruz kaldıkları kaynak olan öğretmenlerin de yetersizliği söz konusudur. Maddi kaynaklı sıkıntılar sebebiyle, okullarda İngilizce'nin ek dil olarak öğretilmesi konusunda destekler oldukça yetersizdir. Bu nedenle, bu çalışma, çeşitli nedenlerle İngiliz okullarına taşınan çocuklara eğitimine devam etmeleri için, uygun pratik ve etkileşimli etkinliklerle donatılmış bir kurs tasarlamak için yapılmıştır. Katılımcılar, 6 ila 11 yaşları arasında, yabancı dil öğrenme tecrübesi olmayan altı çocuktan (2 Çek, 1 Portekiz, 1 İtalyan, 1 Eritreli ve 1 Pakistanlı) oluşmaktadır. Bir vaka çalışması olarak veriler anket, meslektaş görüşmeleri, dil profili, veli anketi ve ayrıca tanısal testler yoluyla niteliksel ve niceliksel olarak toplanmıştır. Bu araçlar aracılığıyla toplanan tüm bilgiler, uygun bir tanıtım kursu tasarlayabilmek ve bu yeni gelenlerin yeni okul ortamı, kültürü ve okul politikalarına uyum sağlamasına yardımcı olmak için kullanılmıştır. İhtiyaç analizi sonuçları, öğrencilerin dersin amaçlarını ve hedeflerini belirlememize yardımcı olan ihtiyaçlarını belirledi. Kurs önerisi potansiyel olarak bu iki dilli öğrencilerin ihtiyaçlarını ele almak için bir örnek oluşturabilir ve gelecek yıllarda da okuldaki mevcut öğrenme etkinliklerini tamamlayarak faydalı olabilir.

Anahtar Kelimeler: Çocuklara İngilizce öğretimi, çok dilli okul, kurs tasarımı, İngilizce öğrenme, ikinci dil olarak İngilizce

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[1]Öğr.Gör., Gaziantep Üniversitesi, Yabancı Diller Yüksekokulu, Gaziantep/ Türkiye
Instructor, Gaziantep University, School of Foreign Languages , Gaziantep/ Turkey
e-mail: vildan_elt@hotmail.com **ORCID ID:** https://orcid.org/0000-0001-7249-9048

Teaching English to Young Learners in a British Multilingual Classroom

Abstract

The number of children learning English as an additional language in the UK has drastically increased so the UK schools deal with problems about helping these children. There appears to be insufficient materials as well as anxiety among mainstream teachers who must teach these children as their only source of exposure to English. Due to funding-related issues, English as an Additional Language (EAL) support in the mainstream schools can be quite inadequate. Therefore, this study is employed to design a course with practical and interactive activities suitable to children who move to the UK schools for various reasons to continue their education. The participants consist of six children (2 Czechs, 1 Portuguese, 1 Italian, 1 Eritrean and 1 Pakistani), aged 6 to 11 who have no previous experience of learning a foreign language. As a case study, the data were collected qualitatively and quantitatively through questionnaire, colleague interviews, language profile, parent survey and also diagnostic testing. All the information collected through these tools was utilized to be able to design a well-fitting introductory course and help these newcomers adapt to the new school environment, culture and school policies. The needs analysis results identified students' needs that helped us determine the aims and objectives of the course. The course proposal can potentially set an example to address these learners' emergent needs and can be regarded as a useful teaching aid to be used in upcoming years for these children within the mainstream school by complementing existing learning activities.

Keywords: Teaching young learners English, multilingual school, course design, learning English, English as a second language

Introduction

The United Kingdom has become a very popular destination for parents to settle down for educational purposes. This has resulted in a high number of foreign children's entering British schools with no previous knowledge of English. What the parents see as an opportunity for their families creates numerous problems for schools and extra burden for teachers. In general, most schools and their staff are not well prepared for quick surges in the number of incoming pupils, neither physically nor financially. Consequently, some teachers look for extra support. Some rely on teaching assistants around them and others just get by with available resources. Facing language-specific problems, the new arrivals at schools also tend to get little attention from their teachers or are expected to pick up the fundamentals of the new language as they go along with the new educational setting.

Correspondingly, the shortages of teaching staff and the high number of non-specialist English teachers at primary schools have caused comparable policy shifts in different countries around the world. China is one of these dealing with serious problems concerning foreign students and their language learning processes. Although the majority of Chinese teachers have no experience in teaching English as an additional language, they are expected to take over the lessons and demonstrate mastery in teaching second language to children from various backgrounds. In order to address this shortage, Chinese government decided to take some measures (Hu, 2007):

- training class or subject teachers to teach English
- asking English teachers to teach in a number of schools

- asking retired English teachers to continue teaching
- class or subject teachers acting as advisors to organize extra-curricular activities.

However, none of these options are available in most countries and solving these problems does not appear to be a straightforward task. This frustrates learners quickly and weakens their confidence in their early school years, which might be difficult to compensate for in the upcoming years.

A recent international study was conducted by Copland, Garton and Burns in 2014. This research team prepared a report about local challenges that are faced by teachers and young learners with the global effects of English. They kept their sampling quite large with 4,459 teachers from many countries. This study highlighted some global and local problems in teaching young learners. Most of the teachers in this study, no matter which country they teach in, complained about challenges of teaching in large classes, teaching some skills such as speaking and writing, differentiating the lesson materials and adapting them to the context and the specified frameworks. One of local problems mentioned was teachers' inadequate command of English. On the whole, this paper puts central focus on teachers and their education because they need to have the skills to be able to teach in unexpected circumstances and manage them professionally.

These realities inspired the design of the course featuring in this study with practical and interactive activities suitable for students' cognitive abilities. The main benefits for students targeted by such a course are that they receive an introduction to the expectations and principles of primary schools in the selected setting, in this case, the United Kingdom.

Literature Review

The widespread shifts in English educational policies have struck education of young learners with the ideology of "the earlier, the better". However, many studies has proved that it can be counter-effective (Nikolov and Mihaljević; Djigunović, 2006; Pinter, 2006) in the case of not providing enough input (Larson-Hall, 2008). Imposing some policies without understanding learners' needs and doing necessary planning accordingly would not work (Enever and Moon, 2009; Gimenez, 2009; Hu, 2007; Lee, 2009) because these policies are not decided by taking the learner profile and their educational requirements into consideration. Rather, they are related to politically sensitive topics (Gorsuch, 2000). Many of these politically popular policies focus on the content of the lesson, but they lack the detailed, adequate preparation for its implementation, thus it leads to failure (Nunan, 2003).

