

TURKISH REPUBLIC  
TRAKYA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
FOREIGN LANGUAGES TEACHING DEPARTMENT  
DIVISION OF ENGLISH LANGUAGE TEACHING  
A MASTER'S THESIS

**AN EVALUATION OF ENGLISH  
LANGUAGE CURRICULA IMPLEMENTED  
AT THE 4<sup>TH</sup>, 5<sup>TH</sup>, AND 6<sup>TH</sup> GRADES IN  
RESPECT OF TEACHERS' OPINIONS**



PREPARED BY

DEMET NAZLI ÖRMECİ

ADVISOR

ASSIST. PROF. DR. H. GÜLRU YÜKSEL

EDİRNE 2009

TURKISH REPUBLIC  
TRAKYA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
FOREIGN LANGUAGES TEACHING DEPARTMENT  
DIVISION OF ENGLISH LANGUAGE TEACHING  
A MASTER'S THESIS

**AN EVALUATION OF ENGLISH  
LANGUAGE CURRICULA IMPLEMENTED  
AT THE 4<sup>TH</sup>, 5<sup>TH</sup>, AND 6<sup>TH</sup> GRADES IN  
RESPECT OF TEACHERS' OPINIONS**



PREPARED BY

DEMET NAZLI ÖRMECİ



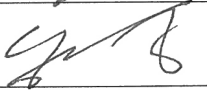
ADVISOR

ASSIST. PROF. DR. H. GÜLRU YÜKSEL

EDİRNE 2009

T.C.  
TRAKYA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI  
YÜKSEK LİSANS TEZİ

**DEMET NAZLI ÖRMECİ** tarafından hazırlanan **AN EVALUATION OF ENGLISH LANGUAGE CURRICULA IMPLEMENTED AT THE 4<sup>TH</sup>, 5<sup>TH</sup>, AND 6<sup>TH</sup> GRADES IN RESPECT OF TEACHERS' OPINIONS** Konulu **YÜKSEK LİSANS** Tezinin Sınavı, Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 12.-13. maddeleri uyarınca **08.10.2009 Perşembe** günü saat **11.00**'de yapılmış olup, tezin \* **..KABUL..EDİLMESİNE.....** ~~OYBİRLİĞİ/OYÇOKLUĞU~~ ile karar verilmiştir.

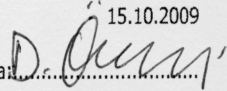
JÜRİ ÜYELERİ	KANAAT	İMZA
Üye Doç. Dr. Yeşim FAZLIOĞLU	Kabul Edilmesine	
Üye Yrd. Doç. Dr. Hüsnü CEYLAN	Kabul Edilmesine	
Danışman Yrd. Doç. Dr. H. Gülru YÜKSEL	Kabul Edilmesine	

\* Jüri üyelerinin, tezle ilgili kanaat açıklaması kısmında “Kabul Edilmesine/Reddine” seçeneklerinden birini tercih etmeleri gerekir.

T.C YÜKSEKÖĞRETİM KURULU TEZ MERKEZİ  
TEZ VERİ GİRİŞ FORMU

Referans No **352129**  
Yazar Adı / Soyadı Demet Nazlı ÖRMECİ  
Uyuşu / T.C.Kimlik No T.C. 13349389538  
Telefon / Cep Telefonu / e-Posta 02482122700/2220 05427183232 demet8206@yahoo.com  
Tezin Dili İngilizce  
Tezin Özgün Adı An Evaluation of English Language Curricula Implemented at the 4th, 5th, and 6th Grades in respect of Teachers' Opinions  
Tezin Tercümesi İlköğretim Okullarının 4., 5., 6. Sınıflarında Uygulanmakta Olan İngilizce Öğretim Programının Öğretmen Görüşleri Açısından Değerlendirilmesi  
Konu Başlıkları Eğitim ve Öğretim  
Üniversite Trakya Üniversitesi  
Enstitü / Hastane Sosyal Bilimler Enstitüsü  
Anabilim Dalı Yabancı Diller Eğitimi Anabilim Dalı  
Bilim Dalı / Bölüm İngiliz Dili Eğitimi Bilim Dalı  
Tez Türü Yüksek Lisans  
Yılı 2009  
Sayfa 155  
Tez Danışmanları Yrd. Doç. Dr. H. Gülrü YÜKSEL  
Dizin Terimleri Değerlendirme=Evaluation  
Program geliştirme=Curriculum development  
Program tasarısı=Curriculum design  
Program değerlendirme=Program evaluation  
Öğretim programları=Teaching curriculums  
Önerilen Dizin Terimleri  
Kısıtlama / Kısıt Süresi Var 3 Yıl

b. Tezimin Yükseköğretim Kurulu Tez Merkezi tarafından çoğaltılması veya yayımının 13.10.2012 tarihine kadar ertelenmesini talep ediyorum. Bu tarihten sonra (a) maddesindeki koşulların geçerli olacağını kabul ve beyan ederim. (Erteleme süresi formun imzalandığı tarihten itibaren en fazla 3 (üç) yıldır.)

15.10.2009  
İmza: 

Yazdır

**Name of the Thesis:** An Evaluation of English Language Curricula Implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Grades in respect of Teachers' Opinions

**Prepared By:** Demet Nazlı ÖRMECİ

### **ABSTRACT**

The issues of curriculum development and evaluation have profound importance in the field of education and have been the subject of many researches so far.

The present study is also one of the curriculum evaluation researches and was carried out with the aim of evaluating the English Language Curricula implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades of Key Stage I and II. The curricula were evaluated in the light of the English language teachers' opinions on the curricula' general characteristics and the components of goals and objectives, content, teaching/learning process, and evaluation.

To conduct the study, a questionnaire was designed and applied to the English language teachers who implemented the curricula at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades of the primary state schools in Burdur province and its sub-provinces in the 2008-2009 academic year. 70 English language teachers participated in the study.

The data that were gathered through questionnaires were analyzed by means of SPSS 15.0 (The Statistical Package for Social Sciences). In addition to frequency and percentage analysis of the items, the relation among the independent variables was analyzed by means of T-test and ANOVA (One-Way Analysis of Variance). Besides, some interviews were carried out with the teachers.

The results showed that although the teachers have moderately positive opinions towards the curricula implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades, they point out that the curricula have some weak aspects such as inadequate teacher manuals and class hours per week, some unachievable goals and objectives, intense content, some methods and techniques which are above the students' age and linguistic levels, and insufficient evaluation explanations and examples.

The teachers emphasize that these weak aspects should be revised for a better implementation, and they make some suggestions for the weaknesses of the curricula.

In conclusion, this study presents valuable data to the field of education and gives feedback to curriculum developers, teachers, researchers, and educationalist.

**Key Words:** curriculum, curriculum development, curriculum evaluation

**Tezin Adı:** İlköğretim Okullarının 4., 5., ve 6. Sınıflarında Uygulanmakta Olan İngilizce Öğretim Programının Öğretmen Görüşleri Açısından Değerlendirilmesi

**Hazırlayan:** Demet Nazlı ÖRMECİ

## ÖZET

Öğretim programı geliştirme ve değerlendirme konuları eğitim alanında önemli bir yere sahiptir ve bugüne kadar birçok araştırmaya konu olmuştur.

Bu araştırma da öğretim programı değerlendirme çalışmalarından biridir ve şu anda ilköğretim okullarının 4., 5., ve 6. sınıflarında uygulanmakta olan İngilizce Öğretim Programı'nın değerlendirilmesi amacıyla gerçekleştirilmiştir. Değerlendirme, öğretim programının genel özellikleri, hedef ve davranışlar, içerik, öğrenme durumları ve değerlendirme öğeleri kapsamında gerçekleştirilmiş olup, İngilizce öğretmenlerinin öğretim programına ilişkin görüşleri araştırmaya ışık tutmuştur.

Bu amaç doğrultusunda bir anket geliştirilmiş ve 2008-2009 eğitim-öğretim yılında Burdur il merkezi ve ilçelerindeki ilköğretim okullarının 4., 5., ve 6. sınıflarında söz konusu programı uygulayan 70 İngilizce öğretmenine uygulanmıştır.

Anket yoluyla toplanan veriler SPSS 15.0 yardımıyla analiz edilmiştir. Maddelerin sıklık ve yüzdelik analizlerinin yanı sıra, bağımsız değişkenler arasındaki ilişki de analiz edilmiş ve bunun için T-test ve ANOVA yöntemlerinden faydalanılmıştır. Bu sayısal değerlere ek olarak, öğretmenlerle görüşmeler de yapılmıştır.

Araştırmanın sonuçları öğretmenlerin genel anlamıyla öğretim programı hakkında olumlu düşüncelere sahip olduğunu göstermektedir. Ancak, katılımcılar öğretim programının bazı olumsuz ve eksik tarafları olduğunu açıkça belirtmektedir. Yetersiz öğretmen kılavuzları ve ders saatleri, bazı gerçekleştirilemeyen hedef ve davranışlar, yoğun içerik, öğrenci seviyesinin üzerinde yöntem ve metodlar, yetersiz değerlendirme açıklamaları ve örnekleri bu olumsuzluklara örnek olarak verilebilir.

Öğretmenler, daha iyi bir uygulama için programın eksik taraflarının gözden geçirilmesi gerektiğini vurgulamakta ve çözüm önerilerinde bulunmaktadır.

Sonuç olarak, bu çalışma eğitim alanına önemli bilgiler sunmakta ve program geliştiricilere, öğretmenlere, araştırmacılara ve eğitimcilere program hakkında önemli dönütler vermektedir.

**Anahtar Kelimeler:** öğretim programı, öğretim programı geliştirme, öğretim programı değerlendirme



## **PREFACE**

The importance of foreign language education in developing world is inarguable and this field has witnessed profound changes for the last 20 years. The common point that these changes emphasize is that foreign language teaching and learning processes should be systematic to get effective results. And, this systematization is carried out by a well-organized curriculum. On account of such an importance, the interest and need for the fields of curriculum development and evaluation have increased lately and many researches have been conducted on these fields both abroad and in Turkey so far.

The present study is also one of the curriculum evaluation studies and aims at evaluating the English Language Curricula implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades of Key Stage I and II. The curricula have been evaluated in terms of the general characteristics and the components of goals and objectives, content, teaching/learning process, and evaluation.

This study carries profound importance since it determines the strengths and weaknesses of the curricula, gives feedback to the curriculum developers and teachers on the positive and negative aspects of them, and makes suggestions for the weaknesses.

The current study consists of six chapters. As a summary; Chapter I provides background information to the study and introduces the purpose, significance, research questions, restrictions, and assumptions of the study. Chapter II gives theoretical information about the curriculum design and evaluation. Chapter III gives information about the foreign language education in Turkey and states the characteristics of English Language Curriculum applied at Key Stage I and II. Chapter IV is about the research method. Chapter V presents the results and discussion of the study. Finally, Chapter VI includes the conclusion of the study and some suggestions for the curriculum developers, teachers, and researchers.

It is a fact that such a detailed study would not have been possible without the help and guidance of my supervisor Assist. Prof. Dr. H. Gülru YÜKSEL. First of all, I owe special thanks to her for her guidance throughout the study.

Secondly, I would like to present my respects and thanks for my dear family who have encouraged me throughout this study and my life.

As a conclusion, I hope that this study makes major contributions to the fields of curriculum evaluation and foreign language education in Turkey.

## TABLE OF CONTENTS

ABSTRACT.....	i
TURKISH ABSTRACT.....	iii
PREFACE.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
CHAPTER I: THE STUDY.....	1
1.0. Introduction.....	1
1.1. Problem.....	6
1.2. The Aim.....	7
1.3. Research Questions.....	7
1.4. Significance of the Study.....	11
1.5. Assumptions.....	12
1.6. Restrictions.....	12
1.7. Terms and Concepts.....	13
1.8. Abbreviations.....	14
1.9. Literature Review.....	14
CHAPTER II: CURRICULUM DESIGN AND EVALUATION.....	17
2.1. Definitions of Curriculum.....	17
2.2. Steps of Curriculum Development.....	19
2.3. Curriculum Development Approaches and Models.....	24
2.4. Curriculum Evaluation.....	26
2.4.1. Steps of Curriculum Evaluation .....	29
2.4.2. Curriculum Evaluation Approaches.....	31

CHAPTER III: 2006 ENGLISH LANGUAGE CURRICULA.....	40
3.1. Foreign Language Education in Turkey.....	40
3.2. 2006 English Language Curricula.....	43
A. Syllabus of the 4 <sup>th</sup> Grades.....	45
B. Syllabus of the 5 <sup>th</sup> Grade.....	49
C. Syllabus of the 6 <sup>th</sup> Grades.....	53
CHAPTER IV: THE RESEARCH.....	61
4.1. Research Method.....	61
4.2. Population and Sampling.....	61
4.3. Data Collection Instruments.....	62
4.4. Data Collection.....	63
4.5. Data Analysis.....	64
CHAPTER V: RESULTS AND DISCUSSION.....	65
5.1. The Results of the Teachers' Opinions on the Curriculum of 4 <sup>th</sup> Grades.....	65
5.2. The Results of the Teachers' Opinions on the Curriculum of 5 <sup>th</sup> Grades.....	83
5.3. The Results of the Teachers' Opinions on the Curriculum of 6 <sup>th</sup> Grades.....	101
5.4. Discussion.....	119
CHAPTER VI: CONCLUSION AND SUGGESTIONS.....	123
6.1. Conclusions.....	123
6.2. Suggestions.....	125
REFERENCES.....	127

APPENDICES.....	130
Appendix 1: Permission of Governorship of Burdur Province, the Directorate of National Education in Burdur.....	131
Appendix 2: List of Schools Participated in the Study.....	132
Appendix 3: Questionnaire on the Teachers' Opinions about the Curricula Implemented at the 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Grades (Turkish and English Versions).....	134

## LIST OF TABLES

<b>Table 1:</b> The Opinions of the Teachers on the General Characteristics of the 4 <sup>th</sup> Grade Curriculum	66
<b>Table 2:</b> The Opinions of the Teachers on the Goals and Objectives of the 4 <sup>th</sup> Grade Curriculum	69
<b>Table 3:</b> The Opinions of the Teachers on the Content of the 4 <sup>th</sup> Grade Curriculum	71
<b>Table 4:</b> The Opinions of the Teachers on the Teaching/Learning Processes of the 4 <sup>th</sup> Grade Curriculum	74
<b>Table 5:</b> The Opinions of the Teachers on the Evaluation of the 4 <sup>th</sup> Grade Curriculum	77
<b>Table 6:</b> Gender Differences among the Teachers	80
<b>Table 7:</b> Teaching Experience Differences among the Teachers	81
<b>Table 8:</b> The Department Differences among the Teachers	82
<b>Table 9:</b> The Differences with respect to Participation in In-service Training Programs	83
<b>Table 10:</b> The Opinions of the Teachers on the General Characteristics of the 5 <sup>th</sup> Grade Curriculum	84
<b>Table 11:</b> The Opinions of the Teachers on the Goals and Objectives of the 5 <sup>th</sup> Grade Curriculum	87
<b>Table 12:</b> The Opinions of the Teachers on the Content of the 5 <sup>th</sup> Grade Curriculum	89
<b>Table 13:</b> The Opinions of the Teachers on the Teaching/Learning Processes of the 5 <sup>th</sup> Grade Curriculum	92
<b>Table 14:</b> The Opinions of the Teachers on the Evaluation of the 5 <sup>th</sup> Grade Curriculum	95

<b>Table 15:</b> Gender Differences among the Teachers	97
<b>Table 16:</b> Teaching Experience Differences among the Teachers	98
<b>Table 17:</b> The Department Differences among the Teachers	99
<b>Table 18:</b> The Differences with respect to Participation in In-service Training Programs	100
<b>Table 19:</b> The Opinions of the Teachers on the General Characteristics of the 6 <sup>th</sup> Grade Curriculum	102
<b>Table 20:</b> The Opinions of the Teachers on the Goals and Objectives of the 6 <sup>th</sup> Grade Curriculum	105
<b>Table 21:</b> The Opinions of the Teachers on the Content of the 6 <sup>th</sup> Grade Curriculum	107
<b>Table 22:</b> The Opinions of the Teachers on the Teaching/Learning Processes of the 6 <sup>th</sup> Grade Curriculum	110
<b>Table 23:</b> The Opinions of the Teachers on the Evaluation of the 6 <sup>th</sup> Grade Curriculum	113
<b>Table 24:</b> Gender Differences among the Teachers	115
<b>Table 25:</b> Teaching Experience Differences among the Teachers	116
<b>Table 26:</b> The Department Differences among the Teachers	117
<b>Table 27:</b> The Differences with respect to Participation in In-service Training Programs	118

## CHAPTER I

### THE STUDY

#### 1.0. Introduction

Curriculum development and evaluation goes back as far as the educational institutions since every institutionalized educational effort needs to be clear about its goals and content. However, curriculum development and evaluation as a scholarly study is very recent. When the curriculum studies in the world are examined in detail, it is realized that this field of study begins unscientifically with the early years of Western civilization in which the origins of schooling system were founded (Wiles, 2005). The historical origins of education and curriculum studies in Western civilization can be traced back to Greece in the first century A.D. and through Rome, Germany, Europe and finally America (Wagner, 1990). In ancient Greece, the goal of education was to educate leaders and the educational philosophy was highly elite. The Romans took the educational traditions of Greece as a model. Yet, with the influence of the works by Cicero and Quintilian, the education was regarded as the preparation for life and they put forward the citizenship model in education system (Demirel, 2006).

Education in Europe in the Middle Ages acquired a different dimension. The monasteries had great influence on education and the main focus in education curricula was on the teaching of classics and religious texts. However, this teaching was not the teaching of content, but the teaching of form and structure. The beginning of the “Enlightenment Period” marked the turning point in the field of education in both Europe and America. Early universities were founded and traditional theories and practices of teaching lost their significance. While the study of curriculum development and evaluation is regarded as a normal step of educational process in some countries in Europe, it is regarded as educational reform in America.



The developments and studies in the fields of education and curriculum in America during the 18<sup>th</sup> and 19<sup>th</sup> centuries are regarded as modern and scholarly movements. Some modern theories and practices such as content teaching, public schools, original researches, mass education began to have a great run. In addition to these innovations, the notion of curriculum development and evaluation arose in the 19<sup>th</sup> century as a result of different views on what the objectives, content, approaches and techniques of education should be.

In parallel with these studies in America, there were also remarkable attempts in the field of education programs in Europe. The educational system witnessed important developments in the 17<sup>th</sup> and 18<sup>th</sup> centuries. After the Reformation, the concept of a common education developed in Europe. Comenius, one of the pioneers of universal education, put forward the idea that teachers and learners should unite in common institutions of learning. With the influence of revolution, free and obligatory education in France was established by the Ferry Laws of 1880 (Harrigan, n.d.).

In England, industrial revolution in the second half of the 18<sup>th</sup> century caused social, political, economic, and educational transformation. As a result, the need for mass education and new types of schools emerged. While a public school system based on a common education for all citizens was dominant in the United States by the 1830s, a divided school system based on a class structure was applied in England. The 19<sup>th</sup> century was the turning point in the education system of England. In this century, there was profound antipathy towards the mass education based on the class divisions of English society. Elementary and secondary schools were reorganized with the changes in the types of institution and the styles of education they offered. The objectives of education became a matter for debate. In this context, a common education for all and liberal education were seriously discussed at the end of the 19<sup>th</sup> century. Some campaigns were conducted for secondary education for girls. Publicly financed elementary schools became widespread across Europe and the USA in the second half of the 19<sup>th</sup> century.

The first half of the 20<sup>th</sup> century witnessed the divisions based on the theories of intelligence rather than social class. The 1931 Board of Education report suggested that the curriculum of the primary school should consist largely of activity and experience rather than knowledge and facts. The 1967 Plowden Report which determined the ideas and practices of the primary education was defined as introduction to the comprehensive secondary education. The prominent themes of this report were student-centered education with emphasis on individualization, learning by discovery, the use of the environment, flexibility in the curriculum, progressive style of education, and the importance of evaluation.

In 1962, the Curriculum Study Group was established by the Ministry of Education to deal with the curriculum issues and pedagogy. However, this department was opposed by teachers and local authorities. As a result, the Schools' Council whose authority belonged to teachers' representatives was established in 1964 instead of the Curriculum Study Group.

The William Tyndale Affair in 1975 revived the issues of teaching, organization, and management of the school. The crucial problems were the control of the school curriculum, the responsibilities of local education authorities, the accountability of teachers, the assessment of effectiveness in education.

The 1988 Education Reform Act was the most important education act since 1944. With this act, the secretary of state got all the authority over the education. Thus, the education system was transformed into a public service and a market. The issues that the Act dealt with were the National Curriculum, Arrangements for Testing and League Tables, New Rules on Religious Education and Collective Worship, Local Management of Schools, Further Changes to School Governing Bodies, Office for Standards in Education – Privatized Inspection, Grant Maintained Status, and City Technology Colleges. This Act took the power of developing curriculum away from the teachers and the National Curriculum which was completely content-based was written by the government.

All these developments and changes took place in the field of curriculum development and evaluation in the world has also affected our country, Turkey. Historical origins of curriculum studies in Turkey go back as far as the declaration of the Republic. With the declaration of Republic, the Law on Unification of Education was passed in 1924. By this law, all the educational institutions were bounded to the Ministry of National Education, and radical changes were made on the curricula applied at schools (Demirel, 2006).

The curricula developed in our country can be grouped under two main headings in terms of the objectives they have: “curricula with national objectives” and “curricula with international objectives”. The first curriculum studies were carried out between the years of 1924-1930. The curricula developed in this period had a national characteristic and the main objective was to enable the students to acquire the new regime and its honor (Yüksel, 2003).

