



# Investigating parents' and teachers' views on teaching English in preschool period

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## Abstract

The present research presents a review of the related literature on the importance of English in the preschool period and investigates the opinions of teachers in public and private preschool institutions in Konya and the parents who send their children to these institutions. In the present study quantitative research design was adopted. The participants were composed of 80 parents and 22 teachers who were selected randomly on voluntary basis from 11 different pre-schools in Selçuklu, Konya in the 2018-2019 school year. The data were collected via two questionnaires developed by the researcher in order to investigate the views of parents and teachers about English teaching in pre-school education institutions. The results revealed that older parents and teachers had less positive opinions related to the necessity of teaching English. Teachers with longer experience also had less positive opinions about the importance of teaching English. Regardless of the educational degrees they hold, preschool teachers and parents considered pre-school English teaching as a necessary subject. Preschool teachers stated that pre-school English teaching was necessary regardless of the institution.

**Keywords:** English as a foreign language, pre-school period, parents, pre-school teachers

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## 1. Introduction

### 1.1. Introduce the problem

In the new generation world, which has become a small village due to the globalizing and mass media, individuals want to know and understand the environment, what is happening around them, the objects around them and the sounds these objects make from the moment they are born. As the cognitive level progresses, individuals want to name and vocalize objects, events, phenomena. Therefore, individuals have to acquire, learn and use the language of the society in order to survive in that society they live in and to be included in social life. In this process, when individuals communicate with

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different societies, they encounter languages different from their own. Therefore, learning these different languages, namely foreign languages, is very important in communicating with the plural society. As a result, foreign language learning and the teaching that will provide this learning constitutes a very important place in every stage of an individual's life. (Richards and Rodgers, 2014). Studies have shown that the earlier one is exposed to a foreign language, the higher the learning efficiency will be (Kara, 2004; İlter & Er, 2007; Çakıcı, 2010; Myles, 2010; Beklenen, 2016).

As is the case in many countries, foreign language teaching at an early age has gained importance in Turkey as well. There are certain critical periods in teaching a foreign language at an early age, and these periods can be effectively evaluated with the cooperation of family, school and environment (Demirezen, 2003). Many studies have shown that especially when children start learning a foreign language at the age of two, they can learn both their mother tongue and a foreign language easily (Krashen, Elliot, 1973; Fischer, 1994; Meece, 1997; Smith, 1999; Catell, 2000). Cerebral language development among children continues until adolescence. In line with these studies, there are also studies reporting that learning foreign languages is more difficult for adults learn, especially compared to primary school students. (Elliot, 1981; Fischer, 1994; Meece, 1997; Smith, 1999; Catell, 2000), because the mental biological process that will facilitate the foreign language learning process in adults has been completed to a large extent.

Foreign language teaching started at an early age develops practical intelligence in children and facilitates the process of understanding their own language (Anşın, 2006; Biçentayev, 2007).

It is easier to learn a foreign language in children because the cognitive process progresses faster in the preschool period. However, in this process, an activity-based process should be employed directly (Halliwell, 1992).

Biketençayev states that 0-5 years of age are the most intense period of children's brain functions, because at these stages of development, children have a cognitive process at least enough to learn a foreign language as well as their mother tongue (Hebb, 1996).

The period in which children's brain development is the fastest is between the ages of two and five, and this process is completed at the age of six. Therefore, the linguistic development process in children is also quite fast at this stage of development. However, this process is more about acquisition than learning. Therefore, the natural social life environment that will be provided to children will accelerate and facilitate the language acquisition process (Akdoğan, Consequently, the answers to many questions such as whether English education should start at an early age for children and what the content of the education programs to be used in this process should be, unfortunately, is not completely known by both teachers and parents. The purpose of the present research is to

determine the opinions of parents and teachers about teaching English in the preschool period in order to find general answers based on such unknowns.

The purpose of the present research is to discuss English teaching in preschool period and to investigate the opinions of parents and teachers on the issue in order to make some suggestions about English teaching in preschool period.