There have been studies about which policies were adopted, how successful they have been, why and why not. These questions should be faced concerning young learners from both macro and micro perspectives. While some problems are common in many countries, others can be highly country-specific (Ho, 2003; Martin and Abdullah, 2003; Pandian, 2003). In other words, education policies significantly vary from one country to another (Brock-Utne and Holmarsdottir, 2004; Ho, 2003; Hu, 2007; Kapur, 2009; MihaljevićDjigunović, 2009). While there are major differences even within the different parts of the same country, in some countries such as South Korea, all the areas are preferred to be kept under complete control in terms of

educational policy and its implementation (Al-Issa, 2007; Butler, 2009; Lee, 2009;Mitchell and Lee, 2003). Another flexible version of central control is that the government takes the control, but leaves its implementation more to the regions or schools as it operates in Brazil (Gimenez, 2009). Different applications of educational policies create confusion as they lack clarity in many ways. Nunan (2003) claims that

"English language policies and practices have been implemented, often at significant cost to other aspects of the curriculum, without a clearly articulated rationale and without a detailed consideration of the costs and benefits of such policies and practices on the countries in question. Furthermore, there is a widely articulated belief that, in public schools at least, these policies and practices are failing."(p. 609).

To clarify, all components of the education system should get the same consideration from the rule makers to teachers or practitioners; so rules should be clear for everybody otherwise it will lead to misinterpretations at the school as micro level (Butler and Iino, 2005). It is vital to mention the context at macro and micro levels as the former has an obvious impact on the latter.

Globalism and its effects demand that English is used for communication and this has affected all curricula; Communicative Language Teaching or Task-Based Learning and Teaching has been included in the curricula in many countries such as East Asia (Ho, 2003), Korea (Li, 1998; Mitchell and Lee, 2003), Hong Kong (Carless, 2003, 2004), China (Hu, 2002), Thailand (Prapaisit de Segovia and Hardison, 2008), and Turkey (Kırkgöz, 2009). However, this inclusion has not brought success due to certain reasons. First of all, for these methods to be beneficial for students, the classrooms should be designed accordingly. They should not be too large and there need to have essential resources (Hu, 2002, 2005; McKay, 2003). What teachers understand from methods and their implementation are also crucial to the overall success. "They should be trained to understand and justify what they are doing and why" (Butler, 2005; Littlewood, 2007; McKay, 2003; Ho & Wong, 2003). Another challenge for teacher is that "Western methods put the learner and his/her needs in the centre but it is not always acceptable for some cultures" (Hu, 2002; Prapaisit de Segovia and Hardison, 2008). This review has attempted to shed more light on the major and minor problems concerning policies and their implementation in teaching young learners.

Young Learners
Young learners (YLs) are quite different from adult learners (ALs) in terms of their needs, expectations, learning style, psychological and cognitive development. "Teaching YLs requires different materials, methods and teaching styles from adults" (Pinter, 2006). Also, unlike adults, "YLs are in need of more support and scaffolding" and "are likely to learn better when they actually perform things" (Orem, 2005). "ALs' focus tends to be on the grammatical structures" (Ikpia, 2003). They constantly strive to make their use of language accurate and coherent by employing rules from their native languages in spite of the acquired grammar patterns. This gives them a chance to have the ownership of learning and motivation for learning (Hewitt in Sims, 1995). In contrast, YLs' motivations are directed by different channels. "While they are intrinsically motivated in their early years of schooling, later on it can turn

into instrumental motivation just like ALs" (as cited in Asmali, 2017). Like learning other subjects, motivation is vital in learning languages, too (Prosic-Santovac, 2017). Moreover, children are likely to obey limited and controlled grammar, which makes their use of the language units grammatically stricter, and hence, more accurate. They shift their focus from modifying grammar patterns to applying a richer and wider range of vocabulary. They also tend to sound effortlessly natural.

"YLs have shorter attention spans and get distracted much easier than adults do" (Cameron, 2001). This creates a need for varied, exciting and typically short activities, in the hope of keeping the attention of the energized and lively students. Because "YLs' understanding comes through hands, eyes and ears" (Scott and Ytreberg, 1990, p. 2). Reilly and Ward (1997) briefly defined the needs of YLs and suggested potential methods to deal with them:

Table 1
The Needs of YLs

YLs	YL Needs	Potential Methods
Limited language skills & experience	Limited language	Well-defined & explained activities
Emotional needs	Integration	Pair-group work
Short memories	Recycling of the content	Theme-based work
Imaginative	Using their imagination	Prediction & Participation
Creative	Creating things	Art and craft activities
Energetic	Earning by doing	Use of TPR
Short attention span	Various activities	Games/ role-plays
Easily excited	Calm atmosphere	Setting activities

(Retrieved from Yardım, 2011)

These are defining characteristics of YLs, but we have to consider their personality traits, too. Kersten and Rohde claim that "for an effective teaching environment, teachers should get to know their learners perfectly well" (2013).

"Younger and older children differ from each other" (Rixon, 1999, p. 5) because they vary in many ways such as "physical, psychological, emotional, conceptual and cognitive development" (Ellis, 2014, p. 75). Erdogan notes that "it is important for the teacher to recognize young learners' needs, characteristics, natures, cognitive process and linguistic achievements since these play a vital role in what ways the teacher conducts the lesson" (2014, p.3) and "this awareness will make students realize how, and in what way(s) they need to set their personal goals" (Prosic-Santovac, 2017). In many cases, different age groups lead teachers to apply disparate approaches to teaching. Teaching a 6-year-old child is entirely different from teaching a 12-year-old teenager in terms of their conceptual and cognitive skills as well as social and emotional variables. Therefore, all these characteristic features and learner needs may make it really hard to create a well-designed course for learners (Kersten & Rohde, 2013).

