

A HISTORICAL OUTLOOK ON THE DEVELOPMENT OF EDUCATION SYSTEMS IN  
THE T.R.N.C. SINCE 1983 WITH SPECIAL EMPHASIS ON THE ADMINISTRATION  
OF TEACHING OF ENGLISH IN SECONDARY SCHOOLS

A Thesis Presented

by

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to

The Graduate School of Educational Sciences in Partial Fulfilment of the Requirements for  
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in

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# **NEAR EAST UNIVERSITY**

## **THE GRADUATE STUDIES**

A Historical Outlook on the Development of  
Education Systems in the T.R.N.C. since 1983 with  
special emphasis on the "Administration of the  
Teaching of English in Secondary Schools"

**By**  
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### **The Master Thesis**

Presented to the Graduate School of Educational Sciences  
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In Partial Fulfilment of Requirements  
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In Educational Administration and Supervision (M.A.)

Under The Supervision of **Assoc. Prof. Dr. Halil AYTEKİN**

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## **PREFACE**

This graduation thesis on “**A Historical Outlook on the development of education systems in the T.R.N.C. since 1983 with special emphasis on the Administration of Teaching of English in Secondary Schools**” has been prepared in order to be eligible for a M.A. degree in Educational Administration and Supervision.

The main concern of this research is to examine how English is thought at secondary level, however, I found it appropriate to give information on education systems in the T.R.NC., in order to shed light on the place of English in the national curriculum. This study examines the place of English during the 1960-2000 period, how English is thought, and also the problems encountered by teachers at schools.

The study end with recommendations on how to provide a better and higher standard of English.

I wish to express my deep appreciation and thanks to my thesis adviser **Assoc. Prof. Dr. Halil Aytekin** for his valuable advises, guidance, support and supervision throughout my study



## **INTRODUCTION**

Today's world is developing in an extreme rate. And when compared to the shortness of human life, one can see that the time that we spend to prepare for adaptation to that high speed of technological development, takes an important portion of our lives. In doing this we are also trying to develop our humanistic sides; such as arts interpersonal relations, and needs like self-actualization, that include personality aspects as creativity, aesthetic views, and similar others. Here, the role of education is quite important, because it is an important door through which we are able to reach those humanistic aspects stated, in our learning process.

The major aim of education may be defined as bringing up young generations who are able to learn and produce outcomes useful to our society. Although that definition is quite simple, it involves a broad range of concerns. The quality of those outcomes necessary for the development of human beings depends on the nature of thinking process and characteristics of the production. The basement of production is the quality of the imagination and creativity.

Torrance (1962) says that educators are legitimately concerned with the fact that thesis student make useful contributions to society. Such concern lies in the ethics of education as a profession. Future and survival of our civilization depends upon the quality of the creative imagination of the young generation.

The term "survival" may be explained by taking into consideration the life in general. Every living organism, including human beings should survive by using its abilities the most general kinds of creativity can be described as biological and psychological. These two should be distinguished from each other. All organisms take from the environment most what can be used in forming and maintaining life. For most organisms that represents biological creativity; such as creating new shelters, creating new ways for hunting or fighting, etc., but for human beings, it also includes psychological creativity, that is the ability to use fantasizing. That dimension distinguishes human beings from other creatures, and gives each the power of producing various types of new products; such as aesthetic, literary, scientific, procedural, or methodological, outside of his physical self.

Psychological creativity is not tested by the resulting product, but rather by the way an individual approaches to an incoming affairs or a problem. Here, whether the person has given a product that was not done before is not important. Rather, the most important thing is that if the person is making a real discovery when he faces with problems, even if similar discoveries were made before (Marksberry, 1963). Psychological creativity best shows itself in people who experience self-actualization or self fulfilling processes.

The major role of education, in that context, should be to encourage the development of creative thinking abilities in every single area of the intellect. This courage could be given not atmosphere in which the creative potential could reveal itself and get fully utilized in all areas human life.



Guilford (1977), claims that up to our time, it was not important to know much about our intellectual resources, to know what we need, what we have, how to make the best use of what we have, and how to improve ourselves. Today we hear a great clamor and outcry for more creative and trained scientists and engineers.

Of course, that clamor can be well widened to almost all of the profession that we have on the earth. But the most important area is education, simply because only through education and by educators it is possible to develop younger generations. We all represent and reflect the thoughts, ideas, and cognitive, social and linguistic strategies of our educators who represented the ideas of their own educators. If this endless transmission is made without adding new ideas, originality, or some color at least, then it would be nothing but a mere imitation of the previous living that was a copy of the other previous ones. This danger can be avoided by the entrance of people who are creative and who try to develop creative acts at schools.

According to Mett (1973), creativity is defined as "The power to develop to the fullest of all abilities, those that are known and those that are hidden; in other words, to be all that one can be. Creativity includes the ability to wonder, to be surprised and puzzled, to see what others have seen and respond differently."

When such a complicated framework of creativity is considered, it is better realized that it cannot be developed to its fullest potential without the help of education. However, sometimes discrepancies may take place between the ideal and actual school situations. Unfortunately, most of today's educational institutions are far from fulfilling this need for creativity.

Especially when Turkish education from the primary school up to the highschool graduation is considered, it can be easily seen that the educational system is based on centralized, standardized and predetermined programs. Due to factors as overcrowded classrooms, lack of physical facilities, problems in classroom management, the Turkish educational system does not allow creative potential to get fully developed. The major aim in practice is to transmit the knowledge in a limited time in a structured and standardized fashion, without taking personal differences and interests into consideration. Classes are directed by the teacher who is the figure authority and the director of classroom activities, rather than referring to every single student to have active involvement; in other words, students are passive receivers in our classroom in general. As may be easily guessed, that is major obstacle for inducing creative thinking abilities. It would not be too much to add the fact that the situation is similar but better in western societies. Problems as overcrowded classrooms, time limits, etc., exists in western culture and an external authority have to be applied to keep the learning process in mass education, however not as much as it is in Turkish educational system. And since everybody has to obey the same rules, without exception, individual differences are sometimes underestimated. It is sometimes said that schools discourage or kill children's creativity (Holt, 1982). Since school is the most important environment that can develop creative ability, teachers and educators should be careful about the nature of creativity that take place through the stages. If teachers have correct information about this, then it would be easier for them to creative students in their classrooms, and develop their talents.

Usually, many characteristics of highly creative children are perceived as "out-of-order"; in other words as non-conformist, avoiding social rules and



discipline, and trying to create a chaotic situation. And to prevent or to suppress this personality at schools, many times external locus of control is applied. The learning environment as the teaching strategies is really important here.

The situation in which no discovery or intuitiveness, or creativity in general take place brings with it some ways to keep the balance in the classroom. Mostly this is done through methods of discipline applied by the school environment. Discipline is often described as having the prevention of and handling of behavior problems in the classroom (Reilly, 1983). Bruner (1960) says that schools actively discourage intuitive thinking skills and give more emphasis on thinking organisation and discipline. So, the issue of intuitive thinking is an important but neglected aspect of education.

When mutual or direct interactions between the teachers and students in the classroom is evaluated, application of discipline and rules may be better observed in one-to-one interactions, and on an individual basis; such as how teachers and students see each other, or how they manage interpersonal relationships. Here, elementary school education to formal education in later years; in other words, a beginning stage that will have long lasting effects on incoming years of individuals.

In the literature, there are some findings claiming that especially in elementary school years, divergent thinkers and creative children are perceived as the ones as having extreme freedom, and uniqueness, and they are treated by the punishment technique "shame", since their situation does not fit formal mass education (Veraon, 1964), (Searrs & Hilgard , 1964).

Guilford also claims that in originality dimension that includes the ability to think in uncommon modes with clever unique or even way out concepts, the original person tends to be more confident and tolerant of ambiguity and to like reflective and divergent thinking expression. The unoriginal person is inclined to be more meticulous and to feel a need for discipline to conform to social to social or culture norms that include moral aspects. In research area, the hypothesis that suggests originally rests on unconventionality is not supported (Guilford, 1959).

