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CURRICULUM AND INSTRUCTION

A THESIS PROPOSAL

**AN EVALUATION OF 5th GRADE INTENSIVE ENGLISH LANGUAGE
CURRICULUM IN TERMS OF TEACHER OPINIONS**

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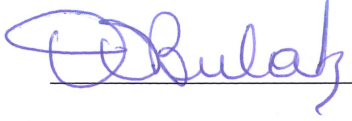
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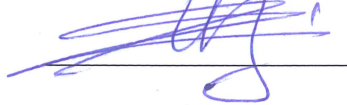
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AN EVALUATION OF 5TH GRADE INTENSIVE ENGLISH
LANGUAGE CURRICULUM IN TERMS OF TEACHER
OPINIONS

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To my newborn daughter Deniz Hilal KAMBUR



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LIST OF ABBREVIATIONS

MONE: Ministry of National Education

TEPAV: Economic Policy Research Foundation of Turkey

EARGED: Education Research and Development Office

ELT: English Language Teaching

GTM: Grammar Translation Method

DM: Direct Method



ÖZ

YABANCI DİL AĞIRLIKLIL 5. SINIF ÖĞRETİM PROGRAMININ ÖĞRETMEN
GÖRÜŞLERİ AÇISINDAN DEĞERLENDİRİLMESİ

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Bu çalışmanın amacı, yeni geliştirilen yabancı dil ağırlıklı 5. sınıf İngilizce öğretim programını, proje ortaokullarının 5. sınıf hazırlık sınıflarında çalışan İngilizce öğretmenlerinin görüşlerini dikkate alarak analiz etmektir. Program analizi altı açıdan yapılmıştır. İlk olarak programın genel özellikleri, ikinci olarak öğretim hedefleri, üçüncü olarak programın içeriği, dördüncü olarak kullanılan kitaplar ve diğer materyaller, beşinci olarak aktiviteler ve öğretim teknikleri, altıncı olarak ise ölçme ve değerlendirme. Çalışma grubu İstanbul’da özellikle proje okullarında 5. Sınıflarda öğretim yapan 90 öğretmenden oluşmaktadır. Çalışma için gerekli veriler 5. Sınıf yoğun İngilizce öğretim programı hakkında öğretmen görüşlerini değerlendirmek amacıyla geliştirilen “Yabancı Dil Ağırlıklı 5. Sınıf İngilizce Dersi Öğretim Programını Öğretmen Görüşlerine Göre Değerlendirme Ölçeği” ile toplanmıştır. Toplanan veriler SPSS 22.0 paket programı ile analiz edilmiştir. Nicel verilerin analizinde yüzde, frekans, ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Araştırma sonucu, öğretmenlerin çoğunlukla program hakkında olumlu düşüncelere sahip olmalarına rağmen, yeni öğretim programının etkili bir şekilde uygulanmasını engelleyen yetersiz teknoloji, materyal ve donanım, kalabalık sınıflar, geleneksel sınıf oturma düzeni ve öğretmenlere yeni program hakkında yeterince rehberlik sağlanamaması gibi sorunların ve zorlukların olduğunu göstermiştir.

Anahtar Kelimeler: öğretim programı, program değerlendirme, hazırlık sınıfı, proje okulları

ABSTRACT

AN EVALUATION OF 5th GRADE INTENSIVE ENGLISH LANGUAGE CURRICULUM IN TERMS OF TEACHER OPINIONS

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The purpose of this study was to analyze the newly developed 5th grade preparatory class intensive English language curriculum by considering project schools preparatory class secondary school English teachers' opinion. The analysis of the curriculum was held in six aspects; firstly; general characteristics of the curriculum, secondly; the instructional objectives of the curriculum, thirdly; the content of the curriculum, fourthly; the course book and materials utilized while implementing the curriculum, fifthly; the activities and learning styles and finally the evaluation and assessment of the curriculum. The study group of the study consisted of 90 English language teachers working in secondary schools in Istanbul and especially teaching English to the 5th grade preparatory class students. The required data for the study is collected via "The Evaluation Scale of 5th grade English preparatory class intensive English Language Teaching Curriculum in terms of English Language Teachers Views" developed with the aim of determining 5th grade primary school English language teachers opinions on the 5th grade English preparatory class English language teaching program. The gathered data were analyzed with the help of SPSS 22.0 package program. In the analysis of quantitative data, percentage, frequency and one-way analysis of variance (ANOVA) was used. The results showed that even though the 5th grade English language teachers have moderately positive opinions towards the intensive English language curriculum implemented at the 5th grade, lack of necessary technology, materials and equipments, crowded classrooms, traditional classroom seating arrangement and lack of guidance for the teachers about the new curriculum hinder the effective implementation of the 5th grade intensive English language curriculum.

Key Words: curriculum, curriculum evaluation, preparatory class, project schools

CHAPTER I

INTRODUCTION

1.1 Focus of the Study

There had been changes in all education fields as well as language education even during the years of Independence War. Before the war started, Atatürk had said: “Right now, we are using all our resources against enemies, but even during the days of war, we are going to do our best to make a well-prepared national curriculum.” (Fer, 2005) It was after World War 2 when the demand for the education of Western languages gained importance in Republic of Turkey. As international studies have been started in the fields of science, technology, communication and trade all over the world in order to get recovered after bloody and devastating years of war. A common language was also needed to share international studies. English was accepted as common language for socio-political reasons. (Raisanen & Fortanent-Gomez, 2008; Demirbulak, 1992) In the late 60s, it was understood that the English language teaching skills used in the past could not meet the needs of the individuals. For this reason, student-centered curriculum studies have been initiated to meet the needs of the students. In our country, the literacy rate had risen to over 30% on these dates. As it was not enough to read and write anymore in the new developing world, studying at high schools became four years and English was accepted as first foreign language in public schools. For this reason, the English teaching hours were increased to 20 in high schools and 12 in secondary schools. Maarif Koleji – Anatolian High School with its current name- was opened and technical staff who can speak English gained importance. However, due to the lack of necessary planning for these decisions, problems such as teacher and bibliography emerged and English language education was not efficient (Güneş, 2009; Demircan, 1988 in Demirbulak, 2013). This was followed by collaboration with the Council of Europe in 1968. Thereupon, in 1995 the cooperation with European Council was made. Systematic language training program development in our country is also thought to have begun on this date. Firstly, in order to develop and modernize foreign language teaching at secondary education, "Foreign Language Teaching Development Center" was established in 1972 by the Ministry of Education.

The existing curricula was audited and all elements related to education such as student-teacher, curriculum, instructional technologies in the curriculum development studies were considered as a whole. (Gürkan, 2000; Demirel, 2005) On the other hand, an English course book called "An English Course for Turks" was prepared. The preparation of the book was very important because the English textbooks written by strangers up to this date had not only been taught in the lessons but had also been used as a syllabus, thus caused problems. (Dr. Robert and Blackberry worked in Robert College from 1920 to 1930, Dr Faucet in 1933, Dr Gatenby in 1942) The book written by Faucet, for example, was written according to the needs of those students at the time of teaching in Japan and in China. Therefore, this book was not sufficient to confront the emerging needs of English language learners in Turkey. (Güneş, 2009)

English curriculums and books developed in the 1972-1973 academic year began to be tested in 32 schools. It was seen that the targeted programs and books to be applied in all secondary schools in the period of 1973-1977 were not suitable for schools with foreign language education and vocational schools. Then, within the scope of "Osanor Project" which was co-operated with the Council of Europe, English language teaching program development for vocational schools had been started. (Selvi, 1996)

However, in 1989-1990, these studies were abolished and it was decided to use the "step-by-step exchange rate system." "Foreign Language Education Development Center" (YADEM) was established in order to improve the system, to train English language teachers in the service, to develop program development and teaching materials. (Kahraman, 2012; YADEM, 1989). The step-by-step system was an implementation that consisted of 6 steps each of which was 1 year, the first step was obligatory and others were elective, the student achievement was determined by the success grade at the end of the year, and the successful ones were certified. However, this system, which was put into practice without preliminary study and planning, was also abolished after one year so as to increase the quality of language education.

In 1990, it was decided to implement "Course and Credit System" and to develop a foreign language education program based on the program development model which was included in the Common Knowledge Courses in English and determined by the Education Research and Development Office (EARGED). It was decided that the program should be developed by the field teachers, educational psychologists, sociologists and economists and the representatives of the Ministry of National Education, applied by the teachers in the classrooms, given the shape of

the final program using the obtained feedbacks, and introduced to all practitioners through in-service training. (Akyüz, 2007; Demirbulak, 1997; Yıldırım, 1994; Baykul, 1993) However; this system was also abolished in 1995.

Until the year 1997, compulsory schooling used to be five years and there were no foreign language teaching in public primary schools. However with a new change, the years of compulsory education were decided to last eight years (MONE, 2005). When the significance and necessity of running up with the needs of modernization and modern era are taken into consideration, in 1997 MONE decided to make the compulsory education last eight years and combined the primary school education of first five years with the three years of first period of secondary school education under the name of primary school. Moreover, primary schools English language curriculum was innovated and with the introduction of English language in the 4th grade of public schools, the age of learning English was lowered in 1997 (MONE, 1997a). The curriculum innovation in 1997 was concerned as a turning point for the curriculum of English language since thanks to this reform, Communicative Approach was suggested which brought crucial changes in the techniques, goals and methods of English language teaching, in other words a new perception for English language teaching in Turkey (Kırkgöz, 2005).

Thanks to this change, students both have chance to take primary school diplomas and begin having English language course as a foreign language in fourth grade. In fourth and fifth grades, the weekly hours for English language were two hours while for sixth, seventh and eighth graders it was four hours of English per week.

In addition, the recent education reform named as the 4+4+4 system (Republic of Turkey, Ministry of National Education, Board of Education, 2013) has increased the years of the compulsory schooling. In the previous education system before 4+4+4, children received eight years of education, including primary school grades from 1 to 5 and secondary school grades from 6 to 8. However; with the recent reform 4+4+4, compulsory education has been increased to 12 years, including four years of primary school grades from 1 to 4, four years of secondary school grades from 5 to 8, and four years of high school education grades from 9 to 12.

In addition to these innovations, the English language curriculum has been completely changed, and English instruction has become compulsory from the 2nd grade, rather than the 4th grade. In

addition, the required age for registering children in the 1st grade in other words the age of starting to primary school has been decreased one year (MONE, 2013).

In spite of all changes and developments in English curriculum and English education, still there is a big foreign language problem in Turkey. English teaching and learning is one of the biggest problems in Turkish education system. There are various reasons causing this problem such as grammar-based curriculums, motivation, exposure to the language, unequal education conditions. The Ministry of National Education is currently trying to implement an efficient educational reform. British Council carried out a nationwide needs assessment in the period February-May 2013 in cooperation with TEPAV (Economic Policy Research Foundation of Turkey) and the Turkish Ministry of National Education,. This research had observations of 78 English language classes in 48 schools in 12 cities all over Turkey and semi structured interviews with 87 teachers and a survey of 21,000 parents, students and teachers. Therefore, this study was the largest research in its kind. The ultimate goal of this report was to provide realistic findings and recommendations to help Turkey reach its potential. It has been conducted that almost 95 percent of Turkish students can't answer to questions asked in English, although they have plenty of hours in the classroom to learn the language. Those numbers were the highlight of a report released in March by TEPAV (Economic Policy Research Foundation of Turkey) and the British Council.

While a journalist Amy Guttman was making a research in Turkey, she reported that almost 60% of the students in Turkey think they are doing better than they actually are. She also stated that 60% of the students describe their English level as intermediate, yet their level is much lower in fact. She made an observation about this issue and decided to make interviews. Although many people first agreed to be interviewed in English, yet almost none of them were unable to communicate in English.

All points considered, foreign language education is necessary concept a considerably large part of the society. The importance of foreign language learning was stressed in 5th grade intensive English language curriculum by proposing its activation in the transitional process to information age that requires manpower. In today's modern era, not only students but also parents, authorities and teachers are directly affected from the significance foreign language education. Therefore, their opinions play a crucial role in this newly developed curriculum's success.

However; since the curriculum was started to be implemented in 2017-2018 education term, there is no adequate research showing the weaknesses and strength and or any opinion supporting to preference or disapprove of the implementation of the 5th year intensive English language curriculum.

Therefore, the aim of this research was to identify the opinion of the teachers about the English language curriculum designed and implemented as of 2017-2018 academic year at the 5th grade of the project schools.

1.2 Purpose of the Study

The purpose of this study was to evaluate the opinions of the teachers on the 5th grade intensive English language curriculum being implemented in 2017-2018 academic year at project schools. Since the curriculum was started to be implemented in 2017-2018 education term, there is no adequate research showing the weaknesses and strength and or any opinion supporting to preference or disapprove of the implementation of the 5th year intensive English language curriculum. The primary purpose of this study is to reveal the opinions of English Language teachers on the aspects of the 5th year intensive English language curriculum that needed to be edited, removed, strengthened or maintained. There are also other reasons why the reasearcher carried out this study as the raising demand for dealing with the English language teaching and learning problems in Turkey and the position held as English language teacher at a state school in Istanbul.

1.3. 5th Grade Intensive English Language Curriculum and Implementation

The Ministry of National Education has set up new training methods and curriculum arrangements to ensure that students learn well at least one foreign language so that they can communicate both in verbal and written. Extensive workshops were held on the problems and their solutions in order to improve the effectiveness and efficiency of foreign language education. Therefore; The Ministry of National Education (MoNE) has selected 620 schools for piloting in the foreign language-based - intensive English language curriculum to be applied in the 5th grade

in 2017-2018 academic term. Foreign language-based education was carried out only in schools declared by MoNE in 2017-2018 academic year.

The intensive English language curriculum has been prepared on an average of 15 lessons per week. The Ministry also allows for flexible implementation depending on the change of course time.

One important feature of the curriculum is that the number of chapters in English courses for fifth grade students has been increased as part of efforts to turn the grade into a foreign language preparation year. According to the intensive English teaching program declared by the ministry, the content/units of the fifth grade English course has been broadened, with the number of chapters increasing from 10 to 40. The current chapters on basic information are preserved, while the newly added programs are mostly based on contents about technology and science. The new intensive English language curriculum also aimed to add topics that would grab the attention of the students such as chapters on “Super Heroes,” “Extreme Sports” and “Lifestyles.”

The new program mainly focuses on developing the writing and speaking skills of students, which was limited in the previous curriculum. In addition to listening exercises, new activities that would help expressing their thoughts and developing new statements were introduced to the intensive English language program. Grammar teaching has been decreased, instead; the time allocated for improving writing and speaking skills have been increased.

Another important innovation that the program brings to practice is reading English books. The aim of compulsory reading English stories activities is that thousands of students will have both reading habit and their comprehension skills will be developed.

As an intensive English language curriculum, the new 5th grade program provides English language instruction both in A.1, A.2 and second semester in B.1 levels. At the end of the fifth grade, students are expected to fulfill the competencies of level A.1-A2 and to acquire the language skills and elements of B1.1. The program has been developed in order to improve the language skills with specific activities and tasks which provide inputs to the students in a rich and quantitative way that will form the basis of language production. At the end of the B1.1 level,

where all communicative skills are addressed in an integrated manner, the students are expected have sufficient language skills to use basic vocabulary of English in contexts of everyday situations and events, to find the main idea of simple oral or written texts which do not include academic or professional context and to express their opinions in verbal or written discourse. (MoNE, 2017)

In addition; at the end of the B1.1 level, students are expected be able to understand oral and written texts that are designed with the basic vocabulary of everyday topics and contexts like family, mobile, basic daily activities and events, interests, daily life, and communicative contexts about school and they are also expected to produce simple verbal and written texts and discourses about these contexts and events. (MoNE,2017)

Bayyurt (2017) stated that teachers' education should also be taken into consideration and they should initially be informed of such a wide-scale curriculum change. In addition; the proffesor added that the new intensive English language program gives priority to students' speaking and writing skills, encourages them to use the language more. Education should focus on oral speaking and not just focus on exams. (Daily Hurriyet June 2017)

Demirezen (2017) stated that the program aims to develop students' speaking, writing, reading and listening skills. Thus, the curriculum may look good on paper, but problems may appear in its implementation as there aren't adequate English language teachers at schools, some teachers do not have primary needed skills, and the classrooms at state schools are mostly overcrowded. So implementing this intensive English language curriculum in classrooms may be hard. (Daily Hurriyet June 2017)

1.4 Rationale and Research Question

The previous parts mostly focused on the main reasons for deciding this research area as the focus of the thesis.

The primary research question is:

What are the opinions of English Language Teachers on the aspects of the 5th grade intensive English language curriculum?

1.5 Sub-Research Questions:

1. What are the teachers' opinions on the general characteristics of the 5th grade intensive English language curriculum ?
2. What are the teachers' opinions on the instructional objectives of the 5th grade intensive English Language Curriculum?
3. What are the teachers' opinions on the content of the 5th grade intensive English Language Curriculum?
4. What are the teachers' opinions on the course book(s) and materials at the 5th grade intensive English Language Curriculum?
5. What are the teachers' opinions on the instructional strategies (activities and teaching methods) of the 5th grade intensive English Language Curriculum?
6. What are the teachers' opinions on the evaluation and assessment of the 5th grade English preparatory class students at the English Language Curriculum?
7. Is there a statistically significant difference in the opinions of English Language teachers in Istanbul on the 5th grade intensive English Language Curriculum in terms of teaching experience?

1.6 Significance of the Study

This study is assumed to be significant in several respects. First, it provides feedback about the implementation of the intensive English language curriculum of 5th grades in project schools. Expressed in other words, it gives feedback about the weaknesses and strengths of the curriculum and how the planned curriculum is perceived and implemented by the 5th grade English language teachers, and how the implemented curriculum is experienced by the students in the classroom. In this way, it helps the curriculum developers to observe how their decisions are interpreted and implemented by the teachers in the classroom. On the other hand, it also helps the teachers to see how the curriculum implementation is experienced by the students.

This study also helps to recognize the problems encountered in reaching the instructional objectives of the present project schools 5th grade preparatory class intensive English curriculum

from the perspectives of English language teachers so that the authorities and curriculum developers can have a chance to consider these issues in their attempts to improve the English language curriculum. This is significant as this present study has been conducted at the time when greatest importance is given to the foreign language teaching and learning, especially English, at various levels in public secondary schools and project schools and when the Ministry of National Education is in an attempt to revise and make reforms in the present English language curriculum at different levels. Therefore, the results obtained from the present implementation strategies, the weaknesses found, the difficulties faced and suggestions made by the teachers are supposed to give efficient information and implications for the specialists in their future researches or attempts.

1.7 Organization of the Study

In the second chapter of the study, the literature review will be presented. This review includes a description of curriculum, history, curriculum evaluation and analysis in Turkey, curriculum evaluation studies both in Turkey and abroad, history of English language teaching in Turkey, The third chapter includes the methodology section, analysis of the data gathered from the questionnaire conducted to teachers during the study.

The fourth, fifth and seventh chapters provides a summary of the findings of the study, results discussion under the context of the literature review and conclusions.

The final chapter, recommendations includes suggestions for teachers, MONE, school directors and other researchers for further studies. The reference of the studies cited in the current work is presented in the bibliography part and after references, data collection instrument and the 5th year intensive English language curriculum yearly plan are given in the appendix section of the study.

1.8 Definition of Terms

English Language Curriculum: English language curriculum refers to curriculum that has been recently developed by the Ministry of National Education and put into implementation in the 5th grades of public secondary schools in Turkey. During the study, intensive English language curriculum and intensive English language program are used interchangeably.

Project School: Project schools are selected by the Ministry of National Education according to certain criteria. When choosing these schools, the most important criterion is regarded as success. Specific schools for the scope and purpose of the project conducted by the Ministry of National Education are determined. The result is reflected in other schools as well.

English Preparatory Class: English preparatory class is a term where 5th year intensive English Language Curriculum is implemented. The English Preparatory class and intensive English Language Preparatory Program helps students acquire the required level of English and through a learner-centered approach to teaching, the program equips students with English language and academic skills so that they could use their knowledge effectively in all aspects of life.

Curriculum Innovation: Curriculum innovation refers to the changes of English language curricula of the 5th grades of the secondary schools in Turkey by the Ministry of National Education. During the study, curriculum innovation, curriculum change and curriculum reform are used interchangeably.

Curriculum Implementation: The process of carrying out the English language curriculum by the teachers and students in the classroom. It includes the instructional practices with respect to attaining the objectives of the new innovated English language curriculum.

CHAPTER II

LITERATURE REVIEW

2.1 Curriculum

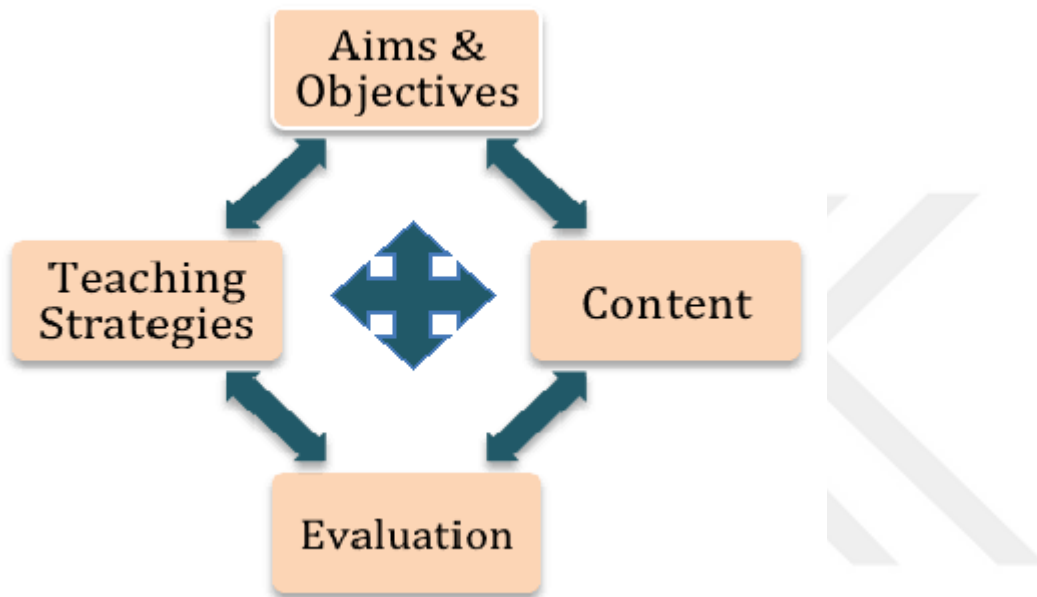
When the educational literature is examined, it is seen that there are different definitions for curriculum. The curriculum is all activities related to the aims which are directly related to the quality of education that an educational institution provides for children, young people and adults (Variş, 1996). On the other hand, Demirel (2012) defines the curriculum as a set of learning experiences provided through planned activities at the school or outside the school.

While Tyler (1969) defines curriculum as a program that includes personal experiences of learners and aims to achieve both general and specific goals in the context of professional theories and practices, Popham and Baker (1970) defines the curriculum as planned and desired learning outcomes for which the school is responsible. According to Doll (1996), curriculum means formal and informal content and processes in which students acquire knowledge and understanding under school supervision, develop skills and change attitudes, appreciation and values. McBrien and Brandt (1997) define the curriculum as a written plan that sets out all the suggested courses at school, and the boundaries of what a student is taught and where all the suggested courses are taught. The concept of the training curriculum began to be used in Turkey in the 1930s, all of the planned activities to achieve its objectives is defined as the appearance of the implementation (Yüksel, 2014). Ertürk (1994) describes the education program as "yetişek" and expressed this concept as all teaching-learning activities both inside and outside the school, under the guidance of the school and the teacher. Senemoğlu (2003) describes the curriculum as a set of items that includes how and when the goals and behaviors that are planned to be acquired in a course.

Despite the differentiation of philosophies and values of societies or individuals in terms of the definitions made, it seems that there are common basic elements that should be included in the education programs in general.

The key elements of the curriculum are expressed in terms of aims & objectives, teaching methods ,content, and evaluation (Demirel, 2012). A decision on one of the curriculum element

affects other elements as they have interaction with each other (Ornstein and Hunkins, 2004). Therefore, if a decision is made about the curriculum, all items of the program must be considered (Erden, 1998).



2.2 Curriculum Evaluation

Doğan (1997) defines the process of collecting and interpreting appropriate data to be able to make decisions about the teaching process. In the same way, Ornstein and Hunkins (2004) define evaluation as a process that is carried out to gain data to determine whether to make innovations, modifications, eliminations and remove or accept something in the curriculum.

Richards (2005) states that the main purpose of evaluation is to obtain data about student and teacher performance, and to identify weaknesses and strengths of a particular program. Evaluation can be related to activities, which involve a teacher and students, as well as

studies, which involve many schools and teachers. On the other hand, Lynch defines curriculum evaluation as a process by which we attempt to understand the value, the efficiency and the effectiveness of any particular educational activity. In addition Lynch (2003) states that these two common goals of program evaluation, are evaluating and assessing a program's effectiveness, efficiency in absolute terms and its quality against that of comparable programs. In this sense, curriculum evaluation not only provides useful information to educators on how the current work can be improved but also offers accountability to administrators. In this sense, curriculum evaluation not only provides useful information to teachers and on how the current work can be developed and innovated, but also offers accountability to administrators.

2.3 Curriculum Evaluation Studies

This section presents the curriculum evaluation studies both from Turkey and abroad.

2.3.1 Curriculum Evaluation Studies in Turkey

Büyükduman (2005) aimed to evaluate the English language curriculum in the study entitled "Evaluation of English Teachers' Opinions about the Primary School English Teaching Program " which was implemented by the Ministry of National Education in 1997. The aim was to evaluate the curriculum of primary education English lesson in terms of teacher opinions. Within the scope of the study, the opinions of the teachers about the general features of the English program and the items of the program were obtained from 54 teachers working in the five provinces of Istanbul through the questionnaire developed by the researcher. It was concluded that even though the program was sufficient in terms of affective qualities and made the students enjoy the course, it could not adequately guide the teachers. It was also stated that the program objectives were appropriate for the age and cognitive development of the students, that the content of the program was followed by an ordering from simple to complex, and that the course book was suitable for student cultures.