Another point is that "children should be introduced to content through a variety of steps and activities" (Vale & Feunteun, 1995) because they struggle to process information in bulk. For instance, in a language class, a teacher asks a model

question such as "Do you like playing football?". Some students can reformulate the question and say: "Do you like drinking orange juice? "while some other can only repeat: "Do you like playing football?". Expectedly, some could also have trouble repeating the model question accurately. Therefore, differentiating classroom activities needs careful consideration. Piaget describes the child as "an active learner alone in the world of objects" (Cameron, 2001, p. 6). Vygotsky (1962) diametrically disagrees this definition because "children learn better through social interaction. A child who needs scaffolding today can potentially do it on his/her own tomorrow" (Vygotsky, 1962).

All in all, routines and scaffolding are particularly helpful in creating room for language growth in YLs. "Scaffolding allows children to process the new information by using the familiar one" (Bruner, 1983). In addition to scaffolding, developing routines (Ausubel, 1963) in the classroom by giving out classroom materials such as paper, scissors or colored pencils would help teacher with classroom management, use time efficiently by organizing distribution, and more importantly, provide opportunities for meaningful language.

Besides routines and scaffolding, repetition of tasks or topics can be beneficial for YLs. As they first meet the new language, then transform and eventually internalize it, a chain of lessons on the same topic or subject such as animals or units revolving around storybooks can give them opportunity to learn and recycle language in a gradual way. In this respect, Haas' (2000) assertion on the effectiveness of theme-based curricula sounds convincing because it encourages students to pay more attention to discourse, but not to the structure of language in the general sense.

Assessing Young Learners

Assessment is the crux of teaching/learning activities and reveals insights into learners (Hedge, 2000). "While failure at a young age might be crucial to the pupil's future language learning, success-oriented assessment creates a motivated, positive pupil." (Smith, 1995, p.8). Therefore, alternative assessment techniques such as observation, portfolios, and self-assessment (O'Malley and Valdez Pierce, 1996; Pinter, 2017) should be considered as more humanistic and beneficial in contrast to traditional testing methods which provide only a set of numbers and ignores the importance of detailed summaries and crucial feedback for each learner.

To clarify, assessment offers feedback on how well learners learn, while a test is only a method of assessment. However, assessment also feeds into evaluation, which is a process of systematic information collection in order to make a judgement (Cameron, 2001). Katz (1997) suggests that teachers should balance traditional and holistic assessment because traditional tests can play crucial role in Yls' future. "Students' true abilities are not always reflected in the test scores that they obtain." (Hughes, 2003, p. 2).If we have to test children, it should be done to create positive attitudes towards learning, and encourage them to realize the value of assessment (Hughes, 2003). If it is administered in an unprofessional way, evaluation can cause negative washback effect on children because

- stress is placed on children by the demands of assessment
- individual children's learning needs are downgraded
- classroom activity is restricted to test preparation

- educational change is limited by the power of the assessment machinery (Cameron, 2001, p. 216).

Adults can experience similar problems but as mature learners, they can handle this much better (see the Introduction). Assessment purposes for YLs have also something in common with assessing adults in terms of the quality of the teaching, the strengths and weaknesses of the learners; how much progress they have been made; how fluent, confident the L is in oral and aural skills (Shaaban, 2000).

All these views assist us in understanding the type of tools we can use as well as their purpose and effects on children. Therefore, a special effort was spent to make YLs in this study feel that assessment is indispensable and beneficial for learning.

Implications of Course Design

The characteristics of YLs have been discussed in details in the previous sections of this article. In brief, teaching YLs requires different materials, methods and teaching styles from adults (Pinter, 2006). Academic theories that have been reviewed so far on teaching YLs necessitates a careful attention to the factors affecting the learning of YLs, so the followings are the points to be considered in the planned course (See Appendix 1):

- Activities will be differentiated considering children's different levels of learning the target language (Piaget, 1976).
- Activities will be supplemented with visuals/ realia/ movement to channel their physical energy into the task (Scott and Ytreberg, 1990).
- Shifts from one activity to another, from noisy to quiet will be created, considering children's short attention span (Cameron, 2001).
- Themes will be provided to ensure pupils internalise the language (Haas, 2000).
- Classroom routines will be set (Ausubel, 1963).
- Activities will include social interaction and scaffolding by teachers (Vygotsky, 1962; Bruner, 1983; Verenikina, 2008).

Methodology

Participants

The participants of this study are six students whose families moved to Leeds, UK for various reasons. Half of the group is male and the other half is female. They came from various countries to settle in England (2 Czechs, 1 Portuguese, 1 Italian, 1 Eritrean and 1 Pakistani). All have lived in the UK under 7 months and they have been students at a primary school in Leeds. They have to study in a multilingual British public primary school in the area. The language of the instruction is English, but the students have no previous experience of learning a foreign language before. They have to attend classes such as Literacy, Science, Maths and Art in Year 4. They were put into this classroom considering their age group, not their English proficiency levels by the School Administration because the students' attendance can be very low due to their parents' increased mobility, which can bring about their absence for long periods in a year or they quite often drop out of school. Although their ages vary from 6 to 11, they all attend Year 4. As the study includes a small

group of students, no sampling method is preferred –random or purposeful-, thus, the whole group are included in the study.

Method
The aim of this research is to design a course for new foreign learners at a primary school in Leeds. Thus, it can be largely defined as a case study. Case study and its importance in the field have been discussed by many prominent scholars. For example, Creswell (2012) states that a case study is "a qualitative approach in which the investigator explores a case or cases over time through detailed, in depth data collection involving multiple sources of information and reports a case description and case-based themes" (p. 73). Mesec's (1998) statements agree with Creswell's and he describes case study as "a description and analysis of an individual matter or case [...] with the purpose to identify variables, structures, forms and orders of interaction between the participants in the situation, or, in order to assess the performance of work or progress in development" (as cited in Starman, 2013, p.31). The use of case studies in the field of education is considered imperative (Starman, 2013) because it helps the researcher to understand complex issues (Zainal, 2007).

For the application of a case study, researchers generally collect their data qualitatively and quantitatively (Tellis, 1997). This creates a golden opportunity for researchers because they can analyze the data from different perspectives within the present context. Zainal (2007) claims that by using these methods, no details in the research can go unnoticed. However, we have to mention here that the use of the case studies is limited to its own unique context. As they are small scale studies, generalizing them to a larger group can cause problems (Zainal, 2007) Thus, Kutuk (2007) recommends that generalization can only be possible if only the same phenomenon is studied for many times.

