

Problems in Language Teaching in Multigrade Schools

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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 aspect 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 language 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 are reflected in language teaching course. It was determined necessity of re-regulation of turkish primary school curriculum and textbooks appropriating to multigrade school.

1. Introduction

Multigrade school is referred to as a group of student at different levels placed by a teacher [1]. This is a fact revealed by realities of the country [2]. and it is widely used model at schools in many developed and developing countries in the world. A number of problems arise in multigrade classes such as physical environment, teaching materials, teaching curriculum, methods of education, management of this class and the lack of qualifications of teachers [3].

Kaya and Demirci [4], in their reaserch, have achived many problems of multigrade schools. Notably prospective teachers are not educated well at prior to service education, lack of interesting from parents, insufficient knowledge about the methods and techniques of teaching early reading and writing, lack of time, not dealing with students on an individual basis and the students are can not adapting to the multigrade class.

Akpınar, Turan and Gözler [5] in their studies stated that, multigrade schools teachers come across sort of problems such as arranging times, performing educational activities with students at different levels etc. They expressed that the primary education curriculums especially Turkish, science and math, must be reorganized taking into account specific circumstances of multigrade schools

Yıldız and Köksal [6] in their study emphasized that it should be given up independent class implementations and necessity of preparing functional curriculums for multigrade classes taking into consideration their special conditions. A curriculum which minds to renew itself and makes up its deficiencies from this aspect will make easy to reach Turkish lessons purposes.

2. Methods

2.1. Model of the Research

This research, conducted to determine teachers views on the problems in language teaching at the multigrade primary schools. The study suitable to screening and descriptive analysis model. For the study, a survey prepared by researcher. This survey consist of two section and various items about the subject.

2.2. Population and Sampling

Population of the research is primary education multigrade schools teachers in Elazig. Research was carried out on a total of 110 classroom teachers working in multigrade schools in Elazig

2.3. Collection Data and Analysis

Data of problems, about teaching Turkish lesson in multigrade schools, are gathered from views of teachers. Thus, domestic and foreign literature was surveyed, expert opinion was retrieved and a survey formed by researcher. This research, conducted taking into consideration the views of expert and factor analysis. Survey consisting of 34 items. This items deal with the problems of teaching Turkish lesson at the multigrade classrooms. Result of the factor analysis, 24 items considered reliable and valid. These reliable and valid items used in reseach.

According to calculations, surveys' KMO value is 0,513, test of Barlett value is 1837,03 and reliability of Cronbach Alpha coefficient is 0,747. SPSS software package was used for data analysis. "Arithmetic mean", "percentage (%)" and "frequency" used in order to obtain analysis of data.

3. Findings and Comments

In this section, the findings of the research results are presented and evaluated.

3.1. Distribution of the Respondents in Terms of Gender

Table 1: Distribution of the Respondents In Terms Of Gender

Gender	F	%
Female	44	40.0
Male	66	60.0
Total	110	100

According to table 1. Respondents male %60 and female %40.

3.2. Distribution of the Respondents In Terms of Seniority

Table 2 : Distribution of The Respondents In Terms of Seniority

Seniority	f	%
1-5 Year	57	51.8
6-10 Year	36	32.7
11-15 Year	15	13.6
16-20 Year	2	1.8
21 Year and more	-	-
Total	110	100

3.3. General Views of the respondent teachers at multigrade classrooms about the process of teaching Turkish Lesson.

Table 3: The General Views of The respondent teachers at multigrade classrooms about the process of teaching Turkish Lesson.

General views of the respondent teachers at multigrade classrooms	\bar{x}	SD
I m having lack of time problem at Turkish Lesson in multigrade classrooms.	3,98	1,21
Students' readiness levels are different from each other in the multigrade schools.	4,11	1,17
There are different levels student in multigrade classrooms so that teachers are having difficulty to using common expression.	3,78	1,28

Usually, the multigrade schools are implemented in rural areas. For that reason, students reflect differences mouth and pronunciation at Turkish lesson.	3,94	1,24
Due to lack of time every students can not participate the lesson and implement activities can not posible in multigrade classes.	3,98	1,26
Activities take too much time. So, there is not enough time to eveluate in the multigrade classrooms.	3,31	1,40
The students' socio-demographic (economic,gender,education levels of parents') characteristics are causing problems at procces of teaching in multigrade classes.	3,93	1,12
I design a text processing to develop students'listenin, reading, speaking,writing, reading and visual presentation skills.	3,14	1,14
Writing letter, petition, report, article for the school newspaper, story, and observation of trip, weekend breaks', holidays are effcent in terms of the students.	3,40	1,23
Levels group, which created to minimize negative aspects of multigrade schools, are becomes problem at the Turkish lesson.	3,01	1,46

3.4 General views of the teacher, who are participate research, about the textbooks and teaching materials in multigrade class.

Table 4: General views of the teacher, who are participate research, about the textbooks and teaching materials in multigrade class

General views of the teacher about the textbooks and teaching materials	\bar{x}	SD
Turkish lessons' textbooks are easy to understand and to use in multigrade schools.	3,21	1,22
The activities of the workbooks aresuitable for multigrade schools.	2,88	1,25
Technological oppotunities are insufficient in multigrade schools.	3,56	1,39
I have forced tofindings of different sources and activities than textbook in multigrade schools.	3,56	1,19
textbooks' Dictation pratics are insufficient.	3,49	1,32
Text,which located in the themes, are longer and can not include the gaining fully.	3,85	1,22
Topics of the Turkish lessons are abstract for the level of students.	3,46	1,24
Themes aren't enough for attract to attention of students and develop to imagination of them.	3,57	1,18
Can not be established relationship between real-life and issues at Turkish lesson in multigrade schools	3,35	1,29
Turkish lessons' curriculum issues aren't progressing parallel other lessons' issues.	3,09	1,34

4. Conclusions and Recommendations

- According to views of the teachers, Turkish lesson primary teaching program must be reorganized and multigrade schools should be taken into account.
- Teaching of reading and writing first can not carried out efficiently by teachers in the multigrade schools.
- The primary education of Turkish lessons' teachers have experiencing problem about lack of time in multigrade schools.
- Students' readiness levels are different from each other in multigrade schools.
- There are different levels students in multigrade schools. So that, teachers are having difficulty to using common expression.
- As combined classes are available generally in rural areas, oral and pronunciation differences in these areas is reflected in language teaching course



- According to teachers' views, Turkish textbooks' texts are very longer and these are not include gaining fully.
- Can make a reseach on appropriate Turkish textbooks.
- It was determined necessity of re-regulation of turkish primary school curriculum and textbooks appropriating to multigrade school.

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