

The Use of Material and Teaching Technologies in English Teaching Curriculum of the Primary and Secondary Schools

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SUMMARY

The place of the use of materials and teaching technologies in the teaching and learning process of the students is very significant in that they help them grasp and learn more effectively. By this way, the students are more able to realize a much better learning. Also, it is an undeniable fact that, today, English is the mostly used foreign language choice in the context of communicating with the people from different countries. Besides, it is also noticed that English is the most widely used language in the context of pronouncing and sharing of the academic enhancements. Therefore, it is clear enough to say that new generations' learning English as a foreign language effectively is considerably important. In this study, the use of material and teaching technologies in English teaching curriculums of elementary schools is viewed. The research is conducted with the document analysis technique which is one of the techniques of qualitative research in the spring term of 2017-2018 Academic Year. All of the 7 class levels, ranging from the 2nd grade of the primary school and the 8th grade of the secondary school are included within the English teaching curriculums of primary and secondary school. In addition to this, in the research, some sections such as the philosophy, objectives and efficiency of the curriculum and points to consider in teaching of the curriculum are surveyed along with the units of the curriculum. As part of the research, some dimensions, such as what sort of technologies and materials are used in the English teaching curriculums and what type of teaching technologies and materials are given more significance are put forward. The findings and results of the research are presented systematically relevant to the objectives of the research. Thereafter, some suggestions are made based upon the research findings.

Keywords: English lesson, English teaching programs, teaching technologies

INTRODUCTION

According to the 2011 data of *Atlas Magazine The World Atlas*, why are some of the languages taught as a second language in a world, where nearly 240 different countries and 3000 languages exist? Why do we, Turks, learn English, German, Spanish or as a new trend Chinese instead of Hindi or Papua New Guinean? The answer is as explicit as the question itself "Lingua Franca", in other words, "Common Communication Language", which is the most important factor affecting the choice of a second language. Whichever the language is able to manage to be lingua franca, naturally, all the global communities are attempting to learn it. Not to mention, the understanding that it is a necessity to learn that language rather than an obligation makes itself accepted thoroughly. Seidlhofer (2005), as related to this issue, states that English as an universal language, is termed as *English as a global language*, *English as world language*, *English world*, and with other definitions analogous with these ones; However, when it is preferred as a communication language by people of various social structures, this definition can be described as *English as lingua franca*.

Çengel (2005), in his paper titled, "Language Education in Turkey" states that in almost every age, the language of the science is the language which is information produced, and this language has been Arabic, French, and English in time. By saying, "... because Mr. Google doesn't know any Turkish at all", he is also sharing a striking detail. Demirel (1978), too, is stressing the fewness of the languages taught as a second language, despite there being nearly 3000 languages all over the world. And he is adding that the politic and economic situation of the country at which that language is spoken is one of the most significant criteria of teaching of a language by other nations. Similarly, Tosun (2006), too, has mentioned the issue of lingua franca.

When the universality has become the main concern in Science, Art and technology, a necessity for a universal language instead of national languages has emerged. On the issues such as the following and transferring of the advances, mutual information and technology sharing, communicating, contributing to the world peace and living together, instead of learning all the nation's spoken languages separately, learning a single language has been a matter for humanity.

Efforts like "Esperanto" are the results of such an endeavor. It is an undeniable fact that today's communication network has a global content (Tok & Aribaş, 2008:207) and the common language of this network is English. Nunan (2003), in his paper which he mentions the existence of English and the effects of this existence on politics and daily practices in the context in various countries such as China, Hong Kong, Japan, Korea, Malesia and Vietnam that have a different educational understanding in Asian-Pacific Region is touching upon this issue. Crystal (1997), in his book *English as a Global Language*, explains that when a language is able to develop a role that is accepted by almost every nations can reach a genuine global status. This status' appearing as an official or foreign language in countries whose mother tongue of the majority such as the U.S.A and Australia explains this global power. When today's foreign- language- education- providing countries are taken into consideration, we

can realize this reality more strikingly. Why is English accepted as an official language along with some countries' national or other languages, or why are the inclinations of the schools or language learners towards that way? The answer is "global power".