Er (2006) aimed to evaluate the 4th and 5th grade English lesson curriculum in terms of the content, learning-teaching process and evaluation process in the study titled "Evaluation of the 4th and 5th Grade English Teaching Program". The data were collected through a questionnaire developed by researcher and conducted to 593 English teachers and 535 inspectors who worked in seven different regions of Turkey. As a result of the analysis, it was stated that the 4th and 5th grade English language teaching programs had problems related to the objectives

prepared for the cognitive, emotional and psychomotor areas, that the program contents needed to be changed and that adequate guidance and information were not provided to the teachers in the evaluation and evaluation process.

Küçük (2008) aimed to evaluate the 2006 English language program which is being implemented in the primary schools (4th and 5th grades) in terms of general characteristics, aims, objectives and content in his master thesis study titled "Evaluation of the English teaching program in the first stage and the opinions of the teachers about the program", in the light of the opinions of the English teachers. In the study, a questionnaire of teachers' opinions consisting of 35 teachers and 53 subjects in the 4th and 5th grade classes in Beyoğlu district of Istanbul was applied. According to the findings of the study, participating teachers have found that although the primary characteristics of the new program have moderate positive views on their general characteristics, goals / objectives and content, they still think that there are some parts in the curriculum that are inadequate, should be revised and developed.

In the master thesis titled "Teacher Opinions on the 5th grade English lesson curriculum", Güneş (2009) conducted a questionnaire survey consisting of 48 items with 288 English teachers in order to determine the teachers' views on the 5th grade English language curriculum. In the study, the program was understood by the teachers and reached the age group in accordance with the development and learning characteristics of the students, the content was consistent with the objectives, the teachers found the content attractive to get the attention of the students, units were written from simple to complex, from concrete to abstract. It has also been found that teaching-learning activities provide students with active participation and effective learning in the classroom, the ability to provide independent learning to students, and that the tools and equipment meet the development and learning characteristics of the age group of the students. In addition to these, the program suggested measurement and evaluation techniques and methods consistently with the objectives, and the teachers use self-evaluation and peer evaluation as alternative measurement evaluation techniques and methods.

Erbilen Sak (2008) conducted a descriptive study to determine the opinions of the teachers about the primary education 1st grade English language curriculum in his thesis titled "Evaluation of primary education 1st level English education program according to teacher opinions". In the study, 50 teachers who taught English in primary schools in Bolu province and districts were

randomly selected and a questionnaire consisting of 40 questions was applied. Eventually, it was concluded that the teachers who participated in the survey had generally positive opinions about the applicability of the program. In addition, it was observed that there were significant differences between the groups in terms of gender, seniority and graduation related to achievements, content, educational status and evaluation.

Ormeci (2009) evaluated 4th, 5th and 6th grade English language curriculum by conducting a questionnaire in his study titled "Evaluation of the English teaching program in the 4th, 5th and 6th grades of elementary schools in terms of teacher opinions".

In the descriptive study, a 66-item questionnaire was administered to 70 English teachers who were implementing the program in the 4th, 5th and 6th grade of the primary schools in Burdur province center and districts, and interviews were also held with the teachers. The results of the research showed that teachers generally have positive thoughts about the curriculum. However, teachers also made a conclusion that the curriculum had some negative and incomplete sides, such as inadequate teacher guides and classroom hours, intensive content, methods over the student level, inadequate evaluation explanations and examples.

In addition, teachers emphasized that the missing parts of the program needed to be edited and strengthened for better practice.

Alkan and Arslan (2014) investigated the views of teachers using the survey model in their study titled "Evaluation of the second-grade English language teaching curriculum."

According to the findings obtained from the 42-item questionnaires conducted to English language teachers that the objectives included in the program should be revised, that the introduction of the teaching program was inadequate and that the physical possibilities of the schools should be improved so that the program could be fully implemented. It was also concluded from the results that according to the teachers the weekly course hours were insufficient to implement the program, they were not sufficiently informed about how the program would be assessed, and that the program was not sufficient for a start in the teaching of English language throughout the country.

In his study titled "The evaluation of the English coursebook Fun with Teddy based on teachers' opinions", Yasar (2015) aimed to investigate objectives of the book, the book's approach to language learning and teaching, presentation of visual elements, word and language textbooks, activities and exercises, organization and subject ranking, supporting resources and

supporting materials. In this context, a 51-item textbook evaluation scale was applied to 68 English teachers. As a result, the teachers had an average of 3.19 out of 5 for the course book in terms of the book's approach to language teaching and learning, the presentation of visual elements, vocabulary and language presentations, activities and exercises, organization and subject ranking, supporting resources and supporting materials. Thus, it was concluded that the coursebook did not meet the expectations of the English language teachers.

2.3.2 Curriculum Evaluation Studies in Abroad

Carless(1998) aimed to evaluate the opinions of English language teachers about the new primary school curriculum in the study titled "A Case Study of Curriculum Implementation in Hong Kong." The data were collected through observations made in the classroom environment, structured interviews and attitude scale. In the light of collected data it was concluded that, the attitudes of teachers, their level of education, their understanding of program innovation make it easier to prepare and implement new programs.

Moni, Nonkukhetkhong and Baldauf Jr (2006) investigated the implementation of a learner-centered approach in teaching English at secondary schools in Thailand and the perceptions of teachers towards it in their study "Learner-centered approach in teaching as a foreign language." It was concluded that teachers tried to apply the learning-centered approach, but were not very sure about the underlying theory, and that the level of their practice depended on how they interpret this theory within the contextual limitations of their practice. It was also pointed out that the new policy did not equip or support schools with adequate facilities, resources and learning environments, while teachers and students wanted to develop new teaching and learning strategies, thus the aim was not realistic and it was impossible to achieve success.

Kohonen's (2006) study entitled "Student Autonomy and the European Language Portfolio: Evaluating the Finnish Pilot Project" aimed to evaluate the Finnish Pilot Project prepared in the context of the European Language Portfolio in terms of teacher and student views. Within the scope of the study, the European Language Portfolio; target, content, teaching process and evaluation items was investigated. The Finnish Pilot Project was prepared to integrate the portfolio into the primary school programs and the project was implemented in 8 schools as a pilot project. As a result of the study, it was concluded that, based on teacher and

student opinions, the project was found to be worth being integrated into language teaching programs and textbooks.

Alvan (2006) made a research in the United Arab Emirates titled "An evaluation of English language teachers' opinions on curriculum change in the United Arab Emirates." The researcher used repeated semi-structured face-to-face interviews, focus group discussions, and document analysis. According to the results of the research, it was concluded that the program was in harmony with the materials, that the participants did not change anything other than the books, the teachers approved some parts of the change but in some cases they were uncomfortable yet as time passed these feelings turned to positive. In the research it was suggested that teachers be included in program development processes. The research also suggested updating the student assessment methods of the program and improving the program in terms of need analysis, program evaluation, teacher inservice training and program support.

Graves (2008) aimed to reveal the contribution of the program to teaching, learning and planning dimensions by approaching the language program with a social contextual view in the study titled "The language curriculum: A social contextual perspective." He tried to explain the differences in the stages of planning and maintaining the curriculum of the two different contexts in which the target language is embedded and the target language does not exist, and how the program development work should be done in these contexts and considered the class environment as a learning community. He also stated that what a successful program development should be based on and that curriculum change must be provided both ways, from top to bottom and from bottom to top.

Nguyen (2011) investigated the implementation of the program in Vietnam, which was implemented in the 3rd grade of primary school since 2011, in his study titled "Primary English language education policy in Vietnam: insights from implementation." For the purposes of implementing this program, a state and a private school were chosen. In the descriptive case study, data were collected through in-class observations and interviews. According to the results of the research, there were differences between the implementations in the two schools and better results were obtained in the private school. Although the program was a new beginning to English at elementary level, in some areas it achieved little or no contribution to the implementation and resulted in the failure of effective English teaching at schools. At the end of

the research, some suggestions were made for the problems in the implementation of the program in the current situation.

2.4 Curriculum Change and the Role of Teacher

Erden (1998) emphasized that curriculums are dynamic phenomena and that programs for contemporary education should be changed in parallel with social development and change and added that the functioning of the programs should be continuously controlled and the problems of the teaching process should be eliminated by evaluating the outcomes. Nunan (2006) states that the evaluation does not merely include information gathering but interprets this information by creating value judgements and adds that information about language curriculum is not collected as a philosophical reflection, but is gathered to do different things.

In addition, Erden (1998) also adds that as a result of the evaluation, teachers are generally trying to evaluate their curricula, since the program is also the most important part of the curriculum, as well as the strength and usefulness of the curriculum. Yaman (2010) states that each new curriculum is being implemented for reasons such as the lack of the old program, the lack of sufficient time, the lack of adaptation to the current technology and changing technology. On the other hand, at this point, he emphasizes that the teacher has a key role and the studies, examinations, researches and the seminars they attend for the newly introduced programs are very important for the teachers who will apply the program in reaching to the purpose of the program. Teachers, seen as the actual actors of a program, can be seen as people who experience programs firsthand. At this point, many opinions say that teachers have an undeniable role in the success of the programs. Erden (1998) states that teachers are the main practitioners of the curriculums and also emphasizes that training programs should be prepared by all teachers so that they can be understood and implemented, and that in-service training, courses and seminars should be organized on various topics so that teachers can solve the problems they encounter during the implementation of the programs and provide a more effective educational environment. "Curriculum changes require taking into account teachers' beliefs, views and behavior and these changes include both practice and changing the roles, responsibilities of people and their perceptions" (Bennett, Crawford ve Riches, 1992; akt. Ekiz, 2003, p.51). The success of any educational change such as curriculum change, largely depends on how the teachers perceive it and what they do to implement it since the teachers reflect and use new ideas

and developments (Ekiz, 2004, p. 341). Teachers have practical experiences and opinions about the schools they work in. Therefore, any study of evaluating new curriculum changes should definitely include teachers who experience these changes in their context (Zehir Topkaya & Küçük, 2010). The success of an innovation occurs when teachers find that this change is possible, better than previous implementations, and at the same time compatible with understandable and existing ideas.

Stoller (1994) notes that program innovations have begun with an idea of feasibility, followed by studies of dissatisfaction. If Stoller's idea is correct ; it is necessary for a new program to convince teachers that change is useful and then to create a desire for better programs based on existing practices and finally for teachers to develop their understanding of the principles and practices of the new program. (Akt. Mirici, 2006, p.157). Nunan (1998, pp. 10) defines the teachers "program planners" who determine the planned initiatives and work on them for the educational institution. Therefore, it is inevitable that teachers, who are the main actors, take part in planning, implementing, evaluating and designing teaching as well as managers, students, academicians, professionals and others. Teachers are those who will be able to identify and compensate for deficiencies and problems in a program (Richards, 2001, p.296). This gives the opportunity to provide feedback to the curriculum from the classroom which is the real environment (Candlin ve Rodgers, 1985, p.104). The impact on teachers in implementing a curriculum plan will increase the future use of the curriculum plan. Numerous curriculum plans failed since teachers did not understand the program or accept the underlying principles of the program (Saylor, Alexander ve Lewis, 1981, p.48). Teachers have a central position in the decision-making process of the curriculum and are in a position to decide which parts of the newly developed or used program are to be applied or emphasized in a particular class. On the other hand, teachers should take place at every stage of the curriculum development. Teachers can serve not only as co-designers in preparing the curriculum and instructional systems, but also as co-researchers on the effectiveness of the applied curriculum.

Teachers should be at the center of any innovation or development related to the curriculum. Henry Giroux suggests that teachers are an inseparable part of the thinking that leads to the development and implementation of the program. Teachers are directly involved in this process with their own classroom practices (Ornstein & Hunkins, 2009, p. 266).

When many of the above opinions are taken into consideration, it is clear that the teachers have a crucial role in implementing the curriculum and that their opinions on the curriculum are of great value. Therefore, the researcher consulted the opinions of the teachers who applied the newly developed 5th grade intensive English Language curriculum.

2.5 Foreign Language Teaching in Turkey

This section provides information on the historical development process of foreign language teaching in Turkey. To explain the reasons for the failure of foreign language teaching, it is thought that the background of the the education system is important. In this respect, the history of foreign language teaching is discussed in two parts: Republic era and the period before Republic.

2.5.1 Pre-Republic Period

Foreign language education in the Ottoman Empire overlapped with religion and focused on Arabic and Persian and foreign language teaching gained importance with the development movements which started after the defeats against the West in the recent periods of Ottoman Empire (Işık, 2008, p.15-16). In Mühendishane-i Berr-i Hümayun, which was opened in 1795, French started to be taught as well as Arabic and Persian and in Tıphane-i Amire, which was opened in 1827, education started to be taught in French (Akyüz, 2013, p. 144-146).

With the announcement of Tanzimat in 1839, Westernization and modernization movement in education started with teaching applied to military schools. Foreign language teaching also entered school programs for the first time through military schools and thus French began to be taught in schools as a first western language (Örmeci, 2009). While the education in the imperial period was carried out based on religious principles, after the Tanzimat, it started to be carried out according to the Western methods and the importance given to the western languages increased (Gürbüz, 2011).

With the opening of the Galatasaray Sultani on 1 September 1868, the teaching of western languages for the first time took place in the programs of secondary schools. Galatasaray Sultani was the first state school where education was given in foreign language and the language of the education became French with the effect of French culture (Çakır, 2007).

Later on with the publication of the Maarif-i Umumiye Nizamname, new secondary education institutions were opened in the name of İdadi and Sultani after 1869 and foreign languages were also included in the programs of these schools. Thus, a western language as a foreign language was first introduced to the programs of secondary schools in the Tanzimat period (Soner, 2007).

Robert College, the first private foreign school, was opened in 1863 by missionaries to spread American culture and followed by Üsküdar American Girls' High School in 1871 and later French, German and Italian schools (Soner, 2007). However, they were later under the control of the state with the Regulation prepared by Saffet Pasha. The first Turkish private high school opened by Turks and giving great importance to teaching French was Darüşşafaka High School which was opened in 1873 (Çakır, 2007). This high school was especially famous at that time for being better in mathematics, science and French lessons than the other İdadi and Sultanis (Soner 2007). French gained importance during Tanzimat, German gained importance during Meşrutiyet-Constitutionalism and later English language became important during Second World War. After the 1908 Revolution, French was compulsory in all schools, and English and German languages were in programs as elective courses (Demirel, 2014)

In the light of these information, it can be said that the education of the western languages began to be given towards the end of the 18th century under the influence of the Westernization and modernization movement before the Republican period.

2.5.2 Republic Period

This period includes the period from the declaration of the Republic to the present day. The first and most important step in the field of education in the Republican period was the Tevhid-i Tedrisat (law on unity of education education) law on 3 March 1924. With this law, the medreses from Ottoman period were closed and modern schools were opened (Demirel, 2014). Moreover, teaching of Arabic and Persian which were only in the programs of religious schools was ended and one of the western languages was put as a foreign language. In 1928, the Turkish Education Association was established with the attempts of Atatürk to save Turkish children from going to foreign schools to learn a foreign language (Çelebi 2006).

After the declaration of the republic, between 1924 and 1960, instead of a single foreign language in school programs, different languages such as German, English, French and Italian

were emphasized. The importance given to these languages changed over time, depending on government policy (Demircan, 1988). Although French was taught in most of the schools due to Turkey's military and political relations with France, after the Second World War English language gained importance in Turkey as well as other countries (Doğançay-Aktuna, 1998). The beginning of English as a science and technology language, the acceptance of English language in international trade, becoming of the US a superpower in the world, the strategical cooperation of Turkey and US , the spread of English language via the colonisation strategy of Britain were the reasons of this situation (Çakır, 2007). The developments on education were mostly after First World War in Turkey. In 1933, the faculty members (John Dewey) came from abroad with the university reform in Turkey, did extensive research and presented their reports to the government. In parallel with the reports, many implementations were made and it was concluded that the biggest problem in that period was that there was not a proper institution to train foreign language teachers (Çelebi,2006).

1950s were the first period when English began to be widespread in Turkey due to the growing economic and military strength of America and this period lasted until the late 1970s (Doğançay-Aktuna, 1998). Until 1956, Galatasaray High School was the only high school where some courses were taught foreign language, however; from this year, new schools were opened. In 1965, the Law on Private School Education allowed foreign schools to be opened. The number of high schools where education was given in foreign language was 12 in 1975 and later increased to 23 in 1983 and to 103 in 1987 (Çakır, 2007). In 1956, the first state university METU, where education was given in English, was opened (Kırkgöz, 2007).

The studies for the development of foreign language teaching in secondary schools started with the "Foreign Language Teaching Development Center" established in 1972 by MEB TTKB (MONE Turkish Education Board) and thanks to a cooperation between this center and the Council of Europe , foreign language teaching programs and textbooks were prepared (Demirel, 2005)

After 1980, the establishment of Anatolian High School became a turning point in terms of foreign language teaching. English was taught as a foreign language in the preparatory class for one year after five years of primary school. In 1983, with the Law on Foreign Language Education and Teaching, the teaching of foreign languages in secondary and high schools started (Çelebi, 2006).

Table 1 shows the foreign languages in the pre-republic period and the republic period according to the priority sequence in the historical process.

Table 1: Foreign Languages in Pre-Republic and Republican Period

Pre-Republic Period		Republican Period		
Before 1773	1773-1923	1923-1950	1950-1980	After 1980
Arabic	Arabic	French	English	English
Persian	Persian	English	French	German
	French	German	German	French
	English			
	German			

As it is shown in the chart above, the teaching of French gained importance with the declaration of the Republic, however; from 1950s, English language replaced French. After 1980, the importance given to English teaching in foreign languages increased and after that date English education has begun to be given at every level of formal education (Çelebi,2006).

In the academic year 1988-1989, the foreign language teaching was changed with the "step-by-step exchange system" in the middle schools and English was made optional from second grade of secondary school to including high school and the effect of this course on passing removed. However, one year later, this practice was removed and foreign language was again included in the compulsory courses (Akyüz, 2013, p. 355).

The implementation of a foreign language in primary education is relatively new in Turkey. With eight years of compulsory education in 1997, English teaching started at fourth grade rather than sixth grade, so the age of starting to learn a foreign language fell from 12 to 10 (Kırkgöz, 2008). In the 2005-2006 academic year, the program was renewed and prepared according to the constructivist approach. Constructivist program was first applied to primary schools at Turkish, Maths, Science, Social Sciences courses and in 2006-2007 academic year, it was applied in all subjects including English. (Küçük, 2008)

2.6 Foreign Language Teaching Methods

There are many approaches, methods and techniques that have been proposed and discussed in language teaching for many years. Within the process, some of these methods have become popular. In addition, some methods have been shown to be prioritized. The grammar-translation method, also called the traditional method in Turkey until the 2000s was the dominant method in the public schools. In later years, different methods seemed to work in language teaching. The curriculum changes bring about the adoption of new language teaching approaches, methods and techniques.

2.6.1 Grammar-Translation Method

This method is developed by the influence of Latin teaching and has been used until today (Demirel, 1999, p.37). Chang (2011), points out that and in the nineteenth century, the goal of language learning in particular was the ability to read and write rather than verbal communication.

Arıkan (2014) express the general characteristics of this method as follows:

1. Courses are conducted on the native language with little use of the target language.
2. Words are taught separately in lists.
3. Long and detailed explanations of the confusion in grammar are made.
4. Grammar provides rules for putting words together, and teaching focuses on grammar.
5. With little emphasis on the content of the texts, the texts are seen as an exercise for linguistic analysis.
6. Generally, exercises of translating sentences into the target language from the main language are used.

2.6.2 Direct Method

This method emerged as a response to the grammar-translation method emerged in the 1950s, and has been used very widely in the world and in Turkey. In the 1880s, a new element-physical activity was added to language teaching, and Gouin put forward the ideas that form the basis of today's method of reclamation in his work *Art d'enseigner et D'etudier Les Langues*. In his book, Gouin applies the ideas in modern psychology to foreign language learning. The language will be heard first, will be strengthened by the tongue, and it will be read and written

by hand. The first views on the development of listening, speaking, reading and writing skills were thus raised by Gouin. Gouin introduced foreign language learning into physical activity - learning by doing (Demirel, 1999, s.39).

Larsen-Freeman (2000, p.29) briefly describes the characteristics of this method:

Teachers using this method believe that their students will directly relate to the target language. In order to do this, when the teacher introduces a target word or phrase, he shows the meaning with the help of real objects, pictures or pantom, but never translates it into the mother language of the students. The students talk and communicate in target language as if they were real. Furthermore, the curriculum used in this method is based on situations (such as banking, shopping, etc.) or topics (geography, money, weather, etc). Grammar is taught in an inductive way and many examples are provided to students in order to reach the rules or generalizations. Students practice using new words in all sentences.

2.6.3 Audio-Lingual Method

This method emerged in the 1940s and 50s and was influenced by behavioral psychologists and the views of structuralist linguists. This method is based on the constructive conception of language. Learning is not seen as a cognitive process and is seen as a mechanical work as supported by the behavioral approach (Demirezen, 2014, s.31).

This method was quite popular in the 1960s, but later criticisms of both language and learning theory and its practices it was based on decreased its popularity. As regards the methodology, there are criticisms that students can not transfer the skills they have acquired to real communication environments and that this technique is boring and unsatisfactory. (Richards ve Rodgers, 2001, s.65).

2.6.4 The Silent Way

The silence method was developed by Gattegno in 1972. When the course is being taught with this method, not only the students but also the teachers prefer to remain silent. Students do not repeat sentence patterns on the foreign language. Students are often asked to think and say the appropriate sentences according to the movements made under the guidance of the teacher. Actually, the most important feature of this method is to monitor the movement of the student in

the class, listen to what the teacher and classmates say and make sense out of it (Demirel, 1999, p.63)

2.6.5 Total Physical Response

This method was developed by Professor of Psychology James Asher. This method is related to trace theory from learning theories in psychology. In this method, the speeches directed to children are more or less commands that children are physically reacting to. The physical response precedes verbal reaction. With this method, foreign language teaching starts with the command types. Such exercises require a physical response. This method is more useful for beginner level foreign language teaching studies. (Demirel, 1999, s. 63).

Children learn better if they see and do, so movement is necessary for their learning. Children are creative and imaginative. Class activities and language teaching should also include this creativity and allow children to express themselves. Besides, children want to have fun (Gürsoy, 2014, p.119-121).

When physically responding to given commands, students feel confidence because it is easy to understand and follow the movements. The 5th year English Language curriculum encourages the use of activities that this method reveals. Many units are among the activities recommended for total physical response activities teachers.

2.6.6 Communicative Language Teaching

Contrary to other methods, communicative language is a teaching approach but it does not include a specific method. Instead, the communicative language teaching approach sets out a set of principles that include an inclusive language teaching approach that can be used in many other ways. These principles are summarized by Berns (Çelik, 2014, p.187) as follows:

1. Language teaching is based on the idea that language is a communication. In other words, language is seen as a social tool in which the speakers form meaning and communicate for the purpose of describing something to someone in written or verbally.
2. Sufficiency of a learner is seen not as a definite but as a relative concept.
3. More than one type of use of the language is seen as a practicable model for learning and teaching.
4. Culture is seen as a means of shaping the communication capabilities of speakers.

5. A single method or a whole set of techniques is not recommended.
6. The use of language is considered to have intellectual, interpersonal, and textual functions and is associated with the ability of each of the learners.
7. Learners must be busy doing something with the language, that is, they use language for many different purposes at all stages of learning.

2.7 Teaching Foreign Language to Children

Foreign language teaching is a phenomenon that can be applied at all ages and at all levels but it must be taken seriously. Teaching foreign languages at an early age is an important topic in the world over the last few years. (Genç-İlter & Er, 2007: 21) Because there are a number of reasons why foreign language education should be initiated at an early age.

2.7.1 Reasons Requiring the Initiaon of Foreign Language Education at an Early Age

This part presents the reasons requiring the initiation of foreign language education at an early age.

2.7.1.1 Multilingualism

Today, as a necessity of contemporary life, national and cultural values are not enough. We have to recognize different languages and lifestyles in order to gain universal knowledge, such as democracy, human rights, art, technique, education and cultural values, and to reach our universal dimensions by carrying our values to other societies. (Aslan, 2008: 3) This is the basis for the multilingual understanding of citizens of the European Union. In this context, it is appropriate to start foreign language learning at an early age so that individuals can be educated in a multilingual environment. For this reason, in many European Union countries, teaching a foreign language starts at the age of six. (Haznedar & Uysal, 2010: 1)

2.7.1.2. Intercultural Understanding and Tolerance

Council of Europe is an organization founded to democracy and human rights, to improve the living conditions of citizens living in Europe and to develop mutual tolerance and understanding among European citizens with different cultures by seeking solutions to issues such as racism, ethnic discrimination, environmental problems and organized crime. The Council

currently has 46 members, and these member countries have different languages and cultures. For this reason, the council is aware of the importance of these different languages spoken in Europe for economic, social and cultural life, and how important it is to know at least two or three of these languages. Acting with this consciousness, the council has created lifelong language learning and at least three language-learning policies as a training objective for the citizens of member countries. (Demirel, 2012a:21-22) In the context of this language policy, it is thought that European citizens will integrate in economic, political and cultural terms, and this integration will result in individual tolerance and understanding towards each other.

