



The Teaching and Learning of English as a Second Language for Turkish ESL Learners in Ankara: Current Issues and Future Perspectives

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Abstract

This study has made several observations regarding the teaching conditions of this subject in primary schools. It has been noted that, in general, students in the sixth year lack the proficiency required for basic communication in English. However, we aim to validate our interpretation of the circumstances by examining the educational setting of English language instruction in a Turkish-speaking milieu in Ankara. In this particular instance, our objective is to elucidate the circumstances surrounding the training of English educators in elementary schools, with the aim of comprehending their pedagogical methods and personal perspectives on their professional environment, as well as the objectives they establish for themselves in terms of their students' English proficiency upon completion of primary education. Our objective is to identify parameters that are likely to contribute to English fluency among elementary students who are native English speakers, with an emphasis on achieving equality among these parameters. The qualitative methods and the case study were deemed as the most suitable approaches due to their ability to provide a comprehensive description of a real-life situation that is closely aligned with the research domain. From a methodological perspective, a sample of six primary education English as a Second Language (ESL) teachers were selected based on criteria including their years of teaching experience, the grade levels they taught, and their specialization in ESL. This study demonstrates that teachers prioritize creating a comfortable learning environment in the English classroom, fostering student motivation to develop language skills, and acknowledging the challenges associated with teaching in a context with limited practice hours. These concerns are influenced by the teachers' training, instructional practices, working conditions, and perceptions.

Keywords: Teaching and Learning of English, ESL, Primary Schools and Comprehensive Perspective

Introduction

Following our personal and professional interests in English as a Second Language (ESL) and also our interest in Ankara, our research focuses on the teaching and learning of this subject in primary schools in this region. This choice is made according to my experience, as an IGCSE and A-Level teacher of English as a second language in some primary schools in the region.

This article makes a number of observations regarding the teaching conditions of this subject in primary school, including the fact that most sixth-year pupils lack the necessary fluency for a basic exchange in English. At the beginning of this research, it was also found that there is little or no research on teaching English as a second language to Turkish-speaking primary school students in Ankara.

On the other hand, by doing bibliographical research on language learning, we found that there are prescriptive documents from the Ministry of National Education, that is to say, a program and a certain framework, which show different aspects in terms of teaching and learning English as a second language in Ankara, and more particularly in the curriculum, as well as the type of teaching and the type of material that should be used in the classroom.

Nevertheless, this research wishes to learn more about the situation by studying the context of teaching English in the Turkish-speaking environment of Ankara, and more specifically in Ankara. In this case, the article would like to clarify this situation regarding the perception of students' oral fluency by teachers of English as a second language, as well as their working conditions, their training, the program, their practices and the objectives they set for themselves with regard to the mastery of this language by their students at the end of primary school.

Following the readings carried out on language learning, it appears that the age of the child learning a language is an important factor in the difficulties and obstacles that he may encounter in his learning of English at primary school. There is also the duration and intensity of learning. We know that it takes a long time to learn a language, as well as a lot of practice. It is therefore necessary to take into account the environment and the motivation of the student. The article aims to clarify the situation regarding the training of English teachers in primary schools, to document their practices, and to know their own perceptions regarding their working conditions and the goals they set for themselves with regard to mastery of English, a second language, among their pupils at the end of primary school.

This is the reason why, following the observations that we have been able to make as well as our interest in ESL at the primary level in Ankara, we wish to better understand what is happening in our region in order to see if our perception is the right one and how our students could achieve greater fluency in oral English at the end of their primary school studies. This leads us to question the context of teaching English as a second language,

hence our research question: What is the perception of teachers of English, as a second language, about the oral fluency of students in the 6th year of primary school, the context in which this subject is taught, their own training in this subject and the curriculum and pedagogical practice they use in a Turkish-speaking context in the Ankara region?

In view of the theoretical considerations around which the problem of our research is articulated, we present here the objectives that we have set ourselves for our research:

- document and clarify the context of ESL teaching in a Turkish-speaking environment in Ankara;
- identify parameters likely to promote oral fluency in English among primary school pupils.