It is a well known fact that much potential creativity is made to prevent by unpleasant both in society in general and in school.

Torrance et all (1959) showed that creativity and creative thinking abilities are not appreciated and caused peer disapproval in elementary school ages. And that peer disapproval was a potent factor for teacher devaluation in diving creative thinking.

Creative potential may be visible in slightly different shapes due to sex roles. It have been demonstrated that creative individuals usually lack the typical sex-role stereotypes (Helson, 1967). The effect of school environment and teachers perceptions of creative personalities are very important for creativity development. In high school education, creative intellectuals receive lower teacher grades, in comparison with their actual scholastic achievement (Drews, 1960).

In adolescents, creative students seem to have deeper emotions, rather androgynous personalities, and more expression of their feelings (Hammer,

1960). And hey also have a rebellious character toward authority, and this makes them “naughty” in the eyes of other people.

In some clinical studies on creative children and adults, it was seen that they had a huge capacity to imagine, recall past events, even if they are not good, actions caused by spontaneous impulses, and awareness of their creative talents (Torrance, et all, 1959).

Another important characteristic that takes place in creative children and adult personalities is high self-esteem. It is not so clear how creative people get it, but they somehow end up with high levels of self-confidence, and sense of their own personal worth. It should be also added that creative children and adults do not allow problems to interfere with their creative production (Reilly, 1983).

Investigating the relationship between the teaching strategies and creative development is out of the scope of the present study. Developing several methods to induce creative thinking strategies is also not included here. Rather, the major aim of the present study is to give a Historical Outlook on the Development of Education Systems in the T.R.N.C. since 1983 with special emphasis on the Administration of the Teaching of English in Secondary Schools.



Cyprus is a small island located in the Mediterranean Sea, 40 miles south of Turkey and 80 miles west of Syria. The "Turkish Republic of Northern Cyprus" (T.R.N.C.) was founded on 15<sup>th</sup> November, 1983, in the north of the island. The population of the T.R.N.C. is about 250.000. This small population has a complex system of education which will be desired in detail. Education in the T.R.N.C. is based on a central system under the rule and supervision of the Ministry of Education of National Education and Culture. The National Education Act of 11 June 1986 forms the legal basis for educational activities. The national system aims at securing National unity, spreading of cultural values, and catching up a modernization. The educational system has been organized by law and all educational institutions and schools are under the supervision and inspiration of the state. Although the centrally prescribed curriculum is dependant on Ankara (most of the textbooks are provided from Turkey), "there are attempts to pursue a Turkish Cypriot rather than merely a Turkish line in education, and this is seen both in the methods and planning of the school system. While retaining a pride in traditional Turkish and to a lesser extent Islamic culture, the educational system reflects much of the earlier British influence on schools.

In its 1988 report, the Ministry of National Education and Culture identified the general aims of education by taking into account the special characteristics of the Turkish Cypriot society and listed them, briefly;

- 1- The provision of common ideas and sentiment between Atatürk's precepts and citizens; the attainment of a national consciousness by the individual; securing loyalty to precepts lie Atatürk's

nationalism, democracy, social justice, and law, and thus catching up on modernization .

- 2- Education citizens to be loyal individuals; attached to the history, culture, and national values of the Turkish community, and creating individuals knowledgeable of the gross-root facts about the community's national struggle. To educate citizens a) to be attached to their motherland, Turkey; b) to be dutiful to their families and society and to be active in these matters; and c) to be peace-loving but knowing how to protect their rights.
- 3- To educate all individuals a) to be scientifically minded; b) to attain a strong personality and character; c) to develop humanistic values and attain a universal world view, and d) to be constructive, creative, and productive citizens.
- 4- To equip the individual with knowledge according to his/her area of interest and abilities. To teach him/her the notion of sharing and team spirit. To give him/her a career. To educate the individual to wish to see his/her community and nation an effective participation in Modern Civilization and to wish to exert influence to this end

The National Education Act specifies equality in national education as the prime principle and stipulates that all citizens are entitled to education and training without any discrimination whatsoever, and that no privilege can be bestowed upon any individual or family. Knowledge is to be supplied to all citizens according to their wishes and abilities which are in concordance with economical, cultural and social needs of the society. Hence, according to the equality in national education principle the state provides:

1. Equal opportunity and facilities in education and training to all individuals.

2. The needy but successful students with the necessary financial help to attain the highest levels of education.
3. Special programs for those in need of special education.
4. Programs and courses for adult education to ascertain education to be everywhere and continuous throughout the lives of the community members.



# CHAPTER I

## li-) The General Structure of National Education

Education in the T.R.N.C. can be divided into three main parts: formal education, informal and adult education, and special education. Formal education comprises preschool education, elementary education, secondary education, and higher education. As its main target, informal or adult education addresses those citizens who for some reason could not profit from formal education or whodropped out of formal education at some stage. Special education is dedicated to the handicapped and mentally retarded children of all ages. The goal is to have the children establish self-supporting and useful personalities. At the present there are three schools for special education. The school for the Deaf is located in the town of Lapta in the Girne District and has about 50 students (5 to 18 years). Girne School for the Mentally Retarded is in Girne and has about 70 students (5 to 18 years). The Special Education and Rehabilitation Center for the Spastics is located in Lefkoşa. With the help of the parents seven expert teachers train 45-50 students from 2 to 18 years to be productive citizens of the state.

Students who graduate from the elementary schools are awarded an Elementary School Diploma. Every student who successfully completes the first three years of secondary education is considered as a middle school graduate and is awarded a Middle School Graduate Diploma. Students who graduate from the Lycees receive a Lycee Diploma. Only in the collages the secondary education is coninious for six years. At the end

of six years of secondary education successful students receive a College Diploma which is Equivalent to a Lycee Diploma.

### **lil-) Educational Options at Different Stages of Life**

The best approach to understand the educational system of the T.R.N.C. is to consider the various educational options that an individual can choose from during different stages of his/her life in school. Since formal education dominates the educational system, the different stages of school life will be identified according to different levels of formal education:

- Stage I : 0-3 years (no school; parental care)
- Stage II : 4-5 years (preschool)
- Stage III : 6-10 years (elementary school)
- Stage IV : 11-13 years (middle school)
- Stage V : 14-17 years (high school)
- Stage VI : 18 years onwards (undergraduate education)
- Stage VII : 22 years onwards (graduate education)

Within each of the above stages there might be options for those who do not follow formal education, these informal education options will be discussed together with the formal education options which must be decided during each stage of life.

## CHAPTER II

In this chapter I try to give a brief summary of the place of English in Cyprus. This can be divided into three periods.

1. The situation before the independence in 1960
2. The situation after the independence, 1960-1970
3. Present situation, 1971-2000

### Ili- The situation before the independence in 1960

In the past, English was the most important subject in the curriculum of the secondary schools in Cyprus. Eight periods a week were given to the teaching of English in each class of our secondary schools. This forms nearly a quarter of the time allocated to all other subjects. Before independence English was much used by the islanders. It was the official language and very valuable means of communications between the Turkish and Greek communities. To enter Teachers Training College in Nicosia, a candidate had to pass the Ordinary and Distinction examinations in English. In order to get a job in the government service both the Turks and Greeks had to pass either English lower or English higher examinations which were set by the government every year. No matter how good one might be at the other subjects, his school certificate or diploma would not be sufficient when he applied for a post in any of the government offices. Above all, there were better chances for those who knew better English. They could easily get promoted and earn higher salaries.

For all the above mentioned and some other reasons, English was the corner stone of the school examinations, certainly, these highly motivated



the pupils to learn the language. There was really a remarkable standard of English all over the island.

## **II.ii- The Situation After 1960**

With the foundation of the Republic of Cyprus, on 16<sup>th</sup> August 1960, which was shared by the Turks and Greeks, English began to lose its importance in Cyprus. The new government abolished the English Examinations which were held for the graduates and non-graduates every year. The number of English classes in the secondary schools was reduced from eight to four. English became an optional subject in all the secondary schools in the island, and attracted fewer of our pupils. Many of our students preferred to take less demanding subjects as biology, philosophy, history etc... A candidate who knew very little English could easily enter the Teachers Training College, because fewer marks were allocated to English.