2.7.1.3. Data of Developmental and Learning Psychology

It is a necessity to know foreign languages in today's society, so more research and studies on foreign language teaching have begun to be made. In order to enable more effective and productive results of studies on foreign language education, various studies such as pedagogy, developmental psychology and learning psychology have been utilised. (Günday, 2013: 313) Studies on foreign language learning have suggested that children are more successful in acquiring a foreign language than adults (Taylor, 1974: 23) and as a result, more children around the world have begun to learn languages at an early age. (Cameron, 2003: 105)

When the reasons underlying on the success of children's language learning are examined, it has been found that children's language learning processes differ from those of adults and that children make a great effort, cognitively and emotionally, to assimilate the target language. (Taylor, 1974: 23) Piaget and Inhelder claim that, unlike adults, children use their own cognitive skills and linguistic experience while learning the language. (Brown, 2001: 87-90) Piaget tries to explain how the human mind evolves by observing how children construct and use knowledge. As a result of his observations, Piaget states that children have different thinking and mental abilities from adults and that they pass through mental cognitive development in the process from infancy to adolescence. (Huitt & Hummel, 2003: 4) These stages are:

Sensory Motor Stage: This period covers the period between 0-2 years. During this period, the baby displays motor behavior without using the language. In addition, the baby has limited knowledge through physical interaction and activities. The baby gains object permanence in the seventh month. As the baby develops physically, it also develops mentally.

The Preoperational Stage: This period, divided into two, covers the period between the ages of 2 and 7 years. Depending on the mental development in this period, the child develops language development, skill of using language, memory and imagination. In this period, there is a form of thinking that is out of reason and can not be reversed. The child's egocentric thinking style is dominant.

Concrete Operational Stage: In this period the child acquires the number, length, mass, weight, area and volume conservation. The mind develops by interacting with concrete objects. Egocentric thinking disappears, instead; operational thinking occurs. Reversal skill is obtained.

Formal Operational Stage: This period covers 12 years and older. The child can understand the symbols and abstract objects. Creative, reflective, critical thinking develops.

Investigating how people acquire knowledge from the infancy to adulthood, Piaget suggests that in human experience, learners are the result of personal experiences, but that these experiences have different meanings at different times of life. From this point of view, Piaget's theory holds great importance in language teaching. Therefore, knowing which cognitive development stage children are in will allow them to be included in the process of foreign language teaching at their cognitive capacities. In this way, a foreign language experience appropriate to the child's own world and mental capacity will be provided. (Williams & Burden, 1997: 21-22) From this point of view, to recognize the general characteristics of children and children will provide great benefits in language teaching.

2.8 Methods and Techniques Used in Foreign Language Teaching to Children

Teaching children a foreign language is an activity that requires a special effort. Children have capability to learn a foreign language. However, children come to language classes with their own knowledge, skills and abilities. Unlike adults, children have the following characteristics when learning a language (Halliwell, 1993: 1-8):

- Even if they do not understand all the words on the target language, they can predict the meaning.
- They can use a limited language knowledge creatively.
- They learn indirectly through games, songs, singularities.
- They enjoy while learning.
- They have a great imagination.

-They really like talking.

It is necessary for teachers to know these characteristics of children and use them in language teaching. Otherwise, these characteristics that children possess can turn into an obstacle to learning. Children need to use the target language to learn it (Halliwell, 1993: 8). For this reason, in teaching foreign languages to children, a teaching style should be carried out in which children can use the target language, have fun in the learning environment and use their imagination. The following methods and techniques can be used in language teaching for children:

2.8.1. Games

Learning by playing games is considered to be the basic principle of teaching foreign languages to children. Children play and learn indirectly. A holistic learning occurs because all the senses are open during the game. This increases the child's motivation to learn and the learning environment. Since games are often played in groups, children also develop social and communication skills. The target language becomes part of the game and a language learning appropriate to real life occurs (Hanbay, 2013: 35).

2.8.2. Telling Stories and Tales

Tales and stories always draw children's attention and play an important role in child education and especially early foreign language learning. Today, foreign language teaching means learning the culture of the country where the language is learned besides learning a foreign language. Therefore, the use of fairy tales and stories in children's foreign language teaching will help to introduce the cultures of the countries where the target language is spoken. It will also contribute to improving children's listening, comprehension skills and vocabulary (Yücel, 2005: 106).

2.8.3. Music and Rhythm

All children love music and rhythm and enjoy them. It is very easy to get children's attention with singing, because they have a natural rhythm and offer the opportunity to repeat. Through songs and rhymes, children can have fun in the learning environment and find opportunities to play with the language. This is well suited to the nature of the child because playing with

language and doing it again is a phenomenon that children use in the process of language acquisition.

2.8.4. Role Playing and Drama

The concept of drama or role playing in education usually means the in-class method used to teach various topics, from history to mathematics and foreign languages. The drama activity used in the class is perceived as a play by the child and the interest and energy of the children is concentrated on the activity. Thus, many concepts, subjects and social behaviors can be taught easily to children. Drama and role play also help the child to recognize himself and the world. Drama and role playing contribute to children's creativity, imagination, cognitive skills, independent thinking and decision-making skills, ability to recognize and express their emotions, communication skills and social awareness (Çevik, 2006: 27-29).

2.8.5. Using Puppets

One of the most successful ways to teach a new language to children is to use mascots or puppets in the class. It is especially useful in teaching the new language of the target language by talking to someone whom everyone knows. At the same time, thanks to the mascots and puppets, students will have the opportunity to speak and have dialogue (Scott & Ytreberg, 1990: 34).

2.8.6. Internet and Computer Programs

Computer and internet technology has made a great deal of progress and it is an indispensable element in education as well as in all other areas of life. Teachers can get various and interesting materials about the course via computer and internet. For example, teachers can download children's favorite animated cartoon parts from some video sharing sites and project them in class. They can also create posters or picture cards by downloading relevant pictures of the course (Hanbay, 2013: 45).

2.9 General Characteristics of Children

It is very important to know the cognitive, emotional and cognitive characteristics of children in the teaching process. This is because in order for children to be successful, it is necessary to consider all the features from the mental ability of the children to the language skills

until the implementation of the training program. Brown summarizes the general characteristics of children learning English as a second language under five titles (Brown, 2001: 87-90):

2.9.1 Cognitive Enhancement

According to Piaget's theory of cognitive development, children between the ages of 7 and 11 are in the process of concrete operational stage. For this reason, teachers should be careful when giving information about rules, explanations and abstract subjects to children in this period. These children focus on the purpose of functional use of time and language, and may experience difficulties in understanding the language and linguistic concepts. For this reason, while children are taught language, examples should be used instead of concepts related to language knowledge, and children should be offered plenty of repetition and revision.

2.9.2 Attention Span

Childrens' attention span are shorter than adults. Children spend a lot of time in front of the television or in entertaining activities, but they can not focus on activities they find difficult and boring for too long. For this reason, children should be given as much fun and attention as possible in language classes. Besides, for children to love to laugh and have fun, the learning environment should be equipped with as humorous elements as possible. Finally, since children have a sense of intense curiosity, they should be kept as alert as possible to keep their attention in the learning environment.

2.9.3 Sensory Input

All senses must be actuated in children's learning environment. Activities applied to the class should not be limited to visual and auditory senses. In addition to these senses, activities should be used to ensure that children are physically active. In addition, gestures of the teacher, which are important elements for the students to adopt the target language, should be used effectively in the learning environment.

2.9.4 Affective Factors

Children are very sensitive to their peers. They care what other friends will think about themselves, and what kind of situation they will fall into when they speak the target language. For this reason, children have a more fragile structure than adults, and they may misinterpret a small negative situation in the classroom environment. Thus, teachers should strengthen the childrens' self-respect by creating a patient and supportive learning environment, and should especially support the oral communication participation of students who are recessive in the classroom.

2.10 General Characteristics of Children Between 8-11 Years

- The children in this age group show a determined attitude.
- They ask many questions.
- They use physical and verbal communication to understand the message.
- They can decide on their own learning.
- They have definite opinions about subjects they do not like.
- They can work and learn collaboratively.
- They can use their native language effectively and have sufficient competence on the native language.

CHAPTER III

METHODOLOGY

This chapter documents the methods, instruments and procedures used in conducting the study and expresses the reasons for using the preferred design to evaluate research questions of the study. This chapter starts with a section which describes design of the study. The second section describes the participants of the study. After the description of participants, data collection instrument, questionnaire and reliability and validity of the data collection instrument are introduced. The fourth part describes the procedures followed in data collection and it continues with the last section that expresses data analysis.

3.1 Design of the Study

The aim of this research was to evaluate the opinions of teachers on 5th grade preparatory class intensive English language curriculum in terms of general characteristics, content, instructional objectives, course books and materials, course activities-teaching methods and assessment and evaluation based on the questionnaire conducted to the English language teachers who implemented the program as first-time users.

This study was conducted with the general survey model. Karasar (2012) states that general survey models are a set of surveys on a group, population or sample that will come from all or part of the population in order to reach at a general judgment about the population in a phase consisting of a large number of elements.

The study group of the study consisted of 90 English language teachers working in project schools in Istanbul and especially teaching English to the 5th grade preparatory class students. The required data for the study was collected via “The Scale of Evaluating 5th grade intensive English Language Curriculum in terms of English Language Teachers Views” developed with the aim of determining 5th grade primary school English language teachers opinions about the 5th grade intensive English English language curriculum. The gathered data was analyzed with the help of SPSS package program.

Table 2: Overview of Research Design

Research question	Data collection instrument	Data analysis	Participants
1. What are the teachers' opinion on the general characteristics of the intensive 5 th grade English Language Curriculum?	* Questionnaire (Items 1-12)	Descriptive Statistics	English Language Teachers
2. What are the teachers' opinion on the instructional objectives of the intensive 5 th grade English Language Curriculum?	* Questionnaire (Items 13-24)	Descriptive statistics	English Language Teachers
3. What are the teachers' opinion on the content of the intensive 5 th grade English Language Curriculum?	* Questionnaire (Items 25-32)	Descriptive Statistics	English Language Teachers
4. What are the teachers' opinion on the coursebooks and materials of the intensive 5 th grade English Language Curriculum?	* Questionnaire (Items 33-57)	Descriptive Statistics	English Language Teachers
5. What are the teachers' opinion on the instructional strategies (activities and teaching methods) of the intensive 5 th grade English Language Curriculum?	* Questionnaire (Items 58-72)	Descriptive Statistics	English Language Teachers
6. What are the teachers' opinion about the evaluation and assessment of the intensive 5 th grade English Language Curriculum?	* Questionnaire (Items 73-81)	Descriptive Statistics	English Language Teachers

3.2 Participants of the Study:

The study group of the study consisted of 90 English language teachers working in project schools in Istanbul and especially teaching English to the 5th grade preparatory class students. All the teachers were full-time teachers in the project schools. Categories and numbers of the teachers are given in chart below. The scale was conducted to 90 secondary school English language teachers working in İstanbul. In this study, appropriate sampling method was used. The teachers of 5th grade preparatory class were selected from the districts of İstanbul which were easy to reach and administer the scale, as a sample of the study.

Table 3. Teaching Experience of Participants

Teaching Experience category	Number of English Language Teachers
1-5 years	10
5-10 years	15
10 years and over	65

3.3 Data Collection Instruments

3.3.1 Questionnaire

The questionnaire can be defined as a systematic data collection technique by asking questions to hypotheses determined in a particular subject or to the source who constitutes a population or sample depending on the questions (Balcı, 2011). On the other hand, Demirel (2013) defines questionnaire as a research material consisting of a series of questions to determine people's living conditions, behaviors, beliefs or attitudes. In this study, a questionnaire was used to determine the opinions of English teachers about the program.

For the development of the questionnaire used in the quantitative part of the research, the related literature review was first searched. The data collection instrument was developed by the researcher and advisor of this study via literature review specifically focusing on the problems encountered in English language learning and program evaluation in Turkey. The previous master's and doctoral studies were examined (Büyükduman, Erbilien Sak, 2008; İnam Çelik, 2009; Karagöz, 2010; Kaymakamoğlu, 2010; Yaman, 2010; Orakçı, 2012; Yörü, 2012) and it was concluded that some items of the questionnaires were used in similar studies. Including not only academical sources, books, journals, articles but also television programs, newspaper articles and informal talk to school directors, academicians, students, and teachers, the questionnaire items were formulated related to the research problem and questions. Afterwards, according to the 5th grade intensive English language curriculum and the characteristics of the age group, materials were prepared and some items examined were revised again and a questionnaire composed of 81 items was created. After this draft questionnaire was created, expert opinion on the draft questionnaire was obtained from four faculty members from the Curriculum and Instructional Department. Considering the opinions of the experts, some items in the questionnaire were corrected, some items were removed from the questionnaire, some new items were added and the questionnaire was finalized for preliminary study. After editing and changing the survey items, to take their consent, the finalized questionnaire was taken to Yeditepe Üniversitesi İnsan Araştırmaları Etik Kurulu (Yeditepe University Human Researches Ethic Committee) for the ethical concerns, before applying to Research and Development Center for Education (ERAGED) in Ministry of Education for the permissions.

STEP 1

Literature review, relating with research questions

STEP 2

Formulation of questionnaire items

STEP 3

Expert opinion, calculation of reliability and validity (Cronbach Alpha)

STEP 4

Review of the questionnaire by Yeditepe University Human Researches Ethic Committee) for ethnical concerns

STEP 5

Permission from ERAGED in Ministry of Education

STEP 6

Finalizing questionnaire items

The scale has 81 items in total. The scale has six sections; the first section is named as general characteristics and consists of twelve items aiming to have information about teachers' general attitude towards English Language curriculum for 5th grade preparatory classes. Second section is named as instructional objectives and consists of twelve items aiming to have information about teachers' opinion about the functions of newly developed English language program for 5th grade preparatory classes. Third section is named as content and consists of eight items aiming to have information about teachers' opinion about the content of newly developed English language program for 5th grade preparatory classes. Fourth section is named as course books and materials and consists of twenty-five items aiming to have information about teachers' opinion about the course books and materials that are used while implementing newly developed English language program for 5th grade preparatory classes. Fifth section is named as course activities and consists of fifteen items aiming to have information about teachers' opinion about the activities that are done while implementing the newly developed English language program for 5th grade preparatory classes. And finally last section is named as assessment and evaluation and consists of nine items aiming to have information about teachers' opinion about the assessment and evaluation strategies of newly developed English language program for 5th grade preparatory classes.

In the context of feedbacks, the scale items are arranged to be answered in the format of likert scale as "totally disagree", "disagree", "not sure", "agree", "totally agree". Teachers' views were asked to ensure construct validity of the scale. In order to define reliability coefficient of the scale, it was administered to 50 English teachers, who were taking part in the survey from different districts of Istanbul.

3.3.2 Reliability and Validity of Data Collection Instrument

Before the analysis, " the Evaluation Scale of 5th grade English Preparatory Class Intensive English Language Teaching Curriculum in terms of English Language Teachers views " was conducted to 50 English language teachers for the reliability and validity studies of the data collection instrument. Reliability and validity studies were conducted on the data obtained from the teachers.

The reliability results of the scale of evaluating 5th grade English preparatory class intensive English Language Teaching Program in terms of English Language Teachers views are given in

Table 4: The reliability results of the evaluation scale of 5th grade English preparatory class intensive English Language Teaching Program in terms of English language teachers' views:

	Cronbach's Alpha	Number of Items
<u>The scale (whole)</u>	<u>.93</u>	<u>81</u>
<u>General Evaluation</u>	<u>.80</u>	<u>12</u>
<u>Objectives</u>	<u>.85</u>	<u>12</u>
<u>Content</u>	<u>.86</u>	<u>8</u>
<u>Course Books and Materials</u>	<u>.82</u>	<u>25</u>
<u>Course Activities</u>	<u>.87</u>	<u>15</u>
<u>Assessment and Evaluation</u>	<u>.84</u>	<u>9</u>

The internal consistency reliability of all the scale was calculated as .93, for general evaluation .80, for the objectives .80, for the content .85, for the course books and materials .82, for course activities .87 and for assessment evaluation .84. When the result of the questionnaire's reliability is examined on the basis of literature review, it can be said that the questionnaire is

reliable since it is emphasized (Tezbasaran, 2008) that the reliability coefficient which can be considered sufficient in a Likert type survey is as close to 1 as possible. Thus, the result obtained with the questionnaire was found to be reliable and it was decided to use the questionnaire in the study.

3.4 Data Collection Procedures

The questionnaire was conducted to English teachers in Istanbul in May 2018. The main reason for the start of the data collection process for questionnaires as of May 2018 is the implementation of the program for the first time this year; also to wait for the teachers to implement the majority of the program and to give them enough time to develop their views on the program during that time.

3.5 Data Analysis Procedures

The obtained quantitative data was transferred to the computer and the SPSS (Statistical Packet for The Social Science) program was used to analyze the statistics in the analysis of the data. For the item analysis, percentages and frequencies were measured to summarize teachers' opinions on 5th grade intensive English language curriculum.

For the interpretation of the data obtained from the items in the questionnaire, the range of points for each level calculated by the formula Number of options-1 is as follows:

Number of options

Between 1–1.80 “Totally disagree”

Between 1,81–2,60 “Disagree”

Between 2,61–3,40 “indecisive”

Between 3,41–4,20 “Agree”

Between 4,21–5,00 “Totally Agree”.

In addition, one way ANOVA was performed to determine whether the relationships between the views of teachers about the curriculum and their teaching experiences were significantly different.

The researcher herself utilized an online survey program and shared the link of the scale with teachers, and gave information about the study. It took approximately 15 minutes to fill out the online questionnaires.



CHAPTER IV

RESULTS

This chapter presents the results and the discussion of the results. The findings are given in the order of the research questions. The findings are discussed with respect to the studies conducted in the field.

4.1. Frequency Distribution by Teaching Experience

Table 5: Frequency Distribution by Teaching Experience

Experience	Frequency	Percent
1-5 years	10	11,1
5-10 years	15	16,7
10 years and more	65	72,2
Total	90	100,0

Those who have 1-5 years experience constitute 11,1%, those who have 5 to 10 years experience constitute 16,7% and those who have 10 years experience constitute 72,2% of the survey.

4.2. What are the teacher opinions on the general characteristics of the 5th grade intensive English language curriculum ?

Table 6 presents the results of teacher opinions on general characteristics of the 5th grade intensive English language curriculum

Table 6: The results of teacher opinions on general characteristics of the 5th grade intensive English language curriculum

	GENEL DEĞERLENDİRME	Kesinlikle Katılmıyorum		Katılmıyorum		Kararsızım		Katlıyorum		Kesinlikle Katlıyorum	
		f	%	f	%	f	%	f	%	f	%
1.	İngilizce dersi öğretim programının dili sade, açık ve anlaşılırdır.	-	-	-	-	-	-	39	43.3	51	56.7
2.	İngilizce dersi öğretim programı kazanımlar, olcme degerlendirme ve uygulama açısından çok detaylı yazılmıştır.	4	4.4	4	4.4	1	1.1	33	36.7	48	53.4
3.	İngilizce dersi öğretim programı öğretmenler için amaca ulaşmak açısından çok iyi bir rehberdir.	4	4.4	3	3.3	2	2.2	28	31.1	53	59.0
4.	İngilizce dersi öğretim programına ayrılan haftalık ders saati programı uygulayabilmek için yeterlidir.	2	2.2	4	4.4	2	2.2	31	34.4	51	56.8
5.	İngilizce dersi öğretim programına ilişkin hizmet-içi eğitim aldım.	45	50.0	28	31.1	4	4.4	9	10.0	4	4.5
6.	İngilizce dersi öğretim programına ilişkin soru ve sorunlarımıza okul müdürlerimizden, ilçe-il müdürlüklerinden anında yanıt alınabilmektedir.	44	48.9	33	36.7	4	4.4	7	7.8	2	2.2
7.	İngilizce dersi öğretim programı öğrenciyeye İngilizceyi sevdirek öğretmeyi hedeflemektedir.	4	4.4	5	5.6	3	3.3	34	37.8	44	48.9
8.	İngilizce dersi öğretim programı öğrencilerde İngilizce öğrenmeye yönelik olumlu tutum geliştirmektedir.	4	4.4	5	5.6	3	3.3	33	38.7	45	48.0
9.	Yöneticiler İngilizce dersi öğretim programına ilişkin görüşlerimizi istemiştir.	45	50.1	35	38.9	3	3.3	4	4.4	3	3.3
10.	İngilizce dersi öğretim programı hazırlanırken programa ilişkin görüşlerimize yer verildiğini düşünmekteyim.	45	50.1	35	38.9	3	3.3	4	4.4	3	3.3
11.	İsteyen öğretmenler İngilizce dersi program geliştirme çalışmalarına katılabilirler.	47	52.2	34	37.8	5	5.6	2	2.2	2	2.2
12.	İngilizce dersi öğretim programı ülkemizde yaşanan dil öğrenme sorunlarına çözüm getireceğini düşünüyorum.	1	1.1	4	4.4	2	2.2	40	44.4	43	47.9

According to the results; 100% of the teachers think that the language of the English language curriculum is clear and understandable.

According to the results; 90.1% of the teachers think that the English language curriculum is prepared very detailed in terms of achievements, measurement, evaluation and implementation. On the other hand, 8.8% of the teachers do not think that the English language curriculum is very detailed in terms of achievements, measurement, evaluation and implementation and 1.1% of the teachers are not sure about the issue.

According to the results; 90% of the teachers think that the English language curriculum is very good guide for teachers to achieve the aims. On the other hand, 7.7% of the teachers do not think that English lesson curriculum is a very good guide in terms of reaching the goal and 2.3% of the teachers are not sure about the issue.

According to the results; 91.2% of the teachers think that the weekly hours allocated for implementing English language curriculum is enough. On the other hand, 6.6% of the teachers do not think that the weekly hours allocated for implementing English language curriculum is enough and 2.2% of the teachers are not sure about the issue.

According to the results; 81.2% of the teachers stated that they did not get inservice training. On the other hand, 14.4% of the teachers agree that they got inservice training and 4.4% of the teachers are not sure about the issue.

According to the results; 85.6% of the teachers disagree that they get answers from school directors or directorates of national education to their problems related to the curriculum. On the other hand, 10.0% of the teachers agree that that they get answers from school directors or directorates of national education to their problems related to the curriculum and 4.4% of the teachers are not sure about the issue.

According to the results; 86.7% of the teachers think that the English language curriculum aims to make students both learn and love English. On the other hand, 10% of the teachers do not think the English language curriculum aims to make students both learn and love English and 3.3% of the teachers are not sure about the issue.

According to the results; 81.7% of the teachers agree that the English language curriculum develops positive attitudes towards learning English. On the other hand 10% of the teachers do not agree with that and 3.3% of the teachers are not sure about the issue.

According to the results; 90% of the teachers disagree that the directors asked for their opinions about the curriculum. On the other hand, 7.7% of the teachers agree that the directors asked for their opinions about the curriculum and 3.3% of the teachers are not sure about the issue.

According to the results; 90% of the teachers disagree that the volunteer teachers could take part in program development studies of English language curriculum. On the other hand, 4.4% of the teachers agree that the volunteer teachers could take part in program development studies of English language curriculum and 5.6% of the teachers are not sure about the issue.

According to the results; 89.9% of the teachers disagree that their opinions were asked for while preparing the curriculum. On the other hand, 8.9% of the teachers agree that their opinions were asked for while preparing the curriculum. and 2.2% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that the English language curriculum will solve the problems related to English learning in our country. On the other hand, 5.5% of the teachers do not think that the English language curriculum will solve the problems related to English learning in our country and 2.2% of the teachers are not sure about the issue.

4.3 What are the teachers' opinion on the instructional objectives of the 5th grade intensive English Language Curriculum?

Table 7 presents the results of teacher opinions on instructional objectives of the 5th grade intensive English language curriculum.

Table 7: The results of teacher opinions on instructional objectives of the 5th grade intensive English language curriculum.

KAZANIMLAR	Kesinlikle Katılmıyorum		Katılmıyorum		Kararsızım		Katılıyorum		Kesinlikle Katılıyorum	
	f	%	f	%	f	%	f	%	f	%
İngilizce dersi kazanımları öğrenci ilgi ve ihtiyaçlarına uygundur	3	3.3	1	1.1	3	3.3	37	41.1	46	51.2
İngilizce dersi öğretim programındaki kazanımlar yeterince açık ve anlaşılabilir.	4	4.4	-	-	2	2.2	34	37.8	51	56.6
İngilizce dersi öğretim programının kazanımları öğrenci gelişim düzeyine uygundur.	3	3.3	1	1.1	4	4.4	34	37.8	48	53.3
Kazanımlar, öğrencilerin yabancı dil öğrenimi konusundaki ihtiyaçlarıyla örtüşmektedir.	3	3.3	2	2.2	3	3.3	33	36.7	49	54.5
Kazanımlar, öğrencilere günlük temel ifadeleri anlayıp kullanma becerisi kazandırmaya yöneliktir.	2	2.2	1	1.1	2	2.2	38	42.2	47	52.3
Kazanımlar, öğrencilere düzeylerine uygun diğer derslerin kitaplarını okuyup, anlayıp kullanma becerisi kazandırmaya yöneliktir.	2	2.2	3	3.3	2	2.2	29	32.2	54	60.1
Kazanımlar kendi içinde birbiriyle tutarlıdır.	2	2.2	2	2.2	1	1.1	35	38.9	50	55.6
Sınıfındaki öğrenci sayısı her öğrencinin kazanımlara ulaşabilmelerine olanak sağlamaktadır.	45	50.0	35	38.9	6	6.7	2	2.2	2	2.2
İngilizce dersi öğretim programında hedeflenen dinleme becerilerine öğrencinin ulaşması mümkündür.	4	4.4	3	3.3	3	3.3	33	36.7	47	52.3
İngilizce dersi öğretim programında hedeflenen yazma becerilerine öğrencinin ulaşması mümkündür.	3	3.3	2	2.2	3	3.3	31	34.4	51	56.8
İngilizce dersi öğretim programında hedeflenen konuşma becerilerine öğrencinin ulaşması mümkündür.	2	2.2	4	4.4	2	2.2	38	42.2	44	49.0
İngilizce dersi öğretim programında hedeflenen okuma becerilerine öğrencinin ulaşması mümkündür.	5	5.5	1	1.1	4	4.4	32	35.6	48	53.4

According to the results; 92.3% of the teachers think that the instructional objectives are appropriate to the students' interests and needs. On the other hand, 4.4% of the teachers do not think that the instructional objectives are appropriate to the students' interests and needs and 3.3 of the teachers are not sure about the issue.

