

**EFL TEACHERS' MOST PREFERRED TOPICS FOR THE SYLLABUS OF THE COURSE "TEACHING ENGLISH TO YOUNG LEARNERS" \*****İNGİLİZCE ÖĞRETMENLERİNİN "ÇOCUKLARA YABANCI DİL ÖĞRETİMİ" DERSİ MÜFREDATI İÇİN EN ÇOK TERCİH ETTİKLERİ KONULAR\*****Kürşat CESUR<sup>1</sup>, Fatma BULANIK<sup>2</sup>**

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**Abstract**

The course "Teaching English to Young Learners" has always been one of the most important courses of the ELT programs. Together with the new ELT Program introduced in 2018-2019 academic year, Council of Higher Education changed the course hours from two hours practical and two hours theoretical to three hours which will basically deal with theoretical issues. As the course will cover some theoretical issues, this study aims to determine the most preferred topics to be taught in this course. The study follows mixed-methods sequential exploratory research design procedures. To form the questionnaire, ELT curriculums of 42 state universities were content analysed in the qualitative part of the study. Then, frequency tables and topics were composed. Eight topics were added to the 51 main topics after having an interview with two experts in the field. Lastly, the final table of topics for the questionnaire was formed and the questionnaire was created in Google Forms. In the quantitative part of the study, the data has been collected from 266 teachers, teacher educators and pre-service teachers from different cities of Turkey. The findings of this study showed that the participants think using visual items, games and songs, developing children's speaking skill and defining young learners and their characteristics are the most important topics for Teaching English to Young Learners. While participants' work status revealed some significant differences in their topic preferences, there were no significant differences in terms of their teaching experience.

**Key Words:** Teaching English to young learners, topic preferences, course syllabus

**Özet**

"Çocuklara İngilizce Öğretimi" dersi her zaman İngilizce Öğretmenliği programlarının en önemli derslerinden biri olmuştur. 2018-2019 Akademik yılında uygulamaya başlayan yeni İngilizce Öğretmenliği Lisans programı ile, Yüksek Öğretim Kurulu, bu dersin ders saatlerini iki saati teorik ve iki saati pratik olmak üzere 4 saatten, sadece teorik konuları içerecek olan 3 saate düşürdü. Ders artık teorik konuları kapsayacağı için, bu çalışma bu derste öğretilecek en çok tercih edilen konuları belirlemeyi amaçlamaktadır. Çalışmada keşfedici sıralı karma yöntemden yararlanılmıştır. Çalışmanın anketini oluşturmak için, araştırmanın nitel kısmında 42 devlet üniversitesinin İngilizce Öğretmenliği öğretim programları içerik analizi yoluyla incelenmiştir. Ardından, frekans tabloları ve konular oluşturulmuş, alanında iki uzmanla görüşme yaptıktan sonra 51 temel konuya sekiz konu daha eklenmiştir. Son olarak, ankete ilişkin konuların son tablosu oluşturulmuş ve anket Google Formlarında düzenlenmiştir. Araştırmanın nicel kısmında, veri Türkiye'nin farklı şehirlerinden 266 öğretmen, öğretmen eğitimcisi ve öğretmen adaylarından toplanmıştır. Bu çalışmanın bulguları, katılımcıların görsel öğeler, oyunlar ve şarkılar kullanmanın, çocukların konuşma becerilerini geliştirmenin ve çocukları ve özelliklerini tanımlamanın, Çocuklara İngilizce Öğretimi için en önemli konular olduğunu düşündüğünü göstermiştir. Katılımcıların çalışma durumu, konu başlıkları tercihlerinde bazı önemli farklılıklar ortaya çıkarsa da, öğretmenlik deneyimleri açısından tercihlerinde anlamlı farklılıklar bulunmamıştır.