The same situation prevailed in the civil service, too. The ability to speak good English was no longer required in the government services. A large number of post-secondary school students began to go to Turkey for higher education. In most of the institutions of higher education they went to, little or no English was needed, with the exception of the middle East Technical University of Ankara and the English Language Departments where all subjects are thought in English.

During this time English had lost its relative importance as a school subject. The situation went from bad to worse. Consequently and unfortunately the above stated sad facts had negatively affected the motivation toward the learning of English in our students. And obviously

for all the se reasons the standard of English had dropped all over the island. However hard the secondarily school teachers of English tried to express the importance of English to their pupils and help them to make progress in this field, they were too young to appreciate their efforts and advice. Most of the students were satisfied with the lessons they had with their teachers at the English periods. From time to time they neglected doing their homework or studying their English lessons at home.

### II.iii- Present Situation

There have been some important developments in the teaching of English in Turkish Cypriot schools in the past few years but before I take these up, I thought it might be of interest to readers if little information was also given about our system of administration, structure and organisation, curricula, teacher training and education establishments.

#### SYSTEM OF ADMINISTRATION

Turkish-Cypriot education system is administered by the Turkish Ministry through its office of education. The Director General of the Ministry of Education is the chief administrative officer who assists the Minister of Education in so-ordination and supervising the various sections of the ministry. These sections include apart from the educational services, cultural, relational and technical services. On charge of the educational services of the ministry and working closely with the Director General is the Directors of Education who is assisted in his administrative and educational work by the heads of departments for the school system dealing respectively with primary education, secondary and higher education and technical education.

The primary, secondary and technical departments each have their own basses of inspectors. A chief inspector in each of the primary and secondary departments establishes guidelines and co-ordinates activity. There are two types of primary inspectors; those assigned to districts for general subjects and those assigned to special subjects.



Secondary inspectors are all specialists and shared with technical departments. However there are technical inspectors who are responsible to the head of that department. The primary function of the inspectorate is to report to the ministry on schools, whether for example they have reached a minimum standard of efficiency but they are also expected to help the teachers by comment and suggestions. Other equally important responsibilities of the inspectors are to give professional advice to the ministry conduct courses for serving teachers, prepare advisory pamphlets and advice on the prescription of books.

The system of education being centralised, the inspectors are also required to assess the work of individual teachers and advice the Educational Service Committee on their promotion and transfer.

The Education Service Commission is the authority employing teachers and inspectors. It is or entirely independent Committee of five members appointed by the president for a three-year period. The chairman of the Committee is a lawyer of high standing while the members are ex-teachers conversant with the problems of schools and teachers.

Public education is financed by government grants, some foreign aid and local funds. Local funds include educational taxation. That levied for primary schools is a property tax for urban areas and a personal tax on adult inhabitants for rural areas. Secondary schools taxation is charged in proportion to the parents means. Registration and tuition fees are also collected from secondary schools.

Funds are allocated to the ministry of Education by the House of Representatives from the annual budget. The ministry of Finance must

approve any further allotments needed. As 8-year education is compulsory students cannot leave school before they finished middle school.

### **STRUCTURE AND ORGANISATION**

The academic year for the students, extends from the middle of September until the end of June. Staff starts five to fifteen days earlier and continues two to ten days later; those in secondary education starting the earliest and finishing the latest. There are about seventeen holidays. Students have on the average a five-hour day for five days a week. Secondary and primary schools have 40 minute-periods. Pre-schools education is mostly private although a few model public pre-schools have been established as an incentive.

The primary school is usually a unified a co-educational five-year institution. Secondary education consists of two-three year cycles. The lower secondary school is a period of general education offering a combination of academic and physical activities aimed at intellectual emotional and physical development.

The senior secondary schools provide for a more diversified education. After the first three years of secondary education the school branches off into departments each with a bias towards one particular branch of knowledge. At present there are departments of classical studies, science and mathematics, technical and agricultural commercial and foreign languages schools. The first three departments or a combination of two of them can function under one headmaster in the same building as parts of one school. At the end of the first year or at any time during the first year

of the three-year course pupils can transfer to another department without any placement examination if for any reason they wish to do so. Transfer becomes difficult if not impossible once the second year of the course has started.

Vocational and technical education is offered in both the lower and upper cycles. Students may attend a vocational technical course, a vocational commercial course, a catering and house keeping course, and a hotel course. The duration of these courses varies from two to three years. The institutes for Hotel and catering personnel founded after 1974 in Kyrenia and Famagusta, train high level personnel for the tourism industry.



## CURRICULA

Primary Schools; Turkish, English, Religion knowledge, Mathematics, Natural Science, History, Geography, Physical Education, Handwork and Art, Music, Agricultural Subjects and Domestic Science.

Lower Secondary; Turkish, English, German, Mathematics, Natural Science, History, Geography, Music, Art, and Physical Education.

Upper Secondary; The classical stream emphasises humanities, the science stream Mathematics, Physics and Chemistry. In addition to commerce and economics, the commercial stream emphasises the foreign languages English, French and German.

The Hotel School curriculum includes general studies in Turkish, English, French, German, Geography and Civics.

## TEACHER TRAINING

Students who have completed the upper secondary schools must sit the entrance examination to the Teacher Training College in Nicosia, in order to become primary school teachers. The normal course lasts four years and students receive monthly allowances and pay no fees.

Secondary and technical school teachers attend universities or other schools of higher education, in Turkey, Britain or on the T.R.N.C., but not all of them receive professional training.

### **EDUCATIONAL ESTABLISMENTS**

The 1960 Constitution of the Republic of Cyprus reiterated and confirmed the freedom of the Turkish education on the island which dated back to 1571. All matters realty to the education, culture and learning of the Turkish community on the island has been the sole responsibility of the Turkish Cypriot Administration through the Turkish Office of Education.

There are 90 primary schools in the T.R.N.C. These offer an opportunity for an education of a five-year duration to students and between the ages of seven and eleven there are 18.093 students. In the elementary level, English as a second language is thought in all elementary schools in the fourth and fifth classes. The amount of time devoted to English in these two classes is five hours a week.

There are 15 middle schools in the T.R.N.C. All graduates of our primary schools are admitted to the middle schools if they so desire without an entrance examination. In these schools children between 11 and 14 receive general secondary education for three years. English is taught in all three classes for seven hours a week each of 40 minutes.

Turkish Maarif College has a normally English. Medium, and at one time, had a large proportion of British teachers. The ex test as the use of English as a medium of instruction is reduced because of the

administrative requirements of the school: It is expected to prepare students for "O" level, but also for the normal university exams and the lyric graduation certificate.

In our secondary schools we have 469 teachers of English. The Teachers Training College, now in Lefkoşa, the only institute for the training of elementary school teachers on the island offers a four year program.

To sum up I can say without hesitation that in the past three or four years much has been done to improve the competence of our teachers, the quality of the materials that they use and to extend the time at their disposal. There is still a lot to be done in the way of in-service training and also in providing the necessary motivation for our students who want to learn English. Although our teachers do their very best to maintain the interest of their students English is like an optional subject on the final diploma examination and English is not required for University entrance in Turkey. Turkish Cypriots become more and more involved in international affairs. No one can doubt that this greater involvement is inevitable.



## CHAPTER III

### AIMS AND OBJECTIVES IN LANGUAGE TEACHING

It is quite obvious that language is first seen in its primary function as a means of communication between people for the benefit of mankind and understandably between people each person has a right to a bilingual education.

There is no short cut to learning how to teach English as a second or foreign language effectively, but it helps very much if the teacher can begin to be aware of the language from the point of view of his pupils. He needs to become aware of the language he teaches, and above all hear it in its entirely new way. The language awareness is the basis of all teachers' work.

Methodology does not tell us what to do; its purpose is to help us to understand why particular circumstances it may be wiser to do one thing rather than another. There is no perfect method, which fits all teachers and classes. But it is possible to state and explain certain principles that may guide a teacher in shaping his techniques to the needs of his pupils. These principles depend partly upon what we know of the nature of the subject, and partly upon what we know about how that subject may be learned best. It is important for the teacher to know what sort of thing a language is. These are the facts that should control our methods.