Needs Analysis (NA)
The term 'needs' is more complicated than it seems. It can be perceived as wants, desires, demands, etc. by each individual (Brindley, 1984). However, in this context, needs are described as the language skills and systems that help learners survive in an English speaking society. NA is used for distinguishing between learners' current and target level because designing the appropriate content would be impossible without a NA (Nation & Macalister, 2010).

Only collecting information from one source is unlikely to give a true picture of student needs, so a triangular approach (gathering information from various resources) is recommended, which also makes the collected information more reliable (Richards, 2001). But the heart of the matter is how to interpret the data collected and what to do with it (Seedhouse, 1995). Another point is that the needs have to be prioritized as it will not be practical to address all potential needs identified at once. NA/DA findings from all stakeholders are vital for the design of the course (Graves, 2000).

The NA tools below were chosen to collect information from all stakeholders, with the attention span and cognitive profile of YLs in mind.

Questionnaire. It is used to learn about the children's attitudes towards English as well as their learning styles. YLs enjoy decorating their books to reflect their feelings with symbols like a happy/sad face, which is also practical to clarify the meaning for them (CEFR Handbook, 2000). It is especially important considering that they do not speak the same mother tongue with each other and the teacher. Also, they cannot speak English, so communication proves to be a big challenge. For that reason, displays and happy/sad emoticons have helped considerably. The information collected also complemented the information collated through my DT.

Name	Class	Date	
I like:	😊	😐	🙁
learning English	☺	😐	☹
my books	☺	😐	☹
watching videos	☺	😐	☹
listening	☺	😐	☹
singing songs	☺	😐	☹
role play	☺	😐	☹
playing games	☺	😐	☹
learning about other people	☺	😐	☹
reading stories	☺	😐	☹

Picture 1. A sample of needs analysis questionnaire

Colleague Interviews. A lengthy discussion with the teacher and EAL (English as an Additional Language) Coordinator has been held about the learners' strength, weaknesses, the group dynamics and potential barriers that might prevent them from fully participating in the learning process.

Diagnostic Testing (DT). It is also used to assess in which areas of English the students' are more or less able. The provided tasks are matching, multiple choices and open-ended questions. Their levels are checked against the table in Cambridge's YLE Tests Handbook for Teachers (p. 5). The 'Can Do' statements are aligned with the Common European Framework of Reference for Languages (CEFR).

The students took the test seriously due to its high face validity. As the unfamiliarity with the test format is likely to result in students performing less well (Hughes, 2003), familiar task were chosen to increase the reliability of the test. The fact that inappropriate testing can make children feel uncomfortable and damage their learning (Hughes, 2003) was strictly taken into consideration. The students did speaking test in pairs, which let them feel more secure and relaxed.

Parent Survey. It is conducted to learn about parents' attitudes towards language learning and why they want their children to learn it. This survey was given out to the parents' before a meeting and collected afterwards. It aims to encourage positive and responsible attitudes towards the course and stresses the importance of parents' cooperation. By asking similar questions to both the parent

and the child, not only a comparison between what children and parents want/need is made, but also the reliability of needs analysis is ensured.

About You

Name	
Address	
Phone number	
Nationality	
How long have you been living in the UK?	

About Your Child

Name of your child	
Favourite story or book	
Favourite hobby/ game	
Favourite class at school	
My child is great at	
My child is most interested in	
Any concerns about your child?	

Picture 2. A sample of parent survey

Results

Table 1
Diagnostic Test Results
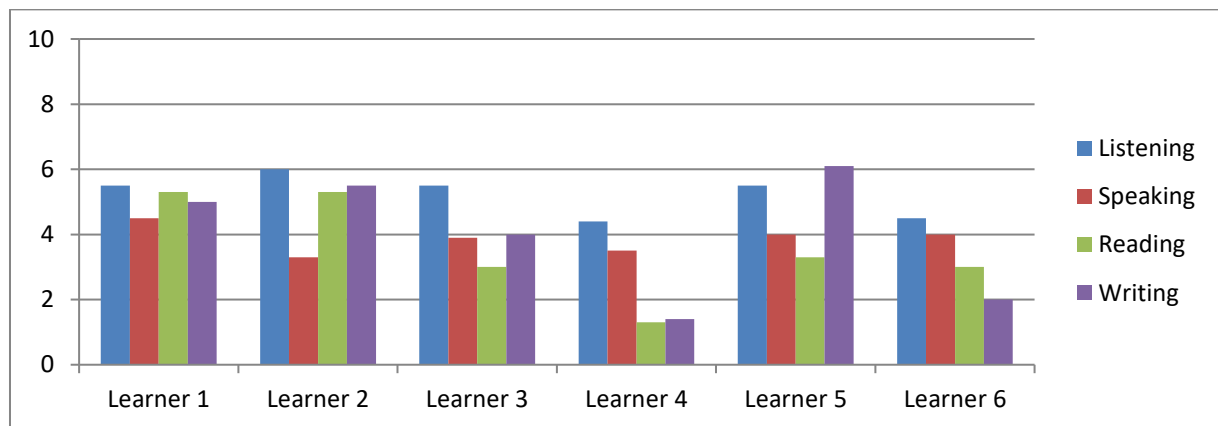
As shown in Table 1, the NA & DT reveal reading, writing and speaking as students' primary weaknesses. In speaking, their performance is assessed diagnostically by checking fluency, task achievement and pronunciation. There are three points available for each section. The majority have around 3-4/9. Most of them perform satisfactorily in the listening part in direct opposition to the speaking test. While listening is the most successful part, they struggle to produce long and

meaningful answers. According to Krashen, children acquiring English as mainstream language can go silent for long (1982) and concentrate on comprehension because they build up language competence through active listening and processing the language they hear.