**Anahtar Kelimeler:** Çocuklara İngilizce öğretimi, konu tercihleri, ders öğretim programı

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## **1. Introduction**

There have been many changes along with the process of adaptation to the European Union (EU) and in association with the Bologna process in the field of language education. Council of Higher Education (CoHE) updated the English language teaching programs (ELTP) in 1997, 2006 and 2018. In 2018, the CoHE investigated the teacher education programmes in terms of their learning outcomes, weekly course hours, their national and European Credit Transfer and Accumulation System (ECTS) and declared another regulation. Having been four hours in a week, the weekly course hour of “Teaching English to Young Learners” course has also become three hours. ELTPs in Turkey do not follow a predetermined course books or an agreed syllabus for this course. In contrast, there are some differences in the syllabus and course books of the ELTPs. To determine a common syllabus or at least to find out the topics that can be the base of a common syllabus, needs analysis should be carried out. Needs analysis is the first step of constructing any program (Kıdoğlu, 2008). To White (1975), a syllabus primarily should address, and meet the needs of a particular group. Everything related to syllabus should properly be identified and certain. Syllabus design is a kind of selecting and organizing the content. Therefore, Gürbüz (2013) states that after having determined the language needs of the learners, the next step would be to decide on the content of the syllabus. Most language syllabus content is drawn from inventories or lists of specific topics. In this way, by determining content and aims, the parts of curriculum make a sense, and constitute a whole. To have a common syllabus, or at least to have common topics, stakeholders in classes or institutions should make a decision all together about the content of any syllabus, and the syllabus is supposed to be adaptable to different needs.

Many studies have been conducted to suggest a syllabus for teachers, policy makers and curriculum designers. In her study, Gündüz (2005) focused on a mismatch between the title of the course ‘Introduction to British Literature I’ and its definition in the CoHE’s curriculum and tried to propose appropriate objectives for it. In addition, she prepared appropriate course materials for the course on account of the lack and the necessity of a single course book. She conducted questionnaires and interviews to collect data from six lecturers and 266 students. As a result of the research, she offered an alternative definition to CoHE’s definition for the course, and a suggested syllabus with clear goals and objectives accompanied by a six-unit course book with course materials covering the course goals and objectives. Another research belongs to Tarakçıoğlu and Tunçarslan (2014) which was conducted for a suggested syllabus for the effect of short stories on teaching vocabulary to very young learners. The aim of the study was to explore whether very young learners can learn English effectively through a short story-based syllabus or not. This study was formed as an experimental research design. The researchers used the randomized pre-test/post-test control group design and the study was carried out just for the participants in the experimental group, and the control group was just observed. Observation checklist form and video recordings of the lesson were used as data collection instruments. The participants of the study were 28 pre-schoolers aged 3-4. The researchers designed the units around the short stories for experimental group; in those units, songs, cartoons, realia were also used to enhance the learning process; but the main focus was kept on short stories and story-based

activities. The same vocabulary items were also used in the control group. In the light of the results, the study showed that children in the experimental group could remember more vocabulary items than the others since they learned them in a meaningful and enjoyable short story-based context. In addition to these studies, Doğan and Cephe (2018) suggested a syllabus for creative drama course in ELT.

In one of Kabadayı's study (1996), the main focus of the research was mainly the identification of the student-perceived language learning needs in language courses, and teachers' suggestions in English teaching/learning methodology. After the questionnaire and interviews, their needs were identified in the study where the target language requirements of the students were specified by means of the needs analysis reflecting the views of the students, and the results of these needs assessments were considered to be the starting point in designing a new syllabus model. According to Kabadayı (1996), every syllabus in the professional literature starts with identifying the language learner and his specific language needs, the researcher followed the same approach for his proposed model. Firstly, Kabadayı (1996) determined the needs of the students through a questionnaire. Secondly, according to the results, objectives were formed. Then, depending on the results of the study, the content was selected. These phases formed a syllabus design of a course. In many studies, these needs of learners are identified through the tool questionnaire. Then, the objectives are shaped depending on target needs. The last phase may not be demanding when compared to the other steps since it is determining the content of a course by paying attention the preferences of learners and teachers.