According to the results; 93.4% of the teachers think that the instructional objectives are clear and comprehensible. On the other hand, 4.4% of the teachers do not think the instructional objectives are clear and comprehensible and 2.2% of the teachers are not sure about the issue.

According to the results; 91.2% of the teachers think that the instructional objectives are suitable for the students' development level. On the other hand, 4.4% of the teachers do not think that the instructional objectives are appropriate to the students' development level and 4.4% of the teachers are not sure about the issue.

According to the results; 91.2% of the teachers think that the instructional objectives coincide with the students' need in English language learning. On the other hand, 5.5% of the teachers do not think that the instructional objectives coincide with the students' needs in English language learning and 3.3% of the teachers are not sure about the issue.

According to the results; 94.4% of the teachers think that the instructional objectives are aimed at providing students with the ability to understand and use daily basic expressions. On the other hand, 3.3% of the teachers do not think that that the instructional objectives are aimed at providing students with the ability to understand and use daily basic expressions and 3.3% of the teachers are not sure about the issue.

According to the results; 92.3 of the teachers think that the instructional objectives are aimed at providing students the ability to read, understand and use the books of other courses which are suitable for their level. On the other hand, 5.5% of the teachers do not think that and 2.2% of the teachers are not sure about the issue.

According to the results; 94.5% of the teachers think that the instructional objectives are consistent within themselves. On the other hand, 4.4% of the teachers do not think that instructional objectives are consistent within themselves and 1.1% of the teachers are not sure about the issue.

According to the results; 88.9% of the teachers do not think that the number of students in classrooms allows each student to reach the instructional objectives. On the other hand, 4.4% of the teachers think that the number of students in classrooms allows each student to reach the instructional objectives and 6.7% of the teachers are not sure about the issue.

According to the results; 89% of the teachers think that it is possible to reach the target listening skills in the English language curriculum. On the other hand, 7.7% of the teachers do not think that it is possible to reach the target listening skills in the English language curriculum and 3.3% of the teachers are not sure about the issue.

According to the results; 91.2% of the teachers think that it is possible to reach the target writing skills in the English language curriculum. On the other hand, 5.5% of the teachers do not think that it is possible to reach the target writing skills in the English language curriculum and 3.3% of the teachers are not sure about the issue.

According to the results; 91.2% of the teachers think that it is possible to reach the target speaking skills in the English language curriculum. On the other hand, 6.6% of the teachers do not think that it is possible to reach the target speaking skills in the English language curriculum and 2.2% of the teachers are not sure about the issue.

According to the results; 90% of the teachers think that it is possible to reach the target reading skills in the English language curriculum. On the other hand, 6.6% of the teachers do not think that it is possible to reach the target reading skills in the English language curriculum and 4.4% of the teachers are not sure about the issue.

4.4. What are the teachers' opinion on the content of the 5th grade intensive English Language Curriculum?

Table 8 presents the results of teacher opinions on the content of the 5th grade intensive English Language Curriculum

Table 8: The results of teacher opinions on content of the 5th grade intensive English Language Curriculum

İÇERİK	Kesinlikle Katılmıyorum		Katılmıyorum		Kararsızım		Katılıyorum		Kesinlikle Katılıyorum	
	f	%	f	%	f	%	f	%	f	%
İngilizce ders içeriği öğretim hedefleriyle tutarlıdır.	2	2.2	3	3.3	58	64.4	24	26.8	3	3.3
İngilizce ders içeriği kendi içinde tutarlılık göstermektedir.	2	2.2	4	4.4	3	3.3	34	37.8	47	52.3
İngilizce ders içeriği bilimsel gerçekler ile tutarlılık göstermektedir.	2	2.2	3	3.3	58	64.4	24	26.8	3	3.3
İngilizce ders içeriği günceldir.	3	3.3	3	3.3	54	60.0	26	29.0	4	4.4
İngilizce ders içeriği öğrenci için anlamlıdır.	2	2.2	3	3.3	52	62.1	24	30.0	4	4.4
İngilizce ders içeriği öğretim ilkeleri dikkate alınarak düzenlenmiştir.	2	2.2	3	3.3	47	52.3	31	34.4	7	7.8
İngilizce ders içeriği ara tekrarları teşvik edecek şekilde düzenlenmiştir.	1	1.1	5	5.6	49	54.4	32	35.6	3	3.3
İngilizce ders içeriği akıcı ve bütünsel düzenlenmiştir.	2	2.2	4	4.4	2	2.2	40	44.4	42	46.8

According to the results; 64.4% of the teachers are not sure if the content is consistent with instructional objectives. On the other hand, 30.1% of the teachers think that the content is consistent with instructional objectives and 5.5% of the teachers do not think that the content is consistent with instructional objectives.

According to the results; 90.1% of the teachers think that the content is consistent in itself. On the other hand, 6.6% of the teachers do not think that the content is consistent with scientific facts and 3.3% of the teachers are not sure about the issue.

According to the results; 64.4% of the teachers are not sure if the content is consistent with scientific facts. On the other hand, 30.1% of the teachers think that the content is consistent in itself and 5.5% of the teachers are not sure about the issue.

According to the results; 60% of the teachers are not sure if the content is up to date. On the other hand, 33.4% of the teachers think that the content is up to date and 6.6% of the teachers do not think that the content is up to date.

According to the results; 52.2% of the teachers are not sure if teaching principles were taken into consideration while designing the curriculum. On the other hand, 42.3% of the teachers think that teaching principles were taken into consideration while innovating the curriculum and 5.5% of the teachers do not agree with that.

According to the results; 54.4% of the teachers are not sure if the content was designed to allow doing reviews. On the other hand, 38.9% of the teachers think that the content was designed to encourage reviews and 6.7% of the teachers do not think that the content was designed to encourage reviews.

According to the results; 91.2% of the teachers think that the content is fluent and holistic. On the other hand, 6.6% of the teachers do not think that the content is fluent and holistic. 2.2% of the teachers are not sure about the issue.

4.5 What are the teachers' opinion on the course book(s) and materials at the 5th grade intensive English Language Curriculum?

Table 9 presents the results of the teachers' opinion on the course book(s) and materials at the 5th grade intensive English language curriculum.



Table 9: The results of the teachers' opinion on the course book(s) and materials at the 5th grade intensive English language curriculum

	Kesinlikle Katılmıyorum		Katılmıyorum		Kararsızım		Katılıyorum		Kesinlikle Katılıyorum	
	f	%	f	%	f	%	f	%	f	%
DERS KİTAPLARI VE MATERYALLER										
Öğretimde kullanılan ders kitapları, diğer materyaller ve İngilizce ders içeriği öğretim hedefleriyle tutarlıdır.	2	2.2	3	3.3	6	6.7	32	35.6	47	52.2
İngilizce ders kitaplarında hiç bir gramer ve/veya kelime yanlışı bulunmamaktadır.	1	1.1	4	4.4	75	83.4	3	3.3	7	7.8
İngilizce ders kitabı öğretmenlerin başka kaynak aramalarına gerektirmeyecek kadar zengin içeriklidir.	2	2.2	3	3.3	6	6.7	32	35.6	47	52.2
Ders kitapları ilk bakışta öğrencinin ilgisini çekebilecek niteliktedir.	26	28.9	25	27.8	29	32.2	9	10.0	1	1.1
Ders kitaplarının alıştırmaları da vardır.	2	2.2	1	1.1	3	3.3	45	50.1	39	43.3
Ders kitaplarının öğretmen kılavuz kitapları da vardır.	3	3.3	1	1.1	-	-	39	43.3	47	52.3
Her öğretim materyalinin başında konu başlığı bulunuyor.	2	2.2	1	1.1	4	4.4	34	37.8	49	54.5
Her öğretim materyalinde bütünlük görülüyor.	4	4.4	2	2.2	75	83.4	6	6.7	3	3.3
Her öğretim materyalindeki yazılar açık ve anlaşılır.	3	3.3	2	2.2	12	13.3	31	34.5	42	46.7
Her öğretim materyalinde kullanılan renkler gözü yormuyor.	2	2.2	2	2.2	8	8.9	36	40.0	42	46.7
Her öğretim materyalinde kullanılan renkler gerçeğine uygun.	2	2.2	2	2.2	6	6.7	30	33.3	50	55.6
Öğretim materyalinde çok fazla renk kullanılmamıştır.	2	2.2	2	2.2	79	87.9	4	4.4	3	3.3
Öğretim materyali yönergesi açıklayıcı ve anlaşılırdır.	3	3.3	3	3.3	5	5.6	40	44.5	39	43.3
Öğretim materyallerinde görsel öğeler bulunmaktadır.	1	1.1	2	2.2	4	4.4	36	40.0	47	52.3
Öğretim sunumunda görsel öğelerin ve yazılı bilgilerin dağılımı orantılıdır.	2	2.2	-	-	77	85.6	9	10.0	2	2.2
Öğretim sunumunda işitsel öğeler bulunmaktadır.	2	2.2	3	3.3	4	4.4	38	42.3	43	47.8
Öğretim materyalinin sayfa düzeni yalındır.	12	13.3	8	8.9	62	68.9	6	6.7	2	2.2
Öğretim materyali açıklayıcı ve anlaşılırdır.	3	3.3	1	1.1	4	4.4	33	36.7	49	54.5
Öğretim materyali kolayca uygulanabiliyor.	1	1.1	2	2.2	4	4.4	33	36.7	50	55.6
Öğretim materyali ile programın belirlenen kazanımları örtüşüyor.	2	2.2	1	1.1	2	2.2	36	40.0	49	54.5
Öğretim materyali uygulandığı sınıftaki öğrencilerin hazırbulunuşluk düzeyine uygundur.	-	-	6	6.7	1	1.1	32	35.6	51	56.6
Öğretim materyali öğretilebilir.	1	1.1	4	4.4	2	2.2	34	37.9	49	54.4
Öğretim materyalindeki alıştırmalar tutarlıdır.	-	-	3	3.3	4	4.4	33	36.7	50	55.6
Öğretim materyali öğrencilerin dikkat süreleriyle doğru orantılıdır.	2	2.2	4	4.4	4	4.4	26	28.9	54	60.1
Öğretim materyali bilişsel olarak güdüleyicidir.	1	1.1	3	3.3	3	3.3	35	38.9	48	53.4

According to the results; 87.8% of the teachers think that the course books, materials and content are consistent with instructional objectives. On the other hand, 5.5% of the teachers do not think that the course books, materials and content are consistent with instructional objectives and 6.7% of the teachers are not sure about the issue.

According to the results; 83.4% of the teachers are not sure if there is not any grammar or word mistakes in course books. On the other hand, 11.1% of the teachers think that there is not any grammar or word mistakes in course books and 5.5% of the teachers do not agree with that.

According to the results; 56.7% of the students do not think that course books capture the students' interests at first glance. On the other hand, 11.1% of the teachers think that course books capture the students' interests at first glance and 32.2% of the students are not sure about the issue.

According to the results; 93.4% of the teachers agree that the coursebooks have workbooks. On the other hand 3.3% of the teachers do not agree with that and 3.3% of the teachers are not sure about the issue.

According to the results; 95.6% of the teachers agree that the coursebooks have teacher guide books. On the other hand 3.3% of the teachers do not agree with that and 1.1% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers agree that each teaching material has a topic title at the beginning. On the other hand, 3.3% of the teachers do not agree with that and 4.4% of the teachers are not sure about the issue.

According to the results; 83.4% of the teachers are not sure if each teaching material has integrity. On the other hand, 10% of the teachers think that each teaching material has integrity and 6.6% of the teachers do not think that that each teaching material has integrity.

According to the results; 81.2% of the teachers think that the texts in each teaching material are clear and understandable. On the other hand, 5.5% of the teachers do not think that the texts in each teaching material are clear and understandable and 13.3% of the teachers are not sure about the issue.

According to the results; 86.7% of the teachers think that the colors used in each teaching material are not eye-straining. On the other hand, 4.4 of the teachers do not think that the colors used in each teaching material are not eye-straining and 8.9% of the teachers are not sure about the issue.

According to the results; 89.9% of the teachers think that the colors used in each teaching material are realistic. On the other hand, 4.4 of the teachers do not think that the colors used in each teaching material are realistic and 6.7% of the teachers are not sure about the issue.

According to the results; 87.9% of the teachers are not sure if there are not many colours used in teaching material. On the other hand, 7.7% of the teachers think that there are not many colours used in teaching material and 4.4% of the teachers do not agree with that.

According to the results; 87.8% of the teachers think that the instruction of teaching material is explanatory and understandable. On the other hand, 6.6% of the teachers do not think that the instruction of teaching material is explanatory and understandable and 5.6% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that there are visual documents in teaching material. On the other hand, 3.3% of the teachers do not think that there are visual documents in teaching material and 4.4% of the teachers are not sure about the issue.

According to the results; 85.6% of the teachers are not sure if the distribution of visual documents and written information in the teaching presentation is proportional. On the other hand, 12.2% of the teachers think that the distribution of visual documents and written information in the teaching presentation is proportional and 2.2% of the teachers do not agree with that.

According to the results; 90.1% of the teachers think that there are auditory documents in teaching material. On the other hand, 5.5% of the teachers do not think that there are auditory documents in teaching material and 4.4% of the teachers are not sure about the issue.

According to the results; 68.9% of the teachers are not sure if the page format of the teaching material is simple. On the other hand, 8,9% of the teachers think that the page format of the teaching material is simple and 22.2% of the teachers do not agree with that. 91.1% of the teachers think that the teaching material is explanatory and understandable. On the other hand,

4.4% of the teachers do not think that the teaching material is explanatory and understandable and 4.4% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that the teaching material is easily implemented. On the other hand, 3.3% of the teachers do not think that the teaching material is easily implemented and 4.4% of the teachers are not sure about the issue.

According to the results; 94.5% of the teachers think that the teaching material coincides with the determined instructional objectives of the curriculum. On the other hand, 3.3% of the teachers do not think that the teaching material coincides with the determined instructional objectives of the curriculum and 2.2% of the teachers are not sure about the issue.

According to the results; 92.2% of the teachers think that the teaching material is suitable for the level of readiness of the students in the class to which it is applied. On the other hand, 6.7% of the teachers do not think that the teaching material is suitable for the level of readiness of the students in the class to which it is applied and 1.1% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that the teaching material can be taught. On the other hand, 5.5% of the teachers do not think that the teaching material can be taught and 2.2% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that the exercises of the teaching material are consistent. On the other hand, 3.3% of the teachers do not think that exercises of the teaching material are consistent and 4.4% of the teachers are not sure about the issue.

According to the results; 90% of the teachers think that the teaching material is directly proportional to the attention span of the students. On the other hand, 6.6% of the teachers do not think that the teaching material is directly proportional to the attention span of the students and 4.4% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that the teaching material is cognitively motivating. On the other hand, 4.4% of the teachers do not think that the teaching material is motivating and 3.3% of the teachers are not sure about the issue.

4.6. What are the teachers' opinion on the activities and teaching methods of the 5th grade intensive English Language Curriculum?

Table 10 presents the results of teacher opinions on the activities and teaching methods of the 5th grade intensive English language curriculum.



Table 10: The results of teacher opinions on the activities and teaching methods of the 5th grade intensive English language curriculum.

	Kesinlikle Katılmıyorum		Katılmıyorum		Kararsızım		Katılıyorum		Kesinlikle Katılıyorum	
	f	%	f	%	f	%	f	%	f	%
DERS ETKİNLİKLERİ										
İngilizce dersi kazanımları ve ders içerikleri ile ders kitapları, diğer materyallerdeki etkinlikler tutarlıdır.	4	4.4	1	1.1	5	5.6	32	35.6	48	53.3
Sınıfların teknolojik donanımı ders etkinliklerine uygundur.	39	43.3	22	24.4	20	22.2	9	10.1	-	-
Sınıflardaki öğrenci sıra/masaları etkinliklere göre düzenlenebilmektedir.	38	42.2	35	38.9	4	4.4	7	7.8	6	6.7
İngilizce dersi öğretim programında önerilen öğretim etkinlikleri çocuklara yabancı dil öğretimi yaklaşımlarına uygundur.	2	2.2	2	2.2	2	2.2	40	44	44	48
İngilizce dersi öğretim programında önerilen öğretim etkinlikleri öğrenci gelişim özelliklerine uygundur.	1	1.1	2	2.2	4	4.4	35	38.4	48	53.9
İngilizce dersi öğretim programında önerilen öğretim etkinlikleri öğrenci ilgisini ve dikkatini çekecek niteliktedir.	1	1.1	2	2.2	5	5.6	33	36.7	49	54.4
İngilizce dersi öğretim programında önerilen öğretim etkinlikleri sınıf ortamında uygulanabilir niteliktedir.	44	48.8	32	35.6	8	8.9	5	5.6	1	1.1
İngilizce dersi öğretim programında önerilen öğretim etkinlikleri öğrenilenlerin tekrarına ve pekiştirilmesine olanak sağlamaktadır.	-	-	-	-	5	5.6	33	36.7	52	57.8
İngilizce dersi öğretim programında önerilen öğrenme yaşantıları öğretim hedeflerini kazandıracak niteliktedir.	1	1.1	2	2.2	4	4.4	37	41.1	46	51.2
İngilizce dersi öğretim programında önerilen öğretim etkinlikleri zaman, maliyet ve emek açısından ekonomiklik ilkesine uygun düzenlenmiştir.	1	1.1	1	1.1	75	83.3	9	10.1	4	4.4
İngilizce dersi öğretim programında yer verilen dinleme etkinlikleri öğrencilerin hedeflenen dinleme becerilerine ulaşmalarını sağlamaktadır.	2	2.2	2	2.2	4	4.4	30	33.4	52	57.8
İngilizce dersi öğretim programında yer verilen konuşma etkinlikleri öğrencilerin hedeflenen konuşma becerilerine ulaşmalarını sağlamaktadır.	1	1.1	2	2.2	3	3.3	34	37.8	50	55.6
İngilizce dersi öğretim programında yer verilen yazma etkinlikleri öğrencilerin hedeflenen yazma becerilerine ulaşmalarını sağlamaktadır.	3	3.3	1	1.1	4	4.4	28	31.1	54	60.1
İngilizce dersi öğretim programında yer verilen okuma etkinlikleri öğrencilerin hedeflenen okuma becerilerine ulaşmalarını sağlamaktadır.	1	1.1	2	2.2	3	3.3	34	37.8	50	55.6
İngilizce dersi öğretim programında yer verilen kelime edinimine ilişkin etkinlikler öğrencilerin hedeflenen kelime edinim becerilerine ulaşmalarını sağlamaktadır.	1	1.1	4	4.4	2	2.2	33	36.7	50	55.6

According to the results; 88.9% of the teachers think that the instructional objectives and content are consistent with course books and the activities in other materials. On the other hand, 5.5% of the teachers do not think that the instructional objectives and content are consistent with course books and the activities in other materials and 5.6% of the teachers are not sure about the issue.

According to the results; 67.7% of the teachers do not think that the classrooms' technological equipment is suitable for class activities. On the other hand, 10.0% of the teachers think that the classrooms' technological equipment is suitable for class activities and 22.2% of the teachers are not sure about the issue.

According to the results; 81.1% of the teachers do not think that the students' tables and desks can be arranged for class activities. On the other hand, 13.5% of the teachers think that students' tables and desks can be arranged for class activities and 4.4% of the teachers are not sure about the issue.

According to the results; 93.3% of the teachers think that the teaching activities recommended in the English language curriculum are suitable for foreign language teaching approaches for children. On the other hand, 4.4% of the teachers do not think that the teaching activities recommended in the English language teaching program are suitable for children's foreign language teaching approaches and 2.2% of the teachers are not sure about the issue.

According to the results; 92.2% of the teachers think that the teaching activities recommended in the English curriculum are suitable for student development characteristics. On the other hand, 3.3% of the teachers do not agree with that and 4.4% of the teachers are not sure about the issue.

According to the results; 91.1% of the teachers think that the teaching activities recommended in the English curriculum catch students' attention. On the other hand, 3.3% of the teachers do not agree with that and 5.6% of the teachers are not sure about the issue.

According to the results; 84.5% of the teachers do not think the teaching activities recommended in the English curriculum are implementable in classrooms. On the other hand, 6.7% of the teachers agree with that and 8.9% of the teachers are not sure about the issue.

According to the results; 94.5% of the teachers think that the teaching activities recommended in the English language curriculum allow the students to review and reinforce their learning. On the other hand, 5.6% of the teachers are not sure about the issue.

According to the results; 92.2% of the teachers think that the learning experiences recommended in the English language curriculum are likely to gain the students instructional objectives. On the other hand, 3.3% of the teachers do not agree with that and 4.4% of the teachers are not sure about the issue.

According to the results; 83.3% of the teachers are not sure if the teaching activities recommended in English curriculum are arranged in accordance with the economic principle in terms of time, cost and effort. On the other hand, 14.5% of the teachers agree with that and 2.2% of the teachers do not agree with that.

According to the results; 91.1% of the teachers think that listening activities included in the English language curriculum provide students the ability to reach the targeted listening skills. On the other hand, 4.4% of the teachers do not agree with that and 4.4% of the teachers are not sure about the issue.

According to the results; 93.4% of the teachers think that speaking activities included in the English language curriculum provide students the ability to reach the targeted speaking skills. On the other hand, 3.3% of the teachers do not agree with that and 3.3% of the teachers are not sure about the issue.

According to the results; 91.1% of the teachers think that writing activities included in the English language curriculum provide students the ability to reach the targeted writing skills. On the other hand, 4.4% of the teachers do not agree with that and 4.4% of the teachers are not sure about the issue.

According to the results; 93.4% of the teachers think that reading activities included in the English language curriculum provide students the ability to reach the targeted reading skills. On the other hand, 3.3% of the teachers do not agree with that and 3.3% of the teachers are not sure about the issue.

According to the results; 92.3% of the teachers think that vocabulary activities included in the English language curriculum provide students the ability to reach the targeted vocabulary acquisition skills. On the other hand, 5.5% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

4.7. What are the teachers' opinion on the evaluation and assessment of the 5th grade intensive English Language Curriculum?

Table 11 presents the results of teacher opinions on the evaluation and assessment of the 5th grade intensive English language curriculum

Table 11: The results of teacher opinions on the evaluation and assessment of the 5th grade intensive English language curriculum

	Kesinlikle Katılmıyorum		Katılmıyorum		Kararsızım		Katılıyorum		Kesinlikle Katılıyorum	
	f	%	f	%	f	%	f	%	f	%
ÖLÇME DEĞERLENDİRME										
Ölçme değerlendirme ile kazanımlar, ders kitapları, diğer materyallerdeki etkinlikler ile İngilizce ders içeriği öğretim hedefleriyle tutarlıdır.	2	2.2	-	-	6	6.7	32	35.6	50	55.7
Programda öngörülen ölçme değerlendirme araçları, sonuçtan çok sürece dönüktür.	2	2.2	2	2.2	3	3.3	31	34.5	52	57.8
Programda öngörülen ölçme değerlendirme teknikleri öğrencilerin İngilizce öğrenmedeki gelişim düzeylerini dikkate almaktadır	1	1.1	3	3.3	3	3.3	30	33.4	53	58.9
İngilizce dersi öğretim programında öğrencinin edinmesi beklenen kelime bilgisinin değerlendirilmesi mümkündür.	2	2.2	4	4.4	2	2.2	28	31.1	54	60.1
İngilizce dersi öğretim programında öğrencinin edinmesi beklenen konuşma becerisinin değerlendirilmesi mümkündür.	2	2.2	2	2.2	2	2.2	33	36.7	51	56.7
İngilizce dersi öğretim programında öğrencinin edinmesi beklenen dinleme becerisinin değerlendirilmesi mümkündür.	2	2.2	2	2.2	2	2.2	30	33.4	54	60.0
İngilizce dersi öğretim programında öğrencinin edinmesi beklenen sözlü ve yazılı iletişim becerilerinin değerlendirilmesi mümkündür.	2	2.2	2	2.2	2	2.2	30	33.4	54	60.0
İngilizce dersi öğretim programında önerilen ödev ve projeler öğrenci gelişim düzeyine uygundur.	3	3.3	1	1.1	2	2.2	35	38.9	49	54.5
İngilizce dersi öğretim programında önerilen ödev ve projeler ders kazanımlarının ölçülüp değerlendirilmesi için uygundur.	3	3.3	1	1.1	4	4.4	35	38.9	47	52.3

According to the results; 91.2% of the teachers think that evaluation and assessment is consistent with course books, activities, content and instructional objectives. On the other hand, 5.5% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

According to the results; 92.2% of the teachers think that evaluation and assessment instruments envisaged in English language curriculum focus on the process rather than the results. On the other hand, 4.4% of the teachers do not agree with that and 3.3% of the teachers are not sure about the issue.

According to the results; 92.2% of the teachers think that evaluation and assessment techniques envisaged in English language curriculum consider the development level of students in English. On the other hand, 4.4% of the teachers do not agree with that and 3.3% of the teachers are not sure about the issue.

According to the results; 91.2% of the teachers think that with English language curriculum it is possible to evaluate the vocabulary knowledge that the students supposed to know. On the other hand, 6.6% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

According to the results; 93.4% of the teachers think that with English language curriculum it is possible to evaluate the speaking skills that the students supposed to have. On the other hand, 4.4% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

According to the results; 93.3% of the teachers think that with English language curriculum it is possible to evaluate the oral and written skills that the students supposed to have. On the other hand, 4.4% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

According to the results; 93.3% of the teachers think that with English language curriculum it is possible to evaluate the listening skills that the students supposed to have. On the other hand, 4.4% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

According to the results; 93.3% of the teachers think that the homeworks and projects recommended in English language curriculum are suitable for the development level of students. On the other hand, 4.4% of the teachers do not agree with that and 2.2% of the teachers are not sure about the issue.