Table 2
Questionnaire Results: What Learners Like to Do
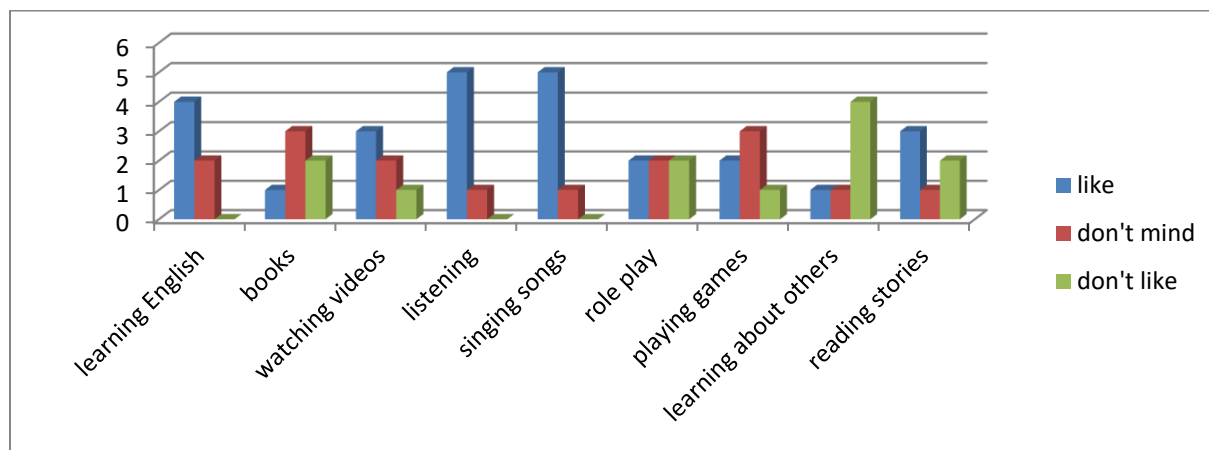
Table 2 clarifies that learners show more interest in aural activities like songs. As kinesthetic learners, they like being active, so they enjoy PE lessons most at school. They also have a talent for Art (See the sample survey in Needs Analysis section).

In the reading/writing test, the majority of them struggled to carry out the task and produce the correct answers. Some found the reading and writing sections relatively more difficult than the other parts, so needed the simplification of instructions. Colleague interviews disclose that the students' inadequacy in vocabulary creates a language barrier to effective communication. The teachers report that children have less difficulty with receptive skills in comparison to productive ones. Parents also confirm that they expect the course to make their children more communicatively competent and self-confident in their social lives (See Needs Analysis section for a sample of the survey).

Priorities
YLs cannot focus on more than one aspects of the language simultaneously. By repeating same or similar tasks, they can build upon what they have already done. This can allow them "not only to do mental work on what they are about to communicate, but also access and (re)formulate words more efficiently" (Mohammed, 2012). In addition to repetition of tasks, frequency of recycling lexis will be a concern in this study as it enables YLs to store and internalize the language (Kachroo in Nation, 1990; Palmberg, 1987).

Due to the reasons mentioned in the previous sections, when organizing and ordering the activities for YLs in a unit, the course teacher will
- vary the tasks and language skills (Different combination of skills: Listen, draw, read, point, sing, speak, etc.)

- prioritize my learners' needs (Unit 1: All about me!)
- choose authentic materials
- connect one activity to the next
- sequence the content in order to recycle language
- differentiate the tasks and scaffold students' learning (Shin, 2007).

The curriculum will support the use of techniques that foster communicative competence through interactive activities including movement like TPR (Lesson 1-2, Song: Heads and shoulders, knees and toes) as YLs are kinesthetic (See Appendix 1 and 3 for more details.).

By taking all the data and the learner profiles into account, the areas where learners need more support are prioritized over others. Drawing on NA & DT, these children need to progress listening/speaking to be able to move from the silent period to the early production period because their parents as stakeholders want their children to adapt to this new environment and start communicating as early as possible.

Finally and most importantly, in the light of the A1 band descriptors, the followings have been determined as the course priorities:

- Focus on listening/speaking
- Aural activities like songs
- Activities involving movement
- Vocabulary support
- Activities involving Art

Course Proposal

Principles and Theory of Course Design

The course aims and content are considered crucial to the success of any language programme. Even though aims are "starting points" (Davies, 1976, p. 12), objectives are more specific as they convey aims into learning. The NA results identify the students' needs which help determine the course aims and objectives. In this sense, a course design essentially consists of the following steps (Graves, 2000): Assessing needs, setting objectives, determining content, developing materials, determining method and assessment.

The course offers a flexible approach to these steps and always allows to go backwards and forwards when any steps need improving. The content guides the teacher through the assessment about how to present the input and what resources to use, etc.

Course Aims and Objectives

According to Hedge (2000), deciding goals and objectives play a vital role in the process, in terms of judging how good a course design is. The student's learning objectives identified in the NA become the course aims. The course whose broad objectives are displayed below is intended to improve the learners' English competence, so they may improve their speaking/listening skills to survive in the new environment at the end of the course. The objectives are to teach learners to

- enjoy and respond to the mainstream school tasks

- be familiar with conventions of UK schools
- extend knowledge about lexis in national curriculum like shapes, seasons, etc.
- participate in listening activities like authentic conversation/songs
- improve autonomy around school

Course Content and Syllabus

When devising a syllabus, it is important to determine the organizing principle (Hedge, 2000). "[It] is an instrument to be used to coordinate all aspects of language teaching" (Yalden, 1987, p. 77).Therefore, "it should not be rigid, but flexible; not closed, but open-ended; and not static, but subject to constant revision as a result of feedback from the classroom."(Yalden, p. 77). Otherwise, it would only be "a skeleton, not a complex living-and changing- organism" (Graves, 2000, p. 41).

The course designed in this study is modelled on a multi-strand syllabus (ibid.) with emphasis on lexis. DT highlights the learners' limited vocabulary which causes them problems related to speaking. A lexical focus can only represent one component of a comprehensive syllabus. NA reveals that learners need English especially for social survival purposes. Keeping all these in mind, the functions are used as another strand of the syllabus because they often focus on communication skills (customer and shopkeeper role-play: Ordering a meal) and functional syllabuses can also readily be linked to other types of syllabus content (e.g., topics, themes and vocabulary).

For YLs, spoken language is the medium and acts as the primary source of language learning. The learners start to learn language through vocabulary (See Appendix 3 for more detailed information, Lesson 1-2: Body parts, appearance lexis) and through interaction (discourse skills) (Cameron, 2001). The planned course will comprise both vocabulary and interactive activities because words frame concepts and then lead into schemata that make sense in the child's inner world and discourse events are the key for social interaction (Vygotsky, 1962).