In language teaching there is a variety of skills to be taught. We teach how language can be spoken; how one person can convey his thoughts,

his feeling and so on to another person by speech we teach how the language can be written down, and how various ways of writing can have various effects on the minds of those who read. We teach our pupils how to read so that they can understand what the writer intended to say when he wrote. We train them to listen so that they can understand what the speaker wishes to say. We want our pupils to think logically so that they will express their thought clearly. We want them to think deeply so that they will appreciate their own feeling and the feelings of others.

Language is not only a means where by we make statements and express our thoughts and ideas about things. Language is more than that. We actually think by means of language. Our ability to think, as well as our ability to use language. Our power of understanding the thought of others is limited by our ability to use language ourselves. In addition, language is one of the means with which we express our feeling. Thus, our aim in teaching a language must always be adjusted to the levels of emotional and intellectual development of the student we are teaching.

In our time there are a lot of facilities in learning and teaching a language. Especially the English language offers enormous quantities of material of all stages and of all levels of thought and feeling. So enormous that every individual teacher of English is really able to select the material, which will suit not only the students he is teaching, but also himself. I will undoubtedly say that one of the most important skills of the teacher will be found in the ability to select the material which is suitable to a group of students at a particular time and of their particular level of development.

Young minds must not be frightened. They must be made to love their subjects. Especially if the new subject is a second or foreign language



which is quite different from the other subjects the pupils study. In such a case the role of the teacher is really very important. He must act as a stimulator, as a guide and as a refining agent for the pupils own thought ideas, feeling and imagination. The teacher must be able to inspire trust so that will readily their own thought and feeling without hesitation. Because pupils, as adults are shy of revealing themselves and will refuse to do so to anyone who is of all distant or antipathetic. He must be able to teach his pupil as a class, and yet appreciate each pupil as an individual with separate emotions and thought. Pupils must be encouraged to act and respects freely in the class. We must not fail to be concerned with the emotional life of the pupils. And we must also bear in mind that their feeling matter and must be respected. —

Whatever objectives the foreign language teacher may have in mind, he should also be aware of the fact that objectives in the foreign language teaching may be changing and his teaching may have become irrelevant to the pupils he teaches. And these changes vary from country to country and from period to period. What is learnt in initial training gets rapidly out-of-date now a days. Therefore, I would say that it is the experienced teacher who best appreciates the relevance of the new studies, having felt in the classroom the need for new insights. I quite agree with Wilga M. Rivers who has said, "It is objectives that the trainee teacher must consider first." the aim of the teacher must be focused on the four objectives of the following language teaching: Listening, speaking, reading and writing. Since these are the particular items in learning a language, he must try to make sure that they are learnt by the pupils he teachers, his lesson or sequence of lessons must include these four items which are the most usual objectives of foreign language teaching.



Before we conclude let us see what Wilga M. Rivers has to say about aims and objective in teaching of a foreign language. They come under the following headlines;

1. To develop the students intellectual power through foreign language study.
2. To increase the students personal culture through the study of the great literature and philosophy to which it is the key.
3. To increase the students understanding of how language functions and to bring him, through the study of foreign language, to a greater awareness of the functioning of his own language.
4. To teach the foreign student to read the foreign language with comprehension so that he may keep abreast of modern writing, research and information,
5. To bring the student to greater understanding of people across national barriers by giving him sympathetic insights into the ways of the life and the ways of thinking of the people who speak the language he is learning.
6. To provide the students with the skills which will enable him to communicate orally and to some degree in writing with the speakers of another nationalities who have also learned language.

She points out that it is useful exercise for teachers or trainee teachers to set down in some order of priority their long range objectives in the teaching of a foreign language. She goes on six main categories of aims which will usually be found in any list of aims drawn up by a fair-sized group of teachers, pointing out that the emphasis and priority in dealing

with these aims vary from country to country and from period to period. She states them as follows;

She says that (1) and (2) were particularly to find a place in the curriculum at the expense of the prevailing study of the classical language. Aims (3) to (6) are those which currently receive the stress in relation to the needs of today's world. It is noteworthy that understanding of how language function is now considered an important aim, particularly for teachers in training, since understanding of the nature of language is basic to a methodology which develops effective communications skills.

### **THE GENERAL AIMS IN OUR SECONDARY SCHOOLS**

The general aims of teaching English as a foreign language as stated in the official curriculum of the secondary schools in T.R.N.C. are as follows:

1. As we do not have the possibilities of training bilingual students, we aim to teach our pupils to maintain as high a level of English as possible while they are at school.
2. To be able to understand the language when it is spoken by the native speakers.
3. To acquire the ability to read as fluently as possible.
4. To be able to speak the language intelligibly.
5. Integrator with the other subjects the language intelligibly with curriculum to contribute to the development of the pupils personality both whilst they are at the school and in after life.

The majority of our secondary school graduates seek their future education in the other countries or in Cyprus. And for these students the ability to understand and speak English is a greater advantage. And specially the students who would go to study where English happens to be the subject of study which have a sound knowledge of all four language skills, that is to say, understanding, speaking, reading and writing. The better they know these skills the more they will succeed in their studies. Some of them may like to start a business of their own. For this group the spoken form of the language is most important. Others may like to join the Civil Service. And still others may like to work in banks or with business firms. These two groups need to know how to write accurately.

All the first year classes are mixed, and most important difficulty in teaching English is with the first year students. For one reason or another these students who come from the town school are far better than the ones who come from the village schools. In such a situation, some of the students in these mixed classes are really very fast and some of them very slow. One who knows the real situation of these pupils will undoubtedly see that this sad fact of the new comers is due to the lack of the trained teachers of English. Another difficulty with the teaching of English is that our pupils are not trained bilingually. They do not have the opportunity to speak the language anywhere but in the classroom where they have their English lessons. Despite of all the disadvantages the teacher is expected to cover the syllabus.



## HOW WE CAN ACHIEVE THESE AIMS

We must focus great attention on the teaching of the first year students. Since we know that the some of them had hardly studied any English at the primary schools and since they are to have their English lessons with faster students, I would suggest that at this early stage it would be wiser to leave the syllabus aside and start to teach these mixed classes from the very beginning. By doing so we shall be giving a chance to the slow ones to catch up with the rest of the class. Doing so we will also help the teacher to discover the weaknesses.

After the first years work that is to say in the next following two years of the middle schools, the teacher of each class should be in touch with the teacher of the class he has taken over, in order to have a good idea of the weak and strong points of the class. There may be some points belonging to the previous years work to which pupils have not yet, perhaps through lack of time, been introduced. We do not have remedial teachers for the weaker pupils. Therefore the teacher of the first and second year students should take this point into account, and try to keep the class together, encouraging the quicker ones to help the weaker and giving extra help himself. Otherwise there will be a discouragement and a sense of failure, and the class will tend to break up. Of course, if the gap between the most advanced and the weakest pupils are already wide, it may be necessary to teach in sections.

If this is done, the backward pupils should be given extra oral activities while the relatively advanced pupils do extra reading and writing. During this stage care should be taken not to go too fast, leaving more and more pupils behind. There are many social activities, especially games and

drama fixation, in which both strong and weak pupils can simultaneously and easily take part.

Most of our middle schools pupils began to learn English full of eagerness and enthusiasm. This interest tends to diminish as time goes by and there is no surer way of killing it than by going too fast and leaving the pupils with a vague awareness that there are things they have only half grasped. By contrast, plenty of fun and games, and careful step-by-step progress at a speed suited to the class, are sure ways of keeping it alive. The books Hotline, Open Doors, New Generation and records of cassettes/videos are all planned and coordinated to achieve the aims we have stated above. As we shall see in the next chapter, the most important characteristic of this course is that throughout the course and especially at the beginning of the work is done orally. At the later stages when reading and writing are also introduced to the pupils the teacher should have to incorporate all the four language skills in his lessons. I would also suggest that an effort should be made to ensure that pupils do not forget vocabulary introduced at the earlier stages, but of course the more words they meet with, the more difficult it becomes to keep on re-introducing old vocabulary. One thing that can be done, however is to go back every now and then and revise a former step, together with the pages or chapter of the text book based on it by means of oral work. On the whole all the new words should be introduced orally before being given in their printed or written forms and in the context of meaningful sentences rather than in isolation.