The global role of the English language and English language education can easily be seen in business world, technology, science, internet, popular entertainment, even in sports world. Beyond the criteria such as native language, official language, or of top priority language, we can observe the influence of the English in our daily lives compared to other foreign languages pretty much. We can also add the academic world here. More than 50 % of the academic papers published every year is in English language, and the rate has been increasing every passing year. In addition to this numeric information, it can easily be claimed that English language is the indisputable language of science and technology. One more fact to back up this argument is that the universal communication language of the specific disciplines such as physics, chemistry, biology, physiology appear to be English. To exemplify this more precisely; 98 % of German physicists, 83 % of biologists and 98 % of the physiologists' de facto working language is English, a drastic example of which shows the influence of English in the academic world (Graddol,1997; Block & Camiron,2002; Christal,1997) (Akt. Nunan, D. 2003:590). We see similar figures in a study conducted by Thomas (1996).Some figures are as follows;

-70 % of the e-mails,

-80 % of the computer data, and

-85 % of the entire information processes have been realizing in English language.

Furthermore, English is the official language of more than 50 countries. It has been using as the official language of 85 % of the 12.500 international organizations. To set an example, despite located in Frankfurt city in Germany, the official language of European Central Bank is English (Alptekin,2005) (Akt.Tok & Arıbaş,2008:207). Again, in the same study, it has been claimed that English has a salient place in foreign language teaching and the future of the millennium world will be shaped in English by the people whose mother tongues are not English to a great extent. Thus, it can be conveniently sayable that there is an unstoppable tendency towards a global English use. In one part of his study, *The Other Tongue, English Across Cultures*, Kachru (1982) stresses the universality of a language by saying, "A language belongs to whoever uses it, and is not the sole property of its native speakers.". Warschauer (2000), who is correlating between the globalized world and an information age called *informationalism*, states that this process will result in the wide-spread of English as an international language. In addition to this, this new term called *informationalism* put forward by Castells (1996), is a new global order, and has been affecting the computing technology and telecommunications since 1970s and will keep on affecting in the future, as well (Akt. Warschauer,2000:512).

Most of us know Daniel Defoe. In *the Adventures of Robinson Crusoe*, whose protagonist of his famous work are *Robinson Crusoe* and *Friday*, a native whom he met on the island, there are some details that are related to our study. Some of these adventures, notably the ones in which his coming from far far away and making a connection with Friday, whom he met there, then, his teaching him English- a language that is his native language, have some metaphorical features. The methodological process in Robinson's teaching his mother tongue to a native, who he has never known such a thing before, and the reasons lying behind it. Actually, the experience that *Friday* has been exposed to is a very good metaphor summarizing the situation of today's English. This metaphor is the story of a sovereignty in a language born in a nation and spread to almost all the world nations. Kayıntu (2017),too, mentions this point and scrutinizes the matter as the colonization policy of England and the teaching method of English-may be the first extra-ordinary application on this issue! From the point of view of our age in which we have been living, *Friday* of those days symbolizes the global world of today and *Robinson Crusoe* symbolizes English itself that has been gradually strengthening and evoking its existence all over the world more intensely. So far, it has been tried to find various answers to the question, "Why English?" from many points of views. In fact, in a time tunnel traced from past to the modern world, there has been dissimilar answers concerning this matter. And, still, today a great many of studies have been carried out.

The Place and Significance of Technology

Defined as, "scientific knowledge used in practical ways in industry, medicine, etc." (Hornby S.A,2010), technology plays a great role in our daily lives. Machines, processes, methodologies, systems, control mechanisms and administrative processes make up of its scope (Uşun,2000:1). In respect of its verges, with the expression of Aktay (2017:5), it s "immense or limitless!". In his study with regard to the internet, which is one of the felicities of the technology, he expresses that the number of devices having access to the Internet has increasingly been kept on accruing, and by the year 2020,it is expected to go beyond 30 billion. It is quite obvious that this technology will not remain limited solely with the devices. Tens of thousands of software that will integrate with these devices to the daily practices of life, even perhaps the extra hardware to accompany with them. It is the reason why the verges of the technology is so immense. It is intercountry, intercompany, organizational, and even cross-continental. İşman (2015) expresses this immenseness with an attention-grabbing word, *teknosfer*. Demirel, Ö. &