In one of his studies, Gürbüz (2013) conducted a pilot study to be able to see how well the questionnaires were adopted, and how much time was needed to fill out each one. Besides this, he aimed that the piloting procedure evaluated the internal consistency of the instruments. The questionnaires were implemented to the students of preparatory speaking classes at Gaziantep University. Then, three different English language proficiency-level groups were asked to answer the questionnaires. After that, a semi-structured interview was conducted to the instructors. As a data collection tool, in-class observations were done to propose a new syllabus. As a result of using these instruments, the suggested model mainly took a base on process-oriented syllabus design which starts with the statement of the general goals. The major component of new syllabus constitutes a needs analysis process which tries to identify communicative skill needs by distributing questionnaires to a number of students and teachers, conducting interviews with students and recordings of speaking classes. In his study, he claims that it is almost impossible and impractical to attempt to predict all the possible uses of a language. From this aspect, it can be said that curriculum should be limited by determining the needs of a course. For this reason, the term syllabus may concretize to this limitation in this point. As mentioned above, many studies focus on the work of needs analysis to create a new syllabus for any target course. Once the previous studies are investigated, it is quite possible to see that none of them focus on the needs of the course "Teaching English to Young Learners" and suggest some topics for the new syllabus of the course.

In this research study, different syllabi of the course "Teaching English to Young Learners" given in different universities were investigated. The topics investigated were

identified as a list, and they were offered to the participants of the study through a questionnaire. The suggestions or selections of the participants of the study are essential in determining the content of the course. Therefore, this study aims to propose a syllabus by taking the views of teacher candidates, teacher educators and in-service teachers into consideration with the help of the selected topics from different universities which belongs to the course “Teaching English to Young Learners”. Therefore, the study aims to answer the following research questions:

RQ 1: What are the most important topics to be included in the syllabus of Teaching English to Young Learners course at the ELT department?

RQ 2: Is there a significant difference in the participants’ preferences in terms of work status and topic preference?

RQ 3: Is there a significant difference in the participants’ preferences in terms of teaching experience and topic preference?

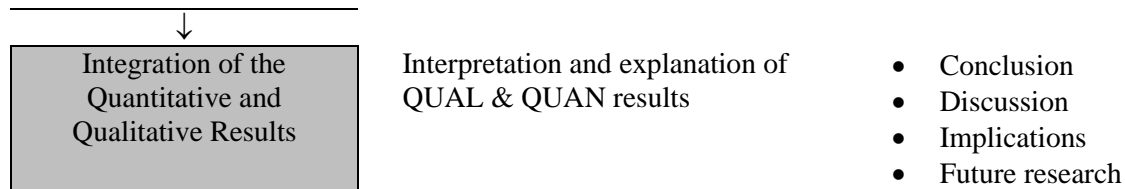
All in all, this paper focuses on the topic preferences of the participants for the course “Teaching English to Young Learners” and the importance level of the selected topics, and this study provided some suggestions for the stakeholders.

**2. Methodology**

The researchers made use of the mixed methods sequential exploratory research design as they first began by exploring with qualitative data collection and analysis and then used the findings in a second quantitative stage. In other words, the qualitative data collection and analysis was followed by the quantitative data collection and analysis that was built on the results of the qualitative stage (Creswell, 2014, p. 276).

Figure 1.  
Visual Model for Mixed-Methods Sequential Exploratory Design Procedures  
(adapted from Ivankova, Creswell & Stick, 2006: 16)

Phase	Procedure	Products
Qualitative Data Collection	Document Analysis <ul style="list-style-type: none"> <li>ELT Curriculums of State Universities (N:42)</li> </ul>	Syllabus topics
↓		
Qualitative Data Analysis	Thematic Analysis <ul style="list-style-type: none"> <li>Analysis of curriculums about Teaching English to Young Learners</li> </ul>	Frequency Tables Content Topics
↓		
Connecting Qualitative and Quantitative Phases	Expert Opinion	Final table of topics to use a quantitative data collection tool
↓		
QUANTITATIVE Data Collection	Questionnaire	Nominal (Categorical) item scores
↓		
QUANTITATIVE Data Analysis	SPSS Descriptive Analysis	Questionnaire data results



## 2.1. Participants

The participants of this study were 266 English Language teachers from different cities of Turkey. The participants participated in the questionnaire of this study via Google Forms by means of snowball sampling.