Finally, I would like to suggest that our most important and most useful objective as teachers of English should be to receive motivation in our pupils. Above all it is quite obvious that there is an increasing need for all our young men and women to know English.



During the whole course oral work is always kept ahead of reading and writing. New structures and usages are not with and practised orally before being seen in print. On the whole, new vocabulary too is brought in orally first. This does not, of course, mean that the ability to read and write English is necessarily of less account than the ability to speak English. Ready ability is of major importance. But the main advantage of letting oral use take the lead are that it is easier to contextualize the structures and usage's taught and to make them meaningful to the class by oral means than any other way, and that it is easier to bring the language to life, to show it in action as a living means of communication between people and to sustain the children's interest in learning it. Apart from all this, oral activity must be given a big place because it is time-saving means of ensuring ample and varied use of what has to be acquired.

The structures, patterns and usages are selected and progressively graded Hotline, picture books, Open doors writing books and records supplements and reinforce the teachers work in class. The early pattern and usage are those which are easiest to contextualized and bring to life in the classroom. The pupil do not simple look and listen: they speak a great deal and also move about and perform actions. They participate fully in the language material presented to them. In the early stages vocabulary is limited until the students begin independent reading. The vocabulary selected is related to the activities and interest of the pupils.



## ORAL WORK

I strongly believe that throughout the English course, it is necessary for the teacher to stimulate and hold the pupil's interest in learning a foreign language. Now let us see how oral work is done at these early stages. The teacher brings into the classroom a number of simple and familiar objects, but they are all things which, because they are not normally seen in the classroom, will excite pupils curiosity and interest "Look what he's brought: What's he going to do with them?" Fancy bringing a lemon into a lesson "They may not eat those things but at least most will be full of interest to see what is going to happen. The lesson plan provides for a good deal of simple activity by the pupils. The pupils are allowed to handle various teaching aids that are brought by the teacher. They come out of their places and may show or point to the pictures on the blackboard and they may sometimes be asked to draw some pictures themselves, and act as a teacher. In these activities, each children who is chosen has the excitement of wondering if he is going to get it right and pleasant feeling of success when he does. Those who are watching share his excitement and no doubt enjoy his success. And they are all learning all the time.

At the beginning of the pupils do not speak any English at all. They just listen to English spoken by the teacher. At this stage careful listening must come before speaking. If the teacher is not sure what the words or sentences sound like he can provide opportunities for his pupils to listen to correct English. He brings records or tapes into the classroom. But just to sit and listen is not enough. The pupils must be given the opportunity to listen with understanding. That is why the teacher has to use many teaching aids like lemons, spoons, forks, knives etc. to enable himself to

give his pupils understandable English to listen to. Seen the help the child to better associate the word with the thing being taught.

He asks them to do things to show that they have understood what they have heard.

Suppose that the teacher is going to teach some words such as lemon, horse, spoon, fork etc. He puts the objects on a high place where all the pupils can easily see. He has at least one or more of these objects in a box, in a drawer or some other place out of sight. Of course, he has to decide in what order he will introduce these objects and have everything before hand. Then the teacher picks up one of these objects from the table and holds it up so that every pupil in the room can see it, and say: "This is a lemon" he says this sentence several times. Then he gets the class to repeat in chorus. If it is a large class he divides the pupils into three or four groups or teams and gives a name to each of them, such as The Lions, The Tigers, The Foxes etc, or simply names of each team as the first team, the second team, the third team, and the fourth team. Then he says and points to the first team and the first team repeats. When all the teams have repeated in turn he puts the lemon on the table and picks up another object. He does the same with all the things he has brought with him. He speaks clearly so that everyone in the room can hear him. He also speaks normally and simply. He does not for example, separate each word in sentence: This/is/a/man, in the hope that pupils will hear and remember the separated words. That is not important at this early stage. He must also be careful to use the unemphatic of the word a / /; the emphatic pronunciation of this word a /ei / is rarely used in ordinary speech and should be taught much later in the course.

Equally he should not give special emphasis to the word lemon (This is a LEMON). He should speak, as one would do in an ordinary friendly



conversation. This rule should apply to all the things teacher will say at these early stages. For the teachers of the objects which cannot be brought in to the classroom, the teacher brings a wall chart or he can just simply draw pictures of them on the blackboard. Next the teacher picks up the second Lemon, shows it to the class and again says: "This is a lemon". He does the same as above with all the other things he brought to the class.

As I have stated at the beginning of this thesis, the pupils are supposed to have studied the first book of the course in the primary school. But for one reason or another some of the pupils of these mixed classes may not know any English at all. This probably one of the reasons why the teachers prefer to spend a long time on completely oral work at the beginning of the course. So the teacher has to take this point into account and not to call upon these weak pupils to speak individually yet. He would rather call upon the quicker and bolder pupils. He touches or holds up the objects and says, "What is this?" Everyone who thinks he can answer will put up his hand and the teacher will choose the quicker and bolder ones to answer. He asks some of them to come to the table to pick up an object and show it to him and to the rest of the class. Meanwhile, he also asks some of the pupils to come to blackboard and draw the pictures of some of the objects.

By this time pupil will be able to answer the questions/what's this? What is that / without the teachers help. Now he calls a few pupils in turn to take his (the teachers) place and ask each other. When this exercise is completed all the pupils should be back in their places and what is needed is complete change of activity. Now, the teacher can give them some simple comments, which require simple actions. The teacher puts a chair



in a convenient position and stand in front of it. Then, pointing to himself and slowly sitting on the chair, says: "I am sitting down". Then, still pointing to himself and slowly standing up saying: "I am standing up". He does this several times and drills it as above. Then he says to the whole class: "Stand up". To help them understand he makes an upward movement with his hands, he gives the command: "Sit down". He does this once, and then repeated it once or twice more without moving his hands, so that the pupils are doing the actions in response to the words only. Action exercises such as "stand up", "sit down", "come here", "clean the blackboard", "open the door" etc., are first done by the teacher himself. He acts with the pupils as he gives directions. Later he directs only. There are many values in simple action exercise. They provide ear training and speech practice. They allow variety in these early lessons, when the lesson content is so small that there is a danger of a loss of interest. And not the least value is that young children need and enjoy activity.

Collecting speaking ensure that every students speaks a lot during the lesson-period. Collective and individual work will alternate throughout the oral work, and how much there is of the one and how of the other dependence to great extent on the teachers skill and judgement.

The teacher must make sure that the pupils, in speaking collectively, neither shout nor speak in an unnatural sing-song manner. He should keep the oral work going briskly, so that there is no opportunity to be idle or bored and hardly any time for mental translation. The dialogue between teacher and pupil should be as pleasant, cheerful and lively as possible. All these depend on the preparation of the lesson. If the teacher has really prepared his lesson properly the lesson should go with a swing.

Drawing is also very useful at this stage as a means of providing relief from intensive oral activity. The teacher can make use of sketches on the blackboard, e.g. of trees, house, trains, aeroplanes and so forth. The teacher says draw car, a bicycle, a house, etc., making hand movement of drawing to show what he means, and perhaps drawing another car or object on the blackboard himself. He can go round the class while children are drawing, and ask individuals quietly about their sketches: /What's this? / It is convenient at that point to bring in adjectival THIS and THAT, though the term itself should not be used. As we are not teaching English in its full complexity we have to simplify and therefore to select. At the beginning of a language course the situation "Look at this thing and I will tell you its name" is appropriate, and this circumstances THIS and THAT are more appropriate, than IT in an initial statement. The answer to /what is this?/ could be/ this is + a noun/ or/ that is a + noun/, according to the situation, but in any case can be /It is + noun/. Use of the /It is a/ Type of answer leaves the teacher free to make use of a variety of objects, wherever they may be in room or in the picture, without introducing the difficulty of the THIS/THAT alternation into the answer itself.