Yet, after 1950s, the perception of curriculum development and evaluation showed a remarkable change. Until 1950s, the focus was on developing curricula for elementary schools and curriculum development was restricted to preparing the lists of lessons and subjects. However, after 1950s, the focus on developing curricula for elementary schools gave its place to developing curricula for secondary schools. In addition, a systematic approach was latched on the curriculum studies and the main objective was to enable the students to acquire the notion of secularism and Western culture. The content of curricula developed in 1950s consisted of exact sciences.

In 1960s, the studies of curriculum development in Turkey were again centered on elementary school programs (Demirel, 1990). The most remarkable attempts of 1970s were basic education for eight years and developing curricula for it. Nevertheless, this attempt could not be put into practice.

In 1980s, a new quest began and the Ministry of National Education carried out some studies for developing a curriculum model which would be a model for the other curricula. The basic principle of this model was that the curricula would be

developed according to the subjects within the components of objective, behaviour, process and evaluation (Gözütok, 2003). 1990s witnessed a series of reforms in educational system and a great importance was attached to the assessment and evaluation.

The studies of curriculum development are being carried out sweepingly in 2000s, too; the Ministry of National Education develops new curricula for elementary and secondary schools in parallel with the needs of the country by taking the changes and developments in the field took place in the world into consideration. The most concrete sample of this is the curriculum developed and started to be applied in 2006.

This short historical overview shows us that though the curricula developed and the purposes served might differ from time to time with the effect of political views, social needs, and educational philosophy, the main objective of all the curricula developed so far is to plan the educational process. From this point of view, curriculum can be seen as a plan in school system, in its broadest sense.

Since the curriculum development and evaluation are the important fields of study, they have been subject to many studies carried out both in our country and abroad. This study is also one of the curriculum evaluation studies and evaluates the English Language Curriculum developed by the Ministry of National Education and started to be applied at Key Stage I – II in 2006. The present study consists of six chapters. Chapter I provides background information to the study and introduces the purpose, significance, research questions, restrictions, and assumptions of the study. Chapter II gives information about the curriculum design and evaluation. Chapter III states the characteristics of English Language Curriculum applied at Key Stage I and II. Chapter IV is about the research method. Chapter V presents the results of the study. Finally, Chapter VI includes the conclusion of the study and some suggestions for the curriculum developers, teachers, and researchers.

## 1.1. The Problem

A curriculum is the bare essential for a successful education process on account of the fact that it organizes all the components of that complex undertaking. In the light of this profound characteristic, numerous curricula have been developed on many different subjects both abroad and in Turkey so far.

One of the latest samples of this is the curricula developed by the Ministry of National Education in 2006. The changes and developments in the educational system necessitated detailed and contemporary curricula. To serve this purpose, the Ministry of National Education developed new curricula on many subjects of elementary and secondary schools such as Science and Technology, Traffic and First Aid, Computer, Visual Arts, Physical Education, Music, Mathematics, Social Sciences, Turkish Language.

One of these subjects on which a new curriculum developed is English Language. The reasons why the Ministry of National Education developed a new foreign language curriculum can be stated as follows: In time, there have been profound changes in the field of foreign language education. With the changing needs, aims, and life standards of the societies, there have been changes and developments in the objectives and approaches of foreign language education. The perception of foreign language education grounded on the “authority” has given its place to the perception of foreign language education grounded on the “learner”. Since the view of “language for communication” has dominated the foreign language teaching and learning process, the approaches, methods, and techniques of grammar teaching has lost their importance. The Ministry of National Education has not been indifferent to these changes and as a result, a new curriculum of English Language for elementary and secondary schools was developed. This new curriculum was put into practice at the 4<sup>th</sup> grades in the academic year of 2006 - 2007, at the 5<sup>th</sup> grades in the academic year of 2007 - 2008, at the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades in the academic year of 2008 - 2009. This new curriculum is still being applied in those grades.

The new curricula have been subject to different curriculum evaluation studies with respect to applicability, efficiency and success of curricula, perceptions and thoughts toward curricula. To our knowledge the evaluation studies on English Language curriculum are few in number and they are all on Key Stage I. Moreover, these studies are regional studies and the data related to the province of Burdur are missing. Thus, the perceptions and opinions of the English Language teachers, applying the new curriculum at Key Stage I and II (4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades) in Burdur, toward this new curriculum are still not known formally.

## **1.2. The Aim**

This study aims at evaluating the current English Language Curriculum applied at the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades of Key Stage I and II at primary state schools in terms of the curriculum's general characteristics and components; objectives, content, teaching/learning processes, and evaluation. The opinions of English Language teachers practicing in Burdur toward the current curriculum have been the main source of this evaluation.

## **1.3. Research Questions**

This study seeks the answers of the following research questions:

- 1.** What are the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades?
  - 1.a.** What are the opinions of English Language teachers in Burdur on the general characteristics of the English Language Curriculum implemented at the 4<sup>th</sup> grades?
  - 1.b.** What are the opinions of English Language teachers in Burdur on the objectives/outcomes of the English Language Curriculum implemented at the 4<sup>th</sup> grades?

- 1.c.** What are the opinions of English Language teachers in Burdur on the content of the English Language Curriculum implemented at the 4<sup>th</sup> grades?
  - 1.d.** What are the opinions of English Language teachers in Burdur on the teaching/learning processes of the English Language Curriculum implemented at the 4<sup>th</sup> grades?
  - 1.e.** What are the opinions of English Language teachers in Burdur on the evaluation of the English Language Curriculum implemented at the 4<sup>th</sup> grades?
  - 1.f.** What are the answers given to the open-ended questions in relation to the 4<sup>th</sup> grade syllabus?
  - 1.g.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and the gender of the teachers?
  - 1.h.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and the teaching experiences of the teachers?
  - 1.i.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and the department they graduated from?
  - 1.j.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and their participation in the in-service training programs?
- 2.** What are the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades?

- 2.a.** What are the opinions of English Language teachers in Burdur on the general characteristics of the English Language Curriculum implemented at the 5<sup>th</sup> grades?
- 2.b.** What are the opinions of English Language teachers in Burdur on the objectives/outcomes of the English Language Curriculum implemented at the 5<sup>th</sup> grades?
- 2.c.** What are the opinions of English Language teachers in Burdur on the content of the English Language Curriculum implemented at the 5<sup>th</sup> grades?
- 2.d.** What are the opinions of English Language teachers in Burdur on the teaching/learning processes of the English Language Curriculum implemented at the 5<sup>th</sup> grades?
- 2.e.** What are the opinions of English Language teachers in Burdur on the evaluation of the English Language Curriculum implemented at the 5<sup>th</sup> grades?
- 2.f.** What are the answers given to the open-ended questions in relation to the 5<sup>th</sup> grade syllabus?
- 2.g.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and the gender of the teachers?
- 2.h.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and the teaching experiences of the teachers?
- 2.i.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and the department they graduated from?



- 2.j.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and their participation in the in-service training programs?
- 3.** What are the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades?
- 3.a.** What are the opinions of English Language teachers in Burdur on the general characteristics of the English Language Curriculum implemented at the 6<sup>th</sup> grades?
- 3.b.** What are the opinions of English Language teachers in Burdur on the objectives/outcomes of the English Language Curriculum implemented at the 6<sup>th</sup> grades?
- 3.c.** What are the opinions of English Language teachers in Burdur on the content of the English Language Curriculum implemented at the 6<sup>th</sup> grades?
- 3.d.** What are the opinions of English Language teachers in Burdur on the teaching/learning processes of the English Language Curriculum implemented at the 6<sup>th</sup> grades?
- 3.e.** What are the opinions of English Language teachers in Burdur on the evaluation of the English Language Curriculum implemented at the 6<sup>th</sup> grades?
- 3.f.** What are the answers given to the open-ended questions in relation to the 6<sup>th</sup> grade syllabus?
- 3.g.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and the gender of the teachers?
- 3.h.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum

implemented at the 6<sup>th</sup> grades and the teaching experiences of the teachers?

**3.i.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and the department they graduated from?

**3.j.** Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and their participation in the in-service training programs?

#### **1.4. Significance of the Study**

Teaching programs have a dynamic structure; that is to say, they always change and evolve in accordance with the needs determined after curriculum evaluation. The present study, which is also a curriculum evaluation study, has significance for all the stakeholders; teachers, curriculum and materials designers, for various reasons.

First of all, since this study is carried out with the aim of evaluating the English Language Curriculum applied at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades of Key Stage I and II at primary state schools, it determines the strengths and weaknesses of the curriculum from the perspective of practicing teachers. The teachers who are the key characters in the application process of the curriculum have deep knowledge about the details of the curriculum. Moreover, they can determine and state better the strengths and weaknesses of the curriculum and the problems they face with. For these reasons, the present study attaches great importance to the views of the EFL teachers on the curriculum. And, it requires the teachers to find solutions to the problematic aspects of the curriculum.

Secondly, the results of the study present invaluable data to the curriculum developers and material designers. For curriculum designers, it gives feedback on the positive and negative aspects of the curriculum. According to these results, those who are concerned with the curriculum development and implementation can make necessary changes on the curriculum. On the other hand, the material designers would have the chance to develop materials in accordance with the needs of the teachers.

Lastly, a number of curriculum evaluation studies related to the new program have been conducted in different provinces. However, the applications and needs might show difference from region to region and the data related to the province of Burdur are missing. Hence, this study will provide a different sample. As a result, this study is supposed to provide profound contributions to the field for the reasons stated above.

## **1.5. Assumptions**

This study was conducted under the following assumptions:

1. The questionnaire includes all the necessary questions to evaluate the curriculum in every respect.
2. There is no ambiguity in the questionnaire items.
3. The subjects of the study answer the questions objectively and without bias.

## **1.6. Restrictions**

The present study was restricted with;

1. The second semester of the academic year 2008-2009,
2. The primary state schools in the province of Burdur and its sub-provinces,

3. The English Language Curriculum implemented at the Key Stage I and II (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades),
4. The EFL teachers working at primary state schools in the province of Burdur and its sub-provinces and implementing the current curriculum at Key Stage I and II (4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades).

### 1.7. Terms and Concepts

**Curriculum:** **1** an overall plan for a course or program, as in *the freshman composition curriculum*. **2** the total program of formal studies offered by a school or institution, as in *the secondary school curriculum* (Richards and Schmidt, 2002).

**Curriculum development:** also **curriculum design** the study and development of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development (also called **syllabus design**) includes: *a* the study of the purposes for which a learner needs a language (NEEDS ANALYSIS) *b* the setting of OBJECTIVES, and the development of a SYLLABUS, teaching METHODS and materials *c* the EVALUATION of the effects of these procedures on the learner's language ability (Richards and Schmidt, 2002).

**Syllabus:** a description of the contents of a course of instruction and the order in which they are to be taught. (Richards and Schmidt, 2002).

**Evaluation:** in general, the systematic gathering of information for purposes of decision making. Evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings), and value judgments. In LANGUAGE PLANNING, evaluation frequently involves gathering information on patterns of language use, language ability, and attitudes towards language. In language programme evaluation, evaluation is related to decisions about the quality of the programme itself and decisions about individuals in the programmes. The evaluation of programmes may involve the study of CURRICULUM, OBJECTIVES, materials, and tests or grading systems. The evaluation of individuals involves decisions about

entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other measures are frequently used (Richards and Schmidt, 2002).

## **1.8. Abbreviations**

**EFL:** English as Foreign Language

**ELT:** English Language Teaching

**FLA:** Foreign Language Appreciation

## **1.9. Literature Review**

In literature, researchers evaluating the English Language Curriculum started to be implemented in 2006 academic year are so few in number. Although all these studies, except from the study conducted by Zincir (2006), aimed to evaluate the curricula in terms of general characteristics, objectives, and content in the light of teachers' opinions, these studies vary from each other in some points. The main difference among these studies is the region of the data.

To our knowledge, the first study was conducted by Zincir (2006). The study, carried out with 86 teachers in Eskişehir, evaluated the objectives of the 5<sup>th</sup> grade English language curriculum by identifying the views of teachers on each objective. The results showed that the learning outcomes of most of the objectives were not perceived in the same way by the teachers and different applications were performed to achieve these objectives in different classrooms. Instead of the objectives of the curriculum, the teachers prepared their lesson plans and activities according to the course books. She also found that while some of the objectives were thought to reflect the characteristics of a well-written objective, some of them needed to be improved, and that two teaching hours per week were also considered to be inadequate to achieve all of the curriculum objectives.

Another study was carried out by Öztürk (2006) in order to reveal the problems faced by the teachers in the process of implementation. To this purpose, the English Language curricula implemented at the 4<sup>th</sup> and 5<sup>th</sup> grades in terms of objectives, content, teaching-learning processes and evaluation was evaluated. 261 teachers in Gaziantep participated in the study. The findings showed that most of the teachers were not pleased with teaching English in 4<sup>th</sup> and 5<sup>th</sup> grades and did not find both themselves and their students successful in foreign language education. The teachers had little chance to participate in in-service training. In addition, the shortage of English language teachers and the over-loaded weekly timetable affected a better implementation of the curricula negatively. A great number of the teachers agreed that most of the teachers were not specially trained for teaching English to young learners. The teachers did not find their students successful in the exams. Many students had not the chance of using alternative materials except for the course book. The teachers stated that many students found the course book difficult and the use of audio-visual materials was really discouraging. The results showed that the four language skills were not studied equally in the process. While the reading skill was regarded as important, the speaking skill was rarely practiced. It was stated that the purpose of exams was to test the students' achievement in learning foreign language rather than the teachers' success in teaching foreign language.

A similar study evaluating the curricula of the 4<sup>th</sup> and 5<sup>th</sup> grades in terms of objectives, content, teaching-learning processes, and evaluation was conducted by Er (2006). However, unlike the other studies, 593 teachers and 535 inspectors from seven geographical regions of Turkey participated in the study. The results of the study were as follows: In general, the objectives of the curricula were stated clearly and in accordance with the age levels of the students. However, there were some problems in achieving the objectives; the content of the curricula required changes, it did not reflect the foreign culture and provide an anxiety-reduced learning environment; time allotment for English course hours within the relevant curricula was not adequate, it was not possible to reach all of the materials in schools and the available materials were not enough in respect of quality and quantity; evaluation

component of the curricula did not contain enough guidance and did not provide necessary information for the teachers.

The applicability of the same curricula from the perspectives of teachers was investigated by Sak (2008). The study was conducted in Bolu and 50 teachers from 28 schools participated in the study. The results revealed that the teachers had positive attitudes toward the curricula in general, yet varying views on objectives, content, teaching/learning processes and evaluation were also found. The teachers thought that the objectives did not enable the students to solve the social problems, the objectives were in the quality of supporting each other, and the objectives could not be stated in terms behaviour. The teachers stated that there was no match between the objectives and content, and there were not enough real-life situations in the content. In addition, the teaching-learning processes were not in accordance with the objectives. For the evaluation component, the teachers thought that the assessment tools and techniques were insufficient and alternative assessment techniques were rarely used.

A similar study was conducted by Küçük (2008) in Beyoğlu district of İstanbul. This study yielded similar results to that of Sak (2008) in terms of general characteristics, objectives, and content.

It is clear that all these studies have made major contributions to the field of foreign language curriculum development and evaluation. Besides, they reflect the prominent issues in foreign language education. In general, all these studies aimed at evaluating the English Language Curricula being implemented at Key Stage I in terms of objectives, content, teaching/learning processes and evaluation. However, they vary with respect to participants, region and specific aims. To our knowledge no study exists on the evaluation of curricula implemented at Key Stage II. And our study will fulfill this gap.

## **CHAPTER II**

### **CURRICULUM DESIGN AND EVALUATION**

The fields of curriculum development and evaluation have been the subject of many educational studies. Thus, there are different definitions, theories, models, and views on curriculum, curriculum development, and evaluation. Mainly, the theories and models differ depending on the definition. This chapter will deal with some of the main definitions, theories and models in the field under the six subheadings: definitions of curriculum, steps of curriculum development, curriculum development approaches and models, curriculum evaluation, steps of curriculum evaluation, and curriculum evaluation approaches.

#### **2.1. Definitions of Curriculum**

The term of curriculum whose origin comes from the Latin *currere* which means “the course to be run” can be defined as plan in a school system, in its broader sense. A review of literature reveals many different definitions made by scholars and researchers. For example, Hutchins (1962) defines curriculum as “....the rules of grammar, reading, rhetoric and logic, mathematics and, at the secondary level, the greatest books of the Western world” (cited in Wiles, 2005: 5), or Taba (1962) as “a plan for learning”. Similarly, English (1992: 2) sees curriculum as any document or plan that defines “the work of teachers, at least to the extent of identifying the content to be taught and the methods to be used in the process”. According to Maxwell and Meiser (1997), “A curriculum contains a set of topics, goals and objectives (student outcomes); it may also contain specific materials, methods, stated or implied, and evaluation procedures”.

Looking at these definitions, we will easily recognize the differences. These differences are due to the changes in views on the function of curriculum and school system. Wiles (2005) and Smith (1996, 2000) summarize the trends towards the



function of curriculum and the definitions from a historical perspective under four headings:

1. Curriculum focusing on organized knowledge: The curriculum based on such an approach consisted only of the content. According to Bestor (1955), "The curriculum must consist essentially of disciplined study in five areas: command of the mother tongue and systematic study of grammar, literature, and writing; mathematics; the sciences; history; and foreign language" (cited in Wiles, 2005: 5).
2. Curriculum focusing on plan: In the early 20<sup>th</sup> century, curriculum was perceived as an intention rather than a subject by the effect of massive social changes and it was defined as "all of the learning of students that is planned by and directed by the school to attain its educational goals" (Tyler, 1949; cited in Wiles, 2005: 5).
3. Curriculum focusing on learning processes and experience: During the middle years of the 20<sup>th</sup> century, curriculum started to be seen as a process and experience that the students had. Curriculum was defined by Coswell and Compbell (1935) as "all the experiences children have under the guidance of teachers". According to Wiles (2005: 6), "curriculum is a goal or set of values that is activated through a development process and culminates in classroom experiences for students".
4. Curriculum focusing on product: In the last third of the 20<sup>th</sup> century, the focus turned on to the product and defined as "all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives" (Hass; cited in Wiles, 2005: 6). In this period curriculum is concerned not with what students will do in the learning situation, but with what they will learn as a consequence of what they do. Curriculum is concerned with results (Johnson; cited in Wiles, 2005: 6)

No matter which point all these definitions focus on specifically, either as narrow as curriculum as subject matter, curriculum as a plan, curriculum as an experience, curriculum as an outcome, or as broad as any document that includes all the components of teaching-learning process, curriculum should be handled as a coherent whole which plans the teaching/learning processes; defines the components of goals and objectives, content, methods and materials, evaluation; and identifies the experiences and outcomes.

## **2.2. Steps of Curriculum Development**

A well-organized curriculum consists of four main components as goals and objectives – content – teaching process – evaluation. In accordance with these components, the steps of developing a well-organized curriculum are as follows:

- Conducting a needs analysis
- Formulating the goals and the objectives
- Selecting the content
- Organizing the teaching and learning processes
- Evaluating the curriculum

The first step of developing a well-organized curriculum is to conduct a needs analysis which serves as the basis for the other steps. Needs analysis which is an integral part of the systematic curriculum building is defined by Brown (1995: 218) as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation”. As the definition reflects clearly, the main functions of a needs analysis are to define the needs of learners and to organize teaching/learning processes according to these needs. A needs analysis tries to get information on the problems, priorities, abilities, and attitudes of language learners and requires them to make suggestions for the

problems they have. The participants of a needs analysis are learners, teachers, curriculum developers, parents, and needs analysts. The data are collected by means of tests, observations, interviews, meetings, and questionnaires. After the needs are identified, they are stated in terms of goals and objectives.

The second step of developing a curriculum is to formulate the goals and objectives of educational process clearly. According to Brown (1995), goals are “general statements concerning desirable and attainable program purposes and aims based on situation needs” while objectives are “specific statements that describe the particular knowledge, behaviours, and / or skills that the learners will be expected to know or perform at the end of a course or program”. The question of “What educational purposes should the school seek to attain?” (Tyler, 1949) should be answered in this step. The answers given guide the participants and the applicators of the curriculum. A curriculum is often organized around the goals and objectives. The other components, that is, content - teaching/learning processes – evaluation, are identified according to the goals and objectives formulated. The purpose of any curriculum should be clear to the participants. In addition, goals’ and objectives’ being observable, measurable, and feasible is important.

The third step in curriculum development is the selection and organization of the specific content according to the goals and objectives formulated before. The content of any curriculum is synonymous with the units and subjects to be taught during the educational process. Content can be stated as topics, skills, processes, themes, facts, values, attitudes, knowledge (English, 1992). In this step, the question whose answers are sought is: “What educational experiences can be provided that are likely to attain these purposes?” (Tyler, 1949). The criterion that should be taken into account in the process of selecting and organizing the content is its being valid, reliable, meaningful, and learnable. In addition, the needs, interests, age and linguistic levels of the students have effect on the content selection. In any language curriculum, the content can be organized according to six different types of syllabi each of which has different characteristics. These six syllabi and their prominent characteristics can be summarized as follows:

1. **Structural Syllabus:** It is based on the idea that grammatical and structural aspects of language are the most basic subject matters that should be taught. The content is a collection of language forms such as noun, verb, pronoun, adjective, tenses, and so on. In this syllabus, the content is frequently transmitted by means of the language teaching methods such as the Audiolingual and Grammar-Translation Methods which assume that language is best learned through conscious knowledge of the forms and rules of the language. The criteria that should be taken into consideration in the process of sequencing the content are simplicity, frequency, and need.
2. **Notional / Functional Syllabus:** It is the best known contemporary language teaching syllabi which assumes that “adequate descriptions of language must include information on how and for what purposes and in what ways language is used” (Firth, 1957; Halliday, 1973; cited in Krahnke, 1987). This syllabus takes the categories of language use as the basic organizing principle for instruction rather than the categories of language form. In notional/functionality, the uses are primary and forms are supplied as necessary. The categories of language use consist of two groups as notions and functions. General notions are the concepts like distance, duration, quantity, quality, location, size, place, time, agent, instrument, and so on. On the other hand, functions are the uses to which language forms are put and “communicative purposes of language” (Finocchiaro and Brumfit, 1983; cited in Krahnke, 1987). The functions include concepts like agreement, greeting, approval, prediction, requesting, apologizing, changing a topic, introducing someone, giving information, and so forth.
3. **Situational Syllabus:** It is based on the idea that language is learned in situations and settings. Consequently, the content of the language teaching is a collection of real or imaginary situations in which language occurs or is used (Reilly, 1988). In the process of implementation, the situations are presented to the students either in the form of completed discourse or they are asked to create or modify parts or all of it. Generally, the situational content is transmitted by means of audio lingual, cognitive, and experiential instructions.