Literature Review

Hatice Okyar (2023) wrote the article "University-level EFL students' views on learning English online: a qualitative study". The main aim of this article is to determine Turkish EFL (English as a Foreign Language) students' perceptions about learning English through distance education (henceforth DE) during the COVID-19 pandemic. Using several qualitative data collection tools, this study provides valuable insights into the thoughts and experiences of students about online English language learning, which can be taken into account to enhance future online language teaching and learning efforts.

Emrullah Dağtan and Neşe Cabaroğlu (2021), in the article "Status of English-Speaking Skills in Turkish ELT Departments: A Nationwide Survey", study aimed to investigate the status of English-language skills in English-language teaching departments (ELTs) in Turkey in order to obtain a descriptive overview of the problems, perceptions, needs, and solutions proposed by teachers and teachers in initial training. The results indicated that, although they had studied English for over 6 years, a large majority of participants could not speak English as effectively as they were supposed to. It was also found that participants struggled to speak fluently and maintain their confidence in English, mainly because they did not have appropriate contexts in which to master their English skills. On the other hand, a radical change in policy in the teaching of foreign languages was the most frequently proposed solution.

In the article "Effects of Turkish and English-Speaking Teachers on Students' Foreign Language Skills", the goal of Oktay Cem Adıgüzel and Fatma Özüdoğru (2017) is to study the effects of Turkish-speaking and English-speaking teachers on pupils' academic success and their English-speaking skills. For this study, a pre-test-post-test control design was used. The data were collected using a performance test, oral expression test material, and an oral expression test evaluation criterion. The results showed that there was significantly higher academic achievement in the post-test among students of non-native Anglophone teachers compared to students of native Anglophone teachers.

In the research "Current Challenges in English Language Learning in the Turkish EFL Context", Ekrem Solak and Adem Bayar (2015) study the current challenges of learning and teaching English in Turkey from the perspectives of high performers and low performers. The study was qualitative in nature, and the study participants were twenty-two students attending various departments of a state university in Turkey. The results of the study suggest that the objectives of the English course should be realistic and considered as a whole, from primary education to higher education. Teaching and improving four language skills is meant to be the focus, rather than grammar-focused language teaching.

Methodology

In this chapter, we present the methodological approach used during the study. The qualitative method, sampling, data collection instruments, and data processing will be explained in order to allow the reader to appreciate the research process.

Qualitative Method

About the qualitative method Lavin et al. (2022) emphasize that the choice of a methodology is justified by its rigor, its global nature, its traceability, and the relative impartiality of the researcher. These authors also note that in this type of research, we do not attempt to establish a cause-and-effect link; we seek to better understand certain phenomena based on the opinions of those who experience them. Two factors explain the relevance for our research of the use of this method, which is based on coherence, organization, and reference. The first relates to the accessibility of the results and the knowledge produced by the research, and the second to the essential nature of interactivity. The qualitative research approach reflects the reality of the respondents by taking into account the researcher's learning about the meaning that takes shape during the research. Thus, our research constitutes a simple case study, which makes it possible to grasp the complexity and richness of a phenomenon in a natural context. This method also makes it possible to analyze each case in the conduct of research in education (Tenny, Brannan, & Brannan, 2022).

Case Study

According to Rashid et al. (2019), a case study can be qualitative in nature. In this perspective, the researcher studies a particular person, a program (case), or several programs (multiple cases) according to certain characteristics by means of in-depth data collection.

The essential point of a case study is the study of a restricted system (Kendell et

al., 2021, pp. 2-3). For this research, it is a question of studying the case of teachers of English as a second language in their context of teaching and knowing their point of view with regard to the question, which is to know the perception of the teachers of English as a second language about the oral fluency of pupils in the 6th year of primary school, the teaching context of this subject, their own training in this subject and the program and teaching practice that they use in a Turkish-speaking context in the Ankara region. In the case study, multiple sources of information are used (e.g., observations, interviews, documents, and audiovisual materials).

It is appropriate when you want to get information from a little-known situation or to know how a person or a program change over time. It is relevant in research in education because its choice makes it possible to extract common elements and to identify their particularities without proceeding to the generalization of the results obtained (Cohen, Manion, & Morrison, 2017, pp. 380 -382).

