

1. Primary language teaching and teacher education
2. Belma Haznedar
3. Bogaziçi University
4. Bogaziçi Üniversitesi
Eğitim Fakültesi
Yabancı Diller Eğitimi Bölümü
80815- Bebek/Istanbul-TURKEY
5. E-mail: haznedab@boun.edu.tr

Abstract:

Since the enactment of the legislation making the former 5 year primary education extended to 8 years in 1997, much is expected to change in the Turkish Educational system. This legislation specifies, among other things, that foreign languages will be taught as part of the core primary curriculum from the early grade onwards.

The purpose of this paper is to evaluate the present state of foreign language teaching at Turkish primary schools, through an analysis of teacher response to a questionnaire on teacher education, in particular, on preservice teacher training. On the basis of data collected from primary level language teachers in 26 state schools, the following areas were investigated in the study:

1. teachers' preservice training for primary level teaching,
2. academic and pedagogic support teachers think they need in teaching English to young children

Preliminary results indicate that most of the teachers have not taken any specific courses on young learners at the university level. They explicitly state that they need support on child development, first and second language development in children, and classroom practice with special reference to the use of songs and games in teaching to young learners.

This study has shown that language teachers in primary schools are those who are trained in teaching English but who are less or no familiar with the educational needs of primary school children. The findings reported in this paper will also shed light on the undergraduate programs used in the EFL departments of education faculties in Turkey.