Altan, E. (2017) also mentions about these verges by putting forward the computer part of the technology. Seferoğlu (2006), as well, states that this is a communication network that is a matter of public record and an unrestrained power. On having experienced such limitless advancements, it is improbable for the magic word of our age, *information*, to mark time. Just like the expanding confines of the universe, the confines of the information have been expanding. Hence, it would not be a wrong attempt to attribute *information society* adjective to our age. Information society can be defined as an active society that knows how to profit from the information technologies widely. In a rapidly, computerized information society, it is an inevitable situation to use the technology (Çevik & Baloğlu, 2007) (Akt.Keleş, E., Öksüz, D. & Bahçekapılı, T., 2013). Technology, with its coverage, limits, limitedness, sphere of influence has become an indispensable subject matter of our age. Such an age that informatics/data processing systems and globally enhancing interactions are touching upon most parts of our lives, and affecting both us and accordingly the circle of life profoundly.

Technology & the Place of Technological Advancements in English Teaching Curriculums

In a world, where the technology has been developing nonstoppingly, the reality of teaching could not fall behind it, nor could it. The developing and will be keeping on developing technology created a new style of teaching. A brand new understanding which is far from clinches, being learner-centered, learners' not being indifferent to the process, enabling human perception and horizon to be as vast as possible, grabbing the learner's attention inevitably, and having quite a different philosophy. *The English Teaching Program (Primary & Secondary Schools 2,3,4,5,6,7,8th Graders)* published by MEB (2018) includes a number of applications eligibly at the level of all the classes accordingly. In this program, a great many of contexts from advertisements to catalogues, from songs to fairy tales, from menus to poems, from podcasts to tables, from stories to websites have been presented as suggested contexts. Additionally to them, as suggested tasks or activities, numerous alternatives from the use of arts and crafts to pantomime, from drawing and coloring to guessing, from labelling to story telling, from the use of synonyms and antonyms to true / false or no information use have been presented. Even, when these suggested contexts and tasks/activities are taken into account singly, how much technology is needed will be discerned. The findings and analysis concerning this issue will be shared in the next parts of the study.

Wang (2005), in respect thereof, states that with the advent of networked computers and Internet technology, computer-based instruction has been widely used in language classrooms; and such advancements have dramatically changed the way people gather information, conduct research and communicate with others worldwide. H. F. Hew & Brush, T. (2007), too, expresses, in this respect that from the birth of the motion picture in 1922, to the advent of the computer in the mid-1970s, and therefrom to the journey continuing to our modern world, an irrepressible technological improvement has been witnessed, educators have been intrigued with the potential of technology to help transform education and improve student learning. In order to benefit from such a powerful potential, most countries have been trying to integrate this power to their education programs / curriculums. There are numerous researches about this matter such as Levent, F. & Yazıcı, E. (2014), Demir, Y. & Yavuz, M. (2014), Eraslan, A. (2009) and Nunan, D. (2003). As an attention-grabbing example, Singapore, a country realizing a great development in education sector recently, is worth sharing. It has gained many accomplishments in international student assessment exams such as PISA, TIMMS, and PIRLS; or Finland, showing a great success at the fields of Maths, Science and Reading Skills in 2000, 2003 and 2006 in PISA; or again along with Finland, in PISA Reading Skill Test conducted among the countries that teach English as a foreign language, China (Shanghai), Korea and Japan as the highest scored gaining countries.