### **Sub-Problems**

1. What are the views of preschool teachers and parents about the necessity of pre-school English teaching?
2. What are the views of preschool teachers and parents about the necessity of pre-school English teaching in terms of age groups?
3. What are the views of preschool teachers and parents about the necessity of pre-school English teaching in terms of length of experience?
4. What are the views of preschool teachers and parents about the necessity of pre-school English teaching in terms of the educational degrees they hold?
5. What are the views of preschool teachers about the necessity of pre-school English teaching in terms of the institutions they work for?
6. What are the views of preschool parents about the necessity of pre-school English teaching in terms of age groups?
7. What are the views of preschool parents about the necessity of pre-school English teaching in terms of the educational degrees they hold?
8. What are the views of preschool parents about the necessity of pre-school English teaching in terms of level of income?
9. What are the views of teachers about which skills will be improved by starting English teaching at an early age?
10. What are the views of parents about which skills will be improved by starting English teaching at an early age?
11. What are the views of parents and teachers about the adequacy of teaching English in pre-school institutions?
12. What are the views of teachers on the effectiveness of English teaching in pre-school institutions?
13. What are the views of parents on the effectiveness of English teaching in pre-school institutions?

## 2. Method

In the present study quantitative research design was adopted. The data were collected via two questionnaires developed by the researcher in order to investigate the views of parents and teachers about English teaching in pre-school education institutions. The participants were composed of parents and teachers of children from 11 different pre-schools in Selçuklu, Konya in the 2018-2019 academic year.

There were seven items in the questionnaire developed for parents, and eight items in the questionnaire developed for teachers. In order to collect information about the parents of the children, the demographic information form of the parents; included three items related to age, education level and income status. Demographic information form for teachers used to collect information about teachers included four items related to age, professional experience, degrees they hold and the institution they work for.

A total of 102 volunteer participants, including 80 parents and 22 teachers who were selected randomly, took part in the research. After collecting the data with the questionnaires, the data were analyzed on the SPSS 18.00 package program and presented in tables with frequency and percentage distribution.

## 3. Results

The demographic data requested in the questionnaire of the teachers and parents participating in the research are presented in tables below.

Table-1 Distribution of the teachers participating in the research by age

Age ranges	f	%
21-26 years old	9	41
27-32 years old	6	27
33-38 years old	4	18
39 years and more	3	14

As presented in Table 1, 41% of the teachers participating in the research are between the ages of 21 and 26, 27% are between the ages of 27 and 32, 18% are between the ages of 33 and 38, and 14% are between the ages of 39 and over.

Table-2 Distribution of the teachers participating in the research by length of experience

Length of Experience	f	%
0-5 years	8	36
6-10 years	5	23
11-15 years	5	23
16-20 years	2	9
20 years and more	2	9

As seen in Table 2, 36% of the teachers participating in the research have been working for 0 to 5 years, 23% 6 to 10 years, 23% 11 to 15 years, 9% 16 to 20 years, and 9% have been working for 20 years or more.

Table-3 Distribution of the teachers participating in the research by educational degree

Degree	f	%
Bachelor's	11	50
Master's	6	27
Associate	2	9
High school	2	9
PhD	1	5

As seen in Table 3, 50% of the teachers participating in the research hold BA degree, 27% hold MA, 9% hold AA, 9% are high school graduates and 5% hold PhD degrees.

Table-4 Distribution of the teachers participating in the research by the institutions they work for

Institutions	f	%
State	16	73
Private	6	27

As presented in Table 4, 73% of the teachers participating in the research work for state and 27% for private institutions.

Table-5 Distribution of the parents participating in the research by age

Age ranges	f	%
20-25 years	49	61
26-30 years	21	26
31-36 years	8	11
37 years and more	2	3

As presented in Table 5, 61% of the parents participating in the research are between 20 and 25 years of age, 26% are between 26 and 30 years old, 11% are between 31 and 36 years old, and 3% are 37 years and older.

Table-6 Distribution of the parents participating in the research by educational degree

Age ranges	f	%
High school	25	31
Bachelor's	22	28
Associate	13	16
Master's	7	9
Secondary school	5	6
Primary school	4	5
PhD	4	5

As presented in Table 6, 31% of the parents participating in the research are high school graduates, 28% hold BA degrees, 16% hold AA degrees, 9% hold MA degrees, 6% are secondary school graduates, and 5% are primary school graduates and 5% of them are doctoral graduates.

Table-7 Distribution of the parents participating in the research by level of income

Level of income	f	%
2601 TL- 3.000 TL	30	38
1801 TL- 2600 TL	25	31
3001 TL and more	15	19
1001 TL- 1800 TL	10	12

As presented in Table 7, 38% of the parents who participated in the research have incomes between 2601 and 3000 TL, 31% between 1801 and 2600 TL, 19% with 3001 TL and more, and 12% between 1001 TL and 1800 TL.