In addition, the most common techniques of presenting a situation are dialogs and role plays. Some of the situations that constitute the content are at a party, at the beach, in a tourist shop, at the airport, at a theater, in a taxi, at a hotel, in a restaurant, seeing the dentist, meeting a new student, and so on.

4. **Skill-based Syllabus:** The aims of this syllabus are to teach the specific language skills and to develop more general competence in language is based on the idea that skill is a specific way of using language that combines structural and functional ability but exists independently of specific settings and situations. The general theory in skill-based syllabus is that the complex process of language learning is facilitated better by breaking the language into small bits (skills), teaching the bits, and hoping that the students will be able to put them together. This syllabus that group linguistic competencies together into generalized types of behaviour is used for specific purposes programs and the students who study the second language academically. The skill-based syllabus whose content is a collection of specific abilities consists of reading skills such as skimming, scanning; writing skills such as writing specific topic sentences, well-organized paragraphs and essays, summarizing, paraphrasing; listening skills such as getting specific information, taking notes in a lecture; and speaking skills such as giving instructions and effective oral presentations, delivering public talks.
5. **Task-based Syllabus:** It is concerned with communicative and cognitive processes aims at using the learners' real-life needs and activities as learning experiences. The underlying learning theory of task-based syllabus is Krashen's acquisition theory which assumes that the ability of using a language is gained by means of participation and experience rather than training. This syllabus depends on communicative competence including linguistic, sociolinguistic, discourse, and strategic competence. The content consists of a series of complex and purposeful tasks that the students want or need to perform with the language. Some of the tasks that are suggested by this syllabus are reading job ads, making appointments, writing a résumé, filling out a job application, being interviewed, solving a problem, and so on. The tasks

are not provided or taught beforehand, but discovered by the students. The tasks should be in accordance with the students' cognitive and linguistic readiness and should be sequenced from simpler and shorter to complex and longer. In addition, the tasks requiring existing information and ability should come before the tasks requiring new types of information and ability.

6. **Content-based Syllabus:** It aims at teaching some content or information by means of the language that the students are also learning. As it is clear, there is not direct or explicit effort to teach the language separately from the content. The learning theory of this syllabus is the acquisition theory and it is based on communicative competence including grammatical, sociolinguistic, discourse, and strategic competence. In this syllabus, any distinction is made between the form and function, but language is handled in the contexts of its functions and meanings. The examples of content-based syllabus are the school subjects such as science, social studies, extensive reading of literature.

In the process of selecting the syllabus, the components of curriculum; the teachers' attitudes toward the function of language; the students' needs, interests, age and linguistic levels, experiences; instructional resources; and the results of a needs analysis should be taken into consideration. Besides, the appropriate syllabi should be integrated for an effective teaching/learning process.

The next step in developing curriculum is the organization of teaching/learning processes. The main undertaking here is to decide on the approaches, methods, techniques, and materials that will be used to transfer the content effectively and to attain the goals and objectives formulated. The answers given to the question of "How can these educational experiences be effectively organized?" (Tyler, 1949) serve as a useful starting point for a successful teaching environment and situations.

The last step of curriculum development is the evaluation process that is the determination of what to evaluate and of the ways and means of doing it (Taba,

1962). The answers of the question “How can we determine whether these purposes are being attained?” (Tyler, 1949) will guide the participants in the process of evaluating the curriculum. In this step, the strength and weak points of the curriculum are determined and the success level of it is introduced. According to the emerging results, some studies and changes are carried out on the curriculum to get a better result and to attain the purposes.

### 2.3. Curriculum Development Approaches and Models

There are mainly three kinds of approaches to curriculum development (Demirel, 2006: 48-50):

1. **Subject-Oriented Approach:** It is the most common approach to curriculum development and each component of curriculum is regarded as a whole.
2. **Learner-Oriented Approach:** This approach focuses on the learner and regards the learner as the center of the curriculum.
3. **Problem-Oriented Approach:** This approach takes the social problems, needs, interests, and abilities of the learners into consideration and aims at identifying the unmet needs of the society.

In relation to these approaches, there are five curriculum development models:

#### 1. Taba Model:

Taba refined the process with a seven step model (1962, cited in Wiles, 2005):

- a. Diagnosis of needs
- b. Formulation of objectives
- c. Selection of content
- d. Organization of content

- e. Selection of learning experiences
- f. Determination of what to evaluate and the means of doing it

## **2. Tyler Model:**

Tyler asks the following four questions to develop curriculum (1949; cited in Wiles, 2005):

- a. What educational purposes should the school seek to attain?
- b. What educational experiences can be provided that are likely to attain those purposes?
- c. How can these educational experiences be effectively organized?
- d. How can we determine whether these purposes are being attained?

## **3. Taba-Tyler Model:**

The steps of Taba-Tyler Model which is known as rational planning and combines the common points of Taba and Tyler Models are as follows (White, 1988; cited in Demirel, 2006):

- a. Needs analysis
- b. Identification of goals
- c. Identification of objectives
- d. Organization of content
- e. Selection of learning experiences
- f. Organization of learning experiences
- g. Evaluation

## **4. Wulf and Schave Model:**

Wulf and Schave (1984) developed a model based on the system approach and this model has the following steps (cited in Demirel, 2006):

- 1. Definition of problem
  - a. Identification of objectives



- b.** Selection of commission members
- 2.** Development
  - a.** Statement of objectives in terms of behaviours
  - b.** Preparation of appropriate lesson plans
  - c.** Development of the teaching materials
  - d.** Design of learning environment
- 3.** Evaluation
  - a.** Evaluation of the results
  - b.** Feedback

### **5. MEB Model:**

The curriculum development model used in Turkey has been developed by the Ministry of National Education and the steps of this model are as follows (MEB, 2004; cited in Demirel, 2006):

- a.** Needs analysis
- b.** Identification of goals
- c.** Identification of concepts and abilities
- d.** Identification of learning fields and objectives including these fields
- e.** Identification of units
- f.** Identification of methods and techniques
- g.** Development of materials
- h.** Pilot application of curriculum and evaluation

### **2.4. Curriculum Evaluation**

By taking the components and steps of curriculum development into consideration, the process of curriculum development in education can be defined by Demirel (2006: 104) as “the whole of dynamic relations among the components of goals and objectives, content, teaching/learning processes, and evaluation”.

Undoubtedly, all the components of curriculum make a major contribution toward getting success in educational process. However, the element of evaluation has a particular importance in curriculum development process since it not only provides continuity in the curriculum development process but also gives feedback on the success of both the students and the curriculum.

Since curriculum evaluation is an important field of study, many researchers have made different evaluation definitions. Richards et al. (1985, cited in Brown, 1995) define evaluation as “the systematic gathering of information for purposes of making decisions”. A narrower definition which focuses on the educational evaluation is offered by Popham (1975, cited in Brown, 1995). According to Popham, “systematic educational evaluation consists of a formal assessment of the worth of educational phenomena”. A similar definition which focuses specifically on the curriculum evaluation belongs to Worthen and Sanders (1973, cited in Brown, 1995) who think that “evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or object, or the potential utility of alternative approaches designed to attain specified objectives”.

Brown (1995: 218) provides more specific definition as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved”. The distinctive characteristic of Brown’s definition is that it stresses the improvement of curriculum and the assessment of its effectiveness. According to Tyler (1965), evaluation is the final step leading to program improvement. From the perspective of curriculum improvement, there is similarity between the definitions of Tyler and Brown.

On the other hand, Posner (2004) offers three different definitions of curriculum evaluation by taking the different views on the function of curriculum into consideration. Posner states that “if curriculum is regarded as a document including a content outline, scope and sequence, or syllabus, curriculum evaluation is

defined as a judgment regarding the value or worth of such a document; if curriculum is accepted as the experiences of the students, curriculum evaluation is a judgment about the value of the educational experiences; and if curriculum refers to learning objectives, curriculum evaluation is a judgment of the actual outcomes of the educational process.

Fleischman and Williams (1996) define evaluation as “a tool which can be used to help teachers judge whether a curriculum or instructional approach is being implemented as planned, and to assess the extent to which stated goals and objectives are being achieved”.

The definition of Patton (1997, cited in Norris and Watanabe, 2007) is a functional definition of curriculum evaluation which reflects the prominent characteristics of evaluation. Patton defines evaluation as “the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming”. Similarly, Ertürk (1975) and Demirel (2006) consider curriculum evaluation as the process of taking a decision on the effectiveness of the curriculum”.

All these definitions which stress the importance of the evaluation demonstrate that the main purpose of evaluation is to identify not only the strengths and weaknesses but also the efficacy and applicability of the curriculum. Additionally, it provides suggestions for the improvement of present curriculum and the curricula that will be developed in the future. Looking at these definitions, the functions of curriculum evaluation can be summarized as follows (Wiles, 2005:156):

1. *to make explicit the philosophy and the rationale of the instructional design,*
2. *to collect data for making judgments about the effectiveness of programs,*
3. *for use as a decision-making tool,*
4. *to rationalize changes proposed and implemented,*

**5. *to control the learner's success through exams***

As it is seen clearly, curriculum evaluation which is regarded as a tool for a better curriculum work makes major contributions to the process of curriculum development. It not only provides continuing feedback but also determines the value of the curriculum. Evaluation gives all necessary information on the organization, the strengths and weaknesses, the effectiveness and success of the curriculum. And so, each participant, from the curriculum developers to the students, gets the chance of revising the process. In addition, it assesses the utility of particular components of a program and meets the requirements. As a result, the improvement of curriculum is provided by means of evaluation.

### **2.4.1. Steps of Curriculum Evaluation**

Fulfillment of the functions of curriculum evaluation properly is directly related to a well-organized plan of the evaluation process. According to Fleischman and Williams (1996), the steps of evaluation process are as follows:

1. Defining the purpose and scope of the evaluation
2. Specifying the evaluation questions
3. Developing the evaluation design and data collection plan
4. Collecting the data
5. Analyzing the data
6. Using the evaluation report for program improvement

Defining the purpose and scope of the evaluation is the first step of evaluation process. In this step, the goals, objectives, and target group of the evaluation are determined in the light of the questions “Why do we evaluate?” and “Who will participate in evaluation?” (Varış, 1997; cited in Zincir, 2006). The purpose of evaluation may be the assessment of applicability, effectiveness, success of the curriculum and the determination of the strengths and weaknesses of it. The

target group of the evaluation may include a wider range of individuals, from curriculum developers to students.

The second step in the process is to specify the evaluation questions. The answers given to the question of “What will be evaluated?” (Varış, 1997; cited in Zincir, 2006) guide the evaluators to identify the aspects of the curriculum to be evaluated. The evaluation questions may structure around the components of goals and objectives, content, teaching/learning processes, evaluation; the views of participants on the effectiveness, success, applicability, strengths, and weaknesses of the curriculum; and so on.

The third step is to develop the evaluation design and data collection plan based on the purpose, scope, and questions of evaluation. In this step, the approaches and methods that will be used in the process and the data collection instruments are determined in the light of the answers given to the question of “How will be the evaluation carried out?” (Varış, 1997; cited in Zincir, 2006). According to the purpose, scope, and focus of the evaluation, different approaches and methods such as diagnostic, formative, summative, product, process evaluation can be used in the process. And, the data are collected by means of the instruments such as questionnaires, interviews, observations, records, and so on. In this process, time periods of evaluation process are also determined.

The next step is the collection of the data. In this step, evaluation is carried out in the light of the determined approaches and methods, and the data are gathered by means of the data collection tools. For a better implementation and result, the plan developed in the previous step should be followed and the data’s being reliable and valid has a profound importance.

The fifth step of the evaluation process is to analyze the collected data and to prepare a report. This step includes the interpretation of the data by using descriptive and inferential techniques. In addition, after analyzing the data, a well-organized written report is prepared to inform the target group about the results. The

answers of the questions “What does the target group need to know about the evaluation results?” and “How can these results be best presented?” should guide the preparation of the report. A well-organized report consists of four parts which are the goals of the evaluation, the procedures and methods used, the findings, and the implication of the findings.

Using the evaluation report for the program improvement is the last step of the evaluation process. An evaluation of curriculum is useless if the results and recommendations are not taken into consideration. So, the evaluation report should be used for the improvement of curriculum and for a better implementation.

In addition to these steps offered by Fleischman and Williams (1996), Norris and Watanabe (2007) put forward four evaluation standards that should be taken into account in the process of evaluation. These standards and the questions should be answered that should be answered are:

- *Utility: Is evaluation useful to the intended users?*
- *Feasibility: Is the evaluation plan realistic and practical?*
- *Propriety: Is evaluation conducted ethically?*
- *Accuracy: Is evaluation conducted appropriately and systematically, and can it be justified?*

### **2.4.2. Curriculum Evaluation Approaches**

The steps and standards of curriculum evaluation process discussed above show that this process is a systematic organization and the most important component of this organization is the determination of evaluation approaches and methods since they draw the roadmap of how to carry out the evaluation. On account of this profound importance, various approaches to curriculum evaluation have been put forward by different researchers and educationalists. Brown (1995: 219) places the curriculum evaluation approaches into four categories as product-oriented

approaches, static-characteristic approaches, process-oriented approaches, and decision-facilitation approaches and each of these includes different models.

*The Product-oriented Approach* attempts to determine whether the goals and objectives of curriculum have been achieved. This type of approach is based on the summative evaluation which occurs at the end of the curriculum implementation process and measures the success and effectiveness of the completed curriculum. The prominent models of this approach were suggested by Tyler, Hammond, and Metfessel and Michael.

Tyler's *Goal-based Evaluation Model* (1942) focuses on the defined goals and behavioural objectives. The purposes of this model are to determine whether the objectives have been achieved or not and to present the extent to which they have been achieved. The evaluation process of this model is listed as follows:

1. *Determination of the aims and objectives of the curriculum*
2. *Classification of the objectives according to features that are desired to be achieved*
3. *Stating the objectives in terms of behaviour*
4. *Identifying the situation which demonstrates whether the objective is achieved or not*
5. *Development or selection of measurement techniques*
6. *Collecting data about students' behavioural adequacy*
7. *Comparing determined objectives to data collected in the previous step* (Demirel, 2006: 179-180).

The method of Hammond which is also based on the product-oriented approach includes the following steps of evaluation process (cited in Brown, 1995: 220):

1. *Identifying precisely what is to be evaluated*
2. *Defining the descriptive variables*

3. *Stating objectives in behavioural terms*
4. *Assessing the behaviour described in the objectives*
5. *Analyzing the results and determining the effectiveness of the program*

The method advocated by Metfessel and Michael (1967) is more detailed since it includes the involvement of school community in the evaluation process and has the step of recommendations:

1. *Direct and indirect involvement of the total school community*
2. *Formation of a cohesive model of broad goals and specific objectives*
3. *Translation of specific objectives into communicable form*
4. *Instrumentation necessary for furnishing measures allowing inferences about program effectiveness*
5. *Periodic observations of behaviours*
6. *Analysis of data given by status and change measures*
7. *Interpretation of the data relative to specific objectives and broad goals*
8. *Recommendations culminating in further implementation, modifications, and in revisions of broad goals and specific objectives*  
(cited in Brown, 1995: 220).

*The Static-Characteristic Approach* to curriculum evaluation described by Brown (1995) aims at determining the effectiveness of the curriculum. This evaluation is carried out by the outside experts and the data are collected of library books, the number and types of degrees held by the faculty, the students and teacher ratio, the number and seating capacity of classrooms.

*The Process-oriented Approach* which is contrary to the product-oriented approach is the fully understanding of how a curriculum works. The purposes of this type of evaluation are to describe an instructional curriculum and how it is implemented, and through this, understand why the objectives have been or have not



been achieved (Fleischman and Williams, 1996). Scriven and Stake are the most important names of this approach.

Scriven's model (1967) that focuses on the analysis of the process rather than the outcomes has added a different dimension to the field. Scriven made a distinction between the formative and summative evaluation. Besides, he emphasized the importance of evaluating the degree of achievement of curriculum goals and questioning the validity of these goals. Scriven stated that evaluators should consider not only the expected effects of the curriculum but also the unexpected outcomes.

Stake's model (1967) to process evaluation is called as '*countenance model*'. He suggests that the evaluators should take part in both descriptive and judgmental activities and should take the differences between these two types of activities into account. What is more, Stake makes a distinction between outcome evaluation data and other kinds of data such as "antecedents" and "transactions" (Posner, 2004). The term "antecedents" can be defined as the existing conditions before the students interact with the teachers. According to Stake, the antecedents which are the characteristics of students and teachers, state mandates, community expectations, and available resources should be analyzed to determine whether certain claims made by the curriculum are empirically supported. On the other hand, "transaction" refers to the interaction of student with the other participants of the curriculum such as teacher, other students, instructional material, and so on. Various classroom activities, type and number of questions asked and answered, and the extent to which students participate in the activities may be the transaction data which enable the evaluators to explain why certain outcomes have or have not occurred and to determine whether the curriculum is being implemented as intended. Stake's process evaluation model consists of the following three steps:

1. *Begin with a rationale*
2. *Fix on descriptive operations (intents and observations)*
3. *End with judgmental operations (standards and judgments) at three different levels: antecedents (prior conditions), transactions (interactions)*

*between participants), and outcomes (as in traditional goals but also broader in the sense of transfer of learning to real life) (Brown, 1995: 222).*

*The Decision-Facilitation Approach* holds the view that the main function of curriculum evaluation is to enable the curriculum evaluators, developers, and administrators to make decisions on the curriculum rather than to make judgments on it. In this approach, the evaluators collect the data and the developers and administrators make their own decisions on the curriculum. The prominent models of this approach are CIPP (Content – Input – Process – Product), CSE (Center for the Study of Evaluation), and Discrepancy Model.

*The CIPP (Content – Input – Process – Product) Model* has been advocated by Stufflebeam et al. (1971). The aim of this model is to provide information for authorities who make decisions on the curriculum (Demirel, 2004). According to Stufflebeam, evaluation is a continuous process and the curriculum is evaluated in four aspects:

- 1. Context evaluation includes analysis of all the factors related to curriculum. In this evaluation process, unmet needs and the reason/s why needs have not been met is examined.*
- 2. Input evaluation provides information about which sources are necessary to achieve objectives of the curriculum and how these sources can be used. In this evaluation process, the following questions are asked: Are the objectives consistent with the aims of the school?, Are the teaching strategies appropriate to objectives?, Is the content consistent with aims and objectives?*
- 3. Process evaluation is carried out during implementation of curriculum to examine the consistency between planned and real activities.*

4. *Product evaluation is carried out to determine whether the curriculum will be implemented or not and how it will be developed (Erden, 1998: cited in Zincir, 2006).*

In addition to these aspects, Stufflebeam (1974) suggests the following four key elements that should be taken into consideration in the process of curriculum evaluation:

1. *Evaluation is performed in the service of decision making, hence it should provide information that is useful to decision makers.*
2. *Evaluation is a cyclic, continuing process and therefore must be implemented through a systematic program.*
3. *The evaluation process includes the three main steps of delineating, obtaining, and providing. These steps provide the basis for a methodology of evaluation.*
4. *The delineating and providing steps in the evaluation process are interface activities requiring collaboration (Brown, 1995: 223).*

*The CSE (The Center for the Study of Evaluation) Model* is also one of the models designed to help in decision making. According to Alkin (1969), the curriculum evaluation should provide information for five different categories of decisions:

1. *Systems assessment (the state of the overall system)*
2. *Program planning (a priori selection of particular strategies, materials, and so forth)*
3. *Program implementation (appropriateness of program implementation relative to intentions and audience)*
4. *Program improvement (changes that might improve the program and help deal with unexpected outcomes)*

5. *Program certification (the overall value of the program)* (Brown, 1995: 223).

*The Discrepancy Model* has been advocated by Provus (1971). In this model, the data are obtained from the discrepancies and presented to the authorities who will make decision on the curriculum. Provus suggests the following five stages for curriculum evaluation:

1. *Program description stage in which predetermined standards are compared to curriculum design. If there is a difference, it is informed to decision makers so that they can decide on whether the curriculum will be accepted or developed or not.*
2. *Program installation stage in which curriculum components such as methods and students' behaviours are evaluated. If there is difference, it is reported to decision makers.*
3. *Treatment adjustment stage (process) in which functions and activities of students and staff are evaluated. If there is difference, it is reported to decision makers.*
4. *Goal achievement stage in which curriculum is generally evaluated in terms of objectives.*
5. *Cost-benefit stage in which the outputs of curriculum are compared to another similar curriculum. The outputs of curriculum are analyzed to identify whether they meet the cost or not. In this stage, the term 'cost' is also used to refer to values of society and policy (Demirel, 2002; cited in Zincir, 2006; Brown, 1995: 224).*

As it is clear in these stages, the method of Provus combines the process-oriented and decision-facilitation approaches by means of the third stage.

Brown (1995) states that by taking these approaches and methods, similarities and differences among them into consideration, it is possible to put forward three dimensions that shape point of view on evaluation as formative versus summative, process versus product, and quantitative versus qualitative.

Formative evaluation which is carried out during the process of curriculum development and implementation aims at collecting and analyzing data that help in improving the curriculum. On the other hand, the purpose of summative evaluation which takes place at the end of a curriculum is to determine the degree to which the curriculum is effective, applicable, and successful. While formative evaluation focuses on the process, the main focus of summative evaluation is on the product.