The course consists of learning modules and units with a topical theme that will tie a group of lessons together. The curriculum orders familiar subjects such as the self and the family. Haas stresses that "planning thematic units allows the teacher to incorporate a variety of language concepts into a topic area that is interesting and worthy of study and that gives students a reason to use the language" (2000, p. 3). Brinton (2003) also points out that using a thematic approach provides optimal conditions for language acquisition because "language is being continually recycled throughout the unit and also students are given multiple opportunities to use the new language they acquire" (ibid, p. 201) (See Appendix 3, Unit 4: Food of the Seasons).

Formative and Summative Assessment Tools

Considering learners' needs and the brief information about assessing young learners in the Literature Review section, the course is decided to use a combination of formative and summative assessment methods because "while formative assessment is used to improve a learner's work, summative one makes a summary on the quality

of it" (Nation & Macalister, 2010). Thus, these methods show how they will be applied for monitoring the progress of these learners:

TPR activities. At the beginning of learning, assessing children by their physical responses can be a good choice (Tannenbaum, 1996). They can gradually improve from non-verbal responses to simple oral/written responses, which can make them one more step closer to be autonomous.

Observation and checklists. Observation can easily be done in an ordinary lesson flow without disturbing the children or creating any pressure on them (Cameron, 2001).

Homework. Returned homework can display how much they learn in the class. Authentic mainstream tasks will especially be chosen via a detailed marking scheme for homework.

Steps to learner autonomy (LA). Learners are encouraged to monitor their own progress, so they can improve "the ability to take charge of their own learning" (Holec, 1981, p. 2) and become more self-directed (Ioannou-Georgiou & Pavlou, 2003). Each theme is followed by a "ladder". On completion of the ladder, pupils return to the flower and colour the relevant petal. YLs learn better when the materials are illustrated (Philips, 1993), so this process will build a visual record of progress.

Portfolio assessment. This is a purposeful collection of student texts in writing over a period of time (Weigle, 2007). As "sudden death" testing does not give a true picture of some students' potentials (Harmer, 2001), the learners are encouraged to assemble their work in their personal dossier to be double marked (by myself, the mainstream teacher) to raise objectivity. According to the CEFR Handbook (2000), YLs' portfolio can be as simple as a "scrap book" just to give them the feeling of ownership of the target language. As a summative assessment resource, it keeps a story through the learning process for every student (Huerta-Macias, 1995). Yet, being paper-based, it would be complicated to include their oral activities (Cameron, 2001).

A test which tests what it is supposed to test, can be considered valid and also be reliable if it gives consistent results each time (Harmer, 2001; Hughes, 2003). Briefly, these are the principles used to make my assessment valid and reliable (Hughes, 2003):

- Familiarity with the format (reliability)
- Clear, explicit instructions (validity)
- Face validity
- Quiet setting (validity)
- Objective/ multiple scoring (reliability)
- Not impossibly difficult or ridiculously easy questions→i+1 (Krashen, 1977) (validity)
- 'Fresh starts' (validity) *Homework
- Detailed assessment/marking scheme/taxonomy(reliability)
- Direct testing (validity)

Course Materials

Due to the nature of the course –Survival English with EAL strands– one course book alone will not suffice. Instead, a combination of materials is needed such as various published materials, teacher-devised worksheets, technological equipment (computer, smart board, CD/DVD player), the learner and the mainstream teacher as resources.

The proposed course consists of 20 hours and is delivered in two hours lessons, twice a week for five weeks. Two days between the sessions allow learners to reflect and complete their homework.

The students will also have a personal dossier which will include a Newcomer Booklet to provide orientation. It mainly clarifies and also complements the existing school information booklets (Marshall & DeCapua, 2010).

Conclusion and Implications

This study is intended to design a practical orientation course that improves communicative competence of the emergent foreign YLs at an English school. Instead of dipping them sharply into the vast sea of contents in the national curriculum, making them feel accepted and getting them accustomed to the language, culture and policies at school smoothly and gradually would be a more friendly approach. This paper is conducted as a case study because of the small size number of participants and data collection methods. In doing so, a questionnaire, colleague interviews, parent survey and also diagnostic testing were utilized. All the gathered data have fed in the whole in order to understand learners' needs, and in other words, the objectives of the course.

The course plan and all the resources prepared are presented to the school administration and after a trial run and necessary improvements; it could potentially set an example to be used in the future. As the course progresses, what works well and what needs refining will be reflected upon if the planned course is used for newcomers later again. In the face-to-face classroom, how engaged students are with the materials, tasks and assessments will jotted down for further reference. In addition, regular meetings will be held with the head and mainstream teacher to discuss the areas where changes to the course could be made immediately to improve the quality and functionality. Assessment results and parents', learners' and colleagues' opinions will be recorded and used for evaluation.

The children possibly come into language learning with differently developed skills and learning abilities in their first language, which requires all activities to be differentiated. Considering the CEFR A1 band descriptors, the course contains mainly "Survival English" functions and lexis support to allow these children to communicate through interaction in the target language. With the help of visual aids, pictures, gestures, and a welcoming classroom atmosphere, learners are asked to monitor their own progress to develop autonomy for their own learning under the guidance of the teacher.

Another important issue needs highlighting that this course is not designed to replace the content in the national curriculum. Therefore, national curriculum will be checked regularly and any further work will be decided with the colleagues under the school's supervision as the students should not fall behind with their peers in

other lessons. To sum up, this course would rather be complementary to support these children who moved from another country academically and linguistically.

The limitations include the course length, which is only for five weeks and means there will not be time to cover all the areas the students need assistance and instruction. On a course of this length, the amount of progress that can be made is restricted. For instance, learners may not see a huge difference in their reading skills as the course focuses on the spoken language mostly. Similarly, classroom lexical activities will not immediately increase students' vocabulary ranges in such a short time as YLs need more exposure to internalize vocabulary and put them into use.

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Authors' Biodata/ Yazar Bilgileri

Vildan İnci Kavak works as an instructor in the School of Foreign Languages at Gaziantep University. She received her BA and MA degrees in English Language Teaching from Muğla Sıtkı Koçman University and she continues her PhD in ELT at Çukurova University. She is also a holder of Cambridge DELTA, which she received from Leeds Metropolitan(Beckett) University, England. Among her research interests are Conversation Analysis, teacher professional development, first & second language acquisition and teaching English to young learners.