Table 8. Views of preschool teachers and parents on the necessity of pre-school English teaching

	Yes		No		Total	
	N	%	N	%	N	%
Teachers	16	72,7	6	27,3	22	100
Parents	68	85	12	15	80	100
Total	84	82,4	18	17,6	102	100

$$p=0,181 > 0,05 \quad \chi^2=1,788 \quad df=1$$

As presented seen in Table 8, the relationship between preschool teachers and parents and their views on the necessity of Preschool English Teaching was examined and no significant relationship was found between two groups ( $p=0.181 > 0.05$ ). Accordingly, the views of preschool teachers and parents on the necessity of pre-school English teaching are mostly as “necessary”.

Table-9. Distribution of the views of preschool teachers on the necessity of pre-school English teaching according by age

	Necessary		Not Necessary		Total	
	N	%	N	%	N	%
21-26 years old	9	100	0	0	9	100
27-32 years old	5	83,3	1	16,7	6	100
33- 38 years old	2	50	2	50	4	100
39 years old and older	1	33,3	2	66,7	3	100
Total	17	77,3	5	22,7	22	100

$$p=0,049 < 0,05 \quad \chi^2=7,765 \quad df=3$$

Table-10. Distribution of the views of preschool teachers on the necessity of pre-school English teaching by length of experience

As presented in Table 10, the relationship between the length of experience and their views on the necessity of Preschool English Teaching was studied and a significant relationship was found ( $p=0.015<0.05$ ). Accordingly, the views of teachers with less than 10 years of experience on the necessity of teaching English in preschool are positive, while the views of teachers with more than 10 years of experience are less positive.

	Necessary		Not Necessary		Total	
Degree	N	%	N	%	N	%
Bachelor's	8	72,7	3	27,3	11	100
Master's	6	100	0	0	6	100
Associate	1	50	1	50	2	100
High school	1	50	1	50	2	100
PhD	1	100	0	0	1	100
Total	17	77,3	5	22,7	22	100
$p=0,422>0,05$			$\chi^2=3,882$			



As presented in Table 11, the relationship between the educational degree of preschool teachers and their views on the necessity of Preschool English Teaching was tested and no significant relationship was found ( $p= 0.422 > .05$ ). Accordingly, preschool teachers' views on the necessity of pre-school English teaching are mostly positive regardless of their graduation status.

Table-12. Distribution of the views of preschool teachers on the necessity of pre-school English teaching by the institution they work for

	Necessary		Not Necessary		Total	
	N	%	N	%	N	%
State	11	68,8	5	31,3	16	100
Private	6	100	0	0	6	100
Total	17	77,3	5	22,7	22	100
$p=0,119 > 0,05$		$\chi^2=2,426$		$df=1$		

As presented in Table 12, 68.8% of teachers working in public institutions and 100% of teachers working in private institutions stated positive views on the necessity of pre-school English teaching. Accordingly, there is no statistically significant difference between the views of teachers working in public and private institutions.

Table-13. Distribution of the views of parents on the necessity of pre-school English teaching according by age

	Necessary		Not Necessary		Total	
	N	%	N	%	N	%
20-25 years old	47	95,9	2	4,1	49	100
26- 30 years old	18	85,7	3	14,3	21	100
31- 36 years old	5	62,5	3	37,5	8	100
37 years old and older	1	50	1	50	2	100
Total	71	88,8	9	11,2	80	100
$p=0,010 < 0,05$		$\chi^2=11,245$		$df=3$		

As presented in Table 13, the relationship between the ages of preschool parents and their views on the necessity of preschool English teaching was tested and a significant relationship was found ( $p=0.010 < 0.05$ ). Accordingly, almost 90% of parents aged 30 and younger have positive opinions about the necessity of pre-school English teaching, while parents aged 30 and older have less positive views.

Table-14. Distribution of the views of preschool parents on the necessity of pre-school English teaching by educational degree

Degree	Necessary		Not Necessary		Total	
	N	%	N	%	N	%
High school	23	92	2	8	25	100
Bachelor's	21	95,5	1	4,5	22	100
Associate	10	76,9	3	23,1	13	100
Master's	7	100	0	0	7	100
Secondary school	4	80	1	20	5	100
Primary school	2	50	2	50	4	100
PhD	4	100	0	0	4	100
Total	71	88,8	9	11,2	80	100
$p=0,092>0,05$		$\chi^2=10,870$		$df=6$		

As presented in Table 14, the relationship between educational levels of preschool parents and their views on the necessity of preschool English teaching was tested and no significant relationship ( $p=0.092>0.05$ ). Accordingly, preschool parents' views on the necessity of pre-school English teaching are mostly positive regardless of their educational level.