Table 1.

*The Distribution of Work Status and Teaching Experience of Participants*

		<i>N</i>
<b>Work Status</b>	Pre-service Teachers	44
	In-service Teachers	215
	Teacher Educators	7
<b>Teaching Experience</b>	0	44
	1-5 years	119
	6-10 years	48
	11-15 years	32
	16-20 years	13
	21 and more	10
<b>Total</b>		266

## 2.2. Instruments

Due to the mixed methods sequential exploratory research design, both qualitative and quantitative data were collected in the study. As a part of the qualitative data collection, a document analysis was conducted. Topics from the contents of the course “Teaching English to Young Learners” from 42 different universities were investigated and 51 different topics were listed. Considering the topics emerged in the qualitative phase of the study, a questionnaire was developed by the researchers in a 5 point Likert Scale rating from ‘not important’ to ‘very important’. Validity and reliability of the data were aimed to be achieved through the use of different data collection tools such as document analysis and a questionnaire, and consulting the expert opinions. Three experts from the ELT department were consulted while carrying out thematic analysis and forming the content topics. Their suggested topics were also added to the questionnaire of the study. As Bryman (2004, p. 1142) defined “triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings”.

## 2.3. Data Collection and Analysis

ELT curriculums of 42 state universities were examined by the researchers. Commonly preferred syllabus topics were selected. Frequency tables and content topics were formed with the help of thematic analysis and analysis of curriculums about Teaching English to Young Learners. The qualitative data gathered from the universities were typed into Microsoft Excel (Meyer & Avery, 2009) and 87 topics were obtained in total. Same topics

were combined under one title and filtered resulting in 51 different topics. In the following table, the list of topics is given together with how many times each topic appears in the syllabi of 42 state universities.

Table 2.

*Appearance Frequency of the Topics in the Syllabi of 42 State Universities*

	<i>f</i>
1. Developing children's grammar	27
2. Developing children's vocabulary	27
3. Learning styles and strategies	27
4. Psychological development: How children think & learn	27
5. Cognitive, metacognitive and socio-affective strategies	27
6. Multiple intelligence, different learning styles	27
7. Developing Children's listening	26
8. Developing Children's speaking	26
9. Developing Children's reading	26
10. Developing Children's writing	26
11. Classroom rules and management with young learners	25
12. Defining "young learners" and their characteristics	24
13. Adapting teaching materials	22
14. Selecting teaching materials	22
15. Developing teaching materials	22
16. Evaluating teaching materials	22
17. Use of games	22
18. Use of craft works	22
19. Use of song, rhymes, chants	22
20. Use of visuals	22
21. Story-based syllabus	22
22. Content-based syllabus	22
23. Theme-based syllabus	22
24. Task-based syllabus	22
25. Discussion about lesson planning	21
26. The differences between adult and children	17
27. Microteaching: Teaching Vocabulary Demo	12
28. Microteaching: Teaching Grammar Demo	12
29. Microteaching: Teaching Pronunciation Demo	12
30. Microteaching: Teaching Listening Demo	12
31. Microteaching: Teaching Reading Demo	12
32. Microteaching: Teaching Speaking Demo	12
33. Microteaching: Teaching Writing Demo	12
34. Feedback, Error correction	11
35. Misunderstandings about Teaching English to Young Learners	10
36. An overview of theory and research relevant to children's language learning.	9
37. Language education policy at primary level	8
38. The use of literature in Teaching English to Young Learners (Stories, Poems, etc.)	7
39. Identifying priorities of young learners and their implications.	5
40. Theories of first language acquisition	5
41. Classroom language	5