According to the results; 91.1% of the teachers think that the homeworks and projects recommended in English language curriculum are suitable for evaluating the instructional objectives. On the other hand, 4.4% of the teachers do not agree with that and 4.4% of the teachers are not sure about the issue.



4.8. Is there a statistically significant difference in the opinions of English Language teachers in Istanbul on the 5th grade intensive English Language Curriculum in terms of teaching experience?

Table 12: Anova Results

	Teaching Experience	N	Mean	SD	F	df	Sig.
General Characteristics	1-5 years	10	31.3	4.56	.665	89	.465
	5-10 years	15	31.7	4.87			
	10 years-over	65	31.9	5.12			
Instructional Objectives	1-5 years	10	18.1	3.59	.177	89	.321
	5-10 years	15	18.3	1.82			
	10 years-over	65	19.2	2.21			
Content	1-5 years	10	33.4	5.47	1.107	89	.234
	5-10 years	15	33.6	3.69			
	10 years-over	65	33.8	2.07			
Coursebook and Materials	1-5 years	10	25.0	4.01	.232	89	.726
	5-10 years	15	26.4	2.90			
	10 years-over	65	26.7	3.66			
Activities and Teaching Methods	1-5 years	10	18.9	4.02	.323	89	.389
	5-10 years	15	19.2	3.21			
	10 years-over	65	19.9	4.40			

In the statistical analysis of the findings, no significant difference was found between the opinions of teachers on the curriculum and their teaching experiences ($p > 0.05$). Thus, it can be said that both experienced and less experienced teachers have similar opinions on the 5th grade intensive English language curriculum.

CHAPTER V

DISCUSSION

In this chapter, the results obtained in the study were interpreted in comparison with the results of the different studies which are limited in curriculum evaluation field.

1. For the first dimension of the questionnaire, the findings of the present study show that the teachers implementing the 5th grade intensive English language curriculum have both positive and negative opinions about the general characteristics of the curriculum.

It was found that most of the teachers were experienced in the profession of the English language teaching since most of the participants were teaching English for ten and more years and the teachers found 5th grade intensive English language curriculum both understandable and useful for language learning. 100% of the teachers think that the language of the English language curriculum is clear and understandable. 90% of the teachers think that the English language curriculum is prepared very detailed in terms of achievements, measurement, evaluation and implementation. 90% of the teachers think that the English language curriculum is very good guide for teachers to achieve the aims. 86.7% of the teachers think that the English language curriculum aims to make students both learn and love English. 92.2% of the teachers think that the English language curriculum will solve the problems related to English learning in our country. In this sense, it can be said that the English language curriculums which are prepared to make children like English language, are aimed to make students both love and learn English. The studies of Büyükduman (2001) and Küçük (2008) supported this results. They made a research on the curriculums implemented between 1997-2006 and found similar results.

91.1% of the teachers think that the weekly hours allocated for implementing English language curriculum is enough. This is one of the most important results of the research that most of the teachers found the weekly hour for the 5th year intensive English course adequate. The weekly hour for 5th year intensive English language curriculum is fifteen hours in a week and teachers found it adequate to implement the curriculum properly. This result is contrary to other studies on this issue. There had been plenty of researches about the importance of the weekly hour for language courses. The studies of Alkan and Arslan (2014), Küçüktepe and Baykın (2014), Ekuş

and Babayiğit (2015), Yıldırım and Tanrısever (2015) support this result. In their researches, it was found out that the teachers were mostly not satisfied with the weekly hours of English language courses and implied the importance of weekly hours for implementing the English language curriculum properly. In addition, Gürsoy, Korkmaz and Damar (2013) also pointed out that the majority of English language teachers in their studies think that the early start of English classes is beneficial for language learning but that the hours of weekly English lessons should be increased. Therefore, in this current study, the result that the teachers are satisfied with the weekly hours is a very important characteristics of the curriculum.

However; 81.1% of the teachers stated that they did not get inservice training about the 5th grade intensive English language curriculum. 85.6% of the teachers disagree that they get answers from school directors or directorates of national education to their problems related to the curriculum. 88.9% of the teachers disagree that the directors asked for their opinions about the curriculum. 90% of the teachers disagree that the volunteer teachers could take part in program development studies of English language curriculum. 89.9% of the teachers disagree that their opinions were asked for while preparing the curriculum.

Teacher training or inservice training is an important factor affecting the implementation of a curriculum. According to Roberts (1998), if the teacher does not improve, improvement in schooling will not occur. In addition, it may cause problems to expect teachers to implement curriculums that they are not well informed and not competent enough to carry out. Carless (1999, p. 355) stresses that if teachers are going to implement an innovation, then it is very important that that they should have a total understanding of the principles, changes and practices of the proposed change. In that sense, teacher trainings or inservice trainings are the most suitable ways to fulfil this. Therefore, training teachers before the academic year begins should be one of the main concerns of directors and curriculum designers so as to ensure the implementability of the curriculum.

It was also found out in this current research that participants did not think that they were well informed about the new curriculum as there was no communication between curriculum designers and teachers who were going to implement the new curriculum. However, informing the teachers about the new curriculum is essential for effective curriculum change because the clarity of goals of innovation is of critical importance in enabling teachers to understand the

characteristics of the new curriculum (Fullan, 2001a, 2001b; Lamie, 2005). Therefore, different communication methods should be arranged to inform teachers about the characteristics of the new curriculum such as trainings, meetings, conferences. The absence of communication between program developers and teachers as practicers could decrease the quality of English language teaching teacher education provided in Turkey, so, teachers cannot perceive the innovative parts of the new curriculum. To provide this, curriculum development is supposed to be cyclical in nature, being interrelated and mixed in an endless process (Breen, 2001).

2. For the second dimension of the questionnaire, that is the instructional objectives of the curriculum; 92.2% of the teachers think that the instructional objectives are appropriate to the students' interests and needs. 93.4% of the teachers think that the instructional objectives are clear and comprehensible. 91.1% of the teachers think that the instructional objectives are suitable for the students' development level. 91.1% of the teachers think that the instructional objectives coincide with the students' need in English language learning. 94.4% of the teachers think that the instructional objectives are aimed at providing students with the ability to understand and use daily basic expressions. 92.2 of the teachers think that the instructional objectives are aimed at providing students the ability to read, understand and use the books of other courses which are suitable for their level. 94.5% of the teachers think that the instructional objectives are consistent within themselves. 88.9% of the teachers think that it is possible to reach the target listening skills in the English language curriculum. 91.1% of the teachers think that it is possible to reach the target writing skills in the English language curriculum. 91.1% of the teachers think that it is possible to reach the target speaking skills in the English language curriculum. 88.9% of the teachers think that it is possible to reach the target reading skills in the English language curriculum. As it is clear from the results that teachers mostly have positive opinions about the instructional objectives of the 5th grade English language curriculum. However; 88.9% of the teachers do not think that the number of students in classrooms allows each student to reach the instructional objectives. It means that the teachers find the numbers of students too crowded and it is hard to implement the intensive curriculum properly. Kırkgöz (2008a) stated that his studies on the English curriculum based on educational reform in 2006 showed that the classrooms were very crowded and that the necessary equipment and materials were not available and that this made language teaching difficult. Ozturk and Tılfarlıoğlu (2008) stated that the classes were too crowded in many primary schools of Turkey and they were lack

of projectors, computers and CD / CD players which were necessary for language teaching. In addition, Seckin added that most of the necessary educational equipments are inadequate in most of the schools in Turkey and that situation affects language teaching and English teachers' performance in a negative way. Based on these data, it can be said that the problems encountered during the implementation of the previous educational reforms continue today.

3. In relation to the content dimension, it was found that teachers are mostly indecisive about the content of the 5th grade intensive English language curriculum. 64.4% of the teachers are not sure if the content is consistent with instructional objectives. 64.4% of the teachers are not sure if the content is consistent in itself. 60% of the teachers are not sure if the content is up to date. 52.2% of the teachers are not sure if teaching principles were taken into consideration while designing the curriculum. 54.4% of the teachers are not sure if the content was designed to allow doing reviews. However; 90% of the teachers think that the content is consistent with scientific facts and 91.1% of the teachers think that the content is fluent and holistic.

As it is not correct to say directly that the teachers have negative opinions about the content since they are mostly indecisive, we can not say this finding of the research was supported by the other studies which were conducted in the other grade levels about the former English language curriculum. It is better to describe it that there had been researches about the content and it was found out that the content of the English language curriculum was perceived as inappropriate or ineffective by the teachers in terms of the level and the interests of the students (Erdoğan, 2005; Mersinligil, 2002; Tılfaroğlu & Öztürk, 2007). In addition, there were other studies conducted about the new English language curriculum of the 4th and 5th grades (Akcan & Tatar, 2009; Topkaya & Küçük, 2010). It was also found out in their research that the teachers thought some of the units as above the levels of the students with respect to the vocabulary and structures used in the coursebooks.

4. For the course book and materials dimension teachers mostly have positive opinions. 87.8% of the teachers think that the course books, materials and content are consistent with instructional objectives. 93.3% of the teachers agree that the coursebooks have workbooks. 95,5% of the teachers agree that the coursebooks have teacher guide books. 92.2% of the teachers agree that each teaching material has a topic title at the beginning. 81.1% of the teachers think that the texts in each teaching material are clear and understandable. 86.7% of the teachers think that the colors used in each teaching material are not eye-straining. 89.9% of the teachers think that the colors

used in each teaching material are realistic. 87.7% of the teachers think that the instruction of teaching material is explanatory and understandable. 92.2% of the teachers think that there are visual documents in teaching material. 90% of the teachers think that there are auditory documents in teaching material. 91.1% of the teachers think that the teaching material is explanatory and understandable. 92.3% of the teachers think that the teaching material is easily implemented. 94.4% of the teachers think that the teaching material coincides with the determined instructional objectives of the curriculum. 92.3% of the teachers think that the teaching material is suitable for the level of readiness of the students in the class to which it is applied. 92.2% of the teachers think that the teaching material can be taught. 92.3% of the teachers think that the exercises of the teaching material are consistent. 88.9% of the teachers think that the teaching material is directly proportional to the attention span of the students. 92.2% of the teachers think that the teaching material is cognitively motivating. As it is very clear from the percentages that teachers mostly do not have problems related to the course books. This result is very important since there were many researches about the course books in ELT field and mostly it was found out that teachers were satisfied with the teaching activities however they were indecisive or disagree about the coursebook. The researches of Demir and Duruhan (2015), Ekuş and Babayiğit (2015), Yaşar (2015) and Yıldırım and Tanrıseven (2015) are examples of this. In addition, as in the works of Çakıt (2006), and Yanık (2007) the teachers regarded the characters used in the textbook as unsuitable for the ages and interests of the students. Moreover, the teachers had negative opinions about the layout of the coursebook especially its lack of visual support. However, it is expressed in the literature that the visual attractiveness of the materials and the coursebooks are important in raising the motivation, attention and the interest of the students towards the lesson (McDonough & Shaw, 1993). Thus, the positive percentages of the current study is a very big development in ELT field on coursebook problems.

5. In relation to the instructional strategies (activities and teaching methods) dimension, teachers have both positive and negative opinions. 88.9% of the teachers think that the instructional objectives and content are consistent with course books and the activities in other materials. 93.3% of the teachers think that the teaching activities recommended in the English language curriculum are suitable for foreign language teaching approaches for children. 92.2% of the teachers think that the teaching activities recommended in the English curriculum are suitable for student development characteristics. 91.1% of the teachers think that the teaching activities

recommended in the English curriculum catch students' attention. 94.5% of the teachers think that the teaching activities recommended in the English language curriculum allow the students to review and reinforce their learning. 92.2% of the teachers think that the learning experiences recommended in the English language curriculum are likely to gain the students instructional objectives. 91.1% of the teachers think that listening activities included in the English language curriculum provide students the ability to reach the targeted listening skills. 93.4% of the teachers think that speaking activities included in the English language curriculum provide students the ability to reach the targeted speaking skills. 91.1% of the teachers think that writing activities included in the English language curriculum provide students the ability to reach the targeted writing skills. 93.4% of the teachers think that reading activities included in the English language curriculum provide students the ability to reach the targeted reading skills. 92.3% of the teachers think that vocabulary activities included in the English language curriculum provide students the ability to reach the targeted vocabulary acquisition skills.

According to Ornstein and Hunkins (1998); students should be supported with plenty of different learning styles which refer to different activities and learning styles so that they do not feel restricted to only one way of thinking or learning. The new 5th grade intensive English language curriculum recommends not only using the mechanical activities but also the enjoyable, funny, communicative and task based activities such as drama, songs, puzzles, role plays, games, simulations, active learning, cooperative learning, etc. (MONE, 2017). This kind of learning is supported by the related literature which emphasizes the importance of enjoyable, meaningful, communicative, active and cooperative activities in developing and increasing the students' active participation and positive attitudes for learning English (Richards & Rodgers, 2001, Littlewood, 2004, Jeon & Hann, 2006).

However; 83.3% of the teachers are not sure if the teaching activities recommended in English curriculum are arranged in accordance with the economic principle in terms of time, cost and effort. 84.5% of the teachers do not think the teaching activities recommended in the English curriculum are implementable in classrooms. 81.1% of the teachers do not think that the students' tables and desks can be arranged for class activities. 67.7% of the teachers do not think that the classrooms' technological equipment is suitable for class activities. In this case, it can be said that the majority of the teachers who participated in the study did not have the necessary conditions to do the activities recommended in the 5th grade intensive English language curriculum and this

situation had negative effects on the evaluation of the curriculum for the English course. In addition, the inadequacy of physical equipment and environment can also make it difficult for students to reach their educational goals since the physical environment is one of the most important element in teaching foreign language to children. Therefore, the use of a wide range of teaching technology and materials in foreign language instruction for young children makes learning more fun and simple. (Scott & Itreberg, 1990). It was also found that it should be based on interesting and concrete materials. According to Mirici (2001, s.9) songs, games and different educational activities appropriate to the age, interests and levels of the students should be included. Similar results were found in the works of Değirmenci, Uysal and Yavuz (2015) and Aslan (2008). In addition, Kirkland and Patterson (2005) stated that appropriate and accessible activities and materials that attract children's interest at this age level have a positive effect on the language development of the child. In addition, Fraire (2008) stated in his research that a good teacher-student relationship improves the mental health of the teacher as well as enhances the occupational satisfaction and professional skills of an educator, as well as ensuring that the learner complies with the reading. Mantzicopoulos (2005) stated that a good teacher-student relationship is significantly influenced by the teaching methods used in the class, and that the teacher's use of teaching methods that support student development enhances the compatibility between the student and the teacher.

It was also found that the classroom design creates problems when the teachers try to implement the activities recommended in the curriculum. There should be separate English classrooms with U seating design if possible, as it will facilitate communication of classroom-specific English-language seating.

On the other hand, events and visual materials must be sent in addition to the books. It can be better if listening texts and visual materials (flashcard etc.) are sent with books or to ensure that such materials are available before schools begin. Thus, teaching can be more efficient. Similar results were found in the works of Karçı and Akar-Vural (2011) that the visual and auditory technological equipments should be provided by the institutions.

6. For the evaluation and assessment dimension, teachers strongly have positive opinions. 91.2% of the teachers think that evaluation and assessment is consistent with course books, activities, content and instructional objectives. 92.2% of the teachers think that evaluation and assessment

instruments envisaged in English language curriculum focus on the process rather than the results. 92.2% of the teachers think that evaluation and assessment techniques envisaged in English language curriculum consider the development level of students in English. 91.0% of the teachers think that with English language curriculum it is possible to evaluate the vocabulary knowledge that the students supposed to know. 93.4% of the teachers think that with English language curriculum it is possible to evaluate the speaking skills that the students supposed to have. 93.3% of the teachers think that with English language curriculum it is possible to evaluate the oral and written skills that the students supposed to have. 93.3% of the teachers think that with English language curriculum it is possible to evaluate the listening skills that the students supposed to have. 93.3% of the teachers think that the homeworks and projects recommended in English language curriculum are suitable for the development level of students. 91.1% of the teachers think that the homeworks and projects recommended in English language curriculum are suitable for evaluating the instructional objectives. These high rate positive percentages are very important since the teachers think that it is possible to evaluate the four skills of the students with 5th grade intensive English language curriculum. In addition, it was found that teachers have positive attitude towards suggested assessment techniques in the curriculum such as portfolio, project, creating a drama and presentation.etc. In this study; the results are mostly contrary to the related literature since it was found in these researches that the teachers complained about the traditional assessment techniques such as tests, quizzes and written exams. (Kesal & Aksu, 2006). On the other hand, in the studies of Büyükduman (2005) and Mersinligil (2002) it was found out that the English language teachers implementing the previous curriculum in the primary schools did not use the suggested assessment techniques in the curriculum due to insufficient time and mostly preferred using traditional tests to assess the academical achievement of the students. In addition, this finding of their study was supported with Hatipoğlu (2005) who found out in his research that English language teachers were lack of portfolio assessment knowledge and this lack of knowledge caused them not to use potfolio technique effectively and preferred traditional techniques.

7. In terms of the independent variable of the study ; teaching experience, no statistically significant difference was found between the opinions of teachers on the 5th grade intensive English language curriculum and teaching experience. These results show that regardless of teaching experience, the teachers have similar opinions on the 5th grade intensive English

language curriculum. In terms of teaching experience, similar results were found in the studies of Küçük (2008), Erkan (2009), Örmeci (2009) Seçkin(2010) and Çelen (2011) on the evaluation of the 4th and 5th grade English language curriculum from the perspective of teachers. However, there are other studies related to 2006 English language curriculum in which there is a significant difference between the items of the program and teaching experience. (Erbilen-Sak, 2008; Yaman, 2010; Yörü, 2012).



CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

The present study has investigated the opinions of English language teachers in İstanbul on the 5th grade intensive English language curriculum implemented at the project schools. Under the light of results and discussions reported in the previous chapters, the conclusions are given under five titles:

1. General Characteristics: The teachers mostly have positive opinions on the general characteristics of the 5th grade intensive English language curriculum. They are mostly in the idea that the newly developed 5th grade intensive English language curriculum can make the students both learn and enjoy English language and solve the English language learning and teaching problems in Turkey. One of the most important conclusion of the research is that most of the teachers found the weekly hour for the 5th year intensive English course adequate. The weekly hour for 5th year intensive English language curriculum is fifteen hours in a week and teachers found it adequate to implement the curriculum properly. However, the teachers stated that they did not get in-service training or education about the newly developed 5th grade intensive English language curriculum before the academic year began.

2. Instructional Objectives: In terms of the understandability of the instructional objective statements, it can be said that the teachers have strongly positive opinions. By looking at the percentages of frequencies in measurability and achievability of the instructional objectives it can be concluded that the teachers think that with less number of students in classes, it would be easier to achieve the instructional objectives. As, the teachers think that the instructional objectives of the 5th grade intensive English language curriculum are in accordance with the students' developmental levels, yet the classes are too crowded to achieve the objectives and meet the daily needs of the students.

3. Content: The teachers find the content fluent and holistic. However; for other items they mostly have indecisive opinions. They are not sure if the content is consistent with instructional objectives and consistent in itself. They are also not sure if the content is up to date and teaching principles were taken into consideration while designing the curriculum. In addition most of the teachers are indecisive if the content was designed to allow doing reviews.

4. Course book and Materials: The English language teachers mostly think that the course books, materials and content are consistent with instructional objectives, the texts in each teaching material are clear and understandable, that the colors used in each teaching material are not eye-straining, the colors used in each teaching material are realistic, the instruction of teaching material is explanatory and understandable, there are visual documents in teaching material, there are auditory documents in teaching material, the teaching material is explanatory and understandable, the teaching material is easily implemented and coincides with the determined instructional objectives of the curriculum, the teaching material is suitable for the level of readiness of the students in the class to which it is applied, the teaching material can be taught, the exercises of the teaching material are consistent, the teaching material is directly proportional to the attention span of the students and the teaching material is cognitively motivating. As it is very clear from the statements that teachers mostly do not have problems related to the course books and strongly have positive perceptions.

5. Instructional strategies (activities and teaching methods) : teachers think that the instructional strategies have both positive and negative sides. From the findings it can be concluded that the teachers think that the instructional objectives and content are consistent with course books and the activities in other materials, the teaching activities recommended in the English language curriculum are suitable for foreign language teaching approaches for children and for student development level, the teaching activities recommended in the English curriculum catch students' attention, the teaching activities recommended in the English language curriculum allow the students to review and reinforce their learning, listening activities included in the English language curriculum provide students the ability to reach the targeted listening skills, speaking activities included in the English language curriculum provide students the ability to reach the targeted speaking skills, writing activities included in the English language curriculum provide students the ability to reach the targeted writing skills, reading activities included in the English language curriculum provide students the ability to reach the targeted reading skills, vocabulary activities included in the English language curriculum provide students the ability to reach the targeted vocabulary acquisition skills. However, there are some weaknesses were concluded that the teachers do not think that the students' tables and desks can be arranged for class activities and also the classrooms' technological equipment is not suitable for class activities.

6. Evaluation and Assessment: Teachers strongly have positive opinions on the evaluation and assessment of 5th grade intensive English language curriculum. From the findings it can be concluded that the teachers think that evaluation and assessment is consistent with course books, activities, content and instructional objectives also the evaluation and assessment instruments recommended in English language curriculum focus on the process rather than the results, the evaluation and assessment techniques recommended in English language curriculum consider the development level of students in English. In addition, the teachers think that with English language curriculum it is possible to evaluate the vocabulary knowledge, speaking, writing, listening and reading skills that the students supposed to have. Moreover, the teachers think that the homeworks and projects recommended in English language curriculum are suitable for the development level of students.

RECOMMENDATIONS

Following the results of the research, some recommendations to the Ministry of National Education, teachers and researchers are presented below.

-Ministry of National Education should include universities and feedbacks from teachers who are practitioners of the program to the curriculum development studies.

-Ministry of National Education should cooperate with universities and arrange in-service trainings or conferences for teachers about the new curriculums.

-It was concluded that the teachers have no problems with the weekly hours allocated for implementing the curriculum. Therefore, weekly English lesson hours should stay as fifteen hours for a week or even increase so that learning can be more lasting, language learning activities and more room for practice.

-In the process of language teaching for children, necessary conditions should be ensured by taking into account the importance of visual and auditory means, and at least the recommended CD, CD player and projection should be provided in all schools.

-In order for language teaching for children to be more lasting and effective, the classroom population should be reduced to the appropriate number in terms of language teaching.

-As it will enhance the interaction among students and facilitate the implementation of speaking activities, the classrooms should be designed with U seating, yet this is only possible if the classroom population is reduced.

-School administrators should provide appropriate understanding, technological infrastructure and equipment for teachers by developing appropriate understanding of the nature of language teaching for young children.

-Teachers should follow the language education processes applied in the country and abroad, the scientific researches and the articles made in order to provide individual developments in language teaching and approaches for children.

-English teachers need to analyze the newly developed 5th grade intensive English language curriculum in detail. They should share and discuss their experiences and opinions during seminars or meetings.

-On the basis of the verification of study findings, the 5th grade intensive English language curriculum on a different area and on a different sample can be evaluated by different researchers.

-The 5th grade intensive English language curriculum can be examined in terms of different variables.

-The 5th grade intensive English language curriculum can be reviewed according to the opinions of students, administrators and inspectors.



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APPENDICES

APPENDIX A

YABANCI DİL AĞIRLIKLIL 5. SINIF İNGİLİZCE DERSİ ÖĞRETİM PROGRAMINI ÖĞRETMEN GÖRÜŞLERİNE GÖRE DEĞERLENDİRME ÖLÇEĞİ

YABANCI DİL AĞIRLIKLIL 5. SINIF İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI

“5. Sınıf Öğretim Programı, yoğun bir İngilizce programı olarak öğrencilere, Avrupa Dilleri İçin Ortak Başvuru Metni’nde belirlenen düzeylerden A1 ve A2 seviyelerini sunduktan sonra programın ikinci döneminde B1 (Eşik Düzey) seviyesinin yarısına kadar (B1.1) İngilizce öğretimi sağlamaktadır. Beşinci sınıfın sonunda öğrencilerin özellikle üretimsel dil becerileri anlamında A2 seviyesinin yeterliklerini yerine getirmeleri, B1 seviyesinin de programda B1.1 olarak tanımlanan dil becerileri ve unsurlarını edinmeleri hedeflenmiştir. İşlev ve iletişim odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi hedeflenen iletişimsel işlevler ve sözcükler/sözcük öbekleri bir konu bütünlüğü içinde belirlenmiş ve bağlamsal olarak sunulmuştur. Öğrencilerin dil üretimlerine zemin oluşturacak zenginlikte ve miktarda girdi sağlayabilen ve buna paralel olarak seçilmiş belirli etkinlik ve görevlerle mevcut dil becerilerini geliştirebilen bir program hazırlanmıştır.” (MEB, 2017)

“Tüm iletişimsel becerilerin tümleşik bir biçimde ele alındığı ve temrin edildiği B1.1 seviyesinin sonunda öğrencilerin; günlük konularla ilgili durum ve olayların geçtiği bağlamlarda temel kelime dağarcığıyla İngilizceyi kullanabilecek yeterlikte dil becerilerine sahip olmaları, akademik veya profesyonel jargon içermeyen basit sözlü veya yazılı metinlerin ana fikrini bulup kendi görüşlerini sözlü veya yazılı söylemler ve temel sözvarlığıyla ifade edebilmeleri, sözcük ve yapısal sınırlılıklarına rağmen aile, hobiler, ilgi alanları, günlük yaşam ve okul hakkında İngilizce iletişim kurabilmeleri amaçlanmıştır.” (MEB, 2017)

Ara ve Orta Düzey Kullanıcı (B1.1) Ortak Yeti Açıklamaları

“Öğrenciler günlük konular ve bağlamlarla ilgili temel sözvarlığıyla tasarlanmış sözlü ve yazılı metinleri anlayabilir; aile, hobiler, günlük temel etkinlikler ve olaylar, ilgi alanları, günlük yaşam ve okul hakkında iletişimsel bağlamlara kısıtlı sözvarlığıyla katılabilir, bu bağlamlar ve olaylar hakkında basit sözlü ve yazılı metinler ve söylemler üretebilir. Yaş, ilgi alanları ve gelişimsel özelliklerine uygun olan metin veya bağlamların ana fikri hakkında akıl yürüterek basit ifadelerle iletişim kurabilir.” (MEB, 2017)

YABANCI DİL AĞIRLIKLIL 5. SINIF İNGİLİZCE DERSİ ÖĞRETİM PROGRAMINI ÖĞRETMEN GÖRÜŞLERİNE GÖRE DEĞERLENDİRME ÖLÇEĞİ

Bu anket, Yabancı dil ağırlıklı 5. sınıf İngilizce derslerini yürüten İngilizce öğretmenlerinin öğretim programına yönelik görüşlerini belirlemek amacıyla hazırlanmıştır. Toplanacak olan veriler, Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Yüksek Lisans Düzeyinde hazırlanmakta olan bir tezde kullanılacaktır. Katkılarınızdan dolayı teşekkür ederiz.