Likewise, it is possible to distinguish between process and product evaluation. While process evaluation deals with the workings of a curriculum, product evaluation focuses on the outcomes and evaluates whether the goals of the curriculum have been achieved.

Quantitative data which include the results of tests, quizzes, grades, the number of students, and so on are countable bits of information. In contrast, qualitative data which consist of the results obtained from observations, conversations, meetings, and so forth are the holistic information which cannot be stated in the form of numbers.

The main difference among these three dimensions is that formative and summative evaluations refer to the purpose of information, process and product evaluations refer to the types of information, and lastly qualitative and quantitative data refer to the types of data and analyses.

The theoretical information above shows us that curriculum development and evaluation are the important fields of study. As a result, it is normal that there are many various approaches and methods. Although these approaches and methods

support different views, it is a fact that they make profound contributions with their strengths and weaknesses to the improvement of the fields.

## **CHAPTER III**

### **2006 ENGLISH LANGUAGE CURRICULA**

This chapter aims at giving information on the general characteristics and the components of 2006 English Language Curricula. However, since curriculum development cannot be considered separate from the historical development, this chapter will start a brief historical review of foreign language education in Turkey.

#### **3.1. Foreign Language Education in Turkey**

The historical development of foreign language education in Turkey can be analyzed under the two headings as “before the declaration of Republic” and “after the declaration of Republic” Until the declaration of the Noble Edict of the Rose Chamber and Republic, there were two types of schools in Ottoman Empire which were madrasah and palace school. In madrasah, the Arabic was taught as a foreign language since these schools were based on the religion education. On the other hand, the palace schools which were founded with the aim of training polite and well-informed people for the palace service taught Turkish, French, and Arabic as foreign languages.

With the declaration of the Noble Edict of the Rose Chamber in 1839, the westernization and modernization began in the field of education. The army schools were the first schools which had a foreign language curriculum and the French language was the first western foreign language that was taught in Turkey. The medical education was also given in French. In 1869, the secondary schools were begun to be founded and a foreign language as a subject took part in the curriculum of these schools.

With the 1908 Education Act, while the French language became a compulsory subject at all schools, the education of English and German languages

was elective. After the Edict of Reform in 1856, the number of private foreign schools which gave education in foreign languages such as French, German, English, and Italian increased. In the period of Constitutional Monarchy, the education of German as a foreign language gained popularity.

After the declaration of Republic in 1923, radical changes took place in the field of education. With the Law on Unification of Education in 1924, the madrasah was closed and the education of Arabic and Persian as foreign languages was stopped. Instead of these languages, the German, French, and English languages were taught at schools. The increase of schools that gave education in foreign languages continued in this period, too. In 1928, the Turkish Education Association was founded with the aim of teaching foreign languages to Turkish learners. After 1933, the foreign academics came to Turkey in order to instruct in foreign language classes.

After the World War II, the English language dominated the foreign language education in Turkey and the first English Language curriculum development studies began in 1968 by means of the association with the Council of Europe. In 1972, the Center of Developing Foreign Languages Teaching was founded to develop and modernize the system of foreign language teaching at secondary schools. In the framework of the association between this center and the Council of Europe, the German, French, and English language curricula and the instructional resources were applied at state schools. These curricula identified the approaches, methods, and techniques of foreign language teaching, the content to be taught, the materials to be used in the process, and the learning levels.

In 1980, the Ministry of National Education put more effort into the studies of foreign language curriculum development and a commission was set up in 1983 to develop the English language curriculum of Anatolian High Schools. And, it was stated that the new curriculum developed by the commission was open to every change and development. In addition to these curriculum development studies, in 1985 the Ministry of National Education published a bylaw which determined the



basic principles of foreign language education and teaching. Besides, some arrangements were made for more effective foreign language education.

There was a significant breakthrough in foreign language education between the years of 1990 and 1999. The eight years of compulsory primary school education was launched in 1997 and the English language education became a compulsory subject at the 4<sup>th</sup> and 5<sup>th</sup> grades. With this application, the foreign language education began at the age of nine. In the same year, the English language curriculum for the 4<sup>th</sup> and 5<sup>th</sup> grades was developed and the prominent characteristics of this curriculum were reported by Küçük (2008: 27-30):

The learning theory of behaviourism formed the basis for the 1997 English language curriculum. Therefore, the main focus of the curriculum was on the behavioural changes. By the effect of this learning theory, the methods and techniques such as lecturing, dramatization, question-answer, memorization, role-play, and repetition were used in the process. The structural and vocabulary-based content was dominant in the curriculum. There were two course hours per week.

The 1997 English language curriculum was applied until 2006. However, some researches conducted both in Turkey showed that this curriculum was not efficient and sufficient because of some weaknesses. In addition, the Education Research Development Unit of the Ministry of National Education presented a report in 2002 and emphasized that the curriculum needed some revision in its all aspects. As a result of such a need, the Ministry of National Education enacted a law in 2006 and renewed the 1997 English language curriculum implemented at the Key Stage I (4<sup>th</sup> and 5<sup>th</sup> grades) and Key Stage II (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades). According to this law, the 2006 English language curriculum for primary schools was begun to be applied at the 4<sup>th</sup> grades in 2006-2007 academic year, at the 5<sup>th</sup> grades in 2007-2008 academic year, and at the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades in 2008-2009 academic year.

### 3.2. 2006 English Language Curricula

It is possible to give the general characteristics of 2006 English language curriculum as stated in the guide as follows (MEB, 2006: 1-60):

1. The aims of the English language education in Turkey are to enable the students to communicate with the foreigners effectively and by means of this, to enable our country to develop in scientific, economic, and social fields.
2. The curriculum of English language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills, and attitudes will be used as means of developing communicating abilities. As the learners develop communication skills, they also increase their linguistic accuracy and develop language learning strategies. Learners will acquire various kinds of knowledge, skills, and attitudes about:
  - a. interpreting, expressing, and negotiating meaning (communication).
  - b. sounds, written symbols, vocabulary, structure, and discourse (language).
  - c. Cognitive, socio-cognitive, and meta-cognitive process (general language education).
  - d. Patterns of ideas, behaviours, manifestations, cultural artifacts, and symbols (culture).
3. The aims are:
  - a. Students will reinforce their language knowledge and language skill, gained at the previous level, and will broaden them gradually, aiming at increasing language awareness and broadening their communicative ability.
  - b. They will deepen their understanding of their own culture and other cultures, where English is spoken as a first, or an international language.
4. The curriculum is based on the constructivist learning theory which emphasizes "learning is an active process in which the learner uses sensory input and

constructs meaning out of it” (Hein, 1991; cited in Küçük, 2008) and the process-oriented approaches to curriculum design are adopted. Besides, the content is transmitted by means of a cross-curricular model. Additionally, the mixed type syllabus which has elements from the grammatical/structural syllabus, the situational syllabus, the topical/theme-based syllabus, the notional/functional syllabus, the procedural/task-based syllabus, and the skill-based syllabus is dominant in the curriculum. The cyclical syllabus format which enables the teachers and learners to work with the same subject matter more than once is employed in the curriculum.

5. The curriculum suggests evaluation techniques that are in line with the European Language Portfolio. The main assessment types suggested are writing assessment, portfolio assessment, classroom assessment, self-assessment, teacher assessment, and keeping language passport, language biography, and dossier.
6. The teaching materials are divided into three groups: course material, supplementary materials, and additional materials. In addition, the curriculum offers the use of visual materials such as gestures, facial expressions, blackboard/whiteboard, wall charts, posters, maps, slides, pictures, realia; audio materials such as teacher talk, audio cassettes, radio programs; and printed materials such as course book, teacher’s book, and workbook.

The main concerns of the 4<sup>th</sup> and 5<sup>th</sup> syllabi are the issues such as why children should learn a foreign language, why it is better for children to learn a language in primary school, whether a foreign language will interfere with children’s native language ability, why parental cooperation is necessary, who young learners are, how young learners learn, the distinction between language acquisition and language learning, the degree of using English and the mother tongue in the English language classroom, the activity types suitable for young learners, why adolescents should learn a foreign language, who adolescents are, how adolescents learn, the activity types suitable for adolescents, encouraging learner autonomy and strategy training.

**A. Syllabus of 4<sup>th</sup> grades:** Two hours of English language course per week are compulsory. The syllabus is designed accordingly. Each unit is to be covered in approximately two weeks. However, the aim is not to finish units but to teach English.

**A.1.** The objectives:

*Students will*

- a.** *Have a very basic range of simple expressions about personal details and needs of a concrete type.*
- b.** *Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.*
- c.** *Show only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.*
- d.** *Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.*
- e.** *Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.*
- f.** *Spell his / her address, nationality and other personal details.*
- g.** *Establish basic social contact by using the simplest everyday polite forms of greeting and farewells; introductions; saying please, thank you, sorry, etc.*
- h.** *Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.*

**A.2.** The structures suggested:

- *Simple present tense “to be” as the copula verb: affirmative, negative, yes / no questions*
- *Imperatives: Classroom commands*
- *Wh- questions: What, How Many, What color, Where, When, How old*
- *Possessive pronouns*
- *Have got: affirmative, negative, yes / no questions*
- *Plural nouns*
- *Predicate adjectives*
- *Prepositions of place (in, on, under, next to)*
- *Prepositions of time (on, at, in)*
- *adj + noun combinations*
- *There is / are*
- *Countable and uncountable nouns*
- *Quantifiers: Some / a lot of*
- *Time expressions such as in the morning, at noon, at night, etc.*

**A.3.** The units and the functions:

- *Unit 1: New Friends which has the functions of asking for and giving information, greeting and introducing oneself*
- *Unit 2: My Classroom which has the functions of asking for and giving information about classroom objects, following classroom instructions, giving classroom commands*
- *Unit 3: My Family which has the functions of asking for and giving information about family members, identifying family members, asking for and giving information about the things and people*

- *Unit 4: My Clothes which has the functions of asking for and giving information, identifying clothing items, identifying colors, describing clothes*
- *Unit 5: Body Parts which has the functions of asking for and giving information about body parts, identifying parts of body*
- *Unit 6: Home Sweet Home which has the functions of asking for and giving information about where things are, identifying furniture and parts of a house*
- *Unit 7: Pets which has the functions of identifying and describing animals, asking and giving information about animals*
- *Unit 8: My Weekly Schedule which has the functions of asking and giving information about the days of the week, asking and giving information about school subjects*
- *Unit 9: Timetables which has the function of asking and giving information*
- *Unit 10: Birthdays which has the functions of asking and giving information about months, asking and giving information about their age*
- *Unit 11: Food and Drinks which has the functions of asking and giving information about quantity, identifying physical state, identifying mood*
- *Unit 12: Seasons which has the functions of asking and giving information about seasons and climate, making suggestions*
- *Unit 13: Toys which has the functions of identifying and describing objects, identifying location, asking for and giving information about size, asking for and giving information about quantity*

- *Unit 14: Physical Appearance which has the functions of identifying people's physical appearance, describing physical appearance*

#### **A.4. Contexts:**

- *informal inter-personal dialogues and conversations between people*
- *very short recorded dialogs and passages*
- *very short, simple reading texts*
- *visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)*
- *short phrases and sentences*
- *student conversations*
- *teacher-talk*
- *common everyday classroom language*
- *short descriptive paragraphs*
- *games (TPR games, spelling games, categorization games, ball games, etc.)*
- *stories (story telling / story reading)*
- *drama and dramatization*
- *songs, chants and rhymes*
- *poems, riddles, jokes*
- *handcraft and art activities*
- *word puzzles, word hunts, jumbled words, word bingo*
- *recorded sounds (animal, nature, etc.)*
- *drawing and coloring activities*
- *connect the dots and maze activities*
- *various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, etc.)*
- *information gap activities*

**A.5. Evaluation:** Each unit integrates the four language skills and includes a task which the students are expected to carry out at the end of the unit. Tasks that are assigned for each unit can be kept in a dossier by the students and the teachers can give feedback to those. The students can also share their projects with their peers in the class.

**B. Syllabus of 5<sup>th</sup> Grades:** Two hours of English language course per week are compulsory. The syllabus is designed accordingly. Each unit is to be covered in approximately two weeks. However, the aim is not to finish units but to teach English.

**B.1 Objectives:** The same objectives of the 4<sup>th</sup> grades are stated and the students are expected to show the following linguistic competence levels:

*Students will*

- a.** *Have a very basic range of simple expressions about personal details and needs of a concrete type.*
- b.** *Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.*
- c.** *Show only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.*
- d.** *Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.*
- e.** *Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.*
- f.** *Spell his / her address, nationality and other personal details.*
- g.** *Establish basic social contact by using the simplest everyday polite forms of greeting and farewells; introductions; saying please, thank you, sorry, etc.*



**h.** *Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.*

**B.2.** The structures:

- *Simple present tense “to be”: affirmative, negative, interrogative*
- *Wh- questions: What, How many, What color, Where, When, How old, How much, Whose*
- *Prepositions of place (in, on, under, next to, behind, in front of, etc.) + prepositions of direction*
- *Have got: affirmative, negative, interrogative*
- *Adjectives of state (hungry, thirsty, etc.) + Predicate adjectives*
- *Can for ability: affirmative, negative, interrogative, yes / no questions*
- *Simple Present Tense for likes and dislikes (I / YOU / WE / THEY): affirmative, negative, interrogative*
- *Simple Present Tense for likes and dislikes (HE / SHE / IT): affirmative, negative, interrogative*
- *Like + N / Like + Gerund*
- *Possessive pronouns + Possessive ‘s + Possessive adjectives: mine, yours, hers, his, ours, theirs, its*
- *Should for advice: affirmative, negative, interrogative*
- *Present Progressive Tense: affirmative, negative, interrogative*
- *Can for requesting: affirmative, negative, interrogative*
- *Countable and uncountable nouns*
- *Plural nouns*
- *Prepositions of time on / at / in*
- *adj + noun combinations*
- *There is / are*
- *Quantifiers: Some / a lot of*

**B.3. Units:**

- *Unit 1: Countries which has the functions of greeting people informally and formally, introducing yourself and other people*
- *Unit 2: Regions which has the functions of asking for and giving information, describing geographical locations and features, asking and talking about places*
- *Unit 3: Cities which has the functions of describing locations, naming buildings in a community, asking and talking about places, asking for and giving directions*
- *Unit 4: School Life which has the functions of asking for and giving information, asking and talking about rules, giving orders and commands*
- *Unit 5: School Stores which has the functions of asking for and giving information, getting attention, exchanging greetings, identifying category of goods required, seeking and giving information about numbers, quantities, and cost, receiving / handing over payment, receiving / handing over goods (and receipt), exchanging thanks*
- *Unit 6: Physical Education which has the functions of asking for and giving information, asking and talking about ability*
- *Unit 7: Likes and Dislikes which has the functions of asking for and giving information about likes and dislikes*
- *Unit 8: My Favorite Activities which has the functions of asking for and giving information about likes and dislikes, asking for and giving information about favorite activities*
- *Unit 9: Farm Life which has the functions of asking for and giving information about other people's likes and dislikes, asking for and giving information about other people's favorite activities, describing people and animals*

- *Unit 10: Cartoon Characters which has the functions of asking for and giving information about likes and dislikes of other people, asking for and giving information about favorite activities of other people, describing people*
- *Unit 11: Personal Possessions which has the functions of asking for and giving information about possessions, describing people and objects*
- *Unit 12: Health Problems which has the functions of asking for and giving information about health, identifying illnesses, giving advice (about what one should and should not do to stay healthy)*
- *Unit 13: Fun At The Park which has the functions of asking for and giving information about what people are doing at the moment*
- *Unit 14: Help which has the functions of asking for help, accepting, refusing, expressing an excuse*

#### **B.4. Contexts:**

- *informal inter-personal dialogues and conversations between people*
- *very short recorded dialogs and passages*
- *very short, simple reading texts*
- *visuals (pictures, drawings, plans, maps, flags, cartoons, caricatures, photos, shadows, models, charts, puppets etc.)*
- *OHP and transparencies*
- *short phrases and sentences*
- *student conversations*
- *teacher-talk*
- *common everyday classroom language*
- *short descriptive paragraphs*

- *games (TPR games, spelling games, categorization games, ball games, miming games, etc.)*
- *stories (story telling / story reading)*
- *drama and dramatization*
- *songs, chants and rhymes*
- *poems, riddles, jokes, tongue twisters*
- *handcraft and art activities*
- *word puzzles, word hunts, jumbled words, word bingo*
- *recorded sounds (animal, nature, etc.)*
- *drawing and coloring activities*
- *connect the dots and maze activities*
- *various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, TV guides, classroom rules, menus, food price lists, personal letters, postcards, e-mails, chat messages, speech bubbles, etc.)*
- *information gap activities*

**B.5. Evaluation:** Each unit integrates the four language skills and includes a task which the students are expected to carry out at the end of the unit. Tasks that are assigned for each unit can be kept in a dossier by the students and the teachers can give feedback to those. The students can also share their projects with their peers in the class.

**C. The Syllabus of 6<sup>th</sup> Grades:** For the 6<sup>th</sup> grade, the students have four hours of compulsory English language courses per week. The syllabus is designed accordingly. Each unit is to be covered in approximately two weeks. However, the aim is not to finish units but to teach English.

**C.1. Objectives:** The objectives are stated in terms of linguistic and sociolinguistic competence levels.

*Students will*

- a.** *Have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.*
- b.** *Have a sufficient vocabulary for the expression of basic communicative needs.*
- c.** *Have a sufficient vocabulary for coping with simple survival needs.*
- d.** *Control a narrow repertoire dealing with concrete everyday needs.*
- e.** *Show only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.*
- f.** *Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.*
- g.** *Spell his / her address, nationality and other personal details.*
- h.** *Establish basic social contact by using the simplest everyday polite forms of greeting and farewells; introductions; saying please, thank you, sorry, etc.*
- i.** *Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.*
- j.** *Pronounce a very limited repertoire of learned words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group.*

- k.** *Expand learned phrases through simple recombination of their elements.*
- l.** *Tell a story or describe something in a simple list of points.*
- m.** *Link words or groups of words with very basic linear connectors like 'and', 'then', 'but'.*
- n.** *Communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.*

### **C.2.** The structures:

- *Basic sentence patterns, phrases*
- *Simple present tense to be: affirmative, negative, interrogative*
- *Wh- questions: What, How, How many, What color, Where, When, How old, How much, Who, Whose*
- *Prepositions of place (in, on, under, next to, behind, in front of, etc.)*
- *Have got / has got: affirmative, negative, interrogative*
- *Adjectives of state (hungry, thirsty, etc.)*
- *Can for ability: affirmative, negative, yes / no questions*
- *Simple present tense: affirmative, negative, interrogative*
- *Like + N; Like + Gerund*
- *I want / he wants .....*
- *I + V + everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer, every Sunday, etc.*
- *action verbs*
- *He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc.*
- *frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)*

- *How often ...?*
- *present tense for factual info*
- *present tense + What is the weather like ....in .....?*
- *to be + adj*
- *present tense for rules and general information*
- *imperatives*
- *modals*
- *can for requesting: affirmative, negative, interrogative*
- *should for advice: affirmative, negative, interrogative*
- *can, could, would (for requests and possibility)*
- *can / can't, must / mustn't*
- *it opens / closes*
- *common connectors: and, but, then*
- *possessive pronouns and adjectives*
- *possessive 's*
- *present progressive tense: affirmative, negative, interrogative*
- *present progressive for future*
- *future: will, going to - affirmative, negative, interrogative*
- *countable and uncountable nouns*
- *measurements: kilometer, meter, kilograms, grams, liters, etc.*  
*How much does it weigh? How far....?*
- *Plural nouns*
- *Predicate adjectives*
- *Prepositions of time on / at / in*
- *adj + noun combinations*
- *there is / are*
- *quantifiers: some, any, a lot of, a little, a few*
- *numbers*
- *any + sisters / brothers*
- *nouns (occupations)*

- *adjectives (physical description)*
- *adjectives such as windy, foggy, snowy, sunny, etc.*
- *adverbs*
- *conditionals (Zero and First Types): If / when*

### C.3. Units and functions:

- *Unit 1: Family which has the functions of asking for and giving information, identifying people, describing people*
- *Unit 2: Hobbies and Interests which has the functions of asking for and giving information, identifying people, asking for and expressing likes and dislikes, describing people*
- *Unit 3: Food and Drinks which has the functions of asking for and giving information, asking for and telling quantity, expressing needs, asking for and telling the price, making an order*
- *Unit 4: Daily Life and Routines which has the functions of asking for and giving information, asking for and talking about daily routines*
- *Unit 5: School which has the functions of asking for and giving information, asking for and talking about daily routines, describing places*
- *Unit 6: Weather Conditions which has the functions of asking for and giving information, describing places*
- *Unit 7: Hygiene which has the functions of asking for and giving information, making suggestions, giving orders*
- *Unit 8: Parties which has the functions of asking for and giving information, inviting, accepting or refusing, thanking, giving instructions, describing an event, greeting, saying farewell and*



*leave-taking, making introductions, expressing feelings, asking for attention*

- *Unit 9: Living Beings which has the functions of asking for and giving information, describing an animal, describing and identifying plants*
- *Unit 10: Games and Sports which has the functions of asking for and giving information, identifying options, giving instructions for making and doing things, asking people to do and not to do things, describing people*
- *Unit 11: Safety which has the functions of asking for and giving information, asking for and making suggestions, expressing obligation, warning*
- *Unit 12: Different Places which has the functions of asking for and giving information, asking for and expressing decisions and plans, asking for and expressing definite arrangements, making decisions*
- *Unit 13: Holidays which has the functions of asking for and giving information, asking for and expressing decisions and plans, asking for and expressing definite arrangements, making decisions*
- *Unit 14: Mathematical Problems which has the functions of importing and seeking factual information: identifying, correcting, asking*
- *Unit 15: Laboratory Work which has the functions of imparting and seeking factual information: identifying, correcting, asking*
- *Unit 16: Different Life Styles which has the functions of imparting and seeking factual information, asking for and expressing definite arrangements, making decisions, asking for and expressing decisions and plans, expressing obligation,*

*warning, asking for and making suggestions, asking people to do and not to do things (requesting), identifying options, giving instructions, describing an event, person, place, animal, etc., greeting, saying farewell and leave-taking, making introductions, expressing feelings, asking for attention, inviting, accepting or refusing, thanking, making suggestions, giving orders, asking for and telling regulations and rules, asking for and talking about daily routines, asking for and telling the price, making an order, asking for and telling quantity, expressing needs, asking for and expressing likes and dislikes, asking for and giving information, identifying people*

#### **C.4. Contexts suggested by the syllabus:**

- *informal inter-personal dialogues and conversations between people*
- *very short recorded dialogs and passages*
- *very short, simple reading texts*
- *visuals (pictures, drawings, plans, maps, flags, cartoons, caricatures, photos, shadows, models, charts, puppets etc.)*
- *OHP and transparencies*
- *phrases and sentences*
- *student conversations*
- *teacher-talk*
- *common everyday classroom language*
- *short descriptive paragraphs*
- *games (TPR games, spelling games, categorization games, ball games, miming games, board games, group games, dicto-games, etc.)*
- *stories (story telling / story reading)*
- *drama and dramatization*
- *songs, chants and rhymes*

- *poems, riddles, jokes, tongue twisters*
- *handcraft and art activities*
- *word puzzles, word hunts, jumbled words, word bingo*
- *recorded sounds (animal, nature, etc.)*
- *drawing and coloring activities*
- *connect the dots and maze activities*
- *various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, TV guides, classroom rules, menus, food price lists, personal letters, postcards, e-mails, chat messages, speech bubbles, brochures and leaflets, road signs and traffic signs, newspaper headlines, extracts from magazines, etc.)*
- *information gap activities*
- *videotapes, cassettes, discs*
- *audiotapes, cassettes, discs*
- *registration forms (hotel / immigration office / custom's office, etc.)*
- *diaries, memos, labels, signs and notices, questionnaires, etc.*
- *scales, shapes, measurement units, containers, etc.*
- *birth certificates*
- *interviews*
- *photo albums*
- *short TV programs, video extracts*

**C.5. Evaluation:** Similar to previous syllabi, each unit of this syllabus integrates the four language skills and includes a task which the students are expected to carry out at the end of the unit. Tasks that are assigned for each unit can be kept in a dossier by the students and the teachers can give feedback to those. The students can also share their projects with their peers in the class.