42. Social-interactionist view of language learning (socio-cultural theory, Zone of Proximal Development, Scaffolding)	4
43. Learning, thinking and analysing of young learners ( Ideas of Bruner, Vygotsky and Piaget)	4
44. Developing Rules	3
45. Developing Children's pronunciation	2
46. Teaching integrated language skills	2
47. Learner-centred approach to teaching young learners	1
48. Discipline problems of young learners and suggestions	1
49. Behavioural problems of young learners and suggestions	1
50. Time management	1
51. Participation of parents	1

As a last step, the researchers consulted expert opinion and 8 topics were added to the instrument as an expert opinion since they were not included in any syllabus of the universities such as “the use of mother tongue, the use of teacher voice, classroom organization, using ICT websites for young learners, alternative assessment, use of project, value-based language teaching and current trends in “Teaching English to Young Learners”. Final table of topics for questionnaire was comprised. Next, the questionnaire was formed in Google Forms. Then, the questionnaire was shared with the participants by the help of Gmail and Social Media. The data were collected in five weeks. The data were analysed by SPSS Descriptive statistics. Shapiro-Wilk test was used to check assumptions of normality. Due to the fact that significance (p) value is not greater than 0.05, the data is not normally distributed. Therefore, nonparametric tests have been conducted for the quantitative stage of the data analysis.

### 3. Findings

The findings of the data collected from the questionnaires are presented considering three research questions. The findings of the first research question present the most important topics preferred by the participants.

RQ 1: What are the most important topics to be included in the syllabus of Teaching English to Young Learners course at the ELT department?

As it can be seen in Table 3, participants think that using visuals is very important for Teaching English to Young Learners syllabus ( $\bar{x} = 4.83$ ). They also believe that developing children's speaking is another significant issue ( $\bar{x} = 4.77$ ). Moreover, use of games is accepted by the participants as a substantial topic ( $\bar{x} = 4.76$ ). Also, most of the participants report that defining “young learners” and their characteristics are one of the important topics for Teaching English to Young Learners syllabus ( $\bar{x} = 4.74$ ). Furthermore, most of them emphasized the importance of using of songs, rhymes and chants when the mean value ( $\bar{x} = 4.73$ ) is considered.

Table 3.  
Mean Scores of the most important topics

	<i>M</i>	<i>SD</i>
1. Use of visuals	4.83	.49
2. Developing Children's speaking	4.77	.48
3. Use of games	4.76	.58
4. Defining "young learners" and their characteristics	4.74	.57
5. Use of Songs, rhymes and chants	4.73	.62
6. The differences between adult and children	4.73	.57
7. Selecting or creating teaching materials	4.71	.57
8. Psychological development: How children think & learn	4.71	.54
9. Developing Children's listening	4.69	.55
10. Adapting teaching materials	4.69	.60
11. Multiple Intelligences, different learning styles	4.68	.58
12. Identifying priorities of young learners and their implications.	4.64	.61
13. Developing teaching materials	4.63	.62
14. Learning styles and strategies	4.63	.61
15. Developing children's vocabulary	4.62	.56
16. Classroom language	4.60	.64
17. Use of craft work	4.53	.72
18. Current trends in Teaching English to Young Learners	4.52	.68
19. Language education policy at primary level	4.51	.78
20. Teaching integrated language skills	4.50	.72
21. Developing Children's pronunciation	4.45	.75
22. Misunderstandings about teaching English to young learners	4.44	.77
23. Use of Teacher Voice	4.44	.76
24. Feedback and error correction	4.44	.74
25. Cognitive, metacognitive and socioaffective strategies	4.43	.79
26. Microteaching: Teaching Speaking Demo	4.43	.76
27. Classroom Organization (The children, tables and chairs, notebook and folders, feedback)	4.43	.77
28. Classroom rules and management with young learners	4.42	.74
29. Evaluating teaching materials	4.42	.78
30. Social-interactionist view of language learning (socio-cultural theory, Zone of Proximal Development, Scaffolding)	4.38	.77
31. Time management	4.38	.73
32. An overview of theory and research relevant to children's language learning.	4.35	.76
33. Use of projects	4.35	.85
34. Using ICT/Websites for young learners	4.35	.81
35. Alternative assessment tools for children (portfolio, task assessment, projects, self- assessment, peer-assessment, take-home tasks, conferencing)	4.35	.90
36. Learning centred approach to teaching young learners	4.34	.89
37. Behavioural problems of young learners and suggestions	4.32	.74
38. Discipline problems of young learners and suggestions	4.30	.78
39. Microteaching: Teaching Vocabulary Demo	4.30	.82
40. Microteaching: Teaching Listening Demo	4.28	.81
41. Learning, thinking and analysing of young learners ( Ideas of Bruner, Vygotsky and Piaget)	4.26	.86
42. Developing Rules	4.24	.80
43. Task-based syllabus	4.20	.83
44. Microteaching: Teaching Pronunciation Demo	4.16	.91
45. Value-based language teaching to young learners	4.15	.82
46. Developing Children's reading	4.14	.93
47. Theories of first language acquisition	4.11	.97