Robert K. Yin defines a case study as an empirical investigation that studies a contemporary phenomenon in its real context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources are employed (Sy Diop & Liu, 2020, p. 6).

Several data collection instruments were used to collect data from a simple case study. For the purposes of our research, three data collection instruments are selected in order to obtain the greatest amount of information and observations on the participants and their natural context. These are the semi-directed interview, the non-participatory observation in the classes with an analysis grid, and the logbook.

Sampling

Broadly speaking, sampling refers to the choice of people from whom data will be collected to achieve the research objectives. The selection of research participants is intentional. Ours is made up of primary ESL teachers in the Ankara region. As Lavin et al. (2022) point out, it is an intentional choice that makes it possible to identify the representativeness of people and situations according to their experience of the events that we want to study in the field. Which appropriately describes the selection of people from whom we collected data to answer our research question.

Criteria Used for the Choice of Participants

Raifman et al. (2022, pp. 38 -39) point out that sampling is the process by which a group of people or a portion of the population (sample) is chosen so as to represent an entire population. Therefore, for the purposes of our research, our sample is made up of six primary school ESL teachers from the ANKÜ Ankara School Board. It is essential to underline that we wanted to have teachers with varied years of experience and sometimes

varied profiles. Since we are in the education sector in our region, Ankara, we were able to contact school boards, teachers, and school administrators. Participants were recruited through personal contact, email, and telephone. Therefore, it seems to us more accurate to use network sampling, also called “snowball sampling”.

According to Raifman et al. (2022), it is a technique that allows initially recruited subjects to suggest, at the request of the researcher, the names of other people who they believe meet the criteria for participation in the study. This method is based on social network and the fact that friends and acquaintances share certain common characteristics (Raifman et al. 2022, pp. 42 -44).

Recruitment is done in two stages. In the first stage, it involves recruiting people who meet the selection criteria and interviewing them. Secondly, the initial participants should be asked to provide the names of other people who seem to them to have the same characteristics as those for whom they were chosen. This snowball selection process continues until a sufficient sample size is reached. The aim is thus to achieve “data saturation”, that is, to say that the information is sufficient and that continuing the process would not bring more new information. The researcher must be able to verify the eligibility of each respondent in order to ensure that the group is representative of the characteristics sought (Guest, Namey, & Chen, 2020, pp.1-2).

The main characteristics of the selected participants were the following: the classes in which the teachers intervened in 2019; apart from English, what other subject do they teach? the age group of the teachers; their years of teaching experience; the different primary grades they have taught in since they started teaching ESL; their teacher training; and whether they have an ESL specialization.

Description of the Profile of the Persons Selected

To participate in our research, the main criteria for selecting participants are their years of teaching experience, the cycles taught, and their specialization in ESL.

Teacher A

Kethia 24 teaches in the second year of the third cycle of primary education in a single school. Apart from English as a second language, she also teaches Turkish, mathematics, ethics, and religious culture, science, theater, and the arts. She has over sixteen years of experience. Since her beginnings in teaching English, she has taught one year in the first year of the first cycle of primary education, one year in the second year of the first cycle of elementary school, and twenty-one years in the second year of the third cycle of elementary school. She has a bachelor's degree in Turkish language literature, a certificate in teaching second languages, two years of doctorate in teaching technology (classroom computers), and two years of a bachelor's degree in plastic arts. She majors in English as a Second Language and is part of the group with over sixteen years of teaching experience.

Teacher B

Yohan teaches three primary cycles in three different schools. Apart from English, he has no other subject to teach. He is part of the group and has more than sixteen years of teaching experience. From the start, he taught English for nine years in all three primary cycles. He has a bachelor's degree in phenomenology and teaches three primary cycles. She has a multilevel class (first and second years of the first cycle of primary) in two different schools.

Teacher C

Lieve teaches all three primary cycles in two different schools. Apart from English, she has no other subject to teach. She is in the group with between six and fifteen years of experience. Since her beginnings in teaching English, she has only taught the three primary cycles. She has a bachelor's degree in teaching from ESL.