Table-15. Distribution of the views of preschool parents on the necessity of pre-school English teaching by level of income

	Necessary		Not Necessary		Total	
	N	%	N	%	N	%
2601 TL- 3.000 TL	28	93,3	2	6,7	30	100
1801 TL- 2600 TL	22	88	3	12	25	100
3.001 TL and more	15	100	0	0	15	100
1001 TL- 1800 TL	6	60	4	40	10	100
Total	71	88,8	9	11,2	80	100
$p=0,013<0,05$		$\chi^2=10,825$		$df=3$		

As presented in Table 15, the relationship between level of income of preschool parents and their views on the necessity of pre-school English teaching was tested and a significant relationship was found ( $p=0.013<0.05$ ). Accordingly, almost 90% of parents with an income of 1800 or more have more positive views on the necessity of pre-school

English teaching. However, this is limited to 60% for parents whose income was below 1800.

Table-16 Teachers' views on which skills would be improved by starting English teaching at an early age

Teachers' views on the skills to be developed	f	%
Linguistic Skills	5	23
Social Skills	3	13
Mental Skills	3	13
All Skills	4	18
Academic Skills	2	9
Communication Skills	2	9
Decision-Making Skills	1	5
First Language Skills	1	5
Memory Skills	1	5
Total	22	100

As presented in Table 16, 23% of the teachers think linguistic skills would be improved, 13% think it would be social skills, 13% think mental, 18% think all skills, 9% think academic, 9% think communication, 5% decision making, 5% first language, and 5% memorizing skills would be developed by starting English teaching at an early age.

Table-17 Parents' views on which skills would be improved by starting English teaching at an early age

Parents' views on the skills to be developed	f	%
Linguistic Skills	10	13
Social Skills	12	15
Comprehension Skills	11	14
All Skills	9	11
Learning Skills	6	8
Communication skills	7	9
No skills	4	5
Speaking Skills	8	10
Memorization Skills	4	5
Vocabulary Learning Skills	2	2
Reading Skills	3	4
Focusing Skills	2	2
Understanding Different Cultures	2	2
Total	80	100

As presented in Table 17, 13% of the parents think linguistic skills would be improved, 15% think it would be social skills, 14% think comprehension, 11% all skills, 8% learning,

9% communication skills, while 5% think no skills would be developed, 10% think speaking, 5% memorization, 2% vocabulary learning, 4% reading, 2% focusing, and 2% think skills of understanding different cultures will be developed.

Table-18 Parent and teacher views on the adequacy of teaching English in pre-school institutions

	Adequate		Inadequate		Total	
	N	%	N	%	N	%
Teacher	5	22,7	17	77,3	22	100
Parents	23	28,8	57	71,2	80	100
Total	28	27,5	74	72,5	102	100

$p=0,575>0,05$

$\chi^2=0,314$

$df=1$

As presented in Table 18, the relationship between the views of parents and teachers and their views on the adequacy of preschool English teaching was tested and no significant relationship was found ( $p=0.575>0.05$ ). Accordingly, the views of parents and teachers on the adequacy of preschool English teaching are generally negative.

Table-19 Teachers' views on ways of improving English teaching in pre-school institutions

Teacher views	f	%
Children should be more active in English lessons.	6	27
Only English must be spoken in classes	4	18
English Music should be played	2	9
Games in English could be played	3	13
English cartoons should be played	2	9
English story books must be read	2	9
English songs must be sung	1	5
English activities should be organized with the participation of parents.	1	5
Native teachers should attend English classes.	1	5
Total	22	100

As presented in Table 19, 27% of teachers stated that children should be more active in English lessons, 18% think only English should be spoken, 9% think English music should be listened, 13% said English games should be played, 9% think English cartoons should be watched, 9% think English story books should be read, 5% think English songs should be sung, 5% think English activities should be organized with the participation of

parents and 5% think that native teachers should attend English lessons for more effective English classes.

Table-20 Parents' views on ways of improving English teaching in pre-school institutions

Parent views	f	%
They should play games in English	27	34
They should sing songs in English	21	26
Teachers should assign English activities as homework.	4	5
They should watch videos in English	15	18
English lessons should be taught by native teachers	6	8
Teachers should be in constant communication with parents.	3	4
English classes should be held outside of school.	4	5
Total	80	100

As presented in Table 20, for a more effective English teaching, 34% of the parents think that English games should be played in pre-school institutions, 26% said that English songs should be sung in the lessons, 5% stated that teachers should give English activities as homework at home, 18% of them stated that English videos should be watched, 8% of them stated that English lessons should be taught by native teachers and 5% of them stated that English lessons should be held outside of school.