48. Story-based syllabus	4.11	.90
49. The use of literature in TEYL (Stories, Poems, etc.)	4.10	.97
50. Theme-based (Topic-based) syllabus	4.10	.89
51. Microteaching: Teaching Reading Demo	4.03	.94
52. Content-based syllabus	4.01	.96
53. Discussion about lesson planning	3.96	1.02
54. Microteaching: Teaching Writing Demo	3.85	1.02
55. Parent Involvement	3.83	1.09
56. Developing Children's writing	3.79	1.07
57. Microteaching: Teaching Grammar Demo	3.49	1.13
58. The use of Mother Tongue	3.24	1.19
59. Developing children's grammar	3.04	1.09

However, parent involvement ( $\bar{x}=3.83$ ), developing children's writing ( $\bar{x} = 3.79$ ), Microteaching: Teaching Grammar Demo ( $\bar{x}=3.49$ ), the use of mother tongue ( $\bar{x}= 3.24$ ) and developing children's grammar ( $\bar{x}= 3.04$ ) are the least important issues from the viewpoints of the participants.

RQ 2: Is there a significant difference in the participants' preferences in terms of work status and topic preference?

Regarding the second research question, A Kruskal-Wallis H test has been calculated and the results showed that the topics "Language Education policy at primary level" and "Developing children's reading" have significant difference in terms of participants' work status.

Table 4.

*Kruskal-Wallis H Test Results of Participants Depending on Participants' Status*

Topics	Status	N	Mean Rank	$X^2$	P
Language education policy at primary level	Pre-service teachers	44	104.82	11.284	.004
	In-service teachers	215	138.40		
	Teacher educators	7	163.36		
Developing Children's reading	Pre-service teachers	44	108.80	13.210	.001
	In-service teachers	215	136.10		
	Teacher educators	7	209.00		
<b>Total</b>		266			

When the mean ranks of these items are investigated, it can be seen that teacher educators prefer these topics to be included in the syllabus of the course more than the pre-service and in-service teachers do.

RQ 3: Is there a significant difference in the participants' preferences in terms of teaching experience and topic preference?

In order to answer the third research question, nonparametric Kruskal-Wallis H test has been computed. The results revealed that participants' teaching experience does not affect their topic preference significantly ( $p > 0.05$ ).

#### 4. Discussion and Conclusion

Much attention has been given to syllabus design by researchers, teachers and policy makers since it helps to determine selecting and organizing the content. Many studies have

been conducted to suggest syllabus for different courses. However, there has not been a research study on suggesting a syllabus for Teaching English to Young Learners since English language teaching undergraduate programme has recently been updated by the CoHE. Therefore, this study aims to provide a list of topics to be used in the syllabus of the course “Teaching English to Young Learners” for the lecturers of ELTPs. The study provides not only the topics listed in the syllabi of 42 state universities, but also the topics preferred by the participants. When the quantitative and qualitative results are connected and interpreted, the top topics preferred by the participants and the most frequently mentioned topics in the syllabi of 42 universities show differences. Teacher educators should take the needs of the participants rather than the topics listed in the syllabi of different universities as needs analysis is quite important when formulating curriculum and developing courses (Venkatraman & Prema, 2007).