Teacher D

Annifa teaches the second and third cycles of primary education in three different schools. Apart from English, she also gives music and physical education. She is in the group that has between six and fifteen years of teaching experience. Since her beginnings in teaching English, she has taught all three primary cycles. She has a bachelor's degree in teaching from ESL.

Teacher E

Lucia teaches all three primary cycles. She has a multilevel class (first and second years of the first cycle of primary) in two different schools. Apart from English, she does not teach any other discipline. She belongs to the group with six to fifteen years of experience. Since her beginnings in teaching English, she has taught seven years in the three primary cycles and a multilevel class. She has a BA in English Studies. She specializes in English as a Second Language.

Teacher F

Jeremiah teaches Elementary Cycle One (the first year), and Elementary Cycle Two (the third and fourth years) and Elementary Cycle Three (the fifth year). Apart from English, he also teaches physical education. He has between six and fifteen years of experience. Since his beginnings in teaching English, he has only taught in elementary school. He has a bachelor's degree in teaching physical education and geography at the primary and secondary levels. Since he studied English in the United States, he had an English capacity from the Commission scolaire at the ANKÜ Schools thanks to his five years of experience. A document that allows him to teach English, a second language, in our schools. He does not specialize in English as a second language.

These characteristics are precisely suited to the profile sought, and an approximate balance of participants is achieved both in terms of their respective classes, the discipline taught, their experience in teaching and their training, and gender parity. We also recruited them according to their seniority, that is, to say that one or two teachers from each category

are at the beginning, middle or end of their career.

Despite the fact that there were two teachers who had to refuse to participate in the research following an affirmative response on their part, for professional reasons and for lack of time, we still managed to find six. Participation is voluntary, and the meetings took place in their schools. The experiences of the teachers in our sample in teaching ESL are diverse. They worked in primary school for between one and twenty-one years. The age of their pupils varies between six and twelve years. Table 1 shows the profiles of the teachers from whom we were able to carry out our data collection.

Table 1: Profile of primary school participants

First names	Years of experience	Cycles	Specialties
Kethia	21 years	1 st & 3 rd	Bachelor's degree in Turkish literature, Certificate in teaching second languages, Master's degree in teaching English, Doctorate in teaching technology (computer in class, 2 years), Bachelor's degree in Visual arts (2 years).
Yohan	9 years	1st & 3rd	Bachelor of Special Education Teacher Training in Waldorf Education.
Lieve	7 years	1st & 3rd	Bachelor of Education in ESL
Annifa	15 years	1st & 3rd	Bachelor of Education in ESL
Lucia	7 years	1st & 3rd	Bachelor of English Studies
Jeremiah	1 year	1st & 3rd	Bachelor's degree in Teaching Physical Education and Geography; English capacity of the school board.

Presentation of Research Results

This part is devoted to the presentation of the results, the discussion, and the interpretation of the emerging results of the research. Elements of explanation for the results obtained will be provided to answer questions related to the perception of ESL teachers about the oral fluency of students in the 6th year of primary school, the teaching context of this subject, their own training in this discipline, the curriculum, and the teaching

practices they use in a Turkish-speaking context in the Ankara region.

It is thanks to the answers obtained precisely to our research question, namely: “What is the perception of ESL teachers about the oral fluency of students in the 6th year of primary school as well as the teaching context of this subject, their training in this discipline, the program, and the pedagogical approach used in a Turkish-speaking context in the Ankara region?”, that we were able to achieve the two objectives, namely: “to document and clarify the context of ESL teaching in a Turkish-speaking environment in Ankara” and “to identify the parameters likely to promote oral fluency in the language English for primary school students”.

The research identified four main themes for grouping the data: (1) second language teaching curriculum and skills; (2) teacher training and pedagogical context; (3) reported and used teaching practices; and (4) student performance. These themes were established following the verbatim statements of the teachers obtained during the semi-structured interviews.