Strictly to be avoided, in any case, is the answer/ This is a %noun/, to /what is this?/ when the object is at a distance from the answer.

New vocabulary should also consist of the same type of items as those taught in the first lesson-work. It should thus consist of names of familiar concrete things (Counting animals as things) which are present or can be brought into the classroom or shown by pictures or blackboard drawings. It is for teachers to judge how many words of this kind their classes can



digest, but they should understand that the main purpose of this concrete vocabulary is for use in the structures which are being introduced. In teaching a language the structures may be imagined as the walls and rooms of the language house which is being built. The vocabulary is the furniture and fittings. Looked at this way isolated words are seen to have a relatively subsidiary position.

The names of uncountable things such as water, sugar, money, air, paper, wood, etc., should not be included at this stage. If they are introduced, the mistake "a money", "a water", etc., will be born and once born the mistake takes a stubborn hold of life. I quite agree with P. Gurrey who says that at these early stages the oral work should be carefully controlled ..... the pupils should not be free to choose any words they please, or any grammatical forms or constructions. The control will often be determined by the type of exercise that is to be carried out.

An exercise that requires answers to such questions as "who is .....? where is .....? or how many .....? limits the pupils to the use of grammatical forms and constructions: "he is a ....., It is the ....., It has ....." P. Gurrey further suggest that this type of work is excellent, for beginners must not be given a chance of using a wide variety of forms and structures: otherwise the door to a wide variety of mistakes is open.

The teacher should always lead up to a new step through what is already familiar. He must first have practice at the beginning of the lesson-period, with /what's this/ that? It's a ....., Yes it's a ....., etc., The following structures should be introduced before reading.



### Structures

### Answers

What is this	name of the object
Is this a .....?	Yes or no
Have I a .....?	Yes or no
Have you a .....?	Yes or no
Has he (or she) a ....?	Yes or no

Pupils should now try to ask questions, and other pupils should answer shortly. In addition, pupils should try to make the statements: This is a ....., I have a ....., You have a ....., He (or she) has a ....., but not in answer to questions for the following reasons. First and most important, it puts too heavy a load on young beginners to expect a full statement as: Yes, you have a .....in reply to: Have I a .....? They can cope with the interrogative and affirmative verb forms when they are kept apart, but they will be confused if they are brought together and if they are combined too quickly. Secondly, the full statement seems less natural than a simple yes or no, later expanded to /yes, you have/ or/ no, you have not (haven't)/. Thirdly, a full answer to: what is this? Requires the pupil in his answer to choose between "this" and "that". It seems preferable that the first expansion on the short answer should be: It is a ....., which is equally correct whether "this" or "that" is required. Pupils may also be now taught the expansion: My name is .....

During the latest stages the main feature of teaching English continues to the oral approach. Because if it is neglected, standards of pronunciation and spoken fluency which are an established at the beginning can not be maintained. Secondly, a great deal of material can more readily be brought to life and given meaning and interest by oral activity than by

any other means of practice. It is time saving: in forty minutes or whatever the available time is, the number of sentences the pupils can speak is vastly in excess of the number they can write, especially with group repetition.

As I have formally said, from time to time the teacher brings records to the classroom. The recordings are of authentic pronunciation of the standard English. This enables the students to hear various native voices and helps in the promotion of the listening skill. After the recordings have been played, a conversation based on the context of what the students have heard may follow.

Guided conversation is closely guided by the teacher so that the students may use the material which they have been practicing in their answer. In this type of conversation the main aim is to provide opportunities for pupils to use and consolidate the structures, the vocabulary and phrases taught in meaningful and interesting contexts offers in the passages. And these passages may be useful and helpful for composition and comprehension later on.

In free conversation exercises the pupils use their linguistic imagination, and they are also being encouraged to speak without any hesitation or shyness. The students give brief descriptions, express their opinions on the topics in which they are interested. They also produce passages which they have read or heard of. In this type of conversation the main aim is to help the peoples acquire the correct use of the language. The mistakes are quickly corrected by the teacher and no reason is asked about them. The teacher does not interrupt the pupils a great deal.



## READING

As a matter of fact, it is harder to interpret written language. When we are listening to somebody speaking we have great deal more than his mere words to help us understand his meaning; there is the tone and emphasis of his voice, the look on his face and the gestures he may make with his hand, as well as the immediate physical situation in which we are as much involved as he is.

But in interpreting a piece of written or printed language we have only the words themselves, to help us. We may be a little helped by the use of marks of pronunciation and capital letter and any italics in printing and underlining in the writing. But none of these things is as helpful as the sound of someone's voice or he's appearance and actions while he is talking to us. Indeed, interpreting a piece of written or printed language is a much more difficult skill than many people suppose, even when what we are reading is written in our mother tongue. It is more difficult still when it is written in a foreign language which of necessity we know less well.

When a child is learning to read his own language, he is usually given books written with words and sentences that he already knows in the spoken language. As he struggles to read with understanding, therefore, what he is reading trying to do is to recognise the written forms of words he already knows and uses in speech. When he has identified a written word or phase as being a particular word or phase already known to him in the spoken language, he is able to understand it's meaning, because he has been led to expect that the meaning of a written word or phase will be the same as the meaning of the corresponding spoken word or phase.



Therefore in teaching the pupils the skill of reading in a foreign language, we should make their task and our much easier if the first words and sentences which they are asked to read with understanding are identical with words and sentences which they have already heard with understanding and already spoken with meaning. This is one reason why it is a good thing to teach a number of oral lessons before reading for understanding is introduced into the foreign language course.

The sentence method is used to introduce reading. We keep as close as possible to the material that they already heard and said in the earlier oral lessons. By the time the pupils are introduced to reading they learn a great deal of structures and vocabulary and are able to use them in their oral form. We do not present them with material continuing words and phrases arranged in an unfamiliar way. We start by building up the pupils confidence that written language even though it is a foreign language, can convey meaning to him, by giving him sentences to read whose meaning he already knows. We do not aim to face pupils with puzzles at this early stage of reading.

The main point to keep in mind is that a class should not be rushed over the initial stage of working with a reader. Learning to read a new language even with a good knowledge of the meaning of the spoken language is a first serious difficulty for many children.

The old proverb is specially opposite here "make haste slowly." We approach reading through flash cards. The flash cards can be bought, or they can be made by the teacher. If they are made by the teacher, each card should be made of strip or strong white cardboard.

Each strip should be made of a strip of strong white cardboard. Each strip should be long enough to contain necessary word or sentence, and should be written on the cards in large letters in print script, or in the form of writing which normally taught in the schools. One of the best ways of writing the words on the flash cards is by using an ordinary water-colour paintbrush dipped in dark ink, preferably but not necessarily black. Another point to be noticed is that the sentences which are written on the flash cards are not quite the same as those taught orally. For example, we taught the pupils to say, It's a box; but the corresponding reading card sentence is, it is a book (or box). We taught pupils the question forms, what's this? What's that?; but the corresponding questions of the reading cards are, what is this? And what is that? We taught the oral answer, No, it isn't: but on to flash cards the answer is, No it is not. The beginning of reading for understanding is a convenient point at which to introduce the pupils to forms of this kind.

In actual practice the differences do not normally cause the learner a great deal of difficulty. But the avoidance of difficulty and confusion depends upon the views of the reading cards in the way described in the lesson plans. Moreover, the learner of this difference and distinctions is a necessary part of learning a living foreign language. Few languages, if any, are written exactly as they are spoken, or spoken as they are written. What is important is to teach our pupils correct habits in both forms of language from the beginning, and to accustom to these differences at the outset.