The findings of this study showed that using visual items is one of the most important topics for the syllabus. Allen (1983) stated that visuals can be many forms such as pictures, photographs, drawings, flashcards and an object from a bottle opener to small toys. In addition, visuals are used for vocabulary teaching and communication (Atas, 2019). Learners remember the words easily that have been taught to learners with the help of visual aids (Çakır, 2006). Moreover, pictures are helpful for communication activities especially where the learners have game-like feel (Harmer, 2007). Use of visuals as a topic should be in the syllabus of ELTPs.

Another result of the study suggests that developing children’s speaking skill is the most important are of learning a language and for Teaching English to Young Learners syllabus. Young learners need time to listen and repeat the utterances they hear in the classroom (Slattery & Willis, 2001). For this reason, teachers should provide as much opportunity as possible for the young learners to practice. Also, the teacher should have a wide range of knowledge about approaches, techniques and communicative activities for teaching speaking skill to young learners.

The study also revealed that using games in Teaching English to Young Learners is extremely significant. Halliwell (1992) reported that games are important and useful not only because they are fun but also they provide the desire to communication for young learners. Moreover, teachers can use games to avoid undesirable behaviour and tedious time in the classroom since children love to have fun and play. According to Wright, Betteridge, & Bucky (2005), games create a classroom atmosphere of meaningful communication where learners communicate before, during and after the game. Also, games involve all four language skills (Lee, 1995). Lastly, games include a number of intelligence such as visual intelligence via drawings, interpersonal intelligence for playing with others and kinaesthetic intelligence to provide hands-on activities (Gardner, 1999). Therefore, the importance of games is undeniable about Teaching English to Young Learners and the teachers should be equipped about Teaching English to Young Learners with games.

One of the major findings of this study showed that teachers need to know who the young learners are and their characteristics. For the effective and successful teaching of English, it is fundamental for the teachers to understand young learners’ characteristics. Thus, teachers should build a lesson considering learners’ instincts and interests. Similarly, Cameron (2001) emphasized three aspects teachers have to keep in mind while teaching

English: (1) being conscious of how young learners learn and think, (2) being able to determine children's interest and utilize it for classroom activities, (3) being able to identify problems and obstacles while teaching English.

Another result of this study suggests that use of songs, rhymes and chants is one of the more enduring resources for Teaching English to Young Learners Syllabus. Songs, rhymes and chants are a wonderful way of making students sing and talk at the same time. Similarly, Murphey (1992) stated that songs help young learners improve both their listening skill and speaking skill. Also, songs help the learners improve their vocabulary, sentence structures and sentence patterns. Since songs bring variety to the classroom routine, anxiety is reduced and classroom atmosphere turns into a non-threatening environment. McKay (2006) emphasized that a language syllabus should contain children's interests and enjoyable activities such as songs, rhymes and chants. Therefore, teacher should be trained how to integrate songs in their classroom to grab learners' attention, enhance motivation and to reach higher levels of achievement.

The findings of the study suggest some implications for teacher educators and stakeholders. Mean scores of the most important topics have been sorted from highest mean value to lowest mean value of the topics as they can be seen in Table 3. Thus, a suggested syllabus for Teaching English to Young Learners might be formed considering the most preferred topics by the participants. According to participants of this study, use of visuals, games and songs, developing children speaking skill and defining young learners and their characteristics are essential for Teaching English to Young Learners syllabus. For the successful and effective teaching of English, pre-service teachers should be equipped about young learners' characteristics and variety of classroom environment. Last but not least, in-service teachers should be trained with seminars or workshops.

For further research studies, a new and common syllabus can be formed by considering the most preferred topics in this study and by consulting the opinions of the experts in the field. New syllabus can be followed in different ELTPs. To enhance the quality of the program, perspectives of the pre-service teachers and teacher educators can be investigated and the findings of the study can be shared with stakeholders for the better program and more effective teaching of English to young learners.

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