Simge KAMBUR

Mesleki Tecrübe: 1-5 yıl / 5-10 yıl / 10 yıl ve üzeri

Kullandığınız kitap: Pearson / Cambridge

Aşağıda Yabancı dil ağırlıklı 5. Sınıf Hazırlık İngilizce dersi öğretim programına yönelik maddeler yer almaktadır. Görüşleriniz ve destekleriniz için teşekkür ederiz.		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
GENEL ÖZELLİKLER						
1.	İngilizce dersi öğretim programının dili sade, açık ve anlaşılırdır.					
2.	İngilizce dersi öğretim programı kazanımlar, ölçme değerlendirme ve uygulama açısından çok detaylı yazılmıştır.					
3.	İngilizce dersi öğretim programı öğretmenler için amaca ulaşmak açısından çok iyi bir rehberdir.					
4.	İngilizce dersi öğretim programına ayrılan haftalık ders saati programı uygulayabilmek için yeterlidir.					
5.	İngilizce dersi öğretim programına ilişkin hizmet-içi eğitim aldım.					
6.	İngilizce dersi öğretim programına ilişkin soru ve sorunlarımıza okul müdürlerimizden, ilçe-il müdürlüklerinden anında yanıt alınabilmektedir.					
7.	İngilizce dersi öğretim programı öğrenciye İngilizceyi sevdirecek öğretmeyi hedeflemektedir.					
8.	İngilizce dersi öğretim programı öğrencilerde İngilizce öğrenmeye yönelik olumlu tutum geliştirmektedir.					

9.	Yöneticiler İngilizce dersi öğretim programına ilişkin görüşlerimizi istemiştir.					
10.	İngilizce dersi öğretim programı hazırlanırken programa ilişkin görüşlerimize yer verildiğini düşünmekteyim.					
11.	İsteyen öğretmenler İngilizce dersi program geliştirme çalışmalarına katılabildiler.					
12.	İngilizce dersi öğretim programı ülkemizde yaşanan dil öğrenme sorunlarına çözüm getireceğini düşünüyorum.					
	KAZANIMLAR					
13.	İngilizce dersi kazanımları öğrenci ilgi ve ihtiyaçlarına uygundur					
14.	İngilizce dersi öğretim programındaki kazanımlar yeterince açık ve anlaşılırdır.					
15.	İngilizce dersi öğretim programının kazanımları öğrenci gelişim düzeyine uygundur.					
16.	Kazanımlar, öğrencilerin yabancı dil öğrenimi konusundaki ihtiyaçlarıyla örtüşmektedir.					
17.	Kazanımlar, öğrencilere günlük temel ifadeleri anlayıp kullanma becerisi kazandırmaya yöneliktir.					
18.	Kazanımlar, öğrencilere düzeylerine uygun diğer derslerin kitaplarını okuyup, anlayıp kullanma becerisi kazandırmaya yöneliktir.					
19.	Kazanımlar kendi içinde birbiriyle tutarlıdır.					
20.	Sınıftaki öğrenci sayısı her öğrencinin kazanımlara ulaşabilmelerine olanak sağlamaktadır.					
21.	İngilizce dersi öğretim programında hedeflenen dinleme becerilerine öğrencinin ulaşması mümkündür.					
22.	İngilizce dersi öğretim programında hedeflenen yazma becerilerine öğrencinin ulaşması mümkündür.					
23.	İngilizce dersi öğretim programında hedeflenen konuşma becerilerine öğrencinin ulaşması mümkündür.					
24.	İngilizce dersi öğretim programında hedeflenen okuma becerilerine öğrencinin ulaşması mümkündür.					
	İÇERİK					
25.	İngilizce ders içeriği öğretim hedefleriyle tutarlıdır.					
26.	İngilizce ders içeriği kendi içinde tutarlılık göstermektedir.					
27.	İngilizce ders içeriği bilimsel gerçekler ile tutarlılık göstermektedir.					
28.	İngilizce ders içeriği günceldir.					
29.	İngilizce ders içeriği öğrenci için anlamlıdır.					
30.	İngilizce ders içeriği öğretim ilkeleri dikkate alınarak düzenlenmiştir.					

31.	İngilizce ders içeriği ara tekrarları teşvik edecek şekilde düzenlenmiştir.					
32.	İngilizce ders içeriği akıcı ve bütünseldir. DERS KİTAPLARI ve MATERYALLER					
33.	Öğretimde kullanılan ders kitapları, diğer materyaller ve İngilizce ders içeriği öğretim hedefleriyle tutarlıdır.					
34.	İngilizce ders kitaplarında hiç bir gramer ve/veya kelime yanlışı bulunmamaktadır.					
35.	İngilizce ders kitabı öğretmenlerin başka kaynak aramalarına gerektirmeyecek kadar zengin içeriklidir.					
36.	Ders kitapları ilk bakışta öğrencinin ilgisini çekebilecek niteliktedir.					
37.	Ders kitaplarının alıştırma kitapları da vardır.					
38.	Ders kitaplarının öğretmen kılavuz kitapları da vardır.					
39.	Her öğretim materyalinin başında konu başlığı bulunuyor.					
40.	Her öğretim materyalinde bütünlük görülüyor.					
41.	Her öğretim materyalindeki yazılar açık ve anlaşılır.					
42.	Her öğretim materyalinde kullanılan renkler gözü yormuyor.					
43.	Her öğretim materyalinde kullanılan renkler gerçeğine uygundur.					
44.	Öğretim materyalinde çok fazla renk kullanılmamış.					
45.	Öğretim materyali yönergesi açıklayıcı ve anlaşılırdır.					
46.	Öğretim materyallerinde görsel öğeler bulunmaktadır.					
47.	Öğretim sunumunda görsel öğelerin ve yazılı bilgilerin dağılımı orantılıdır.					
48.	Öğretim sunumunda işitsel öğeler bulunmaktadır.					
49.	Öğretim materyalinin sayfa düzeni yalındır.					
50.	Öğretim materyali açıklayıcı ve anlaşılır.					
51.	Öğretim materyali kolayca uygulanabiliyor.					
52.	Öğretim materyali ile programın belirlenen kazanımları örtüşüyor.					
53.	Öğretim materyali uygulandığı sınıftaki öğrencilerin hazırbulunuşluk düzeyine uygundur.					
54.	Öğretim materyali öğretilebilir.					
55.	Öğretim materyalindeki alıştırmalar tutarlıdır.					
56.	Öğretim materyali öğrencilerin dikkat süreçleriyle doğru orantılıdır.					
57.	Öğretim materyali bilişsel olarak güdüleyicidir. DERS ETKİNLİKLERİ					
58.	İngilizce dersi kazanımları ve ders içerikleri ile ders kitapları, diğer materyallerdeki etkinlikler tutarlıdır.					
59.	Sınıfların teknolojik donanımı ders etkinliklerine uygundur.					

60.	Sınıflardaki öğrenci sıra/masaları etkinliklere göre düzenlenebilmektedir.					
61.	İngilizce dersi öğretim programında önerilen öğretim etkinlikleri çocuklara yabancı dil öğretimi yaklaşımlarına uygundur.					
62.	İngilizce dersi öğretim programında önerilen öğretim etkinlikleri öğrenci gelişim özelliklerine uygundur.					
63.	İngilizce dersi öğretim programında önerilen öğretim etkinlikleri öğrenci ilgisini ve dikkatini çekecek niteliktedir.					
64.	İngilizce dersi öğretim programında önerilen öğretim etkinlikleri sınıf ortamında uygulanabilir niteliktedir.					
65.	İngilizce dersi öğretim programında önerilen öğretim etkinlikleri öğrenilenlerin tekrarına ve pekiştirilmesine olanak sağlamaktadır.					
66.	İngilizce dersi öğretim programında önerilen öğrenme yaşantıları öğretim hedeflerini kazandıracak niteliktedir.					
67.	İngilizce dersi öğretim programında önerilen öğretim etkinlikleri zaman, maliyet ve emek açısından ekonomiklik ilkesine uygun düzenlenmiştir.					
68.	İngilizce dersi öğretim programında yer verilen dinleme etkinlikleri öğrencilerin hedeflenen dinleme becerilerine ulaşmalarını sağlamaktadır.					
69.	İngilizce dersi öğretim programında yer verilen konuşma etkinlikleri öğrencilerin hedeflenen konuşma becerilerine ulaşmalarını sağlamaktadır.					
70.	İngilizce dersi öğretim programında yer verilen yazma etkinlikleri öğrencilerin hedeflenen yazma becerilerine ulaşmalarını sağlamaktadır.					
71.	İngilizce dersi öğretim programında yer verilen okuma etkinlikleri öğrencilerin hedeflenen okuma becerilerine ulaşmalarını sağlamaktadır.					
72.	İngilizce dersi öğretim programında yer verilen kelime edinimine ilişkin etkinlikler öğrencilerin hedeflenen kelime edinim becerilerine ulaşmalarını sağlamaktadır.					
	ÖLÇME DEĞERLENDİRME					
73.	Ölçme değerlendirme; ders kitapları, diğer materyallerdeki etkinlikler , İngilizce ders içeriği ve öğretim hedefleriyle tutarlıdır.					
74.	Programda öngörülen ölçme değerlendirme araçları, sonuçtan çok sürece dönüktür.					
75.	Programda öngörülen ölçme değerlendirme teknikleri öğrencilerin İngilizce öğrenmedeki gelişim düzeylerini dikkate almaktadır					
76.	İngilizce dersi öğretim programında öğrencinin					

	edinmesi beklenen kelime bilgisinin değerlendirilmesi mümkündür.					
77.	İngilizce dersi öğretim programında öğrencinin edinmesi beklenen konuşma becerisinin değerlendirilmesi mümkündür.					
78.	İngilizce dersi öğretim programında öğrencinin edinmesi beklenen dinleme becerisinin değerlendirilmesi mümkündür.					
79.	İngilizce dersi öğretim programında öğrencinin edinmesi beklenen sözlü ve yazılı iletişim becerilerinin değerlendirilmesi mümkündür.					
80.	İngilizce dersi öğretim programında önerilen ödev ve projeler öğrenci gelişim düzeyine uygundur.					
81.	İngilizce dersi öğretim programında önerilen ödev ve projeler ders kazanımlarının ölçülüp değerlendirilmesi için uygundur.					

APPENDIX B

5th GRADE INTENSIVE ENGLISH LANGUAGE YEARLY CURRICULUM PLAN

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 1 HELLO	<p>Greeting and saluting Hi! Hello! Good morning/afternoon/evening/night! Good bye!/ Bye! Have a good/nice day/weekend. See you (soon). Take (good) care of yourself. How are you? —I'm fine, and you? —I'm okay, thank you. How are you? —Great, thanks. —Not bad. —Not so good. Nice/Glad to meet you. Nice meeting you. I am glad/pleased to meet you. —Me, too. —My pleasure. Introducing oneself What is your name? —My name is/ I am Büşra/Can. This is/I am Emine/Erdal. ... a student. How old are you? —I'm eleven years old. Spelling names How do you spell your name? —B –U –R –C –U Talking about places of the objects There is a Turkish book on my desk. There are pencils in my bag. My pencil is under the desk. The board marker is next to the door.</p>	<p>Listening E5.1.L1.Students will be able to understand oral texts including simple personal information. E5.1.L2.Students will be able to understand oral texts about places of the objects. Speaking E5.1.S1.Students will be able to introduce themselves when meeting other people. E5.1.S2.Students will be able to spell their names. E5.1.S3.Students will be able to talk about places of the objects. Reading E5.1.R1.Students will be able to understand personal information given in picture stories, conversations and cartoons. E5.1.R2.Students will be able to understand written simple texts about places of the objects. Writing E5.1.W1.Students will be able to fill in a chart to provide personal information.</p>	<p>Contexts Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Picture Stories Posters Probes/Realia Rhymes Songs Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making puppets Questions and Answers Storytelling Assignments · Students prepare a visual material (poster, ID card or alike) to give information about themselves.</p>
UNIT	Functions and Useful Language	Language Skills and Learning	Suggested Contexts, Tasks and Assignments

		Outcomes	
UNIT 2 MY CLASSROOM	<p>Giving and responding to simple instructions</p> <ul style="list-style-type: none"> —Repeat after me please. —Open your course books. —Please open page fifteen. —Sit down/Stand up please. —Clean the board. —Listen to your friend/teacher. —Be all ears, please. —Turn over the page. —Work individually/in pairs/in groups. —Can/May I go to the rest room/canteen/etc.? —Sure. /Yes, you can/may. —I am sorry/I am late. —Can/May I ask a question? —Sure. /Yes, you can/may. —Where is the rest room/canteen/library/etc.? —It is on the ground/first/second floor. —It is next to the library. <p>Expressing likes and dislikes</p> <p>What is your favorite class/course?</p> <ul style="list-style-type: none"> —My favorite class/course is music. —I like English and math. —I like Turkish course. —I dislike candies. —I dislike junk food. <p>Making simple requests</p> <ul style="list-style-type: none"> —Excuse me? /I'm sorry. — Say that again please. —Can you say that again please? —Can you write it on the board, please? <p>Talking about general and specific people and things</p> <p>a/an/the</p> <p>class/course/eraser/pen/pencil/pencil sharpener/ glue/scissors/handout/quiz board/bookshelf/chair/desk/waste bin art/language/math/music/physical education/ science/social studies</p>	<p>Listening</p> <p>E5.2.L1.Students will be able to understand simple oral texts about giving and responding to simple instructions.</p> <p>Speaking</p> <p>E5.2.S1.Students will be able to talk about their likes and dislikes in a simple way.</p> <p>E5.2.S2.Students will be able to make simple requests.</p> <p>E5.2.S3.Students will be able to respond to simple instructions.</p> <p>Reading</p> <p>E5.2.R1.Students will be able to understand simple written texts about making simple requests.</p> <p>E5.2.R2.Students will be able to understand simple written texts about likes/dislikes.</p> <p>Writing</p> <p>E5.2.W1.Students will be able to prepare a list of learning tools and materials.</p>	<p>Contexts</p> <p>Cartoons</p> <p>Conversations</p> <p>Instructions</p> <p>Lists</p> <p>Notes and Messages</p> <p>Podcasts</p> <p>Posters</p> <p>Probes/Realia</p> <p>Rhymes</p> <p>Signs</p> <p>Songs</p> <p>Tables</p> <p>Videos</p> <p>Tasks/Activities</p> <p>Arts and Crafts</p> <p>Drawing and Coloring</p> <p>Drama (Role Play, Simulation, Pantomime)</p> <p>Games</p> <p>Labeling</p> <p>Matching</p> <p>Making puppets</p> <p>Questions and Answers</p> <p>Assignments</p> <p>· The teacher assigns the first graded reader* to the students.</p> <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
FAMILY MEMBERS	<p>Asking about and introducing family members</p> <p>Who is s/he?</p> <ul style="list-style-type: none"> — S/he's my ... <p>Who is this/that?</p> <ul style="list-style-type: none"> — This/that is my ... 	<p>Listening</p> <p>E5.3.L1.Students will be able to recognize kinship terms.</p> <p>E5.3.L2.Students will be able to comprehend simple oral texts about</p>	<p>Contexts</p> <p>Captions</p> <p>Cartoons</p> <p>Charts</p> <p>Conversations</p>

	<p>What is her/his job? — She is a doctor/nurse/teacher. — He is a driver/engineer/farmer/ fireman/mechanic/police officer. What does s/he do? — She studies at a university. — He works at a bank. — He works as a mechanic. — She works for a company as a director. Describing oneself and other people What is s/he like? — She is tall and blonde. —He is bald and middle aged. —She is tall and slim. —He is young and thin. Talking about possessions I have got brown hair. S/he has got brown eyes. He has got curly hair and a moustache. aunt/brother/cousin/daughter/family father/grandfather/grandmother/grandson /granddaughter/mother/niece/nephew/ sister/son/uncle</p>	<p>the occupations. Speaking E5.3.S1.Students will be able to exchange information about the occupations. E5.3.S2.Students will be able to give simple descriptions of their family members. Reading E5.3.R1.Students will be able to comprehend short written texts including descriptions of people. E5.3.R2.Students will be able to understand short written texts about possessions. Writing E5.3.W1.Students will be able to fill in charts and/or visuals about occupations.</p>	<p>Lists Notes and Messages Podcasts Postcards Probes/Realia Rhymes Posters Songs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers Assignments · Students prepare a simple visual family diagram describing the family relationships.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 4 SWEET HOME	<p>Talking about places of objects and parts of a house Where is the bathroom? — It's over here/over there. ... right here/right there. — It's on your right/left. — It's next to the bedroom. Where is the vacuum cleaner/kettle/iron/ mixer/teapot/remote controller/etc.? — It's in the living room. — It's on the sofa.</p>	<p>Listening E5.4.L1.Students will be able to comprehend simple descriptions of places of objects and parts of a house. Speaking E5.4.S1.Students will be able to talk about places of objects and parts of a house. E5.4.S2.Students will be able to talk about possessions.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Instructions Lists Maps Notes and Messages Podcasts</p>

	<p>— It's under the table/counter. — It's in the cupboard/wardrobe. Describing size and shapes Is there a round object in your room? — Yes, there is. The mirror is round. — No, there is not/isn't. Are there square objects in the kitchen in your home? — Yes, there are. The trays and some plates are square. — The TV is flat and rectangular. — The dining table is round and big. — The red sofa is large. — The white fridge is big. Talking about possessions Have you got a bookcase in your room? — Yes, I have. — No, I have not. — Yes. I have got a bookcase. — No. I have not got a bookcase, but I have got some books. Has s/he got pillows on the sofa? — Yes, s/he has. — No, s/he has not. — Yes. S/he has got some pillows. — No. S/he has not got any pillows. bathroom/bed/bedroom/chair/cup/fork/garage/home/house/knife/kitchen/living room/playroom/kettle/plate/shampoo/soap/sofa/spoon Take it easy</p>	<p>Reading E5.4.R1.Students will be able to understand simple descriptions of places of objects and parts of a house. E5.4.R2.Students will be able to comprehend simple descriptions of size and shapes. Writing E5.4.W1.Students will be able to make simple descriptions of places of objects and parts of a house on a poster.</p>	<p>Postcards Posters Signs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers Assignments · Students draw a simple plan of an imaginary house and describe parts of a house and specific objects. · Students perform a find someone who activity to gather information about their possessions.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 5 MY TOWN	<p>Asking for and giving directions Excuse me, how can I get to the city center? — Go ahead and turn left on Uçarlı Street. — Take the second turn on Tirebolu Avenue. Excuse me, where is the bus station? — It's on Papatya Street. Talking about locations of things and people Where are you (now)? — I am in the library (now). — I am in the market (now). Where is the cinema? — It's next to the post office. — It's between the bank and pharmacy. — It's in the shopping mall. Thanking and responding to thanking — Thanks. — Thank you very much. — Thanks a million/bunch!</p>	<p>Listening E5.5.L1.Students will be able to understand simple directions to get from one place to another. Speaking E5.5.S1.Students will be able to talk about the locations of things and people in simple conversations. E5.5.S2.Students will be able to give simple directions. E5.5.S3.Students will be able to thank and respond to thanking in simple conversations. Reading E5.5.R1.Students will be able to understand simple written texts about locations of things and people. Writing</p>	<p>Contexts Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Probes/Realia Signs Tables Videos Tasks/Activities Arts and Crafts Drawing and Coloring</p>

	<p>— It is OK. — It is so kind of you. — You are (most/quite) welcome. — Most/quite welcome. around//in front of/near/next to/ opposite/... ... the barber ...the bank ... the hospital ... the library ... the mosque ... the butcher ... the shopping mall ...the grocery ... the post office ... the pharmacy ... the book/toy shop ... the bakery ... the pool ... the stationary ...the bus station ... the metro/tube ...the cinema/theater/museum between the shop and the bus stop the parking lot and the bus station a stone's throw</p>	<p>E5.5.W1.Students will be able to prepare a simple map of their neighborhood and describe the locations.</p>	<p>Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers Assignments · Students draw a map of their neighborhood and give directions of different locations to their peers in groups. · Students write short descriptions to get from home to school. · The teacher assigns the second graded reader* to the students. * The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 6 GAMES AND SPORTS	<p>Expressing ability and inability Can you play checkers? — No, but I can play chess. Can your sister/brother play football? — Yes, s/he can. No, but s/he can play basketball. Can you ride a bicycle? — Yes, I can. — No, I cannot/can't. Are you able to run fast? — Yes, I am able to. — No, I am not able to. Describing what people do regularly Do you play computer games? — No, I do not. I go fishing. What are your hobbies? — Playing chess and tennis. Expressing likes and dislikes What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? — Cycling. — I like jogging. Yin lives in Beijing and he likes playing tennis. Julio lives in Madrid and he likes playing</p>	<p>Listening E5.6.L1.Students will be able to comprehend simple, oral texts about likes/dislikes and abilities. E5.6.L2.Students will be able to understand simple oral texts about sports activities. E5.6.L3.Students will be able to understand suggestions for a limited number of activities. Speaking E5.6.S1.Students will be able to talk about likes/ dislikes and abilities in a simple way. E5.6.S2.Students will be able to make suggestions for a limited number of activities. E5.6.S3.Students will be able to accept or refuse suggestions in a simple way. Reading E5.6.R1.Students will be able to understand simple texts about sports activities.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Songs Stories Videos Visuals Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching</p>

	<p>football. Hans and Yuka do not like hide and seek. Making/accepting/refusing simple suggestions Let's go hiking! — OK/That sounds great/That's a good idea. How about jogging? —Sorry. I can't now. I must study. — No. I am too tired. —Well, sorry but I must... activity/basketball/ camping/checkers/cycling/ exercise/fishing/fitness/ football/ handball/ hangman/ hide and seek/hiking/jogging/ lose/ origami/ running/ swimming/ tennis/ trekking/ volleyball Live wire/Couch potato</p>	<p>E5.6.R2.Students will be able to understand simple texts about abilities. Writing E5.6.W1.Students will be able to prepare a simple picture story about their favorite sports.</p>	<p>Making puppets Questions and Answers Storytelling True/False/No information Assignments • Students prepare a poster about their favorite sports/games. • Students prepare a chart showing their abilities related to specific sports/games.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 7 MY DAILY ROUTINE	<p>Describing what people do regularly I/You/We/They/S/He never/sometimes/usually/often/always wake(s) up get(s) up brush(es) teeth have (has)/eat(s) breakfast hop(s) on/off the bus/school bus go(es)/get(s) to school/work study(ies)/work(s)/play(s) all day long get(s) back home do(es) homework/housework read(s) a book/watch(es) TV go(es) to bed What time does your little brother/sister go to bed? — S/he goes to bed at half past ten. What time do you arrive at school? — We arrive at school at quarter past eight. When do you brush your teeth? — I brush my teeth in the morning and at night. When do you revise your lessons? — I revise my lessons every morning /evening. — How often do you read book? — I always read books in the evenings/at weekends. Telling the time What time is it? — It's half past nine. — It's quarter to eleven. seasons</p>	<p>Listening E5.7.L1.Students will be able to understand specific information in short and oral texts about daily routines. E5.7.L2.Students will be able to understand the time. Speaking E5.7.S1.Students will be able to talk about daily routines of friends and family members. E5.7.S2.Students will be able to tell the time and numbers. Reading E5.7.R1.Students will be able to understand short and simple written texts about daily routines. E5.7.R2.Students will be able to comprehend simple texts about seasons, months and days. Writing E5.7.W1.Students will be able to prepare a simple poster of their daily routines using simple expressions.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Postcards Posters Probes/Realia Rhymes Songs Stories Tables Videos Visuals Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering</p>