Along with the abovementioned factors, we can also see the desire to the use of informatics in teaching process and the efforts to integrate them to the existing education programs. To exemplify this perceptibly, an approximate 1.2 billion budget program launched in the frame of the first Master Plan for Information Technology in Education in Singapore in April 1997. Broadly speaking, it can be said that the use of technology in teaching, the integration of technological advancements into the process and having been utilized from them effectively are the reflections of today's way of teaching understanding. Therefore, it is possible to encounter a myriad of body of literature on this issue. Following local, national and international-level studies can be given as an example regarding this matter; Jackson, A., Gaudet, L., McDaniel, L. & Brammer, D. (2009), Levy, M. (2009), Salaberry, R.M. (2001), Word, M.M. (2012), Moersch, C. (1998), Başal, A. (2015), Ataunal, A. (1994), Demirci, A., Taş, İ. H. (2007), Dede, C. (2010), Başaran, B. (2017), Donn, R. & Bernard, D. (1992), Afshari, M., Bakar, A.K., Luan, S.W., Samah, A. B. & Fooi, S.F. (2009), Andoh, B.C. (2012), Carver, B.L. (2016), Sugar, W., Crawley, F. & Fine, B. (2004), Alkan, A. & Durmuş, Ö. (2013), Cuban, L., Kirkpatrick, H. & Peck, C. (2001), Baylor, L. A. & Ritchie, D. (2002) and Seferoğlu, S.S. (2009).

When considering Turkey context more perceptibly, it can be observed that technological dynamics are seriously given significance in education and teaching, and there is a zeal to integrate them to Turkish education and teaching system. In the new curriculum reform in elementary (Grades 1 to 8) school started in 2003 and updated in 2018, it can be seen that there is an effort to reach the ideal standards of education implemented in Europe, North America and East Asia (Koç, Y., Işıksal, M. & Bulut, S. 2007). As an overt example, new curriculum's taking

CEFR (the Common European Framework of Reference for Languages) as a reference as criteria. As a result of this, the teacher-centered education understanding realized with very limited teaching methods, especially with GTM, has been trying to transform into a more student-centered, multi-dimensional, gain-oriented, and more eclectic one. It is a very remarkable situation that this new model discerns language learning as a communication process. It is quite a normal behavior for teachers to choose reading or writing activities. Nevertheless, with the renewed system, classrooms are expected to be communication environments rather than traditional language classrooms. The efforts to adopt an innovative brand-new understanding full of novelties from a system, where foreign language policies are wrong, educators in learning process are inadequate, foreign language is thought to be as a formality rather than a necessity and the suggested / targeted objectives can not be reached in accordance with the country's interests owing to all these reasons, are very hopeful developments uttermost in terms of foreign language teaching in our country.

METHOD

This study is conducted via document analysis, one of the techniques of qualitative research, in the spring mid-term of 2017-18 academic year. Within the research, some dimensions such as what kinds of teaching technologies and materials are used, what type of teaching technologies and materials are given significance in the teaching of English Curriculums, are put forward.

FINDINGS

Research findings and results are presented pertinent to the objectives of the research systematically.

The Overall Analysis of English Curriculum

When the philosophy and structure of the English Curriculum is taken into consideration, any directive and encouraging content can not be found in the context of technology use. Moreover, such content can not be found amongst the gains of the Primary School English Curriculum (2nd,3rd and 4th Grades),either. However, in the Secondary School English Curriculum a small number of technology use is seen.

Table1:Tecnological gains in the Secondary School English Curriculum

5th grade:	-UNIT 6:MOVIES:Reading: E5.6.R1. ="Students will be able to understand phrases and simple sentences on posters and advertisements about movies and movie characters." -UNIT 7:PARTY TIME: Reading: E5.7.R1. ="Students will be able to understand short texts with visual aids such as cartoons posters and birthday cards." -UNIT 10:FESTIVALS:Reading: E5.10.R1. ="Students will be able to understand visually supported short texts about festivals around the world."
6th grade:	UNIT 3:DOWNTOWN:Reading: E6.3.R1. = "Students will be able to understand visually supported short and simple texts." UNIT 5:AT THE FAIR: Reading: E6.5.R2. =" Students will be able to read specific information on a poster about a certain place."
7th grade:	-
8th grade:	UNIT 1:FRIENDSHIP:Reading: E8.1.R2. ="Students will be able to understand short and simple invitation letters cards and e-mails." -UNIT 5:THE INTERNET: Reading: E8.5.R2. ="Students will be able to find specific information about the Internet in various texts." -UNIT 7:TOURISM:Writing: E8.7.W1. ="Students will be able to design a brochure an advertisement or a postcard about their favorite touristic attraction(s)." -UNIT 10:NATURAL FORCES: Listening: E8.10.L1.="Students will be able to identify the main points on TV news about natural forces and disasters."

