

Problems in Language Teaching in Multigrade Schools

Mehmet Turan

Firat University Faculty of Education Department of Primary Education (Turkey)

mturan@firat.edu.tr

Abstract

The main objective of primary education in our country and around the world is to prepare the child to life and to ensure self-esteem based on it in the society. One of the important aspects in provision of self-confidence is literacy, communication, speech, ie the language. To communicate efficiently and effectively language provides reading comprehension and transfer of understanding. For this reason, love of language and teach all the beauties and intricacies of the language in primary schools which are beginning of basic education is the basic tasks of teachers.

In many countries around the world and in some parts of Turkey education activities are carried out through the application of unified class. The physical conditions of unified class, continuing their education students at different levels, processing courses and so on reasons cause some problems, especially in language teaching. However, when some areas where is available training and education are examined in many of the students the tongue, mouth, and dialectal differences are reflected in language teaching , class teacher's working is made difficult more and more . Identification of problems in laguage teaching in schools combined classes is important to provide more effective and efficient language teaching.

In this study, it is intended to reveal the problems in language teaching in multigrade schools, to help generating teachers solutions. The data were collected through a questionnaire. Research was carried out on a total of 110 classroom teachers working in multigrade schools in Elazig . SPSS software package was used for data analysis, the general opinions were determined with %, the frequency, the arithmetic average , between opinions that whether differed or not according to demographic data was tested with independent samples t test and one-way analysis of variance .

According to the research findings readiness levels of students in multigrade schools are different from each other. Teachers are experiencing time problems in language teaching courses. As combined classes are available generally in rural areas,oral and pronunciation differences in these areas is reflected in language teaching course. It was determined necessity of re-regulation of turkish primary school curriculum and textbooks appropriating to multigrade school.