Vildan İNCİ KAVAK Gaziantep Üniversitesi, Yabancı Diller Yüksekokulu'nda öğretim görevlisi olarak çalışmaktadır. Lisans ve yüksek lisansını Muğla Sıtkı Koçman Üniversitesi, İngilizce Dili Eğitimi bölümünde tamamlayarak, doktorasına Çukurova Üniversitesi'nde yine aynı bölümde devam etmektedir. Leeds Metropolitan(Beckett) Üniversitesi'nde, Cambridge DELTA'yı almıştır. Söylem analizi, öğretmen mesleki gelişimi, ilk & ikinci dil edinimi ve çocuklara İngilizce öğretimi ilgi alanları arasındadır.

Appendix: Course Plan and its Details

A.1. Routines
A.2. Keys
A.3. Course Design

Appendix 1. Routines

Portfolio Management. At the end of tasks/ activities, S will know the routine of putting their work in their dossier. These will be marked possibly weekly and they will get feedback about what meets expectations and what needs improving, why and how they can be done. These comments will be supported with visuals such as stickers, stamps, etc..

K-W-L Charts. The K-W-L (what I Know, what I Wonder, what I have Learned) tables will be used when a new unit begins and ends to draw a comparison to assess how effective teaching has been. They help T enhance awareness of what Ls already know and who needs support and how much besides what they are interested in.

TPR Activities. These will be used for many reasons at different times of the lessons as YL tend to learn better with kinesthetic activities. For example they could be used as attention getters if it was wet playtime and children stayed inside the classroom to channel their energy into the activity like vocabulary revision.

Collection of Homework. Any returned homework will be left on my table to be marked at the beginning of the lesson.

Monitors. There will be monitors for distribution of paper, scissors, boards, register, telling the date, weather, time etc. each week so they internalize some fixed structures such as 'Can you please give some paper out?, Could you please collect all boards in?, etc. The more frequently they do these routines, the faster and the better they perform.

Singing Song of the Week. During some routine activities like when Ss tidy up, give paper out/ sit on the carpet after break time, the teacher starts singing the song and Ss also sing along the T. Songs are valuable aids for children because they can learn new things or revise and refine the ones they already know.

Finishing Work Early. As Ss can be at different levels, there will be early finishers. In this case, they take their portfolio out, do any unfinished work, and play board games that will be available, do extra activities such as word searches.

Checking ELP. It will be used at the end of last session of each week (on a Thursdays, at 2nd teaching hour). As cycles are theme-based, it may take one class session or several weeks to complete. The ELP will not be used page by page in

order. T can decide going backwards and forwards when it is needed depending on the focus of teaching.

Task Repetition. Many items are visited repeatedly in language teaching. As their proficiency grows and consequently activities become more challenging. Some games will be played so they build up confidence in using the language. When learners have an activity for the first time, they can give their full attention on one item. Yet, as they repeat the task for the second time, they will already be familiar with some rules and some language, thus will have additional mental space to focus on different linguistic forms this time. Therefore, I will repeat some games like ' 1-2-3-4 Freeze!' by starting from very basic language like 'Freeze! Stop!' and finally move to more complex expressions like: 'who's the leader now? You are out. It's your turn next. He was moving!' at further performances. Each time I will provide them with some new language such as:

Stand-> stand up-> stand in a line-> stand in a row-> stand on top of the chair->stand on top of the desk etc.

Interactive Displays. Children's collective work will be used for display so they feel that their work and improvement are valued in the classroom. They will also develop a sense of pride when they see their work on the wall. The language items that can be displayed around the room are infinite. It can be key words, teaching points, etc. These boards, as a visual stimulus can help them increase their lexis and reading skills and also allow them learn independently without T giving instructions or support. As children in my group have mixed- abilities, it is expected that they will do the task at different speeds depending on their capabilities even if their work is tailored to meet their abilities. For that reason, if the ones who finish the task earlier than others, will follow a routine of playing word games, matching words or classifying them. These displays will be changed occasionally.

Appendix 2. Key to the Number-Coding and Course Outline Codes
Please see the assessment plan in Lesson Focus and Topic column from Week 1 to Week 5 and the explanatory details of the course above.

- The statements with * covers all activities in that session.
- Number-coding is used for referring to the theory/ principles and NA/DT mentioned in the previous sections.
- Items in lesson content are number-coded with the items in the justification column and they are not related to the items on the other pages.

Appendix 3. Course Design
Table 1
Week 1

Week 1	Lesson Focus and Topic	Lesson Content	Justification
Mon 1-2	**All about me!** -Children will be able to understand and use vocabulary	1. Identifying parts of the face/body 2. Listen &point parts of the body& face 3. Listen & do the moves about body parts 4. Listen&colour face parts& clothes	1. DT-Students lacked essential lexis knowledge 2, 3. TPR activities are effective(Asher,1969)

	for parts of the body Song **Observation (Formative)** **TPR (Formative)** **Portfolio (Formative)**	5. Draw & label body parts& clothes 6. Sing 'Head and shoulders knees and toes, knees and toes'. 7. Talk about different hair and eye colours 8. Put your work in your portfolio	4, 5. Shift from non-verbal responses to simple oral/written ones 6. NA- Sts like singing songs and listening activities 8. Routines(Ausubel,1963)
Thu 3-4	**-**Children will be able to understand and use vocabulary for family and notice lexis for clothes. **Observation (Formative)** **Portfolio (Formative)**	1. Ask& answer questions about one's family 2. Read& listen the dialogue about Bill's family 3. Read& Tick/Cross about Bill's family 4. Listen& Draw lines between people& animals 5. Draw your family 6. Talk about your picture and what they wear 7. Put your work in your portfolio	1. Interaction(Vygotsky,1962) 2. NA- Sts like reading/ listening stories DT revealed reading is one of the areas they need to work on. 3. Check for understanding 5 & 6. Personalisation(Shin,2007) 7. Routines(Ausubel,1963) *Shifts from one activity to another(because of short attention span) (Cameron,2001; Shin,2007)