Table 2: presents a portrait of the grouping of data under the selected themes and sub-themes

Themes	Sub-Themes
Second Language Curriculum and Skills	<ul style="list-style-type: none"> - Expectations of parents, ministry, objectives or goals - Cycles
Teacher training and pedagogical context	<ul style="list-style-type: none"> - Training - Presence of the educational advisor - Apprehension or playfulness with regard to the full support of intensive English - Planning - Difficulties/ Obstacles
Pedagogical practices declared and used	<ul style="list-style-type: none"> - Distribution of school stages during the school year - Pedagogy through play - Transmission of information in Turkish or English - Equipment used - Oral and social exchanges in class, at school or outside in Turkish or English
Student performance	<ul style="list-style-type: none"> - Motivation to learn English - Student self-confidence - Family context - Oral fluency in English at the end of the 6th year

Following the results of the inter-rater coding, the percentage of agreement that allows us to confirm our analysis is 77.06%. The presentation of the results consists of providing a synthesis of the remarks made by all the participants in order to allow us to understand the perception that they have of their reality while supplementing them with the help of our observations in the classes and our logbook.

Perception of Teachers Regarding the Second Language Training Program And the Skills Targeted

The teachers of English as a second language who take part in the research give us their perception of the training program in English as a second language for the three elementary cycles. They believe that it is an important tool that helps in learning English as well as in the assessment of the targeted skills.

Objectives Targeted by the Program and Teachers' Perception of It and Parents' Expectations with Regard to the Teaching of English as a Second Language

English teaching staff note that parents' expectations are very high and time is lacking. The key to teaching ESL is to have resources in the classroom to ensure that children use functional language, and to do this, teach them in English at all times. The ministerial program of studies (MELS, 2006) promotes, in the first cycle of elementary school, an approach to interaction intended to stimulate linguistic awakening in the young learner or openness to a new language and a new culture. The philosophy of this measure translates into the desire to establish in the student a first contact with the English language and Anglophone culture.

The main objective is to facilitate the development, among the learner, of two oral skills: comprehension of heard texts and oral communication in English. The program aims to open the learner to a new language, provide him with new strategies for expressing himself, and enable him to situate himself in relation to other languages. As a result, there are no real requirements for reading and writing to be acquired by the student. The measure is based on early learning to facilitate the student's familiarization with the English language. The preferred pedagogical approach is direct contact with English-speaking culture through songs, rhymes, and small stories, etc.

Learning is done through interaction with the teacher and in groups to encourage students' oral comprehension and communication skills. Interaction between students and teachers requires that each party play an active role in the success of learning. Students are asked to develop new language skills, and communication skills, and learning strategies. They need to do other things to connect words and visual aids and listen to authentic audio models so that they have strategies that allow them to speak only English and participate in class activities with the group.

As for the teaching staff, it must be an English language specialist, and it must have the appropriate teaching materials. In his interventions with the students, he must speak only in English at a normal rate while being creative and expressive in order to promote the student's understanding.

Throughout the course of the academic year, the teacher evaluates the learner's acquired skills. It is carried out at all times, among other things, by means of observation grids, notes recorded on anecdotal sheets, on student documents, or in a notebook, in order to allow him to judge the degree of development of the desired skills.

According to the program of the Higher Council of Education, among other things, it advocates the development of transferable strategies and the teaching of languages from a complementary perspective, which highlights the similarities and differences in the functioning of languages. The main objective of a pedagogy based on communication is the development of language skills that allow the learner to receive and transmit messages, taking into account the conditions in which they occur. Therefore, it is necessary to place the student in real-life communication situations that update the understanding and production of oral and written discourse.

Cycles

The Turkish school training program provides for the division of primary education into three cycles of two years. This organizational mode takes into account the requirements of skill development, which presuppose long-term educational interventions. The Elementary ESL program consists of three cycles. The first cycle consists of the 1st and 2nd years; the second contains the 3rd and 4th years; and as for the third, it includes the 5th and 6th years. The English teaching staff has to assess the skills and make a report at the end of each cycle. Assessments are based partly on oral comprehension, which accounts for 50% of the mark in the 2nd cycle and 45% in the 3rd cycle, and partly on written comprehension and reading. Therefore, teachers must ensure that they have regular oral activities in order to promote oral interactions and create an English-speaking context in a Turkish-speaking environment. It is understandable that this weighting leads English teachers to emphasize verbal interactions.