## CHAPTER IV

### THE RESEARCH

#### 4.1. Research Method

On account of the fact that the purpose of the present study is to determine the attitudes of the English Language teachers in Burdur toward the curricula implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades, it is a descriptive research which aims at specifying, delineating, or describing naturally occurring phenomena without experimental manipulation (Seliger and Shohamy, 1989).

Accordingly, the survey research method which is any procedure used to gather and describe the characteristics, attitudes, views, opinions, and so forth of students, teachers, administrators, or any other people who are important to a study was used to carry out this study.

#### 4.2. Population and Sampling

The population of the study is the English language teachers who implemented the English Language Curricula at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades in Burdur and its sub-provinces in the 2008-2009 academic year.

To get reliable and valid results, the population is also the sampling of the study. So, the English language teachers who implemented the English language curricula at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades in Burdur province and its sub-provinces in the 2008-2009 academic year participated in the study.

The data collection instrument was distributed to 23 primary schools in Burdur province and to 24 primary schools in its sub-provinces; Ağlasun, Altınyayla, Bucak, Çavdır, Çeltikçi, Gölhisar, Karamanlı, Kemer, Tefenni, and Yeşilova.

And in total, 70 English language teachers who implemented the English Language Curricula at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades participated in the study.

### 4.3. Data Collection Instruments

In order to carry out this study, a questionnaire which aims at describing the opinions of the English Language teachers on the English Language Curricula implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades was developed. The questionnaire included 66 items. The pilot study was carried out in Isparta province and 100 questionnaires were distributed. However, enough number of responses could not be obtained. Thus, experts in the field were consulted for content validity. According to their responses, the problematic questionnaire items were omitted. The items that were excluded are as follows:

Items	Statements
1.	Active students become more successful by means of this curriculum.
2.	Passive students become more passive.
3.	The activities of other disciplines can be applied effectively in the classroom.
4.	The instruction is given in target language in the classroom.
5.	There is match between the curriculum and the other disciplines.
6.	The application of the activities proposed by the curriculum takes too much time.
7.	Pair and group works which are in accordance with the objectives and content can be applied in the classroom.
8.	The low quality of the course materials affects the process of implementation negatively.
9.	The course materials need some revision for a better implementation.
10.	Many different methods and techniques can be applied in the classroom.
11.	The students take active role in the process by means of different activities.
12.	Since the objectives are not clear, it is hard to evaluate the activities.
13.	The evaluation questions at the end of the units are enough.
14.	There are some weaknesses in the component of evaluation.

The last version of questionnaire consists of three parts: The first part gathers data on the participants' individual and academic information. There are four open-ended questions on gender, service year, the department that was graduated from, and the number of in-service training programs that the teachers participated in. The second part seeks to gather data on the views of the teachers on the curriculum. It includes 52 items for each grade. This part has five sub-dimensions:

- Question on the general characteristics of the curriculum (14 questions)
- Questions on the component of goals and objectives (7 questions)
- Questions on the component of content (13 questions)
- Questions on the component of teaching/learning process (10 questions)
- Questions on the component of evaluation (8 questions).

The third part includes three open-ended questions. It aims at enabling the participants to express their personal ideas on the curriculum. The questions focus on the strengths and weaknesses of the curriculum, the difficulties that the teachers have in the process of implementation, and the suggestions of the teachers for the difficulties and weaknesses of the curriculum.

In addition to this questionnaire, the technique of interview was used in the process of distributing and collecting the questionnaire.

#### **4.4. Data Collection**

The data were collected after the official permission was taken by the Governorship of Burdur Province, the Directorate of National Education in Burdur, and the school administrators.

#### **4.5. Data Analysis**

The collected data were analyzed using SPSS 15.0 (Statistical Package for the Social Sciences) program. For the item analysis, percentages and frequencies were measured. For the independent variables, independent samples T-test was used.

## **CHAPTER V**

### **RESULTS AND DISCUSSION**

This chapter includes 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.

#### **5.1. The Results of the Teachers' Opinions on the Curriculum of 4<sup>th</sup> Grades**

The results of the teachers' opinions on the curriculum of 4<sup>th</sup> grades are as follows:

##### **5.1.a. What are the opinions of English Language teachers in Burdur on the general characteristics of the English Language Curriculum applied at the 4<sup>th</sup> grades?**

The results are given in Table 1:



**Table 1: The opinions of the teachers on the general characteristics of 4<sup>th</sup> grade curriculum**

Item	Statement	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
1	Program is applicable in general.	62	88.6	3	4.3	5	7.1
2	Course hours per week are enough to apply this program.	22	31,4	8	11.4	40	57.1
3	Program guides the teachers effectively in the process of implementation.	39	55.7	13	18.6	18	25.7
4	New program makes the learning more enjoyable and permanent.	53	75.7	13	18.6	4	5.7
5	More in-service training programs are needed for an effective implementation.	37	52.9	11	15.7	22	31.4
6	Program enables the students to think critically, to solve problems, to produce, and to be active in the process of learning language.	50	71.4	13	18.6	7	10.0
7	The class size has a negative effect on the implementation of the program effectively.	45	64.3	5	7.1	20	28.6
8	This program enables the students to like learning English.	50	71.4	13	18.6	7	10.0
9	Program can be applied to the students who have learning handicap.	15	21.4	22	31.4	33	47.1
10	Program provides cultural transfer.	31	44.3	15	21.4	23	32.9
11	The physical conditions of school and classroom have a negative effect on the implementation of the program effectively.	31	44.3	9	12.9	30	42.9
12	Program enables the students to gain the ability of studying independently in the process of learning language.	33	47.1	25	35.7	12	17.1
13	Program can be applied to the students at different linguistic levels.	24	34.3	15	21.4	31	44.2
14	Program enables the students to learn language outside the classroom, too.	30	42.9	25	35.7	15	21.4

For the 1<sup>st</sup> questionnaire item, 88.6 % of teachers think that program is applicable in general. On the other hand, while 7.1 % of teachers think that program is not applicable in general, 4.3 % of them are not sure about the applicability of the curriculum in general.

For the 2<sup>nd</sup> item, 57.1 % of the teachers think that course hours per week are not enough to apply this curriculum effectively. On the other hand, 31.4 % of the teachers find the course hours per week enough for the implementation of the curriculum and 11.4 % of the teachers are not sure about this issue.

For the 3<sup>rd</sup> item, 55.7 % of the teachers think that program guides the teachers effectively in the process of implementation. However, 25.7 % of the teachers do not find the program guidance enough and 18.6 % of the teachers are not sure about this issue.

For the 4<sup>th</sup> item, 75.7 % of the teachers think that new program makes the learning more enjoyable and permanent. On the other hand, 5.7 % of the teachers do not think that new program makes the learning more enjoyable and permanent and 18.6 % of the teachers are not sure about this issue.

For the 5<sup>th</sup> item, 52.9 % of the teachers think that more in-service training programs are needed for an effective implementation. However, while 31.4 % of the teachers find the in-service training programs enough, 18.6 % of the teachers are not sure about this issue.

For the 6<sup>th</sup> item, 71.4 % of the teachers think that program enables the students to think critically, to solve problems, to produce, and to be active in the process of learning language. On the other hand, 10.0 % of the teachers do not think that program has such a characteristic. And, 18.6 % of the teachers are not sure about this issue.

For the 7<sup>th</sup> item, 45 % of the teachers think that the class size has a negative effect on the implementation of the program effectively. However, 28.6 % of the teachers do not regard the class size as a negative effect on the implementation of the curriculum effectively and 7.1 % of the teachers are not sure about this issue.

For the 8<sup>th</sup> item, 71.4 % of the teachers think that this program enables the students to like learning English. On the other hand, 10.0 % of the teachers do not think that program makes the students enjoy learning English. And, 18.6 % of the teachers are not sure about this issue.

For the 9<sup>th</sup> item, 47.1 % of the teachers think that program cannot be applied to the students who have learning handicap. However, 21.4 % of the teachers think that program can be applied to the students who have learning handicap and 31.4 % of the teachers are not sure about this issue.

For the 10<sup>th</sup> item, 44.3 % of the teachers think that program provides cultural transfer. On the other hand, 32.9 % of the teachers do not think that program provides cultural transfer and 21.4 % of the teachers are not sure about this issue.

For the 11<sup>th</sup> item, 44.3 % of the teachers think that the physical conditions of school and classroom have a negative effect on the implementation of the program effectively. On the other hand, 42.9 % of the teachers do not regard the physical conditions of school and classroom as a negative effect on the implementation of the curriculum and 12.9 % of the teachers are not sure about this issue.

For the 12<sup>th</sup> item, 47.1 % of the teachers think that program enables the students to gain the ability of studying independently in the process of learning language. However, 17.1 % of the teachers do not think that the curriculum has such a characteristic and 35.7 % of the teachers are not sure about this issue.

For the 13<sup>th</sup> item, 44.2 % of the teachers think that program cannot be applied to the students at different linguistic levels. On the other hand, 34.3 % of the

teachers find the curriculum applicable for the students at different linguistic levels and 21.4 % of the teachers are not sure about this issue.

For the 14<sup>th</sup> item, 42.9 % of the teachers think that program enables the students to learn language outside the classroom, too. However, 21.4 % of the teachers do not think that program enables the students to learn language outside the classroom, too. And, 35.7 % of the teachers are not sure about this issue.

**5.1.b. What are the opinions of English Language teachers in Burdur on the objectives/outcomes of the English Language Curriculum implemented at the 4<sup>th</sup> grades?**

The results are given in Table 2:

**Table 2: The opinions of the teachers on the goals and objectives of the 4<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
15	The objective statements are understandable.	51	72.9	9	12.9	10	14.3
16	The objective statements are consistent.	47	67.1	14	20.0	9	12.9
17	Program includes objectives which are in accordance with the daily lives of the students.	54	77.1	13	18.6	3	4.3
18	The objectives of the program are achievable.	45	64.3	15	21.4	10	14.3
19	The objectives are measurable.	50	71.4	16	22.9	4	5.7
20	The overall and behavioural objectives are observable.	55	78.6	12	17.1	3	4.3
21	The objectives of the program are in accordance with the students' developmental levels.	46	65.7	10	14.3	14	20.0

For the 15<sup>th</sup> item, 72.9 % of the teachers think that the objective statements are understandable. On the other hand, 14.3 % of the teachers do not find the objective statements understandable and 12.9 % of the teachers are not sure about this issue.

For the 16<sup>th</sup> item, 67.1 % of the teachers think that the objective statements are consistent. However, 12.9 % of the teachers do not find the objective statements consistent and 20.0 % of the teachers are not sure about this issue.

For the 17<sup>th</sup> item, 77.1 % of the teachers think that program includes objectives which are in accordance with the daily lives of the students. On the other hand, only 4.3 % of the teachers think that program does not include objectives which are in accordance with the daily lives of the students. And, 18.6 % of the teachers are not sure about this issue.

For the 18<sup>th</sup> item, 64.3 % of the teachers think that the objectives of the program are achievable. However, 14.3 % of the teachers do not find the objectives of the program achievable and 21.4 % of the teachers are not sure about this issue.

For the 19<sup>th</sup> item, 71.4 % of the teachers think that the objectives are measurable. On the contrary, 5.7 % of the teachers think that the objectives are not measurable and 22.9 % of the teachers are not sure about this issue.

For the 20<sup>th</sup> item, 78.6 % of the teachers think that the overall and behavioural objectives are observable. On the other hand, 4.3 % of the teachers do not think that the overall and behavioural objectives are observable and 17.1 % of the teachers are not sure about this issue.

For the 21<sup>st</sup> item, 65.7 % of the teachers think that the objectives of the program are in accordance with the students' developmental levels. However, 20.0 % of the teachers do not think that the objectives of the program are in accordance with

the students' developmental levels and 14.3 % of the teachers are not sure about this issue.

**5.1.c. What are the opinions of English Language teachers in Burdur on the content of the English language Curriculum implemented at the 4<sup>th</sup> grades?**

The results are given in Table 3:

**Table 3: The opinions of the teachers on the content of the 4<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
22	There are unity and parallelism in the content.	57	81.4	9	12.9	4	5.7
23	Content is enjoyable and instructive.	57	81.4	9	12.9	4	5.7
24	Content attracts the attention of the students.	55	78.6	11	15.7	4	5.7
25	The subjects are ordered from specific to general.	50	71.4	11	15.7	9	12.9
26	The subjects are ordered from simple to complex.	57	81.4	7	10.0	6	8.6
27	Content is meaningful for the students.	53	75.7	13	18.6	4	5.7
28	Program combines the four language skills (reading, writing, listening, speaking).	44	62.9	11	15.7	15	21.4
29	Content is suitable for the students' age levels.	46	65.7	5	7.1	19	27.1
30	Content has been selected according to the objectives.	56	80.0	11	15.7	3	4.3
31	Vocabulary and reading texts that the materials include are suitable for the students' linguistic levels.	44	62.9	6	8.6	20	28.6
32	There are enough vocabulary and reading texts in the materials.	56	80.0	7	10.0	7	10.0
33	Content is clear and understandable.	56	80.0	7	10.0	7	10.0
34	Content is intense.	40	57.1	6	8.6	24	34.3

For the 22<sup>nd</sup> item, 81.4 % of the teachers think that there are unity and parallelism in the content. On the other hand, 5.7 % of the teachers think that there are not unity and parallelism in the content and 12.9 % of the teachers are not sure about this issue.

For the 23<sup>rd</sup> item, 81.4 % of the teachers think that content is enjoyable and instructive. However, 5.7 % of the teachers think that content is not enjoyable and instructive and 12.9 % of the teachers are not sure about this issue.

For the 24<sup>th</sup> item, 78.6 % of the teachers think that content attracts the attention of the students. On the contrary, 5.7 % of the teachers do not think that the content is attractive for the students and 15.7 % of the teachers are not sure about this issue

For the 25<sup>th</sup> item, 71.4 % of the teachers think that the subjects are ordered from specific to general. However, 12.9 % of the teachers do not think that the subjects are ordered from specific to general and 15.7 % of the teachers are not sure about this issue.

For the 26<sup>th</sup> item, 81.4 % of the teachers think that the subjects are ordered from simple to complex. On the other hand, 8.6 % of the teachers think that the subjects are not ordered from simple to complex and 10.0 % of the teachers are not sure about this issue.

For the 27<sup>th</sup> item, 75.7 % of the teachers think that content is meaningful for the students. On the contrary, 5.7 % of the teachers do not find the content meaningful for the students and 18.6 % of the teachers are not sure about this issue.

For the 28<sup>th</sup> item, 62.9 % of the teachers think that program combines the four language skills (reading, writing, listening, speaking). However, 21.4 % of the teachers think that program has not such a characteristic and 15.7 % of the teachers are not sure about this issue.

For the 29<sup>th</sup> item, 65.7 % of the teachers think that content is suitable for the students' age levels. On the other hand, 27.1 % of the teachers do not find the content suitable for the students' age levels and 7.1 % of the teachers are not sure about this issue. The results of this item show that most of the teachers agree on the suitability of the content for the students' age levels.

For the 30<sup>th</sup> item, 80.0 % of the teachers think that content has been selected according to the objectives. However, 4.3 % of the teachers think that there is not a match between the content and the objectives and 15.7 % of the teachers are not sure about this issue.

For the 31<sup>st</sup> item, 62.9 % of the teachers think that vocabulary and reading texts that the materials include are suitable for the students' linguistic levels. On the contrary, 28.6 % of the teachers do not find vocabulary and reading texts that the materials include suitable for the students' linguistic levels and 8.6 % of the teachers are not sure about this issue.

For the 32<sup>nd</sup> item, 80.0 % of the teachers think that there are enough vocabulary and reading texts in the materials. However, 10.0 % of the teachers do not find vocabulary and reading texts in the materials and 10.0 % of the teachers are not sure about this issue.

For the 33<sup>rd</sup> item, 80.0 % of the teachers think that content is clear and understandable. On the contrary, 10.0 % of the teachers do not find the content clear and understandable and 10.0 % of the teachers are not sure about this issue.

For the 34<sup>th</sup> item, 57.1 % of the teachers think that content is intense. On the other hand, 34.3 % of the teachers do not find the content intense and 8.6 % of the teachers are not sure about this issue.



**5.1.d. What are the opinions of English Language teachers in Burdur on the teaching/learning processes of the English Language Curriculum implemented at the 4<sup>th</sup> grades?**

Table 4 displays the findings:

**Table 4: The opinions of the teachers on the teaching/learning processes of the 4<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
35	Program creates communicative atmosphere.	39	55.7	20	28.6	11	15.7
36	The learning/student- centered approach that the program proposes is applied effectively in the classroom.	41	58.6	23	32.9	6	8.6
37	The process-oriented approach that the program proposes is applicable in the classroom.	42	60.0	21	30.0	7	10.0
38	Methods and techniques are in accordance with the objectives.	61	87.1	7	10.0	2	2.9
39	Activities reveal the individual differences.	49	70.0	11	15.7	10	14.3
40	Program creates different learning environments (drama, game, song, etc.).	51	72.9	8	11.4	11	15.7
41	Methods and techniques that are proposed are applicable.	50	71.4	13	18.6	7	10.0
42	Program provides technology usage.	53	75.7	9	12.9	8	11.4
43	There are a lot of group works in activities.	50	71.4	7	10.0	13	18.6
44	Some methods and techniques are not suitable for the students' age and linguistic levels.	42	60.0	5	7.1	23	32.9

For the 35<sup>th</sup> item, 55.7 % of the teachers think that program creates communicative atmosphere. On the other hand, 15.7 % of the teachers do not think that program creates communicative atmosphere and 28.6 % of the teachers are not sure about this issue.

For the 36<sup>th</sup> item, 58.6 % of the teachers think that the learning / student-centered approach that the program proposes is applied effectively in the classroom. However, 8.6 % of the teachers do not think that the learning / student-centered approach that the program proposes is applied effectively in the classroom and 32.9 % of the teachers are not sure about this issue.

For the 37<sup>th</sup> item, 60.0 % of the teachers think that the process-oriented approach that the program proposes is applicable in the classroom. On the contrary, 10.0 % of the teachers do not think that the process-oriented approach that the program proposes is applicable in the classroom and 30.0 % of the teachers are not sure about this issue.

For the 38<sup>th</sup> item, 87.1 % of the teachers think that methods and techniques are in accordance with the objectives. However, 2.9 % of the teachers do not find the methods and techniques in accordance with the objectives and 10.0 % of the teachers are not sure about this issue.

For the 39<sup>th</sup> item, 70.0 % of the teachers think that activities reveal the individual differences. On the other hand, 14.3 % of the teachers do not think that activities have such a characteristic and 15.7 % of the teachers are not sure about this issue.

For the 40<sup>th</sup> item, 72.9 % of the teachers think that program creates different learning environments (drama, game, song, etc.). However, 15.7 % of the teachers think that program does not create different learning environments (drama, game, song, etc.) and 11.4 % of the teachers are not sure about this issue.

For the 41<sup>st</sup> item, 71.4 % of the teachers think that methods and techniques that are proposed are applicable. On the contrary, 10.0 % of the teachers do not find the methods and techniques that are proposed applicable and 18.6 % of the teachers are not sure about this issue.

For the 42<sup>nd</sup> item, 75.7 % of the teachers think that program provides technology usage. However, 11.4 % of the teachers think that program does not provide technology usage and 12.9 % of the teachers are not sure about this issue.