Table 2
Week 2

Week 2	Lesson Focus and Topic	Lesson Content	Justification
Mon 5-6	**This is my school!** -Children will be able to understand and use vocabulary for class objects and talk about the use of the rooms in the school. **Observation (Formative)** **TPR (Formative)** **Portfolio (Formative)**	1. Listen& point the classroom objects 2. Listen& tick the correct picture of classroom objects 3. Do a walking tour around the school. Point out the particular areas, rooms, (e.g. computer room, library, toilets, teachers' room, etc.) 4. Listen to the use of the different rooms. 5. Listen& say the objects 6. Listen&colour the classroom	1. TPR activities are effective (Asher,1969) 3. Familiarise with the areas around school (Course aim: Orientation) 3. Encourage autonomy around the school(Course aim: Orientation) 4. Learn about the school routines(Ausubel,1963) 2 &5 & 6. Repetition of some similar activities for further practice(Mohammed,2012)
Thu 7-8	-Children will be able to understand, demonstrate and use vocabulary for instructions -describe physical features of an object. **Observation & Checklist(Formative)** **TPR (Formative)**	1. Listen& say action words like walk, stop, sit, etc. 2. Listen & do the P.E. instructions (jump, hop, jog, walk, etc.) 3. Be teacher (role-play)&give instructions 4. Look& describe balloons. (colour, size, shape etc) 5. Write some sentences about a part of the school 6. Label each photograph& make a	1. Scaffolding for basic instructions 2, 5. TPR (Asher, 1969) NA- Some of the ss like role plays Activate prior knowledge/ Introduce new vocab DT-This is one of the weakest area 6. Interactive charts are useful

	Portfolio (Formative) Role play (Formative)	vocabulary chart for the wall. 7. Ask& answer personal questions such as 'What's your name? How old are you?What's your favourite…?'	'Hands-on' tasks 7. To check Ss' strengths and weaknesses and also effectiveness of the course Functions: Asking/answering personal questions (Nunan,1991)

Table 3
Week 3

Week 3	Lesson Focus and Topic	Lesson Content	Justification
Mon 9-10	**My street!** -Children will be able to understand and use vocabulary for buildings in a town and their locations. Snap game **Observation (Formative)** **Portfolio (Formative)**	1. Introduce key vocabulary by using flashcards 2. Match the words with the pictures 3. Ask what shops they see on the way to school 4. Ask about who uses the different places& what happens there. 5. Look at the local map& tell where things are 6. Tell statements like 'The cinema is opposite McDonalds' true/ false 7. Play 'Snap' by using the flashcards	1. Visual aids are useful to help understand meaning 2. Check for meaning/understanding 3,4,5. Encourage autonomy around the school 6. Scaffolding is necessary when needed 7. NA-Ss likes playing games
Thu 11-12	-Children will be able to understand and use vocabulary for furniture of a room -describing an object. -Parents' involvement -Cultural awareness **Observation (Formative)** **Portfolio (Formative)**	1. Introduce key vocabulary by using flashcards 2. Look at the picture& label the rooms& objects in it 3. Tick/cross the statement like 'The sofa is in the living room.' by using the picture 4. Draw a picture of your house& label&colour 5. Describe the object you bring in – what it is made of, size, shape, texture, etc. 6. Guess what it is used for - where it is used (kitchen, car, garden, etc.) 7. The child who brought in the object tells the class all about it. 8. Each child teaches some basic language for greeting to the other pupils.	1. DT-Students lacked essential lexis knowledge 4. Personalisation 5. Authentic materials are useful. (Nunan,1991) 8. Useful to lower affective filters(Krashen, 1982) *Parents' cooperation is important.(as one of the stakeholders, Graves, 2000)

Table 4
Week 4

Week 4	Lesson Focus And Topic	Lesson Content	Justification
Mon 13-14	**Food of the Seasons** -Children will be able to understand and use vocabulary for shopping/ -practise making requests and asking for information in a shop Song **Observation (Formative)**	1. Set up a play shop with the pupils taking different roles. 2. Role play the 'customer' enquires about the price ('How much is/are …?'), makes requests ('Can I have …?'), and uses 'Please' and 'Thank you'& The 'shopkeeper' serves the customers ('Here you are', 'Anything else?', 'I don't have any …', 'There is only one left', 'It costs …', etc.), adds up and asks for the amount owed 3. Listen & sing the song 'Where is Pex the Parrot?'	1. Real-life situations are useful(Nunan,1991) 2. NA- Some ss like role-play activities Interaction is important (Cameron, 2001) 3. NA-Ss love singing

	Portfolio (Formative)		
Thu 15-16	-Children will be able to understand and use vocabulary for food. Poster making for display **Observation (Formative) Portfolio (Formative)**	4. Categorise food according to groups suggested by the teacher – e.g. 'Healthy foods' and 'Unhealthy foods', 'Foods that we must put in the fridge', 'Winter food' and 'Summer food', etc. 5. Write names of food on the board in the appropriate lists. 6. Make wall chart by using the lists 7. Write about your favourite food 8. Listen& identify: Timmy goes shopping	4.Restructuring(Ausubel,1963) Topics covered in national curriculum(one of the Course Aims) 6. Interactive poster(Scott and Ytreberg,1990) 7. Personalisation 8. Check for understanding/ meaning

Table 5
Week 5

Week 5	Lesson Focus And Topic	Lesson Content	Justification
Mon 17-18	**Months& festivals** -Children will be able to understand and use vocabulary for days, months of a year and weather conditions. **Observation(Formative) Portfolio (Formative)**	1. Find the cards with the correct day and month 2. Look outside& talk about the weather 3. Find a symbol that describes the weather. 4. Listen& match days with the weather symbols 5. Listen & Sing the song 'The Seasons'.	1. Visual aids are useful(Scott and Ytreberg, 1990) 2. Authentic conversation 3,4. Check for understanding/ meaning (Nunan, 1991) 5. NA-Ss love singing and songs provide context for teaching vocabulary
Thu 19-20	-Children will be able to understand and use vocabulary for important dates and festivals. **Observation Checklists (Summative) All work in Portfolio (Summative)**	1. Write the months& seasons on the poster 2.Colour the times of the year when children attend school. 3. Put in pictures and/or key words to represent the main festivals 4. Write their names in the months of their birthdays 5. Talk about particular events that they celebrate &write/stick pictures in the relevant months such as Christmas, Easter, etc	1, 2, 3. Interactive posters are good (Scott and Ytreberg, 1990) Recycling lexis(Kachroo in Nation,1990; Haas, 2000) 4. Personalisation: Feeling accepted lowers affective filters(Krashen,1982) 5. Cultural awareness