Perception of Teachers about Their Training and the Pedagogical Context

The participants in the study tell us about their perception of the training, the presence of a pedagogical advisor, the apprehension or playfulness that one feels with regard to the complete management of intensive English, the planning of course activities, and the difficulties or obstacles they encounter in the pedagogical context.

Training

Teachers of English as a second language must master the language they teach and have basic training in second language teaching. The quality of primary education depends above all on the skills of the English teaching staff.

This conviction gives rise to a good number of reflections and initiatives aimed at improving the initial training of teachers of English as a second language so that they can acquire, under more favorable conditions, all of their professional skills with the aim of being able to meet the expectations and needs of children, parents, the school environment, and society with regard to the teaching of English in primary school.

Presence of an Educational Advisor

Among the six teachers consulted, there are people who think that having a strong figure as a reference in English at school would be desirable. Being able to have another resource who also has the interest of this discipline at heart would allow having an English committee made up of at least two people in order to be able to share ideas, discuss, and solve problems in the event of need. It is necessary to be able to set up a space of time in the schedule of the week or the cycle to make collaboration possible between all the teaching staff and the specialist. For example, a period of specialization at the same time can allow exchanges with the pupils and the realization of common projects by cycles with the other teachers of these cycles.

Apprehension Or Playfulness with Regard to the Full Support of Intensive English

Three components are present in Intensive English: the increase in the time granted to the teaching of this subject, the concentration of teaching time over a short period, and the enrichment of the regular program of the Ministry of National Education. The Intensive English teacher tells us that Intensive English teaching is not like immersion. In intensive, the new contents of other school subjects are not learned; the students only learn English as a second language. For example, we could do sciences in intensive English, but we could not evaluate the learning of these sciences; we could only revise the known. The goal is to learn English.

Planning

The English teaching staff say that it is essential to be able to plan particularly interesting lessons for the students in order to motivate them and lead them to develop language skills that would allow them to communicate with each other and with the teachers. To do this, having beautiful and stimulating activities pushes students to want to do better. For the planning of activities, all the participants in the study think that it is

necessary to make the pupils understand that they acquire a basic vocabulary for the following years. It is thanks to this that children can thus use synonyms, mimes, and images to explain vocabulary.

Teachers' Perception of Student Performance

All English teaching staff say that it is essential to be able to ensure that students perform well in learning the second language. Therefore, it is important to motivate them to learn and ensure that they have self-confidence. To be able to achieve this, the participants tell us about the family context, which may or may not encourage the child to learn a second language and attain fluency in speaking English at the end of primary school, without forgetting their perception on this subject in the Turkish-speaking context. Furthermore, English teachers indicate that it is necessary to be able to find activities. Particularly stimulating activities that capture the attention of students and motivate them to speak up are needed so that children can achieve good results in their English class.

The Motivation to Learn

It is clear that all learning goes through emotional factors. This is why student motivation is directly related to the emotions they feel when they are in the classroom. When children feel pleasure and pride in what they do, we see that they persevere to understand new learning and thus transfer it to new contexts. For this reason, the teaching staff thinks that it is essential to give students a taste for learning another language and that they must be supervised and stimulated so that they can develop an interest in English. It goes without saying that we must not forget that motivation plays a big role in learning and retaining a second language.

Students' Self-Confidence

To encourage students to develop their language skills, participants indicated that they must ensure that the subjects and themes proposed are meaningful and familiar to learners and that they reflect their fields of interest. They need to establish a relationship of trust with each child and value their personal or social accomplishments, however small. Create a risk-free environment based on respect and mutual trust.

Concerning the pupils' self-confidence, it is therefore necessary to ensure that they are not stressed and that they feel safe in a favorable context. It is important that they feel good and that they are not afraid to talk. This is why it is good to encourage them to make an effort to speak while ensuring that the climate installed in the class allows them not to feel embarrassed and that they are respectful towards each other in case of errors, especially for the older ones.