Flash cards carry words and sentences, which are flashed before the students. First, the teacher points to each sentence in turn and reads it



aloud. He repeats this three or four times. Then he gets the students to repeat in chorus. After he has done this with all the other flash-cards that he has brought to the class he points to one of the sentences, and says "read this aloud". The pupils put up their hands and the chosen pupil reads the sentence. The teacher shows a reading card to the class for about ten seconds. Then he puts it down and the pupils put up their hands again. The chosen pupil says the sentence from the reading card. The teacher repeats this with other sentences and with different pupils. It is always best to begin with simple commands. This from the very beginning care taken that the pupils grasp meaningful and silently from the printed or written piece of paper the main aim of reading. This ability gradually develops. Shortly after, the pupils will be able to obey them collectively without any words from the teacher. They learn to respond to the visual stimulus alone. After a lot of collective response the teacher may proceed with individuals. This is the time for patience. Of course, we cannot expect every one of the pupils to learn at the same rate.

Another approach to reading is through songs that children have learnt. At a later stage flash-card may be used for various language games, too. In reading with understanding, sentence patterns are just as important as they are in other parts of language learning. It is just as important to be able to recognise the written or printed shape of a sentence pattern as it is to be able to recognise the written shape of the words. This is why in the early stage of reading for understanding we give the pupils groups of sentences, which are all of the same pattern. They are learning the printed shape of the pattern:

It is a .....

Just as later they will learn the printed shape of the pattern:

I have a .....



And

He has a .....

So our choice of sentences has two advantages. One is that, because in any one reading card lesson if we introduce examples only of the same pattern, the pupils have the opportunity to recognise that pattern. The other is that because a few different words are fitted into this pattern the difference between these words are emphasised – when the pupils look at the sentences: /It is a book/ It is a box, It is a ..... Because it is repeated, and they learn to recognise the words book, box, lemon because they are clearly contrasted with each other.

After a good practise with the flash cards the pupils are introduced to their readers which are supplemented with papers prepared by the teacher. At later stages flush-cards may be used for various language games.

If all the work has been done, the pupils will find no difficulty with reading. Now, let us see what the teacher does at the reading section.

- (a) He lets the class read the whole lessons silently.
- (b) He reads first two or three lines aloud himself, as a model.
- (c) When the class has finished reading silently he reads the whole lesson loudly.
- (d) He calls on separate pupils to read aloud.
- (e) He never blames any pupil who cannot read well; he always helps them.

When the reading of the whole lesson is completed he gets the class to read the lesson again, but this time in a different way. He asks the pupils questions such as:

- (a) To find and read the first sentence which contains the word is or are, etc.
- (b) To find a sentence which contains the word not and so on.
- (c) Then he asks questions about the lesson and gets the pupils to answer individually.

### WRITTEN WORK

The first step in written work is the copying of script from the teacher's model on the blackboard.

At this step the teacher uses the sentence patterns which have been thoroughly practiced and taught in the previous lesson. From my past experience I can definitely say that students who do a lot of coping from the blackboard and from their rough books to their fair copybooks during the early stages surely end up as good at spelling. Copying is also closely related with dictation. Somehow, some teachers regret any time spent in copying sentences from the blackboard. They consider it a waste of time and try to avoid asking their pupils to do it, which in my opine is a very valuable useful exercise. Let us see what Wilga Rivers says about coping.

The first stage, coping (sometime called transcription) is often despised by language teachers as an unworthy and unchallenging occupation for adolescent students. This attitude is unfortunate and ignores the fact that there are many aspects of another language which are very strange to the students and with which he needs to familiarise himself very thoroughly if he is to write the language confidently. Where there is a script to be learned, this attitude is not so prevalent, because the necessity for

accurate copying for purpose of recognition and production is too obvious to be ignored.

The class will then pass on the copying from the textbook. But there is no need to say the pupils to copy directly what is in the book. For example, if the sentences to be taken from the books are:

This is John.

John is a boy.

The teacher can tell the pupil to write their own names instead of John. Besides, this type of exercise comes very close to dictation and if is obviously more interesting to the pupils than plain copying. One of the most advanced exercises is copying sentences from a simple substitution table which either given in the textbook or written by the teacher on the blackboard. At first the pupils will only select their own sentences from the table as given, and then they can make a simple substitution of their own in one of the columns.

During the later stages written work in out middle schools includes;

- (a) Dictation and description of the pictures from the picture book.
- (b) Exercise in the writing books
- (c) Guided composition exercise.
- (d) Real composition exercises.



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## CONCLUSION

Formal education is very important for the citizens of the T.R.N.C. Until the end of the undergraduate education parents do their best to support their children. Currently, 46.572 students are engaged in formal education from preschool to graduate school in the T.R.N.C., representing 29.1% of the total population. There are more than 2000 students engaged in informal education and special education. Thus, the T.R.N.C. has to support more than 30% of its population as students. In 1989 the Ministry of National Education and Culture stated with pride that "according to the population of the T.R.N.C. this ratio is at the same level as advanced and developed countries. In recent years more emphasis has been given to technical- vocational education but the Turkish Cypriot society still praises the academic track. About 26% of the high school students are enrolled in vocational lycees. Although this ratio may seem satisfactory enough to argue that there is an emphasis on vocational education, educators should not be convinced that this is true, because all of the high-achieving students attend the academic lycees and colleges, causes the vocational schools to be regarded by the Turkish Cypriot society at large as the least effective schools. Additionally, since the T.R.N.C. is in need of people with technical skills, the curriculum and the educational facilities of the vocational schools must be improved to attract the high-achieving students as well.

However, this is only a part of the issue. English holds a substantial place in the national curriculum; studies must be made to raise the standards of English language teaching at schools of all levels particularly at the secondary level.

One of the most important problems, which affect the teaching of English in our schools, is the insufficient training of the teachers of English. In fact, most of those teachers are hard working and conscientious teacher, and they are anxious to do their best. All the teachers of English, both in the primary schools and secondary schools, can be divided into three groups:

- (1) Teachers Training College graduates
- (2) Graduates from Universities in Turkey
- (3) Graduates from the Universities in the T.R.N.C.

Now, let us see what the teachers of English in our schools need:

- (1) Specialised study of English.
- (2) Specialised training in how to teach English.
- (3) Adequate knowledge of linguistics (gives better understanding of what language is its nature and development).
- (4) Adequate knowledge of psychology (helps to a better understanding of the relation of language to the child's procession of thought, and the way in which children learn languages, both foreign and their own language).
- (5) Adequate knowledge of sociology (yields better understanding of all the functions of language in society).
- (6) Professional training in mid-career (including even those who have received initial training): because there are always big chances and development in education and technological chances has introduced electromechanical equipment and it's associated techniques into the classroom.