As seen in the table, most of the gains seem to be on the productive language skills, on Reading and Writing. When they are analyzed closely, it can be seen that they are specially focused on posters, advertisement, visual aids, brochures and postcards. At the 7th Grade level ,there seems to be no gains concerning technology use.

Table 2.The Contexts Partaking in the Primary School English Curriculum

Advertisement	70	Illustrations	100
Cartoons	86,7	Pictionaries	23,3

Posters	73,3
Songs	100
Videos	100
Conversations	73,3
Fables	6,7
Stories	33,3
Fairy Tales	13,3
Lists	40
Tables	50
Menus	6,7

Rhymes	33,3
Podcasts	10
Signs	23,3
Charts	30
Poems	13,3
Maps	16,7
Notices	10
Messages	10
Blogs	3,3
Postcards	6,7

When Table 2 is analyzed ,it is appeared that the mostly-used contexts are videos, songs, and illustrations .Thereafter, cartoons, conversations and advertisements are following them in the context dimension.

Table 3. The Contexts which are not partaking in the Primary School English Curriculum.

Questionnaire
Picture Strip Stories
Websites
Magazines
Brochures
Diaries
Jokes
Journal Entries
Biographical texts
Emails
News
Letters
Reports
Recipies

When Table 3 is analyzed ,it is seen that many contexts such as questionnaire, magazines, and websites do not exist in the Primary School English Curriculum

Table 4.The Contexts partaking in the Secondary School English Curriculum

Advertisement	40
Cartoons	45
Illustrations	100
Pictionaries	100
Posters	95
Songs	95
Videos	97,5
Conversations	45
Fables	5
Stories	95
Fairy Tales	2,5
Lists	55
Tables	47,5
Menus	15
Rhymes	15
Podcasts	65
Signs	17,5
Charts	42,5
Poems	2,5

Maps	27,5
Notices	7,7
Messages	50
Blogs	55
Postcards	22,5
Questionnaire	50
Picture Strip Stories	5
Websites	50
Magazines	40
Brochures	22,5
Diaries	47,5
Jokes	12,5
Journal Entries	47,5
Biographical texts	5
Emails	47,5
News	42,5
Letters	5
Reports	25
Recipies	2,5

When Table 4 is analyzed ,it is seen that contexts such as illustrations, Pictionaries, posters, songs, videos and stories are highly preferred, whereas the contexts like fables, fairy tales, poems, picture strip stories, notices, biographical texts, letters and recipies appear to be the least-preferred ones in the Primary School English Curriculum.

Table 5. The Assignments Partaking in the Primary School English Curriculum

Visual Dictionary	71,4	Questionnaire	3,6
Poster	39,3	Chart	7,1
Model House	3,6	Timetable	3,6
Map	3,6	Menu	3,6

When Table 5 is analyzed ,it is seen that the mostly-benefitted assignments are visual dictionaries and posters, while the least-preferred ones seem to be the model house, maps, menus, timetables and questionnaires.

Table 6. The Assignments Partaking in the Secondary School English Curriculum

Visual Dictionary	64,9	Survey	5,4
Poster	54,1	Birthday Inv. Card	5,4
Model House	0	Shopping List	2,7
Map	5,4	Calendar	2,7
Questionnaire	0	Pamphlet	2,7
Chart	2,8	Postcard	2,7
Timetable	2,8	Biography	2,7
Menu	0	Internet search	2,7
Picture Story	2,7		

When Table 6 is analyzed ,it is seen that the mostly-used assignments are visual dictionaries and posters, whereas the least-used ones are model houses, questionnaires and menus.