The Family Context

Ankara is a vast province with urban and rural areas. The majority of families are Turkish-speaking. The priorities for teaching the English language are not the same for everyone, whether they are urban or rural families. All these environments are not homogeneous, and it is up to the parent to follow his child and help him in his learning of English, a second language. A participant stated that when the parent does not encourage, does not support, shows no interest in learning, does not communicate with teachers to inquire about their child's progress, and does not encourage him to read or watch programs in English, then it is difficult to teach English to this student.

On the other hand, for the parent who comes, for example, to take his child to school or to look for him/her, and who can then occasionally meet the teachers present, that parent can inquire about his child's progress and thus help him in his learning. Unfortunately, the lack of English teachers in schools is an obstacle to exchanges, and under these conditions, the teaching of this subject can only be done with difficulty. Moreover, in an environment known particularly for its more homogeneous Turkish-speaking character and where the English language is relatively absent, another obstacle is the fear of some parents who think that their child's learning of the Turkish language will be weakened if they are taught English at the same time. Yet, according to Chenxu Zhang (2020), by the age of five, the child has mastered most of his mother tongue, as discussed in the Terms of Reference. This means that at the age of 6, he can start learning a second language without difficulty.

Research participants note that a parent's attitude can influence their child's positive or negative behavior towards the teaching of English. They also remind students of the importance of being in constant contact with the target language and discussing with parents how to organize possible periods of listening and viewing in English at home.

Teachers' Perceptions of the Oral Fluency in English of Pupils in the 6th Year of Primary School in a Turkish-Speaking Context

According to all participants involved in the study, it is asserted that the attainment of English-speaking fluency by the conclusion of the sixth year of primary education can be facilitated through an augmentation in the duration of English instruction. In order to facilitate functional communication, it is imperative to provide individuals with extended learning opportunities and exercises in diverse contexts, thereby allowing sufficient time for the assimilation of a second language. In a pedagogical setting characterized by a specialist delivering instructional sessions lasting one to two hours per week, students often encounter a deficiency in knowledge or skills by the end of the academic year. Conversely, individuals who dedicate a higher number of hours per week (three hours or more) to their work experience notable and favorable outcomes.

They reveal that it is for this reason that it is necessary to make the pupils understand that even if, for the moment, they do not speak English as they speak the Turkish language, they will nevertheless have a basic knowledge that will allow them to be able to use the functional language: for example, that they will know how to ask for directions or give instructions in English or that they will have the vocabulary necessary to solve everyday problems.

The intensive teaching of English as a second language, as implemented in recent years in Ankara, concerns students in the third cycle of primary education, specifically those in the 6th year. This measure is characterized both by an increase in the time spent teaching English and by a concentration of this time in the same school year. Thanks to this, the teaching staff is in constant and regular contact with the learners.

To help students use functional language, teachers use the Elementary Cycles 1, 2, and 3 ESL curriculum. Several predefined models of teaching organization are left to the choice of primary school governing boards. They have to decide which model suits them best, for example, the model of five months for ESL and five months for the other subjects, or even an alternation of weeks in ESL and weeks for the other subjects. Subsequently, regardless of the model considered, a rich, diversified linguistic environment adapted to the age of the students is designed to promote their full development with regard to Anglophone culture and the English language. In these classes, learning is often done in teams of two or more students to develop the social and cognitive skills necessary to increase the ease of understanding and expressing oneself in the English language.

The goals of Intensive English Teaching are for both students and teachers to take an active role. In particular, students are encouraged to acquire new linguistic and interpersonal skills, to develop communication and learning strategies, and to carry out tasks that allow them to discover products of Anglophone culture. The teaching staff, for their part, plays the role of speaker and interlocutor; through this intensive English teaching, it also supports students in their learning and in carrying out their work. This is so that they can acquire knowledge and develop skills and competencies in ESL.

The results of our study show that students who take the intensive English course in elementary school maintain a higher level of functional proficiency in English as a second language compared to their peers who take regular courses. The teaching staff tell us that once the students who have done Intensive English leave primary school and find themselves in a regular group in secondary school or in an enriched English group, they do not experience any difficulties in this subject, even if there is no follow-up as such in intensive English. This has the consequence that even weak learners manage to have good results with regard to oral interaction and have better self-esteem.