#### **4. Discussion and Conclusion**

In the light of the findings obtained from the present research, most of the preschool teachers and parents expressed positive opinions about the necessity of pre-school English teaching. Similar results have been reported by many studies on this subject matter (Küçük, 2006; İlter and Er, 2007; Aytar and Öğretir, 2008; Karakuş, 2016). Aytar and Öğretir (2008) have obtained similar findings with the results obtained in the present study and the majority of teachers and parents stated that they think English teaching is necessary in the preschool period. Likewise, Küçük (2006), Fojkar and Pižorn (2015) and Çakıcı (2016) concluded that teachers and parents think that English teaching is necessary and beneficial in their studies. This shows that teachers and parents attach importance to teaching English in preschool.

According to the findings related to the age of preschool teachers and the necessity of preschool English teaching, teachers younger than 32 believe in the necessity of preschool English teaching. However, the case is different for teachers older than 33. This finding obtained from the present research differs from the results obtained from the study conducted by İlter and Er (2007). The researchers reported in their studies that teachers develop positive thoughts towards foreign languages as they get older. Review of the related literature presented no other studies on the relationship between the age ranges of teachers and the necessity of pre-school English teaching. This reveals a need to conduct further studies with larger samples regarding this sub-problem. However, in the light of the findings obtained from the present study, we can claim that younger teachers think more academically and are more aware of the need for English more in today's age.

According to the findings from the present research related to the relationship between the experience of preschool teachers and their views on the necessity of preschool English teaching, there is a differentiation in the dimension of necessity. The findings of the research revealed that while the views of teachers with less than 10 years of experience on the necessity of pre-school English teaching are more positive, the views of teachers with more than 10 years of experience are less positive. Küçük (2006) obtained a result similar and reported that teachers with 5 to 10 years of professional experience expressed a more positive opinion about the necessity of English. However, the result obtained from the present study differs from the results obtained in the research conducted by İlter and Er (2007). Researchers stated a positive correlation between the length of teachers' professional experience and their positive thoughts about the necessity of teaching English. This finding is similar to the results obtained in the studies conducted by Küçük (2006), İlter and Er (2007), Aytar and Öğretir (2008), and Fojkar and Pižorn (2015). This indicates that many teachers attach importance to teaching English in preschool.

Preschool teachers stated positive views about the necessity of pre-school English teaching no matter which institution they work for. This shows that there is no significant difference between teachers working for different institutions in terms of the necessity of teaching English. This finding is similar to the findings related to other sub-questions asked about the necessity of teaching English.

According to the findings related to the relationship between the ages of preschool parents and the necessity of pre-school English teaching, almost 90% of parents aged 30 and younger consider pre-school English teaching necessary, while the case is different for parents older than 30. The findings obtained from the present study differ from the findings of the research conducted by İlter and Er (2007). Researchers report that especially the parents who are between 31-40 attach more importance to teaching English. The review of the related literature presented no other studies on the relationship between the ages of parents and the necessity of pre-school English teaching. However, in the light of the findings obtained from the present study, we can claim that younger parents have a more up-to-date way of thinking and are aware of the need for English more in today's age.

According to the findings regarding the educational level of preschool parents and the necessity of pre-school English teaching, regardless of their graduation status, they see pre-school English teaching as necessary. This finding is in agreement with the results of many studies conducted with parents (Yayla, 2003; Küçük, 2006; İlter and Er, 2007; Aytar and İlkir, 2008; Karakuş, 2016). This finding indicates that all parents, regardless of their education level, support pre-school English teaching.

A significant difference was found between parents' views on the necessity of pre-school English teaching in terms of their level of income. Accordingly, almost 90% of parents with an income of 1800 TL or more think more positively about the necessity of pre-school English teaching. However, this ratio was limited to 60% for parents whose income was below 1800 TL. This finding indicates that the socioeconomic status of the parents affects their views on the necessity of English. This finding is in agreement with the related finding of the study conducted by İlter and Er (2007). According to the findings reported by the researchers, as the income level of the parents increase, they develop more positive views related to teaching English. Since there are not many studies on this sub-problem in the related literature, further studies with other and large samples are required.