For the 43<sup>rd</sup> item, 71.4 % of the teachers think that there are a lot of group works in activities. On the contrary, 18.6 % of the teachers think that there are not a lot of group works in activities and 10.0 % of the teachers are not sure about this issue.

For the 44<sup>th</sup> item, 60.0 % of the teachers think that some methods and techniques are not suitable for the students' age and linguistic levels. On the other hand, 32.9 % of the teachers do not think that some methods and techniques are not suitable for the students' age and linguistic levels and 7.1 % of the teachers are not sure about this issue.

**5.1.e. What are the opinions of English Language teachers in Burdur on the evaluation of the English Language Curriculum implemented at the 4<sup>th</sup> grades?**

Table 5 displays the findings:

**Table 5: The opinions of the teachers on the evaluation of the 4<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
45	Explanations in the program for the evaluation component are enough.	29	41.4	20	28.6	21	30.0
46	The evaluation examples in the program are applicable in the classroom.	51	72.9	8	11.4	11	15.7
47	The evaluation examples measure the objectives.	46	65.7	18	25.7	6	8.6
48	Program provides the use of alternative assessment techniques.	51	72.9	9	12.9	10	14.3
49	Program enables the students to evaluate themselves.	32	44.3	24	34.3	14	20.0
50	Portfolio assessment that the program proposes is applied effectively.	27	38.6	23	32.9	20	28.6
51	Project and performance homework enable the students to learn the subjects better.	47	67.1	10	14.3	13	18.6
52	Performance homework is useful for evaluation.	44	62.9	12	17.1	14	20.0

For the 45<sup>th</sup> item, 41.4 % of the teachers think that explanations in the program for the evaluation component are enough. However, 30.0 % of the teachers do not find the explanations in the program for the evaluation component enough and 28.6 % of the teachers are not sure about this issue.

For the 46<sup>th</sup> item, 72.9 % of the teachers think that the evaluation examples in the program are applicable in the classroom. On the other hand, 15.7 % of the teachers do not find the evaluation examples in the program applicable in the classroom and 11.4 % of the teachers are not sure about this issue.

For the 47<sup>th</sup> item, 65.7 % of the teachers think that the evaluation examples measure the objectives. On the contrary, 8.6 % of the teachers think that the evaluation examples do not measure the objectives and 25.7 % of the teachers are not sure about this issue.

For the 48<sup>th</sup> item, 72.9 % of the teachers think that program provides the use of alternative assessment techniques. However, 14.3 % of the teachers think that program does not provide the use of alternative assessment techniques and 12.9 % of the teachers are not sure about this issue.

For the 49<sup>th</sup> item, 44.3 % of the teachers think that program enables the students to evaluate themselves. On the contrary, 20.0 % of the teachers think that program does not enable the students to evaluate themselves and 34.3 % of the teachers are not sure about this issue.

For the 50<sup>th</sup> item, 38.6 % of the teachers think that portfolio assessment that the program proposes is applied effectively. However, 28.6 % of the teachers do not find the portfolio assessment that the program proposes applicable and 32.9 % of the teachers are not sure about this issue.

For the 51<sup>st</sup> item, 67.1 % of the teachers think that project and performance homework enable the students to learn the subjects better. On the other hand, 18.6 % of the teachers do not think that project and performance homework enable the students to learn the subjects better and 14.3 % of the teachers are not sure about this issue.

For the 52<sup>nd</sup> item, 62.9 % of the teachers think that performance homework is useful for evaluation. However, 20.0 % of the teachers do not find performance homework useful for evaluation and 17.1 % of the teachers are not sure about this issue.

**5.1.f. The answers given to the open-ended questions in relation to 4<sup>th</sup> grade syllabus:**

In addition to these results retrieved from the questionnaires, the weaknesses and the difficulties stated by the teachers in the interviews are as follows:

There are not enough reading passages in the course materials. The implementation of DYNED prevents the curriculum's being implemented effectively. Since there are too many units and activities, the students get bored. The course hours per week are not enough for a better implementation. Since the grammatical aspect of the curriculum is too intense, it is hard to apply the communicative aspect of it. Since there are many students in the classrooms, curriculum cannot be applied effectively. Some vocabularies are not in accordance with the students' linguistic levels and it is hard to use them in daily life. Since there are many units, some methods and techniques cannot be used effectively. The students have difficulty in productive skills. They cannot express them effectively. The objectives of performance and project homework cannot be achieved. The course books and listening materials are insufficient. Physical conditions of schools and classrooms affect the implementation negatively. The activities such as drama, game, song are not enough. The course books are not in accordance with the students' linguistic levels. The shortage of time prevents the use of student-centered methods in the process. The curriculum cannot be applied to the students at different linguistic levels. The shortage of materials prevents the development of four language skills. The component of evaluation does not meet the needs.

**5.1.g. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and the gender of the teachers?**

According to the independent samples t-test results, no significant difference was found between the opinions of teachers on the curriculum and their gender

( $p>0.05$ ). Thus, it can be said that both female and male teachers have approximately the same opinions on the curriculum in application (Table 6).

**Table 6: Gender Differences among the Teachers**

	Gender	N	Mean	SD	t	df	Sig.
<b>General Characteristics</b>	M	15	32.0	3.36	.388	68	.699
	F	55	31.5	5.07			
<b>Goals / Objectives</b>	M	15	18.8	2.23	.898	68	.373
	F	55	18.0	3.37			
<b>Content</b>	M	15	34.2	4.21	.356	68	.723
	F	55	33.6	5.28			
<b>Teaching/learning Processes</b>	M	15	25.6	3.17	.270	68	.788
	F	55	25.3	4.00			
<b>Evaluation</b>	M	15	19.2	3.42	.144	68	.886
	F	55	19.0	4.02			

M: male, F: female

**5.1.h. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and the teaching experiences of the teachers?**

In the statistical analysis of the findings, we found no significant difference 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 curriculum and components (Table 7).

**Table 7: Teaching Experience Differences among the Teachers**

	<b>Teaching Experiences</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
<b>General Characteristics</b>	1-5 years	50	31.4	5.22	.563	68	.575
	6 years and over	20	32.1	3.29			
<b>Goals / Objectives</b>	1-5 years	50	18.2	3.53	.024	68	.981
	6 years and over	20	18.2	2.06			
<b>Content</b>	1-5 years	50	33.5	5.81	.536	68	.593
	6 years and over	20	34.3	2.22			
<b>Teaching/learning Process</b>	1-5 years	50	25.5	4.04	.314	68	.754
	6 years and over	20	225.2	3.28			
<b>Evaluation</b>	1-5 years	50	19.3	3.99	.776	68	.440
	6 years and over	20	18.5	3.62			

**5.1.i. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and the department they graduated from?**

According to the results below, no significant difference was found between the opinions of teachers on the components of goals and objectives, content, teaching/learning process, evaluation and the department that the teachers graduated from ( $p > 0.05$ ) (Table 8).



**Table 8: The department differences among the teachers**

	<b>Department</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>df</b>	<b>Sig.</b>
<b>General Characteristics</b>	ELT	52	31.6	4.76	.022	69	.978
	Literature	12	31.8	4.87			
	Other	6	31.3	5.12			
<b>Goals / Objectives</b>	ELT	52	18.0	3.50	.321	69	.726
	Literature	12	18.3	1.82			
	Other	6	19.1	2.22			
<b>Content</b>	ELT	52	33.4	5.47	1.142	69	.325
	Literature	12	34.0	3.69			
	Other	6	36.6	2.06			
<b>Teaching/learning Process</b>	ELT	52	25.0	4.01	.958	69	.389
	Literature	12	26.4	2.90			
	Other	6	26.6	3.66			
<b>Evaluation</b>	ELT	52	18.9	4.02	.176	69	.839
	Literature	12	19.6	3.20			
	Other	6	19.1	4.40			

**5.1.j. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 4<sup>th</sup> grades and their participation in the in-service training programs?**

According to the results shown in Table 9, no significant difference was found between the opinions of teachers on the curriculum and their participation in the in-service training programs ( $p>0.05$ ) (Table 9).

**Table 9: The differences with respect to participation in in-service training among the teachers**

	Seminar	N	Mean	SD	F	df	Sig.
<b>General Characteristics</b>	0-5	22	31.5	4.94	.994	69	.375
	6-10	24	32.6	3.89			
	11-15	24	30.7	5.29			
<b>Goals / Objectives</b>	0-5	22	18.5	3.00	.928	69	.400
	6-10	24	18.6	2.14			
	11-15	24	17.5	4.06			
<b>Content</b>	0-5	22	33.4	5.90	1.515	69	.227
	6-10	24	35.1	3.15			
	11-15	24	32.7	5.59			
<b>Teaching/learning Process</b>	0-5	22	26.3	3.98	1.253	69	.292
	6-10	24	25.4	3.13			
	11-15	24	24.5	4.24			
<b>Evaluation</b>	0-5	22	19.5	4.04	.457	69	.635
	6-10	24	19.1	3.65			
	11-15	24	18.5	4.04			

## **5.2. The Results of the Teachers' Opinions on the Curriculum of 5<sup>th</sup> Grades:**

The results of the teachers' opinions on the curriculum of 5<sup>th</sup> grades are as follows:

### **5.2.a. What are the opinions of English Language teachers in Burdur on the general characteristics of the English Language Curriculum applied at the 5<sup>th</sup> grades?**

The results are given in Table 10:

**Table 10: The opinions of the teachers on the general characteristics of 5<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
1	Program is applicable in general.	50	71.4	10	14.3	10	14.3
2	Course hours per week are enough to apply this program.	24	34.3	5	7.1	41	58.6
3	Program guides the teachers effectively in the process of implementation.	25	35.7	18	25.7	27	38.6
4	New program makes the learning more enjoyable and permanent.	34	48.6	19	27.1	17	24.3
5	More in-service training programs are needed for an effective implementation.	34	48.6	14	20.0	22	31.4
6	Program enables the students to think critically, to solve problems, to produce, and to be active in the process of learning language.	35	50.0	18	25.7	17	24.3
7	The class size has a negative effect on the implementation of the program effectively.	46	65.7	5	7.1	19	27.1
8	This program enables the students to like learning English.	32	45.7	23	32.9	15	21.4
9	Program can be applied to the students who have learning handicap.	11	15.7	20	28.6	39	55.7
10	Program provides cultural transfer.	28	38.6	21	30.0	21	30.0
11	The physical conditions of school and classroom have a negative effect on the implementation of the program effectively.	33	47.1	7	10.0	30	42.9
12	Program enables the students to gain the ability of studying independently in the process of learning language.	29	41.4	25	35.7	16	22.9
13	Program can be applied to the students at different linguistic levels.	16	22.9	21	30.0	33	47.1
14	Program enables the students to learn language outside the classroom, too.	26	37.1	26	37.1	18	25.7

As it is seen in Table 1, 71.4 % of teachers think that program is applicable in general. On the other hand, while 14.3 % of them are not sure about the applicability of the curriculum in general, 14.3 % of teachers think that program is not applicable in general.

For the 2<sup>nd</sup> item, 58.6 % of the teachers think that course hours per week are not enough to apply this curriculum effectively. On the other hand, 34.3 % of the teachers find the course hours per week enough for the implementation of the curriculum and 7.1 % of the teachers are not sure about this issue.

For the 3<sup>rd</sup> item, 35.7 % of the teachers think that program guides the teachers effectively in the process of implementation. However, 38.6 % of the teachers do not find the program guidance enough and 25.7 % of the teachers are not sure about this issue.

For the 4<sup>th</sup> item, 48.6 % of the teachers think that new program makes the learning more enjoyable and permanent. On the other hand, 24.3 % of the teachers do not think that new program makes the learning more enjoyable and permanent and 27.1 % of the teachers are not sure about this issue.

For the 5<sup>th</sup> item, 48.6 % of the teachers think that more in-service training programs are needed for an effective implementation. However, while 31.4 % of the teachers find the in-service training programs enough, 20.0 % of the teachers are not sure about this issue.

For the 6<sup>th</sup> item, 50.0 % of the teachers think that program enables the students to think critically, to solve problems, to produce, and to be active in the process of learning language. On the other hand, 24.3 % of the teachers do not think that program has such a characteristic. And, 25.7 % of the teachers are not sure about this issue.

For the 7<sup>th</sup> item, 65.7 % of the teachers think that the class size has a negative effect on the implementation of the program effectively. However, 27.1 % of the teachers do not regard the class size as a negative effect on the implementation of the curriculum effectively and 7.1 % of the teachers are not sure about this issue.

For the 8<sup>th</sup> item, 45.7 % of the teachers think that this program enables the students to like learning English. On the other hand, 21.4 % of the teachers do not think that program makes the students enjoy learning English. And, 32.9 % of the teachers are not sure about this issue.

For the 9<sup>th</sup> item, 55.7 % of the teachers think that program cannot be applied to the students who have learning handicap. However, 15.7 % of the teachers think that program can be applied to the students who have learning handicap and 28.6 % of the teachers are not sure about this issue.

For the 10<sup>th</sup> item, 38.6 % of the teachers think that program provides cultural transfer. On the other hand, 30.0 % of the teachers do not think that program provides cultural transfer and 30.0 % of the teachers are not sure about this issue.

For the 11<sup>th</sup> item, 47.1 % of the teachers think that the physical conditions of school and classroom have a negative effect on the implementation of the program effectively. On the other hand, 42.9 % of the teachers do not regard the physical conditions of school and classroom as a negative effect on the implementation of the curriculum and 10.0 % of the teachers are not sure about this issue.

For the 12<sup>th</sup> item, 41.4 % of the teachers think that program enables the students to gain the ability of studying independently in the process of learning language. However, 22.9 % of the teachers do not think that the curriculum has such a characteristic and 35.7 % of the teachers are not sure about this issue.

For the 13<sup>th</sup> item, 47.1 % of the teachers think that program cannot be applied to the students at different linguistic levels. On the other hand, 22.9 % of the

teachers find the curriculum applicable for the students at different linguistic levels and 30.0 % of the teachers are not sure about this issue.

For the 14<sup>th</sup> item, 37.1 % of the teachers think that program enables the students to learn language outside the classroom, too. However, 25.7 % of the teachers do not think that program enables the students to learn language outside the classroom, too. And, 37.1 % of the teachers are not sure about this issue.

**5.2.b. What are the views of English Language teachers in Burdur on the objectives/outcomes of the English Language Curriculum implemented at the 5<sup>th</sup> grades?**

Table 11 displays the results:

**Table 11: The opinions of the teachers on the goals and objectives of the 5<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
15	The objective statements are understandable.	42	60.0	10	14.3	18	25.7
16	The objective statements are consistent.	36	51.4	17	24.3	17	24.3
17	Program includes objectives which are in accordance with the daily lives of the students.	43	61.4	20	28.6	7	10.0
18	The objectives of the program are achievable.	35	50.0	20	28.6	15	21.4
19	The objectives are measurable.	43	61.4	18	25.7	9	12.9
20	The overall and behavioural objectives are observable.	43	61.4	19	27.1	8	11.4
21	The objectives of the program are in accordance with the students' developmental levels.	33	47.1	14	20.0	23	32.9

For the 15<sup>th</sup> item, 60.0 % of the teachers think that the objective statements are understandable. On the other hand, 25.7 % of the teachers do not find the objective statements understandable and 14.3 % of the teachers are not sure about this issue.

For the 16<sup>th</sup> item, 51.4 % of the teachers think that the objective statements are consistent. However, 24.3 % of the teachers do not find the objective statements consistent and 24.3 % of the teachers are not sure about this issue.

For the 17<sup>th</sup> item, 61.4 % of the teachers think that program includes objectives which are in accordance with the daily lives of the students. On the other hand, only 10.0 % of the teachers think that program does not include objectives which are in accordance with the daily lives of the students. And, 28.6 % of the teachers are not sure about this issue.

For the 18<sup>th</sup> item, 50.0 % of the teachers think that the objectives of the program are achievable. However, 21.4 % of the teachers do not find the objectives of the program achievable and 28.6 % of the teachers are not sure about this issue.

For the 19<sup>th</sup> item, 61.4 % of the teachers think that the objectives are measurable. On the contrary, 12.9 % of the teachers think that the objectives are not measurable and 25.7 % of the teachers are not sure about this issue.

For the 20<sup>th</sup> item, 61.4 % of the teachers think that the overall and behavioural objectives are observable. On the other hand, 11.4 % of the teachers do not think that the overall and behavioural objectives are observable and 27.1 % of the teachers are not sure about this issue.

For the 21<sup>st</sup> item, 47.1 % of the teachers think that the objectives of the program are in accordance with the students' developmental levels. However, 32.9 % of the teachers do not think that the objectives of the program are in accordance with the students' developmental levels and 20.0 % of the teachers are not sure about this issue.

**5.2.c. What are the opinions of English language teachers in Burdur on the content of the English Language Curriculum implemented at the 5<sup>th</sup> grades?**

Table 12 shows the results:

**Table 12: The opinions of the teachers on the content of the 5<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
22	There are unity and parallelism in the content.	38	54.3	14	20.0	18	25.7
23	Content is enjoyable and instructive.	40	57.1	15	21.4	15	21.4
24	Content attracts the attention of the students.	40	57.1	15	21.4	15	21.4
25	The subjects are ordered from specific to general.	39	55.7	21	30.0	10	14.3
26	The subjects are ordered from simple to complex.	36	51.4	12	17.1	22	31.4
27	Content is meaningful for the students.	35	50.0	25	35.7	10	14.3
28	Program combines the four language skills (reading, writing, listening, speaking).	41	58.6	12	17.1	17	24.3
29	Content is suitable for the students' age levels.	27	38.6	16	22.9	27	38.6
30	Content has been selected according to the objectives.	41	58.6	19	27.1	10	14.3
31	Vocabulary and reading texts that the materials include are suitable for the students' linguistic levels.	22	31.4	11	15.7	37	52.9
32	There are enough vocabulary and reading texts in the materials.	50	71.4	8	11.4	12	17.1
33	Content is clear and understandable.	37	52.9	13	18.6	20	28.6
34	Content is intense.	48	68.6	7	10.0	15	21.4



For the 22<sup>nd</sup> item, 54.3 % of the teachers think that there are unity and parallelism in the content. On the other hand, 25.7 % of the teachers think that there are not unity and parallelism in the content and 20.0 % of the teachers are not sure about this issue.

For the 23<sup>rd</sup> item, 57.1 % of the teachers think that content is enjoyable and instructive. However, 21.4 % of the teachers think that content is not enjoyable and instructive and 21.4 % of the teachers are not sure about this issue.

For the 24<sup>th</sup> item, 57.1 % of the teachers think that content attracts the attention of the students. On the contrary, 21.4 % of the teachers do not think that the content is attractive for the students and 21.4 % of the teachers are not sure about this issue.

For the 25<sup>th</sup> item, 55.7 % of the teachers think that the subjects are ordered from specific to general. However, 14.3 % of the teachers do not think that the subjects are ordered from specific to general and 30.0 % of the teachers are not sure about this issue.

For the 26<sup>th</sup> item, 51.4 % of the teachers think that the subjects are ordered from simple to complex. On the other hand, 31.4 % of the teachers think that the subjects are not ordered from simple to complex and 17.1 % of the teachers are not sure about this issue.

For the 27<sup>th</sup> item, 50.0 % of the teachers think that content is meaningful for the students. On the contrary, 14.3 % of the teachers do not find the content meaningful for the students and 35.7 % of the teachers are not sure about this issue.

For the 28<sup>th</sup> item, 58.6 % of the teachers think that program combines the four language skills (reading, writing, listening, speaking). However, 24.3 % of the teachers think that program has not such a characteristic and 17.1 % of the teachers are not sure about this issue.

For the 29<sup>th</sup> item, 38.6 % of the teachers think that content is suitable for the students' age levels. On the other hand, 38.6 % of the teachers do not find the content suitable for the students' age levels and 22.9 % of the teachers are not sure about this issue.

For the 30<sup>th</sup> item, 58.6 % of the teachers think that content has been selected according to the objectives. However, 14.3 % of the teachers think that there is not a match between the content and the objectives and 27.1 % of the teachers are not sure about this issue.

For the 31<sup>st</sup> item, 31.4 % of the teachers think that vocabulary and reading texts that the materials include are suitable for the students' linguistic levels. On the contrary, 52.9 % of the teachers do not find vocabulary and reading texts that the materials include suitable for the students' linguistic levels and 15.7 % of the teachers are not sure about this issue.

For the 32<sup>nd</sup> item, 71.4 % of the teachers think that there are enough vocabulary and reading texts in the materials. However, 17.1 % of the teachers do not find vocabulary and reading texts in the materials and 11.4 % of the teachers are not sure about this issue.

For the 33<sup>rd</sup> item, 52.9 % of the teachers think that content is clear and understandable. On the contrary, 28.6 % of the teachers do not find the content clear and understandable and 18.6 of the teachers are not sure about this issue.

For the 34<sup>th</sup> item, 68.6 % of the teachers think that content is intense. On the other hand, 21.4 % of the teachers do not find the content intense and 10.0 % of the teachers are not sure about this issue.

**5.2.d. What are the opinions of English Language teachers in Burdur on the teaching/learning processes of the English Language Curriculum implemented at the 5<sup>th</sup> grades?**

The results are given in Table 13:

**Table 13: The opinions of the teachers on the teaching/learning processes of the 5<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
35	Program creates communicative atmosphere.	31	44.3	18	25.7	21	30.0
36	The learning / student-centered approach that the program proposes is applied effectively in the classroom.	30	42.9	26	37.1	14	20.0
37	The process-oriented approach that the program proposes is applicable in the classroom.	34	48.6	24	34.3	12	17.1
38	Methods and techniques are in accordance with the objectives.	48	68.6	13	18.6	9	12.9
39	Activities reveal the individual differences.	37	52.9	19	27.1	14	20.0
40	Program creates different learning environments (drama, game, song, etc.).	44	62.9	8	11.4	18	25.7
41	Methods and techniques that are proposed are applicable.	36	51.4	23	32.9	11	15.7
42	Program provides technology usage.	48	68.6	10	14.3	12	17.1
43	There are a lot of group works in activities.	46	65.7	11	15.7	13	18.6
44	Some methods and techniques are not suitable for the students' age and linguistic levels.	49	70.0	10	14.3	11	15.7

For the 35<sup>th</sup> item, 44.3 % of the teachers think that program creates communicative atmosphere. On the other hand, 30.0 % of the teachers do not think that program creates communicative atmosphere and 25.7 % of the teachers are not sure about this issue.