According to the participants, the children in the regular setting, but who have three or more hours on a regular basis, express themselves with ease and use a variety of vocabulary and expressions in various situations related to what they see in class and in

real life. They use the information given in very clear oral and written speeches. What is interesting is that they are able to write an original and well-structured text in a variety of meaningful contexts, for example, describing a favorite activity, talking about their idol, their family, etc. By having English almost every day with their teacher, the children manage to perform well in their learning.

According to the English teachers we met, the intensive teaching of English as a second language in the 5th or 6th year of primary school increases and concentrates the time devoted to the second language; in so doing, it makes it possible to fulfill these two important conditions of effectiveness. However, they would like to point out that for this program to be successful without repercussions on other subjects, certain other conditions must be met, for example, the training of staff for intensive teaching, having the appropriate materials for teaching and language learning (visual and auditory tools for children), etc. The specialists and teachers assigned to the intensive program must indeed be adequately trained and supported to enrich the English program and develop richer learning situations in the other subjects; they must work in complementarity in the spirit of the Turkish School Training Program with an appropriate pedagogical approach to teaching and learning ESL and the support of the school team.

Additionally, it is imperative that they possess the capability to cater to the diverse learning requirements of all individuals. Hence, the implementation of intensive education emerges as a viable and commendable approach that warrants promotion and assistance, particularly in settings where limited access to the target language exists beyond the confines of educational institutions, often limited to passive exposure through English television and radio broadcasts.

Conclusion

In conclusion, we first make a synthesis of the results, give a brief reminder of the starting question, and report the main results of our research. Then, we highlight the contributions of research on the teaching and learning of English as a second language in primary school, particularly in the Turkish-speaking context of the Ankara region. We conclude by highlighting the limitations of the research as well as avenues for future research. To this end, our study entitled "The teaching and learning of English as a second language at the primary level in Ankara: current issues and future perspectives" aims to highlight the perception of ESL teachers about the oral fluency of students in the 6th year of primary school as well as the teaching context of this subject, their own training in this discipline, the program, and the teaching practice they use in a Turkish-speaking context, in the Ankara region.

The teachers we met informed us that the oral fluency of their 6th grade students is largely dependent on the time allotted to communication and discussion with them.

Furthermore, although ESL teaching begins in the first year of the first primary cycle (6 years), teachers consider that the time devoted to it remains insufficient for the functional learning of a language, even during so-called intensive English programs where the total hours are below the minimum of 1200 hours deemed to be essential for learning a language.

However, Intensive English is seen as making it much easier to learn English. Also, the teachers report that the motivation of the student as well as the openness and support of his family regarding the English language are important factors facilitating his learning. Furthermore, going back to the duration of ESL teaching, several teachers explain that the reality of the teaching context often means that the teaching of this discipline is reduced to periods of 30, 45, or 60 minutes per week. In addition, these minutes are often eaten up by student travel, which means that the actual time devoted to teaching is estimated at around 10 minutes less per period.

For classroom assessment, student observation is done at all times in order to have traces that will allow teachers to assess children when needed, which is not always easy with so many students. We have also seen that all children learn by playing. Teachers have engaging activities that keep learners busy learning or consolidating English.

All teaching staff have materials for students. We were told that there are some great English teaching materials out there, but few have the budget to buy them. This results in the development of material specific to each, inspired by resources found on the Internet. On the other hand, there are many who make their own material and prepare a basic document for learners. They use the Internet a lot. The basic idea is to have authentic material and varied resources. Specialists maintain that speaking English at all times with students is necessary. This should not only be done at school but also outside. The majority told us that they speak English with the students when they meet them at the mall, in town, or on the street.

Finally, we identify, among other things, two possible avenues of research for the future. As the teaching of intensive English is currently done by teachers who have experience teaching English as a second language in primary school, our research leads us to believe that there is an important line of research to be explored in terms of how best to train teachers in this discipline in the context of intensive teaching in the 6th year of primary education based on their expertise. A second track that emerges from our research is the need to conceptualize and develop teaching materials for teachers of English in an intensive English context. People who are interested in this teaching will be able to work with these teachers in order to build this didactic material within the framework of collaborative research.

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