	<p>days of the week months of the year Naming numbers Numbers from 1 to 100 arrive comb get dressed go to the playground/the gym/cinema/museum hop/get on/off the bus have a shower/bath leave home/the school meet friends play basketball/chess/computer games/football, etc. talk to/with toothbrush (es) toothpaste Hit the sack/against the clock Early bird eats the worm</p>		<p>Storytelling True/False/No information Assignments • Students interview a friend/neighbor/parent/teacher, ask about his/her typical day and present it in the classroom.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 8 PEOPLE AND ANIMALS	<p>Asking for permission Can/may we adopt/get an animal? Can/may I feed the birds? Can/may I go out with my friends? — Yes, you can. — Of course you can/may. — That's not a good idea. — Not right now. Describing what people/animals are doing now What is/are ...doing now? — The cat is climbing the tree. — The boy is looking at the birds. — The vet is feeding the rabbit. — The puppies are playing. What is/are student(s) doing in the park now? — The students are playing football. — They are running around the park now. — One student is playing with the dogs. — S/he is riding on a horse now. — We are having a great time in the park now. Are you having a good time at school with your friends? — Yes, I am. Comparing things and people Usain Bolt is faster than Ben Johnson. Ali is as calm as Jack. Cats live longer than dogs. Frogs jump higher than rabbits. adopt/get an animal bark claw -s feed help kitten, s/puppy, -ies save sleep tail, -s vet (veterinary)</p>	<p>Listening E5.8.L1.Students will be able to understand descriptions of what people/animals are doing at the moment. E5.8.L2.Students will be able to understand conversations about asking for/giving permission. Speaking E5.8.S1.Students will be able to talk about what people/animals are doing at the moment. E5.8.S2.Students will be able to ask for/give permission. Reading E5.8.R1.Students will be able to understand short and simple texts about what people/animals are doing at the moment. E5.8.R2.Students will be able to understand short and simple texts comparing things and people. Writing E5.8.W1.Students will be able to report on a picture to describe what people/animals are doing now in simple written expressions. E5.8.W2.Students will be able to write short and simple expressions to compare things and people.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Fable Illustrations Lists Notes and Messages Postcards Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information Assignments • Students mime animals in front of the classroom, and the rest guess the actions performed by the students. • Students prepare posters about how to help</p>

	now/right now/at the moment		animals in their neighborhoods.
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 9 HEALTH	<p>Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. I have a flu and headache. I am afraid I cannot help you, but the nurse can. You have a backache, so you should see a doctor. S/he feels cold and tired. S/he needs pills. Making polite refusals Would you like to have some pills/herbal tea? — No, thank you very much. — I am afraid I cannot have it now. — I am really sorry but I don't want to have it. Making simple suggestions —You should stay in bed. —Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. Expressing reasons of events I take pills because I am/feel sick. S/He should stay in bed because s/he feels cold. Talking about possessions Whose medicine is this? It's mine/yours/his/hers/ours/theirs. backache/ cold/cough/dentist/faint fever/flu/headache/have a pain/ ache/hurt/ill/illness/medicine/pill/sneeze/sore throat/stomachache/syrup/toothache/vitamin ankles/arm/cheek/ear/elbow/eyes/eyebrow/ eyelash/finger/foot-feet/hair/hand/head/jaw/ knees/leg/lip/neck/shoulder/toes/throat/ toothteeth/tongue/wrist</p>	<p>Listening E5.9.L1.Students will be able to understand common illnesses and suggestions. E5.9.L2.Students will be able to understand simple polite refusals. Speaking E5.9.S1.Students will be able to talk about the common illnesses in a simple way. E5.9.S2.Students will be able to express basic needs and feelings about illnesses. Reading E5.9.R1.Students will be able to understand short and simple texts about illnesses, needs and feelings. E5.9.R2.Students will be able to understand written texts about possessions. Writing E5.9.W1.Students will be able to prepare a checklist describing what to do against basic illnesses.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 10 PLANS	<p>Expressing the decisions taken at the time of speaking I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that. Talking about plans I am going to read a sci-fi novel in the weekend. I am going to have a rest when I have some time. S/he is going to buy a new PC for her/his daughter. You/We/They are going to meet him at the café as soon as possible. Describing people and places by making comparisons My mother is more careful than my father. Traveling is more exciting than shopping. Helsinki is more expensive than İstanbul. Which city is more beautiful? New York or İstanbul? The street is more crowded than the park. myself/yourself/herself/himself/themselves/ourselves/itself catch a ball/a bus/a cold/fire/sight of something/someone/ someone's attention/someone's eye/the flu pay a fine/attention/by credit card/cash/someone a visit/the bill/the price/your respects</p>	<p>Listening E5.10.L1.Students will be able to understand conversations about decisions taken at the time of speaking. E5.10.L2.Students will be able to understand simple oral texts about describing places by making comparisons. Spoken Production E5.10.SP1.Students will be able to report on their plans. E5.10.SP2.Students will be able to compare people and places. Spoken Interaction E5.10.SI1.Students will be able to talk about decisions taken at the time of speaking. E5.10.SI2.Students will be able to exchange information about their plans. Reading E5.10.R1.Students will be able to understand simple written texts about decisions taken at the time of speaking. E5.10.R2.Students will be able to understand simple written texts about their plans. Writing E5.10.W1.Students will be able to write a list of their future plans and share it with their peers.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Songs Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a poster in which they compare two people/places. • The teacher assigns the third graded reader* to the students. * The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 11 MOVIES	<p>Expressing personal opinions I think Superman is brave. I believe Batman is very strong. In my opinion, Superman is very strong/brave/...</p> <p>To me, Tweety is very funny/cute/... Expressing likes and dislikes I don't like/dislike/hate horror movies. My friends like musicals. Her students don't like/dislike/hate sci-fi movies. I dislike Toy Story. I do not like Brave. Expressing obligation I must see this movie. It is about my homework. You must buy the tickets for this movie online. You must be quiet in the cinema hall. You must see the play. It is interesting! —I cannot. I have to attend my classes. S/he must see the play. It is exciting! — S/he cannot. S/he has to go to work everyday. Making simple inquiries What is the movie about? It's about friends/war/love/... What is your favorite film/movie? — Ice Age. — I like Finding Nemo. — I love Moana. — I really like How to Train your Dragon brave/beautiful/boring/exciting/friendly/ frightening/funny/helpful/honest/strong/ugly action/adventure/animation/comedy/horror/ musical/science fiction</p>	<p>Listening E5.11.L1.Students will be able to follow simple oral texts describing movie characters and genres. E5.11.L2.Students will be able to understand conversations about obligations. Spoken Production E5.11.SP1.Students will be able to use simple utterances to express personal opinions about movies and movie characters. Spoken Interaction E5.11.SI1.Students will be able to exchange their opinions about personal obligations. Reading E5.11.R1.Students will be able to understand expressions on movie posters. E5.11.R2.Students will be able to comprehend simple movie reviews. Writing E5.11.W1.Students will be able to prepare a list of their obligations and duties.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students prepare a poster of a movie they like.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 12 TIME TO CELEBRATE	<p>Talking about actions happening around now What are you/they doing nowadays? — I am writing invitation cards for my sister's wedding. — We are preparing for a family meeting. — They are organizing my birthday party. What is s/he doing at school these days? —She is planning the school party. —He is getting ready for the school show. Telling the dates and days When's your birthday? — My birthday is in May. — My birthday is on Saturday. What time is it? /What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —August 24, 2017. Naming numbers numbers 100, 200, ...,1000 Do homework/your best/exercise/shopping Make breakfast/the bed/a noise/a speech balloon birthday buy cake candle clown have/organize/throw a party delicious exciting present/gift</p>	<p>Listening E5.12.L1.Students will be able to comprehend simple oral texts including actions happening around now. Speaking Production E5.12.SP1.Students will be able to tell the date and time of events. Speaking Interaction E5.12.SI1.Students will be able to talk about the actions and events happening around now. Reading E5.12.R1.Students will be able to understand short texts such as cartoons, posters and birthday cards. E5.12.R2.Student will be able to comprehend simple texts about actions happening around now. Writing E5.12.W1.Students will be able to prepare an invitation card for a birthday party.</p>	<p>Contexts Advertisements Captions Cartoons Cards Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Rhymes Songs Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a calendar in English marking birthdays of their family members and friends, then present it to the classroom. • Students prepare a shopping list for a birthday party.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
HOLIDAYS	<p>Talking about events in the past Was s/he in İstanbul last week? —No. S/he was in İstanbul in May.</p>	<p>Listening E5.13.L1.Students will be able to understand simple oral texts including</p>	<p>Contexts Advertisements Captions</p>

	<p>Were you at school yesterday? —Yes. I was at school yesterday. When were you born? —I was born on the 27th of September 1980. Where was s/he born? — S/he was born in Şanlıurfa. Making phone conversations —May I talk to the travel agent, please? —Sure. Hang on for a moment, please. —Is Alex there? —Yes, but he is busy talking to a customer. Can I speak to Rob, please? Can I ask who is speaking? I'll call you later. Did you get my message? Hi, Jenny. Where are you? —Thanks for getting back to me. Leave a message after the beep. What's your phone number? —0312 1234567 beach/book/campsite/check inout/ cruise/guest seaside/sightseeing/sunbathing/travel agency/ trip/vacation/voyage Drop someone a line</p>	<p>past events. E5.13.L2.Students will be able to comprehend simple conversations about days and dates. Spoken production E5.13.SP1.Students will be able to talk about past events in a simple way. Spoken interaction E5.13.SI1.Students will be able to exchange information about past events in a simple way. E5.13.SI2.Students will be able to get engaged in basic phone conversations. Reading E5.13.R1.Students will be able to understand simple texts including past events, days and dates. Writing E5.13.W1.Students will be able to write a short diary about what they did at the weekend/or on holiday (if relevant).</p>	<p>Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information Assignments · Students prepare a phone conversation with a friend and act it out. · The teacher assigns the fourth graded reader* to the students. * The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 14 MEMORIES	<p>Talking about past events and actions What did you do on holiday? — I played with my friends, and I learned swimming. — My brother and I climbed trees and picked fruits two weeks ago. — We walked in the forest. What did s/he do at weekend? — S/he studied English.</p>	<p>Listening E5.14.L1.Students will be able to understand simple texts about past events and actions. E5.14.L2.Students will be able to understand annoying habits of other people. Spoken production E5.14.SP1.Students will be able to report</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Notes and Messages Notices Postcards Posters</p>

	<p>— S/he visited her/his grandparents on Sunday.</p> <p>What happened in the library yesterday?</p> <p>— I read important books for my homework.</p> <p>— I found some information in the magazines.</p> <p>— I looked up some words on my dictionary.</p> <p>— We had an election in our school.</p> <p>Talking/complaining about annoying habits</p> <p>— You are always coming to class too late.</p> <p>— He is always making noise in the classroom.</p> <p>— She is always watching TV.</p> <p>— They are always eating junky food.</p> <p>keep a diary/a promise/a secret/calm/control/ in touch with someone/quiet/the change</p>	<p>on their actions in the past.</p> <p>Spoken interaction E5.14.SI1.Students will be able to talk about annoying habits of other people.</p> <p>Reading E5.14.R1.Students will be able to understand simple texts about past events and actions.</p> <p>Writing E5.14.W1.Students will be able to introduce a city or alike they visited before in a short and simple paragraph.</p>	<p>Probes/Realia Songs Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a postcard about a city/town they visited and send it to a friend/family member.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 15 ART OF SCIENCE	<p>Reporting events happening in a period of time in the past</p> <p>What were you doing between 7.00 and 9.00 in the evening?</p> <p>— I was doing an experiment in the laboratory.</p> <p>— I was studying on my project.</p> <p>— We were discussing the space.</p> <p>What were they doing yesterday morning?</p> <p>— They were preparing materials for their presentation.</p> <p>— She was working on a scientific article, and he was correcting it.</p> <p>— When I saw them, they were watching the news.</p> <p>— When I bumped into them, they were going</p>	<p>Listening E5.15.L1.Students will be able to understand simple oral texts reporting an event in the past.</p> <p>Spoken production E5.15.SP1.Students will be able to talk about events happening in a period of time in the past.</p> <p>Spoken interaction E5.15.SI1.Students will be able to exchange information about scientific achievements of the past and today.</p> <p>Reading E5.15.R1.Students will be able to comprehend texts about scientific achievements, explorations and</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Stories Tables Videos Tasks/Activities Arts and Crafts</p>

	<p>to the exhibition. Talking about past events and actions Scientific achievements of the past centuries changed the world. For example, Wright brothers invented the airplane. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity and nowadays scientists are exploring the universe. Researchers were trying to understand atoms in the early 1900s, but now they are working on subatomic particles. When Tesla died in New York, he was working on new inventions. While Einstein was lecturing in the US, he offered new theories for physics. İbn Sînâ studied on medicine and wrote well-known books in his time. achieve/analyze/discover/find/invent/lecture/observe measure/do research/search (for) experiment/gravity/laboratory/microscope/science/space/test tube/theory</p>	<p>inventions. Writing E5.15.W1.Students will be able to prepare a poster of a famous scientist and her/his achievements.</p>	<p>Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • In groups, students prepare a presentation about Turkish scientists and their achievements.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 16 BACK TO THE FUTURE	<p>Comparing characters/people Jack is the most honest person in our family. Sue is the most easygoing person in the office. My brother is the smartest member of our family. Elif is the tallest volleyball player in the team. Kayra is the most successful student in the school. Making predictions (Predictions based on personal judgement) Will I be successful in my career? — Yes, you will. Definitely! Do you think so? — I hope so. What is your dream for the future? — When I grow up, I will definitely go to university. — The world will be a more peaceful place. — The Internet will become more popular. — I think doctors will find a cure for cancer by 2030. — I believe people will live on Mars by 2050. I think we will have water shortage in the future</p>	<p>Listening E5.16.L1.Students will be able to understand predictions and future events in simple oral texts. E5.16.L2.Students will be able to recognize texts comparing characters and people. Spoken Production E5.16.SP1.Students will be able to report on predictions. E5.16.SP2.Students will be able to recognize texts describing characters and people. Spoken Interaction E5.16.SI1.Students will be able to talk about predictions. Reading E5.16.R1.Students will be able to understand short and simple texts including predictions. Writing E5.16.W1.Students will be able to prepare a short text including their</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Stories Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling</p>

	<p>because we waste too much water. (Predictions based on present evidence) Look! The car is going to hit the man at the corner. Look at the bridge! S/he is going to fall into the river. According to weather forecast, it is going to rain tomorrow. According to scientists, global warming is going to melt giant icebergs. attractive/beautiful/cute/easygoing/generous handsome/honest/outgoing/plumb/punctual selfish/slim/smart/stubborn/thin</p>	<p>predictions on scientific achievements.</p>	<p>Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare their 'Most List' and make predictions about the future life of their friends.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 17 GOING ON A PICNIC	<p>Accepting and refusing simple offers Would you like some cake/to have some cake? — Yes, please. Just a little. — I'll get a sandwich. Would you like one? — No, thanks. I am full. Sequencing the actions It is easy to organize a picnic. First, you should buy some fruits, vegetables and meat. Then, you should decide on a nice place to go. Finally, you should not forget to bring your barbecue and the beverages. Expressing necessity and quantity We need some/a lot of fruits. I have a lot of/many/one or two/ some beverage(s). We don't need much butter/olive. We need to bring (a) few plates/(a) little water. Expressing conditions for present and future If you forget the meat on the barbeque, it burns. If you go on a picnic in the winter, you get sick. If you prepare food at home, you will enjoy the picnic. If you take a lot of pictures in the picnic, you can share them with your friends. Describing the weather What's the weather like? — It's foggy. — It's very cold. It is 2 degrees! — It is stormy. I feel scared. — It's not snowy in the desert. It is dry.</p>	<p>Listening E5.17.L1.Students will be able to understand texts which include accepting and refusing simple offers. Spoken production E5.17.SP1.Students will be able to talk about the sequence of actions. Spoken interaction E5.17.SI1.Students will be able to use quantifiers to talk about shopping lists. E5.17.SI2.Students will be able to make simple offers. Reading E5.17.R1.Students will be able to comprehend texts about events based on conditions. E5.17.R2.Students will be able to comprehend texts about weather conditions. Writing E5.17.W1.Students will be able to prepare a shopping list.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Notes and Messages Postcards Posters Songs Tables Videos Tasks/Activities Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students report on the sequences of an</p>

	<p>Expressing emotions I feel ...anxious/moody/sleepy. feel/look/smell/sound/taste cloudy/fabulous/freezing/lightning/stormy/windy a bar of chocolates/soap a bottle of water/milk a box of biscuit(s)/sugar/tea a bunch of carrots/spinach a can of bean(s)/orange juice/tomato sauce a jar of pickle(s)/jam/marmalade(s) a pack of butter/crisp(s)/napkin(s) a slice of bread/cake/butter</p>		<p>action, such as making a cake, building a model plane/car/house or playing a new game.</p> <ul style="list-style-type: none"> • In groups, students prepare a weather forecast drama task in which they act out a TV presenter or alike. • The teacher assigns the fifth graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 18 LIFE STYLES	<p>Describing what people do regularly Do you play computer games? — No, I do not. I usually go fishing. What are your hobbies? — I play chess and tennis. What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive at school? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. When do you watch TV? —I watch TV every evening. Talking about present and past habits I used to play a lot of football when I was a child, but now, I love reading and learning more about science. I think I will become a scientist in the future. I used to enjoy computer games three years ago. Nowadays, I am taking a course about writing computer codes. I guess I will become a computer engineer in the future. I was cycling frequently when I was seven years old. These days, I am into driving a car. break a habit/a leg/a promise/a record/a window someone's heart/the ice/the law/the news to someone/the rules have a bath/a drink/a good time/a haircut /a holiday a problem/a relationship/a rest/breakfast/lunch dinner/sympathy everyone/everybody/everything</p>	<p>Listening E5.18.L1.Students will be able to understand conversations about what people do regularly. E5.18.L2.Students will be able to recognize oral texts about past and present habits. Spoken Production E5.18.SP1.Students will be able to report on what people do regularly. Spoken Interaction E5.18.SI1.Students will be able to exchange information about their past and present habits. Reading E5.18.R1.Students will be able to understand texts about what people do regularly. E5.18.R2.Students will be able to understand short and simple texts about past and present habits. Writing E5.18.W1.Students will be able to prepare a table showing past and present habits.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a presentation about lifestyles of a celebrity they like.</p>

	<p>someone/somebody/something anyone/anybody/anything no one/no body/nothing</p>		
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 19 TOURISM	<p>Talking about life experiences Have you ever been/gone to ...? — Yes, I have been/gone to..... — Yes, I have. — No, I have not. — I have been to Side before. — I have gone to Mardin. I am in Mardin now. Has s/he ever been/gone to ...? — Yes, s/he has been/gone to.....? — Yes, s/he has. — No, s/he has not. — S/he has been to New York before. — S/he has gone to Denizli. S/he is in Denizli now. Have you ever watched a tennis match? — Yes, I have watched a tennis match before. — I have never watched any tennis matches. Have you ever visited any historical places before? — Yes, I have been to... — Yes, I have. — No, I have not. Has s/he ever been to a scout camp? — Yes, s/he has been to... — Yes, s/he has. No, s/he has not. Expressing purpose You should play in the new park to make friends. S/he can go to shopping malls to buy some fruits. You may go to the police station to report a burglary. I usually go to hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. go abroad/crazy/dark/fishing/hiking/missing/on foot/ on a holiday/online/to the seaside/sailing all-inclusive ancient architecture attraction, -s countryside fascinating historic site, -s resort, -s rural urban</p>	<p>Listening E5.19.L1.Students will be able to comprehend texts including personal experiences about tourism. Spoken Production E5.19.SP1.Students will be able to talk about their personal experiences. Spoken Interaction E5.19.SI1.Students will be able to exchange information about their personal experiences. E5.19.SI2.Students will be able to express purposes of specific actions/events. Reading E5.19.R1.Students will be able to find specific information from various texts about tourism. Writing E5.19.W1.Students will be able to prepare a list of their interesting experiences and share it with their friends.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a holiday brochure and present it to their class.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 20 TIME GOES BY	<p>Talking about present and past activities</p> <p>— I usually get up very early in the morning because I must go to class just on time. In the evening, I am going to sleep and have some rest.</p> <p>— I hated doing exercises two years ago, but I like jogging now. Nowadays, I am getting ready for the school marathon. I hope I will finish it.</p> <p>— I am going to visit my uncle's shop in the winter break. I hope I will enjoy my visit. I have never been there before.</p> <p>— My parents used to ski every winter, but they are getting older and they cannot do difficult sports any longer/more. You know time goes by and people change.</p> <p>— When I was a small kid, I was doing sports. I was cycling in my free time. When I was nine years old, I began to take music courses. I will definitely become a musician in the future if I practice a lot.</p> <p>Expressing personal opinions</p> <p>I believe/hope/think I will go to university when I finish the high school.</p> <p>I am sure I will become a musician in the future.</p> <p>I am afraid I will not pass the exam.</p> <p>just on time/free time/great deal of time/right on time/run out of time/save time/spend some time/take</p> <p>your time/tell someone the time/time goes by/time</p> <p>passes/waste time</p>	<p>Listening</p> <p>E5.20.L1.Students will be able to comprehend simple oral texts including present and past activities of people.</p> <p>Spoken Production</p> <p>E5.20.SP1.Students will be able to talk about their past and present actions.</p> <p>Spoken Interaction</p> <p>E5.20.SI1.Students will be able to exchange information concerning their past and present activities.</p> <p>E5.20.SI2.Students will be able to exchange their personal opinions.</p> <p>Reading</p> <p>E5.20.R1.Students will be able to understand simple texts including present and past activities of people.</p> <p>Writing</p> <p>E5.20.W1.Students will be able to write a journal entry about their future dreams.</p>	<p>Contexts</p> <p>Advertisements</p> <p>Cartoons</p> <p>Conversations</p> <p>Illustrations</p> <p>Lists</p> <p>Notices</p> <p>Notes and Messages</p> <p>Postcards</p> <p>Posters</p> <p>Probes/Realia</p> <p>Songs</p> <p>Tables</p> <p>Videos</p> <p>Tasks/Activities</p> <p>Arts and Crafts</p> <p>Competitions</p> <p>Chants and Songs</p> <p>Drawing and Coloring</p> <p>Drama (Role Play, Simulation, Pantomime)</p> <p>Games</p> <p>Information transfer</p> <p>Labeling</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reordering</p> <p>Storytelling</p> <p>True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a list about their favorite past and present activities. • The teacher assigns the sixth graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 21 WHAT ON EARTH	<p>Talking about actions which have an effect/result on present What has happened to you? — I have (just) cut my finger. — I have had a car accident, but I am OK now. — We have broken the window by accident. What has s/he done about her presentation? — S/he has already completed it. — S/he has not begun to prepare it yet. — S/he has made some readings so far. Talking about past actions and events Have you done your homework on the Internet? — Yes, I have. I did it two hours ago. — No, I have not. Have you called your friends for the online meeting? — Yes, I have. I called it two hours ago. — No, I have not. come close/early/first/second/last/late/on time/ prepared right back/to an end pay a fine/attention/someone a visit/the price/ your respects</p>	<p>Listening E5.21.L1.Students will be able to comprehend simple oral texts including actions with a result/effect on present. Spoken Production E5.21.SP1.Students will be able to talk about actions with a result/effect on present. Spoken Interaction E5.21.SI1.Students will be able to exchange information about actions with a result/effect on present. E5.21.SI2.Students will be able to talk about simple texts about actions with a specific time in the past. Reading E5.21.R1.Students will be able to understand simple texts about actions with a result/effect on present. E5.21.R2.Students will be able to understand simple texts about actions with a specific time in the past. Writing E5.21.W1.Students will be able to write a diary entry about what they have done today.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Notices Notes and Messages Postcards Posters Probes/Realia Songs Videos Visuals Tasks/Activities Arts and Crafts Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students prepare a chart about recent scientific developments and their effects on our lives.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 22 FINE ART	<p>Defining and specifying people and things Which is your car? The blue one? — No, the car that has a black roof is mine. — Yes, the car that looks brand new is mine. Who is the man over there? — The actor who wears a hat is my uncle. — The man who has a blue t-shirt works at my company. — I like country music which/that sounds joyful. — My parents love paintings which/that show examples from nature. — A sculpture is someone who/that designs an amazing statue. boots/coat/dress/gloves/hat/jacket/jeans/jumper/t-shirt/ trousers/pants/pajamas/socks/suit/shirt/skirt/sweater/tie artist/audience/concert hall/gallery/ graffiti/exhibition expression/ inspiration/painter/painting/performance sculpture/statue</p>	<p>Listening E5.22.L1.Students will be able to comprehend oral texts in which people and things are defined/specified. Spoken Production E5.22.SP1.Students will be able to give a description of people and things. Spoken Interaction E5.22.SI1.Students will be able to talk about people and things by defining and/or specifying them. Reading E5.22.R1.Students will be able to scan through texts in which people and things are defined/specified. Writing E5.22.W1.Students are expected to write a short paragraph to define/specify people and things around the school.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos Visual Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Storytelling True/False/No information Assignments · Students prepare a visual which people and things are defined/specified. · The teacher assigns the seventh graded reader* to the students. * The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
L	Talking about actions that start in the past and	Listening	Contexts

	<p>still go on How long have been working for the company? — I have been working for the company for two years/ since 2015. — We have been working in the same company for a long time/since last May. How long have you been using social networking to learn English? — I have been using social networking since 2014/for three years. — We have been using social networking to learn English over the last two years. Expressing adequacy and inadequacy The reporter on TV was too fast to understand. He is only five years old. He is not old enough to use the Internet. My brother does not have enough information to build an Internet site. Describing actions, people and things Adv/Adj variations Mete is slow. He works slowly on computers. Emine is a careful girl. She uses the Internet carefully. My father is angry. He shouts angrily when I use social network sites too much. They have learned blogging easily. Ali is a good computer teacher. He teaches writing computer codes very well. angry-angrily/bad-badly/careful-carefully/careless-carelessly/easy-easily/intelligent-intelligently/successful-successfully/slow-slowly/quick-quickly/good-well/hard-hard chat with someone download a picture/text/video go online follow a forum log in/out make a comment on a picture/video online call/meeting sign in/out surf on the net upload a picture/ text/video write a blog/an entry</p>	<p>E5.23.L1.Students will be able to recognize texts about actions that start in the past and still go on. Spoken Production E5.23.SP1.Students will be able to talk about actions that start in the past and still go on. E5.23.SP2.Students will be able to express adequacy of things. Spoken Interaction E5.23.SI1.Students will be able to interact with their peers about actions that start in the past and still go on. E5.23.SI2.Students will be able to describe actions, people and things. Reading E5.23.R1.Students will be able to comprehend simple texts about actions that start in the past and still go on. E5.23.R2.Students will be able to comprehend simple texts expressing adequacy. Writing E5.23.W1.Students will be able to write about the duration of some important actions in their lives, such as learning English, specific hobbies and leisure time activities in a list format.</p>	<p>Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students prepare a drama activity about the excessive use of the Internet.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 24 NEW DISCOVERIES	<p>Reporting an event or action My teacher told (me) that I could become a scientist. Researchers noted that new discoveries would change the world. NASA believed that the Earth had a second moon. Expressing arrangements in the future</p>	<p>Listening E5.24.L1.Students will be able to understand oral texts which include future arrangements. E5.24.L2.Students will be able to comprehend oral texts expressing unreal conditions. Spoken Production</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages</p>