In the study conducted on the teachers, the findings obtained showed that the teachers think starting English teaching at an early age will improve children's linguistic, social, mental, all skills, academic, communication, decision-making, first language and memory retention skills. Küçük (2006) reported in his master's thesis that starting English education at an early age will be effective in developing a positive attitude towards foreign language, interest in English, permanent learning, correct pronunciation, verbal

skills and awareness of foreign language culture. Many previous studies presented results revealing that starting English education at an early age will provide many positive attainments for children (Abacıoğlu, 2002; Alptekin, 2003; Demirezen, 2003; Lake and Pappamihel, 2003; Biçentayev, 2005; Küçük, 2006; Fojkar and Pižorn, 2015; Cakici, 2016). As a result, many of the pre-school teachers expressed opinions stating that language teaching at an early age will provide students with attainments in different dimensions.

Parents stated opinions that starting English education at an early age will improve children's social skills, comprehension skills, learning skills, communication skills, speaking skills, memorization skills, vocabulary learning skills, reading skills, focusing skills, and understanding of different cultures. Aytar and Er (2008), in their similar themed study, stated that starting English teaching at an early age will positively affect children's language development, social development, mental and language development, mental, language and social development. In both studies, there is a small group of parents who think that starting English teaching at an early age will not have any significant effect on the development of children. It can be claimed that, this results from the fact that the parents do not understand the importance of knowing English. Küçük (2006) reported in his study that starting English education at an early age will increase children's vocabulary, develop their musical intelligence and learn foreign songs, they will be able to establish simple dialogues and understand short sentences spoken, their interest in English will increase, and they can easily watch children's programs in English on television.

Both parents and teachers think that pre-school English teaching is not very adequate. However, Küçük (2006), İlter and Er (2007), Aytar and Öğretir (2008) and Karakuş (2016) reported research findings indicating that parents and teachers think that preschool English teaching in pre-school is adequate. Consequently, there is a need for further studies that will reveal the adequacy of preschool English teaching from the perspectives of parents and teachers.

In order for the teaching of English in pre-school institutions to be more effective, teachers should ensure that children are more active in English lessons, they should speak English only, listen to English music, play English games, watch English cartoons, read English story books, sing English songs, and it is necessary to organize English activities with the participation of parents, and that native teachers should also attend English lessons.

In their study, Aytar and Öğretir (2008) obtained findings related to the opinions of teachers about the effectiveness of pre-school English teaching, and reported that teachers think English education can be conducted with different techniques such as games, music and dramatic activities for it to be more effective. Similar studies also



reported findings showing that students should be active in English lessons and activity-based practices should be done.

Parents stated that English language teaching should be more effective in pre-school institutions, and it can be achieved by playing English games, singing English songs in lessons, assigning English activities as homework, watching English videos, and when English lessons are given by native teachers, and English lessons are held outside of school.

In his study, Karakuş (2016) reported that in order for English teaching in pre-school institutions to be more effective, parents think that lesson times should be longer, English should be spoken at school all the time, teachers should pay more attention on students, they should be informed about the English lesson, and drama practices should be done in a fun and game.

## **5. Suggestions**

The following suggestions can be offered by the present study to define the views of parents and teachers on teaching English in the preschool period:

1- Since there are not many studies on the relationship between the age of preschool teachers and the necessity of pre-school English teaching, studies with larger samples should be conducted.

2- Further studies should be conducted to reveal the relationships between the experiences of preschool teachers and their opinions about the necessity of pre-school English teaching more clearly.

3- Since there are not many studies in the related literature on the relationship between the ages of preschool parents and their views on the necessity of pre-school English teaching, studies with larger samples should be conducted.

4- Further studies with larger samples should be conducted to reveal the relationship between the level of income of preschool parents and their views on the necessity of pre-school English Language Teaching.

5- Academic seminars should be given to pre-school teachers and parents on the importance of teaching English and what English teaching will provide their children with.

6- Further studies with larger samples should be conducted to determine whether parents and teachers find preschool English teaching adequate or not.

7- Parents and teachers should be informed about the content of preschool English teaching.

8- In-service training should be given to preschool teachers to cooperate with English teachers in order to make English teaching more effective in preschool institutions.

9- In-service training should be given to teachers at certain intervals on current strategies, methods and techniques in order to make pre-school English teaching more effective.

10- Awareness should be raised among parents on the importance of English teaching and the continuity of English teaching outside the school should be ensured with activities with the participation of parents.

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