Table 7. The Tasks Partaking in the Primary School English Curriculum

Chants and Songs	100	Labeling	96,7
Competitions	0	Matching	100
Drawing and Coloring	100	Question and Answer	86,7
Find Sb. Who.	0	Reordering	16,7
Games	86,7	Storytelling	23,3
Guessing	0	Synonyms and Antonyms	3,3
Information Gap	0	True/False/No Information	0

When Table 7 is analyzed ,it is apparently seen that the mostly-used tasks are chants and songs, drawing and coloring, games, matching and question and answer ,on the other hand tasks like competitions, find sb. who, guessing, information gap and true/false/no information appeared to be the least-used ones.

Table 8. The Tasks Partaking in the Secondary School English Curriculum

Chants and Songs	17,5
Competitions	2,5
Drawing and Coloring	7,5
Find Sb. Who.	65
Games	100
Guessing	40
Information Gap	70
Labelling	95
Matching	97,5
Question and Answer	90
Reordering	77,5
Storytelling	85
Synonyms and Antonyms	5
True/False/No Information	95

When Table 8 is analyzed, it can be seen that games, labelling, matching, question and answer, storytelling, reordering and true/false/no information are the mostly-used tasks. Nevertheless, competitions, synonyms & antonyms, drawing and coloring and chants and songs seem to be less used than the other tasks.

CONCLUSION AND DISCUSSION

When all the findings of the research are taken into account, we can observe that in the Primary School Curriculum, some of the contexts seem to be used more frequently. They are illustrations, songs, videos, whereas the contexts such as illustrations, picture books, videos, posters, songs seem to be the ones that are more widely used in the Secondary School Curriculum. As it might be seen, some context types such as blogs, podcasts, menus, fables, maps, notices and messages are avoided to be using in Primary School Curriculum. As for Secondary School Curriculum, fables, notices, picture strip stories, biographical texts, letters and recipes appeared to be the least-used ones.

In respect of assignments, at the Primary School level, the assignments such as visual dictionaries and posters seem to be more popular than the other assignments. Interestingly, we see a similarity at the Secondary School level since the mostly-used assignments are visual dictionaries and posters here. Considering the assignments that are not in the curriculums, it can be said that at the Primary

School level, assignments such as model house, map, questionnaire, timetable and menus are not widely used. In addition to this, regarding Secondary School Curriculum, it can be said that model house, questionnaire, menus, charts, timetable, picture story, shopping list, calendar, pamphlet, postcards, biography and internet search assignments seem to be used less than the previous ones.

When tasks are scrutinized at the Primary School level, chants and songs, drawing and coloring, games, labelling, matching, question and answer appear to be more effective than the other tasks, whereas the situation – despite showing some similarities, is somewhat different at the Secondary School level. Here, games, matching, question and answer, storytelling and true/false/no information tasks appear to be more widely used than the other tasks.

In the aspects of context, assignment and tasks the general analysis is as given above. In the light of all these statistical data, following suggestions can be made:

- Despite having been renewed, English Teaching Program seems to be lacking in realizing of the targeted objectives. On the basis of class gains, this deficiency can be seen more perceptibly.
- The fact that there is no proportion in the transition between the class levels is observed. For instance, while the subjects such as colors, counting 1-10, animals and many basic topics having been taught at the 2nd Grade level, subjects like family, emotions, toys, games, parts of the house, city, transportation and nature are taught, which is a rather instantaneous transition. This is too much for a child at that age. The suggestion here would be the balancing of interclass process and identifying of the gains in accordance with transition process.
- By the year 2018, we are more intertwined with the technology both in the teaching world and in our lives. This is something inevitable and the number of teaching technologies is a considerable amount. These should be included to the process. Therefore, the techno-thematic gains should be reached at the class levels.

Prior to that, we need teachers who have this proficiency. Only if they have this proficiency, they can compete with the technology knowledge of the students.

- Digital platforms like EBA (Electronic Communication Network) and so forth can be used more often. There are interactive boards in almost all the schools. Tasks requiring such digital platforms can be given to the students.

- Technological elements in our lives can be applied to the teaching more. And this attitude will probably change the progress of the education .It may turn into a much more entertaining and productive teaching

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