	<p>Scientists are meeting to discuss the study results at 10:00 next Monday morning. NASA is making an announcement at 08.30 p.m. tomorrow. Talking about unexpected results of an action Although it was very difficult, astronauts landed on the Moon. Despite the air conditions, the first plane flew successfully. Talking about unreal conditions If s/he were a rich person, s/he would buy a lot of scientific books. If I were in your shoes, I would do physics. If I had a chance, I would visit the MTA Museum. If we spoke English very well, we would follow new discoveries. arrive/call/carry/check in-out/decide/discover/live move/need/share/travel achive-achievement/announce-announcement/createcreativity/develop-development/discover-discovery/explore-exploration/imagine-imagination/invent-invention observe-observation</p>	<p>E5.24.SP1.Students will be able to talk about future arrangement. Spoken Interaction E5.24.SI1.Students will be able to express unexpected results of actions. Reading E5.24.R1.Students will be able to understand texts that include actions about future arrangements and unexpected results of particular actions. E5.24.R2.Students will be able to understand texts in which actions/events are reported. Writing E5.24.W1.Students will be able to write a simple paragraph about specific future arrangements.</p>	<p>Postcards Posters Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students prepare a poster of a recent discovery they choose and present it in the class. · The teacher assigns the eighth graded reader* to the students. *The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 25 THE WORLD IS A STAGE	<p>Talking about timetables/scheduled events The show starts at 7:45pm. The play begins at 8:00pm, so we will have time for dinner first. The concert hall opens at 6:00 pm every evening. Talking about reasons of actions The tickets were so expensive that I could not afford them. The actor is so proud that he will not ask for help. It was such a snowy day that they could not go to the show. The man was such an interesting speaker that the audience enjoyed the stand-up.</p>	<p>Listening E5.25.L1.Students will be able to understand oral texts which include timetables and scheduled events. E5.25.L2.Students will be able to comprehend oral texts that include reasons of actions. Spoken Production E5.25.SP1.Students will be able to express options, alternatives and preferences. Spoken Interaction E5.25.SI1.Students will be able to talk about quantity of things and people. E5.25.SI1.Students will be able to talk</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos</p>

	<p>Talking about options, alternatives and preferences We can go either cinema or theatre tonight. We can eat either now or after the show. Neither Leila nor Nancy is going to perform tomorrow. He neither texted nor called to inform us about the meeting. I love both Shakespeare and Haldun Taner. The play is suitable for both children and adults. Talking about quantity We have few/a few members in our class blog. We have little/a little information about this website. There is too much online traffic today. There are too many bloggers on this website. There is not enough information about new members. be allowed to be permitted to be supposed to Get lost/ready/started/tired/the message Take part in something/time/a look/a picture/a seat/a taxi/care/notes Act/actor/audition/backstage/cast/casting/make-up/role</p>	<p>about scheduled events. Reading E5.25.R1.Students will be able to understand texts that include scheduled events. E5.25.R2.Students will be able to understand texts about options, alternatives and preferences. E5.25.R3.Students will be able to comprehend texts that include expressions of quantity. Writing E5.25.W1.Students will be able to prepare a theatre poster.</p>	<p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students write a review for a theatre play/movie.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 26 COUNTRY LIFE	<p>Talking about events with a focus on actions Rice is grown by farmers in Bafra. Fences are painted by workers every spring. Wheat was harvested by the farmers. New chicken houses were built by my uncle yesterday. Sequencing steps of an action First, visit a local farmer's market and buy some seeds. Second, plant your crops. Third, water your plants regularly and tidy up your garden. Finally, harvest your plants. Making polite requests Can/May I open the window? Can/May I have a word with you? Can/May I share my opinion with you? Do you mind opening the window? Would you mind opening the window? Do you mind if I open the window? Would you mind if I opened the window? Confirming and checking information</p>	<p>Listening E5.26.L1.Students will be able to understand oral texts which include events with a focus on actions. Spoken Production E5.26.SP1.Students will be able to sequence steps of an action. Spoken Interaction E5.26.SI1.Students will be able to make polite requests. E5.26.SI2.Students will be able to confirm and check information in a conversation. Reading E5.26.R1.Students will be able to understand texts providing the sequences of an action. Writing E5.26.W1.Students will be able to write the steps of a procedure, such</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching</p>

	<p>You are going to attend the meeting next week, aren't you? They do not like shows, do they? Tom has not arrived yet, has he? Can you repeat it? Let me see if I have understood you correctly. I am afraid. I don't understand. Could you say that again?</p>	<p>as building a toy, growing a plant or making a puzzle.</p>	<p>Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a visual about countryside or local farmer's market and present it as a group.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 27 EDUCATION	<p>Talking about actions without agents Students are expected to do their homework. The question has been answered. The classroom was cleaned. The rules should be obeyed. The school president will be elected at the beginning of the semester. Exam results are going to be announced soon. Expressing wishes I wish I were more hardworking. I wish my teacher would help me. I wish TEOG would be easy. If only the school weren't too far! If only I knew the truth. If only I were a millionaire Describing people and events He is really confused about this problem. English lessons are really amusing. I was really bored during the lesson yesterday. I read a really interesting book about history assignment/classroom project, course, elementary, knowledge, secondary, training, university alarming/alarmed, depressing/depressed, embarrassing/embarrassed, exciting/excited, satisfying/satisfied, tiring/tired. As high as a kite</p>	<p>Listening E5.27.L1.Students will be able to understand oral texts which include actions without agents. E5.27.L2.Students will be able to comprehend oral texts about people's wishes. Spoken Production E5.27.SP1.Students will be able to talk about actions without agents. Spoken Interaction E5.27.SI1.Students will be able to share their wishes with each other. Reading E5.27.R1.Students will be able to understand texts including actions without agents. E5.27.R2.Students will be able to comprehend texts including people's wishes. E5.27.R3.Students will be able to comprehend texts that include expressions about personal feelings. Writing E5.27.W1.Students will be able to write a short paragraph in which they share their</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments</p>

		feelings about events and people in their schools.	• Students prepare a wish list about their future and share it with their classmates.
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 28 TELEVISION PROGRAMS	<p>Talking about actions happening in the past, present and future I watched a lot of documentaries this year on Channel 2. I like Channel 2 because it broadcasts/shows some of my favorite TV programs. I used to watch TV a lot, but now I don't. I don't have much time to watch TV. What is the difference between a TV series and a TV documentary? — A television series can be either fictional or factual. — A documentary is a program which provides only factual information. — I've heard a lot about the new TV show on Channel 3. — A new TV show is going to start on Channel 2. What is your plan tonight? — I don't know, maybe I will watch an animation on TV. Expressing reasons of an action I love cartoon channels because they are fun. Mary can't stand programs about hunting because of her love for animals. Due to/Owing to the weather conditions, the program was cancelled. Talking about dates and places I will meet you at 10:30/the reception. He doesn't like driving at night. I watched Forrest Gump in 2001. The pool is closed in winter. I'll see you on Friday. The interview is on the 29th of April. camera</p>	<p>Listening E5.28.L1.Students will be able to understand oral texts which include actions happening in the past, present and future. Spoken Production E5.28.SP1.Students will be able to express reasons of an action. Spoken Interaction E5.28.SI1.Students will be able to talk about their favorite TV program(s) with each other. Reading E5.28.R1.Students will be able to scan through texts that include expressions about dates and places. Writing E5.28.W1.Students will be able to write a review of their favorite TV program(s) on an Internet site.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a TV guide. • The teacher assigns the ninth graded reader* to the students. *The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

	operator/cartoon/channel/comedy/cookery documentary/drama/feature/fictional/host/reality show/sitcom soap opera/talk show Couch potato/Your guess is as good as mine		
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 29 BOOKS AND MEDIA	<p>Talking about actions and events S/he knows that books are better than films. S/he believes that watching cartoons is enjoyable. Producing a film costs a lot of money. My favorite hobby is reading. Choosing a film to watch at night takes a long time. Arda suggested going for a drink after the movie. I can't afford to buy a car now. Talking about events with a focus on actions A new movie is being shot in Antalya nowadays. A cinema festival was being held in Ankara this time last year. New books will be published in September 2017 by the Ministry. Shopping at a mall — Excuse me? I am looking for an English dictionary. — How about this one? Is this okay with you? — Well, quite okay! How much is it? — It's 15 liras. Can you wrap it up for me, please? — For sure! Here you are. — Thank you. — Have a good one! Types of music blues/classical/electro/folk/hip-hop/jazz/opera/rap/pop reggae/rock'n roll animation/author/bookmark/bookstore/fiction/horror movie/literature/novel/publish/romance afford/agree/ask/choose/decide/ demand/help/hope/ learn/offer/plan/prepare/promise/seem/wait Hit the books/Curiosity kill the cat</p>	<p>Listening E5.29.L1.Students will be able to understand oral texts that include expressions of actions and events. Spoken Production E5.29.SP1.Students will be able to talk about events with a focus on actions. Spoken Interaction E5.29.SI1.Students will be able to interact with each other about actions and events. E5.29.SI2.Students will be able to use expressions to shopping. Reading E5.29.R1.Students will be able to read texts about events with a focus on actions. Writing E5.29.W1.Students will be able to prepare a table showing their likes/dislikes of movies and books.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a paragraph about a book whose film was produced and compare them.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 30 EXTREME SPORTS	<p>Expressing past occurrences that are relatively new The winter storms have made it difficult to ski for two days. The famous athlete has broken the world record for scuba diving. Giving suggestions You should/ought to/had better/must... She should wear her thick coat during camping. You ought to call him for a piece of advice for trekking. He must catch the bus if he can. Expressing certainty She looks fit. She must be an athlete. I have just seen him at the gym. He can't be at home. brilliant, excellent, fantastic, furious, freezing gorgeous, horrible, huge, miserable, packed, starving, terrible, terrified bungee jumping/canoeing/cliff jumping running/ hand gliding/jet skis/kite surfing/ motor crossing/mountain biking/paragliding/ rock climbing/scuba diving/ skateboarding skiing/snowboarding/surfing Hang in there/Go the extra mile</p>	<p>Listening E5.30.L1.Students will be able to comprehend oral texts in which past occurrences that are relatively new are expressed. Spoken Production E5.30.SP1.Students will be able to give suggestions. Spoken Interaction E5.30.SI1.Students will be able to express certainty based on contextual evidence. Reading E5.30.R1.Students will be able to scan through texts in which past occurrences that are relatively new are expressed. E5.30.R2.Students will be able to understand texts in which suggestions are made. Writing E5.30.W1.Students will be able to prepare a list of suggestions for 1) taking precautions against catching cold, 2) going on a diet and/or 3) doing different sports and so forth.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students write/prepare short news about upcoming events in their schools.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 31 SOCIALIZING	<p>Making predictions She is always very punctual. My sister will arrive home on time. People will definitely use the Internet more than today. I will probably come to your birthday party. She might/may (not) pass the exam. Expressing obligations and lack of necessity In England, you have to drive on the left. You don't have to call me Miss Öcal. We are friends. She does not have to arrive early. He has to join the army after graduation. I must leave early because I am going to Samsun in the morning. If your friends share secrets with you, you mustn't tell them to anyone. If you get cold, you need to see a doctor. She does not need to read the whole report. I needn't take your umbrella. Ordering at a restaurant — Excuse me? May I have the menu please? — Here it is, sir. What would you like to have? — Well, I would like to have salad and a bottle of water, please. — How about dessert? — Yes, may be a slice of chocolate cake. — Excuse me? Check please. — Will you pay by credit card or in cash? — In cash, please follower/networking/profile/ social media//status/trend/ tweet Rise and shine/Hold your horses</p>	<p>Listening E5.31.L1.Students will be able to understand future predictions. E5.31.L2.Students will be able to recognize lack of necessity. Spoken Production E5.31.SP1.Students will be able to report on obligations. Spoken Interaction E5.31.SI1.Students will be able to interact with their peers to express future predictions. E5.31.SI1.Students will be able to order food and drinks at a restaurant with simple expressions. Reading E5.31.R1.Students will be able to understand texts about lack of necessity and future predictions. Writing E5.31.W1.Students will be able to prepare a list of their obligations and voluntary tasks.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a news bulletin. • The teacher assigns the tenth graded reader* to the students. *The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 32 A PIECE OF ADVICE	<p>Making offers and polite requests Could you please give me a minute? Could you help me with the repair, please? Would you close the door, please? How may I help you? May I give you a hand? I was wondering if you could carry the bag for me. Giving suggestions If I were you, I would stay in Izmir. Why don't you visit the museum at weekend? How about going abroad next year? What about writing a post card to your grandparents? I think you should go on a long holiday. Let me give you a piece of advice. Apologizing and responding to apologizing I am sorry. I had that wrong. My mistake. I was wrong on that. My apologies. I need to apologize to you for coming late. I owe you an apology. I hope you can forgive me. I'd like to apologize to you for shouting at you. — That's OK! — No worries. — Take it easy! Give advice/an answer/a call/a chance (to someone) a choice/ an example/a hug/an idea/a ride/your opinion Mum's the world/ Piece of cake</p>	<p>Listening E5.32.L1.Students will be able to understand oral texts that include giving suggestions. Spoken Production E5.32.SP1.Students will be able to make polite requests/offers in meaningful contexts. Spoken Interaction E5.32.SI1.Student will be able to apologize and respond to apologizing in meaningful contexts. Reading E5.32.R1.Students will be able to comprehend texts about giving suggestions and making offers. Writing E5.32.W1.Students will be able to write a short suggestion list about going on a diet or studying English.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students prepare a drama task about topics such as 'asking for suggestions from a teacher', 'ordering at a restaurant in a polite way' or 'expressing apologies to friends for an excuse' and alike.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments

UNIT 33 DEEP INTO HISTORY	<p>Using time expressions to order actions As soon as I went to Selçuk, I visited Ephesus. Once our teacher arrived in the morning, we began to talk about Turkish Independence War. As long as he studies hard, we will become a successful historian. While/As she was watching a documentary about Egyptians, we learned a lot of new things. When the children read about the Maya Civilization, they were surprised by their invention. Talking about causal events Give Jane a chance! The more you get to know her, the more you will like her. The longer you delay, the harder it will be to complete your homework. have/make/let someone do something ask/get/force/lead someone to do something age/ancient/calendar/century/civilization/decade history/historic/historical/heritage/modern/myth/mystery/tradition See eye to eye/Bite your tongue</p>	<p>Listening E5.33.L1.Students will be able to recognize oral texts that include various time expressions to order actions. Spoken Production E5.33.SP1.Students will be able to report on the relationship of events and actions. Spoken Interaction E5.33.SI1.Students will be able to talk about situations that include order of actions. Reading E5.33.R1.Students will be able to understand texts that include the relationship of events and actions. Writing E5.33.W1.Students will be able to write a short paragraph on an important historical event of their choice.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students do a group work about interesting historical events. · The teacher assigns the eleventh graded reader* to the students. *The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 34 SUPER HEROES	<p>Talking about actions happening in the past, present and future Superman has saved hundreds of people. Super heroes love helping people and animals. I have known Harry Potter since I was born.</p>	<p>Listening E5.34.L1.Students will be able to recognize oral texts that include actions happening in the past, present and future Spoken Production</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations</p>

	<p>We are going to take a vacation to Harikalar Diyarı to see super heroes.</p> <p>While I was watching Batman, I got very excited.</p> <p>Have you heard the news about the movie Ironman?</p> <p>I am doing research about Turkish super heroes.</p> <p>My mother is my super hero because she cares me a lot.</p> <p>Making predictions with different levels of certainty about actions happening now</p> <p>Where is Superman?</p> <p>— He must be helping people.</p> <p>— He cannot be sleeping at home.</p> <p>— He may be writing an article in Daily Planet.</p> <p>— He might be taking a day off.</p> <p>alien/comic/comic book/cartoon/character/hero/ heroine/super power</p> <p>Actions speak louder than words/Make long story short</p>	<p>E5.34.SP1.Students will be able to make predictions with different levels of certainty about actions happening now.</p> <p>Spoken Interaction</p> <p>E5.34.SI1.Students will be able to exchange information about actions happening in the past, present and future.</p> <p>Reading</p> <p>E5.34.R1.Students will be able to understand texts about actions happening in the past, present and future.</p> <p>E5.34.R2.Students will be able to understand texts about predictions with different levels of certainty about actions happening now.</p> <p>Writing</p> <p>E5.34.W1.Students will be able to prepare a 'hero card' in which they describe their favorite hero.</p>	<p>Lists</p> <p>Menus</p> <p>Notices</p> <p>Postcards</p> <p>Posters</p> <p>Probes/Realia</p> <p>Songs</p> <p>Tables</p> <p>Videos</p> <p>Tasks/Activities</p> <p>Arts and Crafts</p> <p>Competitions</p> <p>Drama (Role Play, Simulation, Pantomime)</p> <p>Games</p> <p>Information transfer</p> <p>Labeling</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reordering</p> <p>Storytelling</p> <p>True/False/No information</p> <p>Assignments</p> <p>· In groups, students prepare a short drama activity about their super heroes.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 35 FRIENDS MATTER	<p>Talking about actions that start in the past and still go on</p> <p>I have been studying in this school for five years/since 2012.</p> <p>They have been living in Aydın for three years/since 2014.</p> <p>We have been waiting for you at school since we called you.</p> <p>How long have you been living in the same neighborhood?</p> <p>— I've been living here since I was born.</p> <p>— I have written you nine emails, but you did not get back to me. Why?</p>	<p>Listening</p> <p>E5.35.L1.Students will be able to understand oral texts that include actions that start in the past and still go on.</p> <p>Spoken Production</p> <p>E5.35.SP1.Students will be able to talk about the duration of actions they still do.</p> <p>Spoken Interaction</p> <p>E5.35.SI1.Students will be able to exchange information about actions that start in the past and still go on.</p>	<p>Contexts</p> <p>Advertisements</p> <p>Cartoons</p> <p>Charts</p> <p>Conversations</p> <p>Illustrations</p> <p>Lists</p> <p>Notices</p> <p>Postcards</p> <p>Posters</p> <p>Probes/Realia</p> <p>Songs</p> <p>Tables</p>

	<p>— I was too busy to answer. My apologies. — That's OK! What is your favorite film? — I have seen Charlie's Chocolate Factory ten times. That's my favorite movie, for sure! appear-disappear/comfortable-uncomfortable/fair/unfair/ friendly-unfriendly/ happy-unhappy/lucky/unlucky/ possible-impossible/tidy-untidy/polite/impolite/ usual-unusual/real-unreal best/close/true friend buddy cool count on get on well with somebody go for a walk mate secret share support trust New kid on the block/Lend me your ear/ Don't judge a book by its cover.</p>	<p>Reading E5.35.R1.Students will be able to understand texts about duration of actions. Writing E5.35.W1.Students will be able to prepare a poster depicting their routines to show how long they have been doing each of them.</p>	<p>Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a short speech to express what they like about their best friends.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 36 DISCOVERING THE SPACE	<p>Expressing opinions and facts The book that I bought yesterday is about space discoveries. New studies were published on the Curious Space magazine. Although scientists observe the Mars clearly, there are still a lot of things to learn about it. Due to high technology, we can easily communicate with astronauts in the space. Unless countries support space travels, astronauts cannot be sent to Mars. The book about NASA was so interesting that I have read it three times. It was such a great discovery that people were shocked by the news. Making comments about opinions about actions and events I am interested in studying Physics. I am curious about going to space.</p>	<p>Listening E5.36.L1.Students will be able to understand oral texts including opinions and facts. Spoken Production E5.36.SP1.Students will be able to express opinions and facts. Spoken Interaction E5.36.SI1.Students will be able to exchange their opinions about particular issues. Reading E5.36.R1.Students will be able to understand texts that discuss opinions and facts. Writing E5.36.W1.Students will be able to prepare a poster of their routines showing how long they have been doing them.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer</p>

	<p>I am surprised at/by reading about the new discoveries. I am responsible for writing about space in the school newspaper. I am in charge of presenting about our Solar System. I am afraid of learning about the giant asteroids. avoid/can't help/complete/delay/deny/dislike/enjoy/finish/mind/miss/spend (time)/suggest/waste (time) Once in a blue moon/Pull a rabbit out of a hat</p>		<p>Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students prepare a science club brochure.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 37 MISCELLANEOUS	<p>Talking about events that show interest in actions Are you invited to the Jack's birthday party? — Yes, I am. — No, I am not. Were you informed about the exam date yesterday? — Yes, I was — No, I was not. S/he was known as a famous artist when she was young. I have been interested in music since I was a child. I will be invited to the handball team of our school soon. Connecting different ideas and arguments Celebrities have a lot of money. However, they may not be happy at all. Reading helps to learn new information. Furthermore, it helps to improve your imagination. Sinan is an actor. Moreover, he lectures at a university. Begüm writes short stories. In addition, she writes TV scripts.</p>	<p>Listening E5.37.L1.Students will be able to recognize linkers in oral texts that connect ideas and arguments. Spoken Production E5.37.SP1.Students will be able to express their opinions about actions and events. Spoken Interaction E5.37.SI1.Students will be able to exchange their ideas about particular issues by exploiting different linkers. Reading E5.37.R1.Students will be able to recognize linkers that connect ideas and arguments. Writing E5.37.W1.Students will be able to write a short paragraph about a topic of their choice using linkers.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p>

	<p>Her salary is pretty low; nevertheless, she really enjoys her job. I was tired; therefore, I fell asleep. Making comments about opinions, actions and events It is difficult to become an astronaut. It is not that easy to study astrophysics. Fixing a spaceship must be too difficult to do. We are on the same boat/Bark up the wrong tree</p>		<p>Assignments · The teacher assigns the twelfth graded reader* to the students. *The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>
UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 38 ENVIRONMENT	<p>Expressing personal opinions and feelings We are happy to see you in the environment conference. We were pleased to learn about global warming. They were sad to hear about your leave from the trekking club. They were excited to hear about your project on environment. I was amazed by the natural beauties of Antalya. I am fond of/keen on protecting the environment. Expressing preferences I prefer cycling to trekking in the nature. S/he prefers planting flowers to taking care of animals. be amazed at/by fond of interested in glad for keen on excited for/about atmosphere /carbon dioxide/carbon monoxide/ climate/coal/contamination/disposable/diversity/ ecology/ecosystem/ emission/endangered/ energy/environment/ environmentalist/erosion/ extinct/extinction/ fossil fuel/ geothermal save electricity/energy/ money/someone a seat/ someone's life/time Out of blue</p>	<p>Listening E5.38.L1.Students will be able to comprehend individuals' opinions and feelings about environment. Spoken Production E5.38.SP1.Students will be able to express their preferences. Spoken Interaction E5.38.SI1.Students will be able to share their feelings and opinions about particular events and things. Reading E5.38.R1.Students will be able to scan through the text to comprehend individuals' opinions and feelings about environment. Writing E5.38.W1.Students will be able to prepare a DO/DON'T List to protect the environment.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments • Students work in groups and prepare a project about the environmental problems in their neighborhood and report it in the classroom.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 39 EXTREME ENGINEERING	<p>Expressing purpose of actions and events You have to take university entrance examination to study engineering. You need to learn mathematics in order to become an engineer. Good engineers need to think critically so that they can invent new methods. Expressing personal experiences This is the greatest monument that has been built so far. Until now, s/he has not worked in a bridge construction. They have built the largest farm in Konya lately. I have never seen such a tall building in my life before. It is the first time I have seen a skyscraper which is made of glass. basement/bridge/building/ceiling/construction elevator/ cement/concrete/floor/glass/high way/ plan/road roof/ skyscraper/street/underground/ plug in-off/switch on-off/ turn on-off land on-off/take off/hop on-off/get into Bread and butter/Kill two birds with one stone</p>	<p>Listening E5.39.L1.Students will be able to understand oral texts that include purposes of actions/events. Spoken Production E5.39.SP1.Students will be able to express their personal experiences. Spoken Interaction E5.39.SI1.Students will be able to exchange information about purposes of actions/events. Reading E5.39.R1.Students will be able to scan through a text to spot particular information about extreme engineering. Writing E5.39.W1.Students will be able to write a short paragraph about their personal experiences, which may be interesting for peers to read.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students work in groups, prepare a project about extreme engineering, such as designing an imaginary building model/plan or inventing a new transportation system/model and present it in the class.</p>

UNIT	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
UNIT 40 OUR PLANET	<p>Talking about general facts The Earth revolves around the sun. Our Solar System is in the Milky Way Galaxy. All seasons are affected by the position of the Moon and the Sun. Oceans have an important effect on the climate system. Climate change will be one of the greatest problem of our planet. Expressing personal opinions and feelings I am excited about the new discoveries of Physics. I am glad to learn that there are a lot of clean energy sources. I am interested in learning more about the universe. I am pleased to read about greenhouse effect. I believe that children can change the future of our planet. In my opinion, all of the governments should be careful about climate change. To me, everybody is responsible for the environmental problems. I think we must protect our planet. According to scientists, global warming is the biggest threat for us. atmosphere / evidence / explore / galaxy gravity / meteor / moon / observe / orbit planet / proof / rescue / satellite solar system / space shuttle / surface / universe miss the boat / cost an arm and a leg</p>	<p>Listening E5.40.L1.Students will be able to understand oral texts about the general facts and universal truths. Spoken Production E5.40.SP1.Students will be able to talk about the general facts and universal truths. Spoken Interaction E5.40.SI1.Students will be able to express their personal opinions and feelings about our planet and the universe. Reading E5.40.R1.Students will be able to scan through simple written texts to spot information about our planet and the universe. Writing E5.40.W1.Students will be able to write a simple paragraph depicting their concerns about our planet.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Tables Videos Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information Assignments · Students work in groups, prepare a short presentation about protecting our planet and present it in the class.</p>