For the 36<sup>th</sup> item, 42.9 % of the teachers think that the learning/student-centered approach that the program proposes is applied effectively in the classroom. However, 20.0 % of the teachers do not think that the learning/student-centered approach that the program proposes is applied effectively in the classroom and 37.1 % of the teachers are not sure about this issue.

For the 37<sup>th</sup> item, 48.6 % of the teachers think that the process-oriented approach that the program proposes is applicable in the classroom. On the contrary, 17.1 % of the teachers do not think that the process-oriented approach that the program proposes is applicable in the classroom and 34.3 % of the teachers are not sure about this issue.

For the 38<sup>th</sup> item, 68.6 % of the teachers think that methods and techniques are in accordance with the objectives. However, 12.9 % of the teachers do not find the methods and techniques in accordance with the objectives and 18.6 % of the teachers are not sure about this issue.

For the 39<sup>th</sup> item, 52.9 % of the teachers think that activities reveal the individual differences. On the other hand, 20.0 % of the teachers do not think that activities have such a characteristic and 27.1 % of the teachers are not sure about this issue.

For the 40<sup>th</sup> item, 62.9 % of the teachers think that program creates different learning environments (drama, game, song, etc.). However, 25.7 % of the teachers think that program does not create different learning environments (drama, game, song, etc.) and 11.4 % of the teachers are not sure about this issue.

For the 41<sup>st</sup> item, 51.4 % of the teachers think that methods and techniques that are proposed are applicable. On the contrary, 15.7 % of the teachers do not find the methods and techniques that are proposed applicable and 32.9 % of the teachers are not sure about this issue.

For the 42<sup>nd</sup> item, 68.6 % of the teachers think that program provides technology usage. However, 17.1 % of the teachers think that program does not provide technology usage and 14.3 % of the teachers are not sure about this issue.

For the 43<sup>rd</sup> item, 65.7 % of the teachers think that there are a lot of group works in activities. On the contrary, 18.6 % of the teachers think that there are not a lot of group works in activities and 15.7 % of the teachers are not sure about this issue.

For the 44<sup>th</sup> item, 70.0 % of the teachers think that some methods and techniques are not suitable for the students' age and linguistic levels. On the other hand, 15.7 % of the teachers do not think that some methods and techniques are not suitable for the students' age and linguistic levels and 14.3 % of the teachers are not sure about this issue.

**5.2.e. What are the opinions of English Language teachers in Burdur on the evaluation component of the English Language Curriculum implemented at the 5<sup>th</sup> grades?**

Table 14 displays the results:

**Table 14: The opinions of the teachers on the evaluation of the 5<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
45	Explanations in the program for the evaluation component are enough.	22	31.4	25	35.7	23	32.9
46	The evaluation examples in the program are applicable in the classroom.	37	52.9	16	22.9	17	24.3
47	The evaluation examples measure the objectives.	35	50.0	25	35.7	10	14.3
48	Program provides the use of alternative assessment techniques.	44	62.9	11	15.7	15	21.4
49	Program enables the students to evaluate themselves.	22	31.4	31	44.3	16	22.9
50	Portfolio assessment that the program proposes is applied effectively.	20	28.6	26	37.1	24	34.3
51	Project and performance homework enable the students to learn the subjects better.	40	57.1	14	20.0	16	22.9
52	Performance homework is useful for evaluation.	39	55.7	14	20.0	17	24.3

For the 45<sup>th</sup> item, 31.4 % of the teachers think that explanations in the program for the evaluation component are enough. However, 32.9 % of the teachers do not find the explanations in the program for the evaluation component enough and 35.7 % of the teachers are not sure about this issue.

For the 46<sup>th</sup> item, 52.9 % of the teachers think that the evaluation examples in the program are applicable in the classroom. On the other hand, 24.3 % of the teachers do not find the evaluation examples in the program applicable in the classroom and 22.9 % of the teachers are not sure about this issue.

For the 47<sup>th</sup> item, 50.0 % of the teachers think that the evaluation examples measure the objectives. On the contrary, 14.3 % of the teachers think that the evaluation examples do not measure the objectives and 35.7 % of the teachers are not sure about this issue.

For the 48<sup>th</sup> item, 62.9 % of the teachers think that program provides the use of alternative assessment techniques. However, 21.4 % of the teachers think that program does not provide the use of alternative assessment techniques and 15.7 % of the teachers are not sure about this issue.

For the 49<sup>th</sup> item, 31.4 % of the teachers think that program enables the students to evaluate themselves. On the contrary, 22.9 % of the teachers think that program does not enable the students to evaluate themselves and 44.3 % of the teachers are not sure about this issue.

For the 50<sup>th</sup> item, 28.6 % of the teachers think that portfolio assessment that the program proposes is applied effectively. However, 34.3 % of the teachers do not find the portfolio assessment that the program proposes applicable and 37.1 % of the teachers are not sure about this issue.

For the 51<sup>st</sup> item, 57.1 % of the teachers think that project and performance homework enable the students to learn the subjects better. On the other hand, 22.9 % of the teachers do not think that project and performance homework enable the students to learn the subjects better and 20.0 % of the teachers are not sure about this issue.

For the 52<sup>nd</sup> item, 55.7 % of the teachers think that Performance homework is useful for evaluation. However, 24.3 % of the teachers do not find performance homework useful for evaluation and 20.0 % of the teachers are not sure about this issue.

#### **5.2.f. The answers given to the open-ended questions in relation to the 5<sup>th</sup> grade syllabus:**

In addition to these results retrieved from the questionnaires, the weaknesses and the difficulties stated by the teachers in the interviews are the same as the 4<sup>th</sup> grades. In addition, the teachers emphasize that:

The curriculum is not in accordance with the students' linguistic levels. So, it is difficult to implement the curriculum. The curriculum and content are too intense. The teacher manuals do not guide the teachers adequately. The order of units is not appropriate. The units are not ordered from simple to complex. There are too many intense reading passages. The activities and subjects do not attract the students' attention. The units, reading passages, and vocabulary are not in accordance with the students' linguistic levels. The students have difficulty in carrying out the activities.

**5.2.g. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and the gender of the teachers?**

According to the independent samples t-test results, no significant difference was found between the opinions of teachers on the curriculum and their gender ( $p>0.05$ ). Thus, it can be said that both female and male teachers have approximately the same attitudes toward the curriculum in application (Table 15).

**Table 15: Gender Differences among the Teachers**

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
<b>General Characteristics</b>	M	15	28.2	4.57	.850	68	.398
	F	55	29.6	5.84			
<b>Goals/Objectives</b>	M	15	15.7	2.57	.890	68	.377
	F	55	16.7	4.26			
<b>Content</b>	M	15	29.7	5.72	.016	68	.987
	F	55	29.7	6.64			
<b>Teaching/learning Process</b>	M	15	22.8	5.06	.827	68	.411
	F	55	24.0	5.08			
<b>Evaluation</b>	M	15	16.8	3.75	.848	68	.399
	F	55	17.9	4.42			

M: male, F: female



**5.2.h. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and teaching experiences of the teachers?**

According to the results, 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 curriculum and components (Table 16).

**Table 16: Teaching Experience Differences among the Teachers**

	<b>Teaching Experiences</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
<b>General Characteristics</b>	1-5 years	50	29.4	5.48	.242	68	.810
	6 years and over	20	29.1	5.99			
<b>Goals Objectives</b>	1-5 years	50	16.7	3.96	.521	68	.604
	6 years and over	20	16.1	4.05			
<b>Content</b>	1-5 years	50	29.8	6.59	.211	68	.834
	6 years and over	20	29.5	6.09			
<b>Teaching/learning Process</b>	1-5 years	50	23.8	5.17	.030	68	.976
	6 years and over	20	23.8	4.91			
<b>Evaluation</b>	1-5 years	50	17.9	4.22	.677	68	.501
	6 years and over	20	17.1	4.49			

**5.2.i. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and the department they graduated from?**

According to the results, no significant difference was found between the opinions of teachers on the curriculum, components of goals and objectives, content, teaching/learning process, evaluation and the department that the teachers graduated from ( $p>0.05$ ) (Table 17).

**Table 17: The Department Differences among the Teachers**

	Department	N	Mean	SD	F	df	Sig.
<b>General Characteristics</b>	ELT	52	28.9	5.45	.643	69	.529
	Literature	12	31.0	4.93			
	Other	6	29.5	8.11			
<b>Goals/Objectives</b>	ELT	52	16.2	4.14	.650	69	.525
	Literature	12	17.0	2.81			
	Other	6	18.0	4.51			
<b>Content</b>	ELT	52	29.3	6.57	.818	69	.446
	Literature	12	30.0	5.10			
	Other	6	32.8	7.46			
<b>Teaching/learning Process</b>	ELT	52	23.1	5.35	2.079	69	.133
	Literature	12	25.4	2.84			
	Other	6	26.6	4.84			
<b>Evaluation</b>	ELT	52	17.3	4.34	.686	69	.507
	Literature	12	18.6	4.00			
	Other	6	18.8	4.53			

**5.2.j. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 5<sup>th</sup> grades and their participation in in- service training programs?**

According to the results, no significant difference was found between the opinions of teachers on the curriculum and their participation in the seminars ( $p>0.05$ ) (Table 18).

**Table 18: The differences with respect to participation in in-service training among the teachers**

	Seminar	N	Mean	SD	F	df	Sig.
<b>General Characteristics</b>	0-5	24	29.0	5.39	.114	69	.893
	6-10	22	29.2	5.39			
	11-15	24	29.7	6.15			
<b>Goals/Objectives</b>	0-5	24	16.6	3.57	.227	69	.798
	6-10	22	16.0	3.55			
	11-15	24	16.8	4.75			
<b>Content</b>	0-5	24	29.3	6.39	.298	69	.743
	6-10	22	29.2	6.55			
	11-15	24	30.5	6.50			
<b>Teaching/learning Process</b>	0-5	24	23.5	5.21	.100	69	.905
	6-10	22	24.2	4.84			
	11-15	24	23.7	5.31			
<b>Evaluation</b>	0-5	24	18.0	3.82	.292	69	.748
	6-10	22	17.1	4.15			
	11-15	24	17.8	4.92			

### **5.3. The Results of the Teachers' Opinions on the Curriculum of 6<sup>th</sup> Grades:**

The results of the teachers' opinions on the curriculum of 6<sup>th</sup> grades are as follows:

#### **5.3.a. What are the opinions of English language teachers in Burdur on the general characteristics of the English Language Curriculum applied at the 6<sup>th</sup> grades?**

The results are shown in Table 19:

**Table 19: The opinions of the teachers on the general characteristics of 6<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
1	Program is applicable in general.	49	70.0	14	20.0	7	10.0
2	Course hours per week are enough to apply this program.	20	28.6	4	5.7	46	65.7
3	Program guides the teachers effectively in the process of implementation.	28	40.0	17	24.3	25	35.7
4	New program makes the learning more enjoyable and permanent.	38	54.3	21	30.0	11	15.7
5	More in-service training programs are needed for an effective implementation.	31	44.3	16	22.9	23	32.9
6	Program enables the students to think critically, to solve problems, to produce, and to be active in the process of learning language.	40	57.1	21	30.0	9	12.9
7	The class size has a negative effect on the implementation of the program effectively.	41	58.6	5	7.1	24	34.3
8	This program enables the students to like learning English.	36	51.4	22	31.4	12	17.1
9	Program can be applied to the students who have learning handicap.	10	14.3	21	30.0	39	55.7
10	Program provides cultural transfer.	31	44.3	19	27.1	19	27.1
11	The physical conditions of school and classroom have a negative effect on the implementation of the program effectively.	32	45.7	8	11.4	30	42.9
12	Program enables the students to gain the ability of studying independently in the process of learning language.	28	40.0	29	41.4	13	18.6
13	Program can be applied to the students at different linguistic levels.	16	22.9	22	31.4	31	44.3
14	Program enables the students to learn language outside the classroom, too.	28	40.0	25	35.7	17	24.3

As it is seen in Table 19, 70.0 % of teachers think that program is applicable in general. On the other hand, while 20.0 % of them are not sure about the applicability of the curriculum in general, 10.0 % of teachers think that program is not applicable in general.

For the 2<sup>nd</sup> item, 65.7 % of the teachers think that course hours per week are not enough to apply this curriculum effectively. On the other hand, 28.6 % of the teachers find the course hours per week enough for the implementation of the curriculum and 5.7 % of the teachers are not sure about this issue.

For the 3<sup>rd</sup> item, 40.0 % of the teachers think that program guides the teachers effectively in the process of implementation. However, 35.7 % of the teachers do not find the program guidance enough and 24.3 % of the teachers are not sure about this issue.

For the 4<sup>th</sup> item, 54.3 % of the teachers think that new program makes the learning more enjoyable and permanent. On the other hand, 15.7 % of the teachers do not think that new program makes the learning more enjoyable and permanent and 30.0 % of the teachers are not sure about this issue.

For the 5<sup>th</sup> item, 44.3 % of the teachers think that more in-service training programs are needed for an effective implementation. However, while 32.9 % of the teachers find the in-service training programs enough, 22.9 % of the teachers are not sure about this issue.

For the 6<sup>th</sup> item, 57.1 % of the teachers think that program enables the students to think critically, to solve problems, to produce, and to be active in the process of learning language. On the other hand, 12.9 % of the teachers do not think that program has such a characteristic. And, 30.0 % of the teachers are not sure about this issue.

For the 7<sup>th</sup> item, 58.6 % of the teachers think that the class size has a negative effect on the implementation of the program effectively. However, 34.3 % of the teachers do not regard the class size as a negative effect on the implementation of the curriculum effectively and 7.1 % of the teachers are not sure about this issue.

For the 8<sup>th</sup> item, 51.4 % of the teachers think that this program enables the students to like learning English. On the other hand, 17.1 % of the teachers do not think that program makes the students enjoy learning English. And, 31.4 % of the teachers are not sure about this issue.

For the 9<sup>th</sup> item, 55.7 % of the teachers think that program cannot be applied to the students who have learning handicap. However, 14.3 % of the teachers think that program can be applied to the students who have learning handicap and 30.0 % of the teachers are not sure about this issue.

For the 10<sup>th</sup> item, 44.3 % of the teachers think that program provides cultural transfer. On the other hand, 27.1 % of the teachers do not think that program provides cultural transfer and 27.1 % of the teachers are not sure about this issue.

For the 11<sup>th</sup> item, 45.7 % of the teachers think that the physical conditions of school and classroom have a negative effect on the implementation of the program effectively. On the other hand, 42.9 % of the teachers do not regard the physical conditions of school and classroom as a negative effect on the implementation of the curriculum and 11.4 % of the teachers are not sure about this issue.

For the 12<sup>th</sup> item, 40.0 % of the teachers think that program enables the students to gain the ability of studying independently in the process of learning language. However, 18.6 % of the teachers do not think that the curriculum has such a characteristic and 41.4 % of the teachers are not sure about this issue.

For the 13<sup>th</sup> item, 44.3 % of the teachers think that program cannot be applied to the students at different linguistic levels. On the other hand, 22.9 % of the

teachers find the curriculum applicable for the students at different linguistic levels and 31.4 % of the teachers are not sure about this issue.

For the 14<sup>th</sup> item, 40.0 % of the teachers think that program enables the students to learn language outside the classroom, too. However, 24.3 % of the teachers do not think that program enables the students to learn language outside the classroom, too. And, 35.7 % of the teachers are not sure about this issue.

### 5.3.b. What are the opinions of English Language teachers in Burdur on the objectives/outcomes of the English Language Curriculum implemented at the 6<sup>th</sup> grades?

Table 20 show the results:

**Table 20: The opinions of the teachers on the goals and objectives of the 6<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
15	The objective statements are understandable.	45	64.3	13	18.6	12	17.1
16	The objective statements are consistent.	40	57.1	16	22.9	14	20.0
17	Program includes objectives which are in accordance with the daily lives of the students.	41	58.6	21	30.0	7	10.0
18	The objectives of the program are achievable.	36	51.4	20	28.6	14	20.0
19	The objectives are measurable.	42	60.0	20	28.6	8	11.4
20	The overall and behavioural objectives are observable.	41	58.6	19	27.1	10	14.3
21	The objectives of the program are in accordance with the students' developmental levels.	34	48.6	20	28.6	16	22.9



For the 15<sup>th</sup> item, 64.3 % of the teachers think that the objective statements are understandable. On the other hand, 17.1 % of the teachers do not find the objective statements understandable and 18.6 % of the teachers are not sure about this issue.

For the 16<sup>th</sup> item, 57.1 % of the teachers think that the objective statements are consistent. However, 20.0 % of the teachers do not find the objective statements consistent and 22.9 % of the teachers are not sure about this issue.

For the 17<sup>th</sup> item, 58.6 % of the teachers think that program includes objectives which are in accordance with the daily lives of the students. On the other hand, only 10.0 % of the teachers think that program does not include objectives which are in accordance with the daily lives of the students. And, 30.0 % of the teachers are not sure about this issue.

For the 18<sup>th</sup> item, 51.4 % of the teachers think that the objectives of the program are achievable. However, 20.0 % of the teachers do not find the objectives of the program achievable and 28.6 % of the teachers are not sure about this issue.

For the 19<sup>th</sup> item, 60.0 % of the teachers think that the objectives are measurable. On the contrary, 11.4 % of the teachers think that the objectives are not measurable and 28.6 % of the teachers are not sure about this issue.

For the 20<sup>th</sup> item, 58.6 % of the teachers think that the overall and behavioural objectives are observable. On the other hand, 14.3 % of the teachers do not think that the overall and behavioural objectives are observable and 27.1 % of the teachers are not sure about this issue.

For the 21<sup>st</sup> item, 48.6 % of the teachers think that the objectives of the program are in accordance with the students' developmental levels. However, 22.9 % of the teachers do not think that the objectives of the program are in accordance with the students' developmental levels and 28.6 % of the teachers are not sure about this issue.

**5.3.c. What are the opinions of English Language teachers in Burdur on the content of the English Language Curriculum implemented at the 6<sup>th</sup> grades?**

Table 21 displays the results:

**Table 21: The opinions of the teachers on the content of the 6<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
22	There are unity and parallelism in the content.	40	57.1	19	27.1	11	15.7
23	Content is enjoyable and instructive.	39	55.7	18	25.7	13	18.6
24	Content attracts the attention of the students.	40	57.1	17	24.3	13	18.6
25	The subjects are ordered from specific to general.	45	64.3	12	17.1	13	18.6
26	The subjects are ordered from simple to complex.	49	70.0	8	11.4	13	18.6
27	Content is meaningful for the students.	39	55.7	22	31.4	9	12.9
28	Program combines the four language skills (reading, writing, listening, speaking).	43	61.4	12	17.1	15	21.4
29	Content is suitable for the students' age levels.	32	45.7	16	22.9	22	31.4
30	Content has been selected according to the objectives.	43	61.4	19	27.1	8	11.4
31	Vocabulary and reading texts that the materials include are suitable for the students' linguistic levels.	28	40.0	10	14.3	32	45.7
32	There are enough vocabulary and reading texts in the materials.	50	71.4	7	10.0	13	18.6
33	Content is clear and understandable.	36	51.4	18	25.7	16	22.9
34	Content is intense.	49	70.0	10	14.3	11	15.7

For the 22<sup>nd</sup> item, 57.1 % of the teachers think that there are unity and parallelism in the content. On the other hand, 15.7 % of the teachers think that there are not unity and parallelism in the content and 27.1 % of the teachers are not sure about this issue.

For the 23<sup>rd</sup> item, 55.7 % of the teachers think that content is enjoyable and instructive. However, 18.6 % of the teachers think that content is not enjoyable and instructive and 25.7 % of the teachers are not sure about this issue.

For the 24<sup>th</sup> item, 57.1 % of the teachers think that content attracts the attention of the students. On the contrary, 18.6 % of the teachers do not think that the content is attractive for the students and 24.3 % of the teachers are not sure about this issue.

For the 25<sup>th</sup> item, 64.3 % of the teachers think that the subjects are ordered from specific to general. However, 18.6 % of the teachers do not think that the subjects are ordered from specific to general and 17.1 % of the teachers are not sure about this issue.

For the 26<sup>th</sup> item, 70.0 % of the teachers think that the subjects are ordered from simple to complex. On the other hand, 18.6 % of the teachers think that the subjects are not ordered from simple to complex and 11.4 % of the teachers are not sure about this issue.

For the 27<sup>th</sup> item, 55.7 % of the teachers think that content is meaningful for the students. On the contrary, 12.9 % of the teachers do not find the content meaningful for the students and 31.4 % of the teachers are not sure about this issue.

For the 28<sup>th</sup> item, 61.4 % of the teachers think that program combines the four language skills (reading, writing, listening, speaking). However, 21.4 % of the teachers think that program has not such a characteristic and 17.1 % of the teachers are not sure about this issue.

For the 29<sup>th</sup> item, 45.7 % of the teachers think that content is suitable for the students' age levels. On the other hand, 31.4 % of the teachers do not find the content suitable for the students' age levels and 22.9 % of the teachers are not sure about this issue.

For the 30<sup>th</sup> item, 61.4 % of the teachers think that content has been selected according to the objectives. However, 11.4 % of the teachers think that there is not a match between the content and the objectives and 27.1 % of the teachers are not sure about this issue.

For the 31<sup>st</sup> item, 40.0 % of the teachers think that vocabulary and reading texts that the materials include are suitable for the students' linguistic levels. On the contrary, 45.7 % of the teachers do not find vocabulary and reading texts that the materials include suitable for the students' linguistic levels and 14.3 % of the teachers are not sure about this issue.