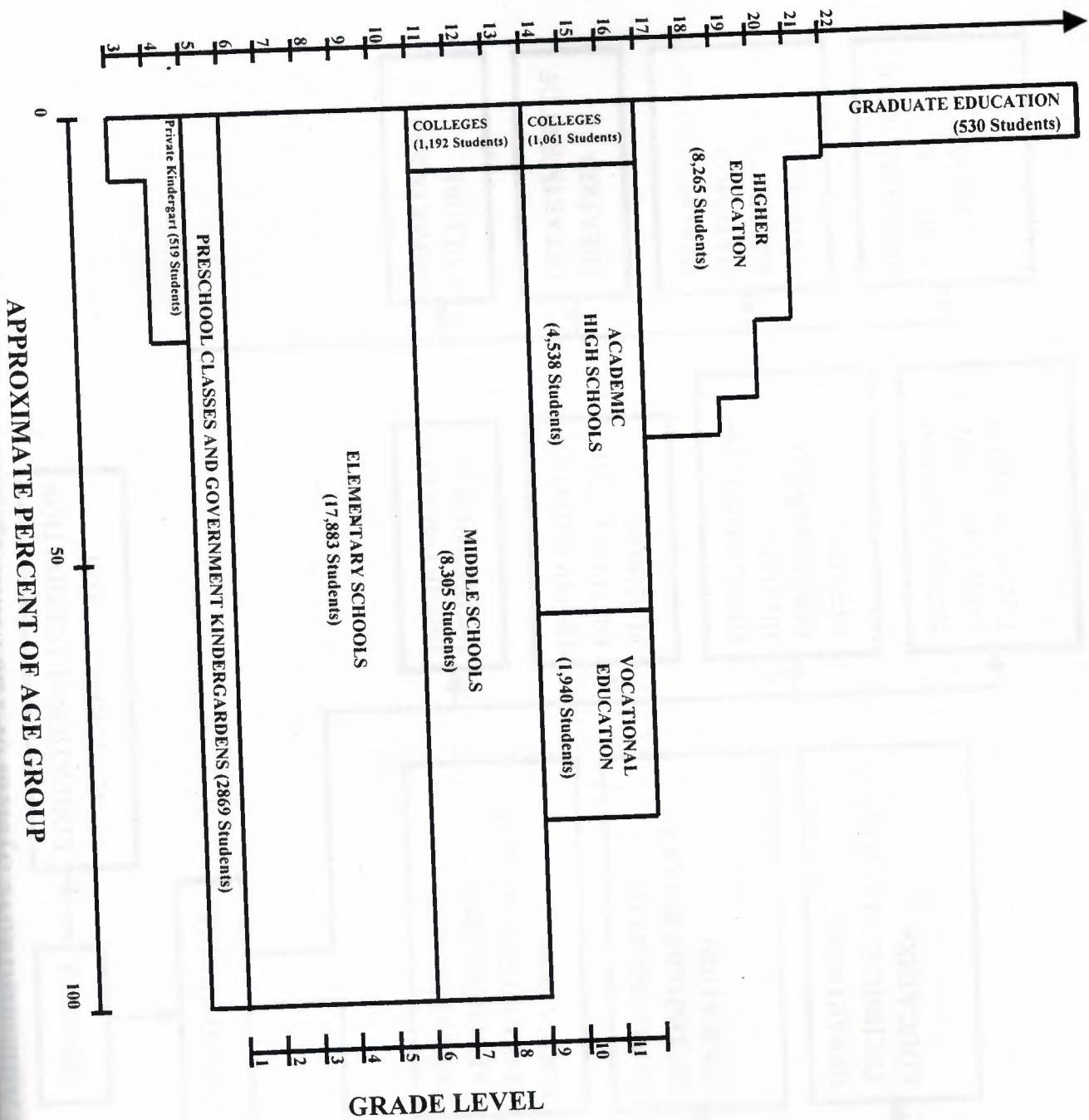
Therefore language teachers of today need specialised training in the use of tape-recorders, use of films and line-projectors, language laboratory, and so on. Further professional training or advanced study in mid-career is essential for experienced teachers because what is learnt in initial training gets rapidly out of date nowadays. It is also the experienced teachers who best appreciate the relevance of the new studies, having felt in the classroom the need for new insights. I also have the opinion that both the experienced and inexperienced teachers whenever possible, should attempt to make themselves familiar with relevant recent studies and researches on the nature of language, how it work sand how it is acquired. In order to raise the standards of English in our schools, short and long term in-service training courses should be continued for the teacher of English. This should be done by the collaboration of the office of Education and the British Council. More and more teachers should be sent to England for training and the responsible authorities should devote more money.

As I have mentioned at the beginning of my dissertation, we do teach English in our primary schools, but unfortunately, I would say that if it is not organised and more improved, it will be simply a waste of time. This is because primary school teachers, most especially (because of the likelihood of their being posted to one of the many 1, or 2 teachers schools), are caught in the vicious circle of lack of English in the community, poorer English in schools poorer English of the Teacher Training College students and poorer English taught in schools. Due to the lack of trained teachers on the one hand, and the limited number of teaching periods devoted to the learning of the foreign language on the other, the standard attained is so low that the middle school teachers have

to go over the same material again. This created a lot of problems and a lot of time is spent in supplementing and consolidating the first year material.

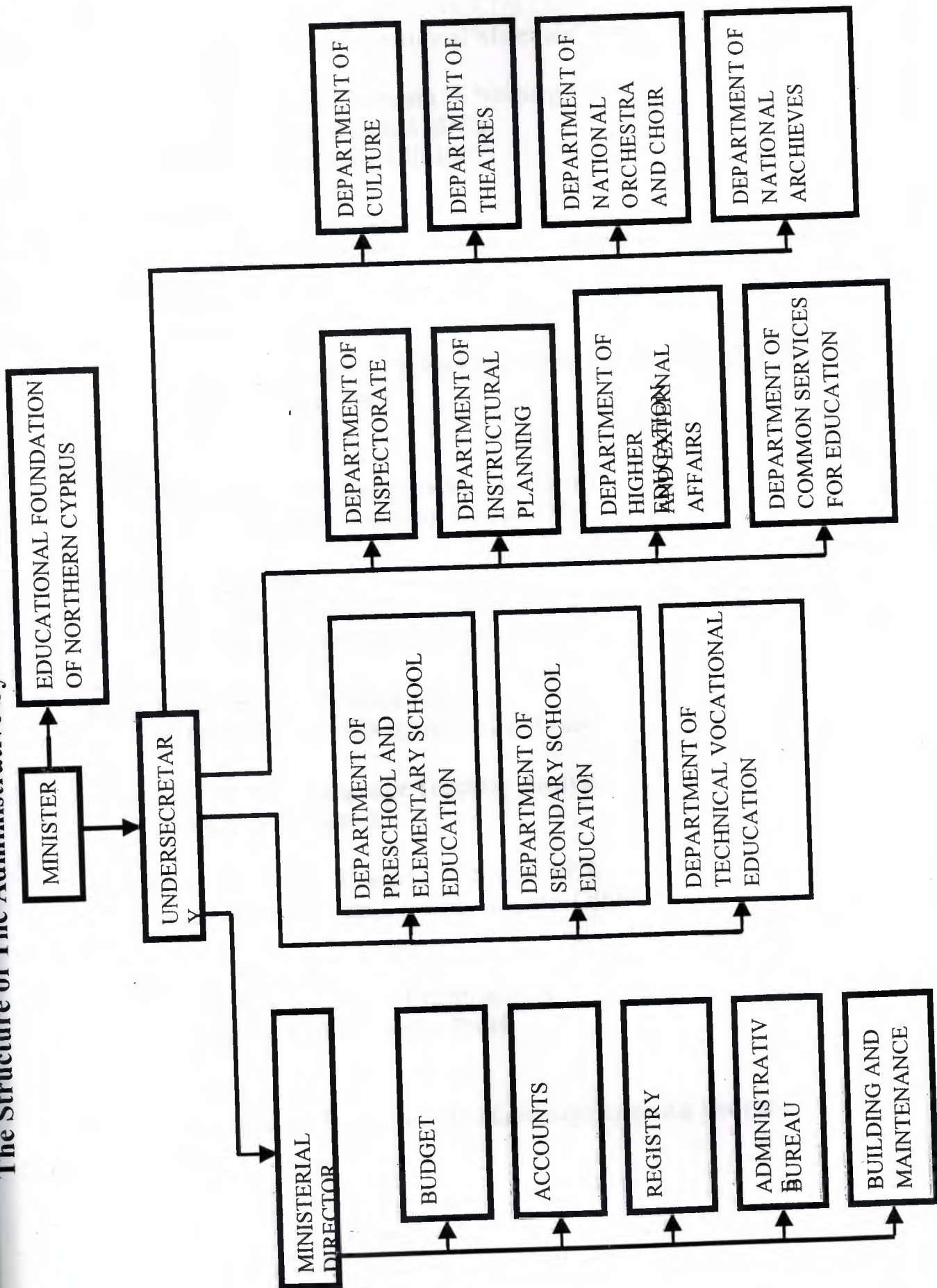
In order to maintain a better and higher level of English, first of all both in our primary and secondary schools, the number of teaching periods must be increased to eight, which in my opinion is effective minimum for foreign language learning. Secondly, in our primary and secondary schools, English must be taught by the specialists teachers of English. Thirdly, the children who come from primary school to middle schools must be streamed according to their abilities. Fourthly, proper textbooks must be provided for all the classes. And finally, classes should be kept small and children should be given the opportunity to come into contact with as many English-speaking people as possible.

# YEARS OF AGE OF STUDENTS





# The Structure of The Administrative System of The Ministry of National Education and Culture



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