For the 32<sup>nd</sup> item, 71.4 % of the teachers think that there are enough vocabulary and reading texts in the materials. However, 18.6 % of the teachers do not find vocabulary and reading texts in the materials and 10.0 % of the teachers are not sure about this issue.

For the 33<sup>rd</sup> item, 51.4 % of the teachers think that content is clear and understandable. On the contrary, 22.9 % of the teachers do not find the content clear and understandable and 25.7 % of the teachers are not sure about this issue.

For the 34<sup>th</sup> item, 70.0 % of the teachers think that content is intense. On the other hand, 15.7 % of the teachers do not find the content intense and 14.3 % of the teachers are not sure about this issue.

**5.3.d. What are the opinions of English Language teachers in Burdur on the teaching/learning processes of the English Language Curriculum implemented at the 6<sup>th</sup> grades?**

Table 22 shows the results:

**Table 22: The opinions of the teachers on the teaching/learning processes of the 6<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
35	Program creates communicative atmosphere.	32	45.7	21	30.0	17	24.3
36	The learning / student- centered approach that the program proposes is applied effectively in the classroom.	30	42.9	28	40.0	12	17.1
37	The process-oriented approach that the program proposes is applicable in the classroom.	34	48.6	23	32.9	13	18.6
38	Methods and techniques are in accordance with the objectives.	48	68.6	16	22.9	6	8.6
39	Activities reveal the individual differences.	41	58.6	17	24.3	12	17.1
40	Program creates different learning environments (drama, game, song, etc.).	38	54.3	15	21.4	17	24.3
41	Methods and techniques that are proposed are applicable.	34	48.6	26	37.1	10	14.3
42	Program provides technology usage.	50	71.4	10	14.3	10	14.3
43	There are a lot of group works in activities.	45	64.3	11	15.7	14	20.0
44	Some methods and techniques are not suitable for the students' age and linguistic levels.	43	61.4	11	15.7	16	22.9

For the 35<sup>th</sup> item, 45.7 % of the teachers think that program creates communicative atmosphere. On the other hand, 24.3 % of the teachers do not think that program creates communicative atmosphere and 30.0 % of the teachers are not sure about this issue.

For the 36<sup>th</sup> item, 42.9 % of the teachers think that the learning / student-centered approach that the program proposes is applied effectively in the classroom. However, 17.1 % of the teachers do not think that the learning/student-centered approach that the program proposes is applied effectively in the classroom and 40.0 % of the teachers are not sure about this issue.

For the 37<sup>th</sup> item, 48.6 % of the teachers think that the process-oriented approach that the program proposes is applicable in the classroom. On the contrary, 18.6 % of the teachers do not think that the process-oriented approach that the program proposes is applicable in the classroom and 32.9 % of the teachers are not sure about this issue.

For the 38<sup>th</sup> item, 68.6 % of the teachers think that methods and techniques are in accordance with the objectives. However, 8.6 % of the teachers do not find the methods and techniques in accordance with the objectives and 22.9 % of the teachers are not sure about this issue.

For the 39<sup>th</sup> item, 58.6 % of the teachers think that activities reveal the individual differences. On the other hand, 17.1 % of the teachers do not think that activities have such a characteristic and 24.3 % of the teachers are not sure about this issue.

For the 40<sup>th</sup> item, 54.3 % of the teachers think that program creates different learning environments (drama, game, song, etc.). However, 24.3 % of the teachers think that program does not create different learning environments (drama, game, song, etc.) and 21.4 % of the teachers are not sure about this issue.

For the 41<sup>st</sup> item, 48.6 % of the teachers think that methods and techniques that are proposed are applicable. On the contrary, 14.3 % of the teachers do not find the methods and techniques that are proposed applicable and 37.1 % of the teachers are not sure about this issue.

For the 42<sup>nd</sup> item, 71.4 % of the teachers think that program provides technology usage. However, 14.3 % of the teachers think that program does not provide technology usage and 14.3 % of the teachers are not sure about this issue.

For the 43<sup>rd</sup> item, 64.3 % of the teachers think that there are a lot of group works in activities. On the contrary, 20.0 % of the teachers think that there are not a lot of group works in activities and 15.7 % of the teachers are not sure about this issue.

For the 44<sup>th</sup> item, 61.4 % of the teachers think that some methods and techniques are not suitable for the students' age and linguistic levels. On the other hand, 22.9 % of the teachers do not think that some methods and techniques are not suitable for the students' age and linguistic levels and 15.7 % of the teachers are not sure about this issue.

**5.3.e. What are the opinions of English Language teachers in Burdur on the evaluation of the English Language Curriculum implemented at the 6<sup>th</sup> grades?**

The results are given in Table 23:

**Table 23: The opinions of the teachers on the evaluation of the 6<sup>th</sup> grade curriculum**

Item	Questions	I agree		I'm not sure		I don't agree	
		F	%	F	%	F	%
45	Explanations in the program for the evaluation component are enough.	22	31.4	24	34.3	24	34.3
46	The evaluation examples in the program are applicable in the classroom.	37	52.9	16	22.9	17	24.3
47	The evaluation examples measure the objectives.	38	54.3	23	32.9	9	12.9
48	Program provides the use of alternative assessment techniques.	40	57.1	13	18.6	16	22.9
49	Program enables the students to evaluate themselves.	26	37.1	29	41.4	15	21.4
50	Portfolio assessment that the program proposes is applied effectively.	23	32.9	26	37.1	21	30.0
51	Project and performance homework enable the students to learn the subjects better.	41	58.6	13	18.6	16	22.9
52	Performance homework is useful for evaluation.	41	58.6	14	20.0	15	21.4

For the 45<sup>th</sup> item, 31.4 % of the teachers think that explanations in the program for the evaluation component are enough. However, 34.3 % of the teachers do not find the explanations in the program for the evaluation component enough and 34.3 % of the teachers are not sure about this issue.

For the 46<sup>th</sup> item, 52.9 % of the teachers think that the evaluation examples in the program are applicable in the classroom. On the other hand, 24.3 % of the teachers do not find the evaluation examples in the program applicable in the classroom and 22.9 % of the teachers are not sure about this issue.

For the 47<sup>th</sup> item, 54.3 % of the teachers think that the evaluation examples measure the objectives. On the contrary, 12.9 % of the teachers think that the



evaluation examples do not measure the objectives and 32.9 % of the teachers are not sure about this issue.

For the 48<sup>th</sup> item, 57.1 % of the teachers think that program provides the use of alternative assessment techniques. However, 22.9 % of the teachers think that program does not provide the use of alternative assessment techniques and 18.6 % of the teachers are not sure about this issue.

For the 49<sup>th</sup> item, 37.1 % of the teachers think that program enables the students to evaluate themselves. On the contrary, 21.4 % of the teachers think that program does not enable the students to evaluate themselves and 41.4 % of the teachers are not sure about this issue.

For the 50<sup>th</sup> item, 32.9 % of the teachers think that portfolio assessment that the program proposes is applied effectively. However, 30.0 % of the teachers do not find the portfolio assessment that the program proposes applicable and 37.1 % of the teachers are not sure about this issue.

For the 51<sup>st</sup> item, 58.6 % of the teachers think that project and performance homework enable the students to learn the subjects better. On the other hand, 22.9 % of the teachers do not think that project and performance homework enable the students to learn the subjects better and 18.6 % of the teachers are not sure about this issue.

For the 52<sup>nd</sup> item, 58.6 % of the teachers think that performance homework is useful for evaluation. However, 21.4 % of the teachers do not find performance homework useful for evaluation and 20.0 % of the teachers are not sure about this issue.

**5.3.f. The answers given to the open-ended questions in relation to the 6<sup>th</sup> grade syllabus:**

In addition to these results retrieved from the questionnaires, the weaknesses and the difficulties stated by the teachers in the interviews are the same as the 4<sup>th</sup> and 5<sup>th</sup> grades. In addition, the teachers state that:

The studies for the Level Identification Exam prevent the implementation of the curriculum effectively. The content is too intense. The activities are not understandable and easy.

**5.3.g. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and the gender of the teachers?**

According to the independent samples t-test results, no significant difference was found between the opinions of teachers on the curriculum and their gender ( $p > 0.05$ ). Thus, it can be said that both female and male teachers have approximately the same attitudes toward the curriculum in application (Table 24).

**Table 24: Gender Differences among the Teachers**

	Gender	N	Mean	SD	t	df	Sig.
<b>General Characteristics</b>	M	15	30.3	4.36	.541	68	.590
	F	55	29.5	5.42			
<b>Goals/Objectives</b>	M	15	16.6	3.26	.152	68	.880
	F	55	16.8	3.97			
<b>Content</b>	M	15	31.4	5.80	.334	68	.739
	F	55	30.7	6.49			
<b>Teaching/learning Process</b>	M	15	24.2	4.14	.339	68	.736
	F	55	23.7	4.93			
<b>Evaluation</b>	M	15	18.4	3.45	.504	68	.616
	F	55	17.7	4.53			

**5.3.h. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and the teaching experiences of the teachers?**

According to the results, 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 curriculum and components (Table 25).

**Table 25: Teaching Experience Differences among the Teachers**

	<b>Teaching Experiences</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
<b>General Characteristics</b>	1-5 years	50	29.6	5.21	.014	68	.989
	6 years and over	20	29.7	5.28			
<b>Goals/Objectives</b>	1-5 years	50	17.0	3.55	.832	68	.409
	6 years and over	20	16.2	4.43			
<b>Content</b>	1-5 years	50	31.0	6.25	.303	68	.763
	6 years and over	20	30.5	6.61			
<b>Teaching/learning Process</b>	1-5 years	50	24.0	4.72	.530	68	.598
	6 years and over	20	23.3	4.91			
<b>Evaluation</b>	1-5 years	50	18.0	4.17	.549	68	.585
	6 years and over	20	17.4	4.72			

**5.3.i. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and the department they graduated from?**

According to the results, no significant difference was found between the opinions of teachers on the curriculum, components of goals and objectives, content, teaching/learning process, evaluation and the department that the teachers graduated from ( $p>0.05$ ) (Table 26).

**Table 26: The Department Differences among the Teachers**

	<b>Department</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>df</b>	<b>Sig.</b>
<b>General Characteristics</b>	ELT	52	29.7	4.96	.026	69	.974
	Literature	12	29.4	5.58			
	Other	6	29.5	7.28			
<b>Goals/Objectives</b>	ELT	52	16.8	3.90	.707	69	.497
	Literature	12	15.9	3.55			
	Other	6	18.1	3.60			
<b>Content</b>	ELT	52	30.8	6.49	.524	69	.594
	Literature	12	30.1	4.91			
	Other	6	33.3	7.65			
<b>Teaching/learning Process</b>	ELT	52	23.2	5.06	1.448	69	.242
	Literature	12	25.2	2.52			
	Other	6	25.8	4.87			
<b>Evaluation</b>	ELT	52	17.8	4.52	.209	69	.812
	Literature	12	17.7	3.64			
	Other	6	19.0	4.19			

**5.3.j. Is there a difference between the opinions of English Language teachers in Burdur on the English Language Curriculum implemented at the 6<sup>th</sup> grades and their participation in in-service training programs?**

According to the results, no significant difference was found between the opinions of teachers on the curriculum, components of goals and objectives, content, teaching/learning process, evaluation and the seminars that the teachers participated in ( $p>0.05$ ) (Table 27).

**Table 27: The differences with respect to participation in in-service training programs among the teachers**

	Seminar	N	Mean	SD	F	df	Sig.
<b>General Characteristics</b>	0-5	23	29.6	4.67	.095	69	.909
	6-10	23	30.0	5.40			
	11-15	24	29.3	5.65			
<b>Goals/Objectives</b>	0-5	23	16.9	3.16	.183	69	.833
	6-10	23	17.0	3.74			
	11-15	24	16.4	4.50			
<b>Content</b>	0-5	23	30.7	6.44	.029	69	.971
	6-10	23	31.1	5.89			
	11-15	24	30.8	6.82			
<b>Teaching/learning Process</b>	0-5	23	24.1	4.93	.305	69	.738
	6-10	23	24.1	4.61			
	11-15	24	23.2	4.85			
<b>Evaluation</b>	0-5	23	18.3	4.52	.169	69	.845
	6-10	23	17.5	3.81			
	11-15	24	17.8	4.69			

## 5.4. Discussion

The findings of the present study show that the teachers implementing the curriculum of the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades have strong positive opinions about the applicability of the curriculum (88.6 %, 71.4 %, and 70 % respectively). However, more than half of the teachers for all the three grades think that the allocated course hour is not enough (68.5 %, 63.5 %, 71.4 %), the curriculum does not provide cultural transfer (54.3 %, 60 %, 54.2 %), the physical conditions of the classroom (55.8 %, 52.9 %, 54.3 %) and the class size have negative effect (64.3 %, 65.7 %, 58.6 %), the curriculum does not meet the needs of students at different linguistic levels (65.6 %, 77.1 %, 75.7 %), it does not enable the students learn to the language outside the classroom (57.3 %, 62.8 %, 60 %), and the curriculum does not develop learner autonomy (52.8 %, 58.6 %, 60 %). The teachers have varying opinions on the issues that the curriculum guides the teachers effectively (55.7 %, 35.7 %, 40 %), the curriculum makes the learning more enjoyable and permanent (75.7 %, 48.6 %, 54.3 %), more in-service training is needed for effective implementation (52.9 %, 48.6 %, 44.3 %), the curriculum enables the students to think critically (71.4 %, 50 %, 57.1 %), and the curriculum enables the students to like learning English (71.4 %, 45.7 %, 51.4). A strong agreement is found on the view that the curriculum cannot be applied to the students with special needs (78.5 %, 84.3 %, 85.7 %). From these aspects, the results of the study overlap with the results of the studies carried out by Küçük (2008), Er (2006), Öztürk (2006), and Yanık (2008). The findings indicate that the three curricula are found to be applicable by most of the teachers. However, especially the 4<sup>th</sup> and the 6<sup>th</sup> grades' curricula are weak on the points of developing critical thinking, learner autonomy, and addressing diversity in learning. There are also some other problems on the course hours, classroom size, and physical conditions.

For the second dimension of the questionnaire, that is the goals and objectives of the curriculum, most of the teachers think that the objective statements are understandable (72.9 %, 60 %, 64.3 %). A decreasing level of frequency was

found with respect to the issues that objectives are in accordance with the students' daily lives (77.1 %, 61.4 %, 58.6 %) and that the objectives are measurable (77.4 %, 61.4 %, 60%) and observable (78.6 %, 61.4 %, 58.6). More than half of the teachers think that objective statements are consistent (67.1 %, 51.4 %, 57.1 %) and achievable (64.3 %, 50%, 51.4 %). Yet, again there is a decreasing level of frequency in these items (Items 16 and 18). Although more than half of the teachers believe that the objectives of the 4<sup>th</sup> grade curriculum are in accordance with the students' developmental levels (65.7 %), for the objectives of the 5<sup>th</sup> and 6<sup>th</sup> grades' curricula, the teachers do not find such an accordance (47.1 %, 48.6 % respectively). These findings are also in consistency with the previous studies (Küçük. 2008; Er, 2006; Zincir, 2006; Yanık, 2008; Sak, 2008). The findings of our study indicate that the 5<sup>th</sup> and the 6<sup>th</sup> grades curricula objectives are thought to be problematic with respect to consistency, achievability, appropriateness to the students' developmental levels.

In relation to the content dimension, we found that most of the teachers find the content of the 4<sup>th</sup> grade curriculum unified (81.4 %); enjoyable and instructive (81.4 %); clear and understandable (80 %); ordered from specific to general (71.4 %) and from simple to complex (81.4 %); meaningful for students (75.7 %); and concurrent with the objectives (80 %). However, the level of frequencies for these items decreases and it is about 50 % for the 5<sup>th</sup> and 6<sup>th</sup> grades curricula. For the all three curricula, we found similar ranges of frequencies in relation to the content's being intense (57.1 %, 68.6 %, 70 %). Again, for all the curricula under investigation, more than half of the teachers think that the curricula combine four language skills (62.9 %, 58.6 %, 61.4 %). Although more than half of the teachers believe that the content is suitable for the students' age levels and vocabulary and reading texts are suitable for the students' linguistic levels in the 4<sup>th</sup> grade curriculum, a remarkable decrease is found in the level of frequencies of the 5<sup>th</sup> and 6<sup>th</sup> grades curricula (65.7 %, 38.6 %, 45.7 % and 62.9 %, 31.4 %, 40 % respectively). The findings that the content and units are partly too intense and some of them are not in accordance with the students' linguistic levels are in consensus with the previous studies (Küçük, 2008; Er, 2006; Yanık, 2008; Sak, 2008).

In terms of teaching/learning processes, we found varying level of frequencies for the all curricula. While for the 4<sup>th</sup> grade curriculum, half of the teachers have positive opinions on the issues that the curriculum creates communicative atmosphere (55.7 %), learning/student-centered approach is effectively applied (58.6 %) and the process-oriented approach is applicable in the classroom (60 %), for the 5<sup>th</sup> and 6<sup>th</sup> grades curricula less than half of the teachers agree on these issues (44.3 %, 45.7 %; 42.9 %, 42.9; 48.6 %, 48.6 % respectively). For all the three curricula, though with a decreasing level of frequency in the 5<sup>th</sup> and 6<sup>th</sup> grades, more than half of the teachers believe that methods and techniques are in accordance with the objectives (87.1 %, 68.6 %, 68.6 %) activities reveal the individual differences (70 %, 52.9 %, 58.6 %), the curricula creates different learning environments (72.9 %, 62.9 %, 54.3 %), allows technology usage (75.7 %, 68.6 %, 71.4 %). On the other hand, while more than half of the teachers find the methods and techniques proposed for the 4<sup>th</sup> and 5<sup>th</sup> grades applicable (71.4 %, 51.4 %), less than half of the teachers find the methods and techniques proposed for the 6<sup>th</sup> grade applicable (48.6 %). Again, more than half of the teachers do not find some of the methods and techniques suitable for the students (60 %, 70 %, 61.4 %). Similar results were found in the previous studies (Küçük, 2008; Er, 2006; Yanık, 2008; Sak, 2008).

Lastly, the results for the evaluation dimension revealed that half of the teachers think that the evaluation examples are applicable (72.9 %, 52.9 %, 52.9 %) and the examples measure the objectives (65.7 %, 50 %, 54.3 %); the curriculum enables the use of alternative assessment techniques (72.9 %, 62.9 %, 57.1 %); performance and project assignments are useful for evaluation (62.9 %, 55.7 %, 58.6%). However, they believe that the explanations are insufficient (41.4 %, 31.4 %, 31.4 %), the curriculum does not provides self-evaluation (44.3 %, 31.4 %, 37.1 %), portfolio assessment is not applied effectively (38.6 %, 28.6 %, 32.9 %). These results showed that for all the three curricula the teachers have moderately positive opinions about the evaluation component of the curriculum. However, it is clearly seen that the teachers need for more detailed explanation and examples. The results of this study are similar to that of Er (2006) and Sak (2008).



With respect to the independent variables (gender, teaching experience, department of graduation, participation in in-service training programs), no statistically significant difference was found between the opinions of teachers on all the three curricula and these variables. This shows that regardless of gender, teaching experience, department of graduation, participation in in-service training programs, the teachers have similar opinions on the curricula.

## CHAPTER VI

### CONCLUSION AND SUGGESTIONS

#### 6.1. Conclusions

This study has investigated the opinions of English language teachers in Burdur on the curricula implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. Under the light of findings and discussions reported in the previous chapter, it is possible to several conclusions. These conclusions are given under five headings:

- 1. General Characteristics:** Although the teachers have moderately positive opinions on the general characteristics of the curriculum implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades and find the curricula applicable, they think that the curricula have some weaknesses and need to be revised. The class hours, physical conditions, linguistic levels appear as the weaknesses of the curricula. Besides, the points of language practice outside the classroom, development of learner autonomy, address to the students with special needs need to be revised. Teacher manuals are also found to be weak in guidance.
- 2. Goals and Objectives:** With regards to the understandability of the objective statements, the teachers have strongly positive opinions. By looking at the decreasing level of frequencies in measurability, observability, consistency, and achievability of the objectives, it can be concluded that the 5<sup>th</sup> and 6<sup>th</sup> grades curricula objectives are found to be weak by the teachers. Similarly, the teachers think that the objectives of the 5<sup>th</sup> and 6<sup>th</sup> grade curricula are not in accordance with the students' developmental levels and do not meet the daily needs of the students.

- 3. Content:** Though the teachers have moderately positive opinions on the content of the three curricula, there are some negative aspects. The content is too intense and above the students' linguistic levels. The main focus is on the reading passages and vocabulary, yet the vocabulary size and the readability of the texts are above the students' levels. The students have difficulty in productive skills.
- 4. Teaching/Learning Processes:** Likewise, the teachers express moderately positive opinions on the teaching/learning processes of the curricula. However, especially the process-oriented and student-centered approaches proposed by the curricula are found to be difficult to apply by the teachers. We consider that this opinion is directly linked to the weaknesses expressed by the teachers in relation to class size, inadequate course hours, and the over-loaded content. In addition, some methods and techniques are not found in accordance with the students' linguistic levels. The course materials are also found by the teachers insufficient.
- 5. Evaluation:** Similar to the other four dimensions, teachers' opinions on the evaluation component are moderately positive. However, due to the weaknesses stated above, such as class size, inadequate course hours, the over-loaded content, teachers find the application of process-evaluation approach difficult. This might also be related to insufficient explanations and examples in the curriculum guide. In addition, the teachers think that the curriculum does not develop the students' self-evaluation ability. The performance and project assignments take more time.

## 6.2. Suggestions

The results and the conclusions of the study reveal several suggestions for the administrators, curriculum developers, and the researchers. With regard to the curricula under investigation, the following suggestions can be given for the weaknesses of the curriculum implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades:

1. For an effective implementation, the course hours should be increased, the class size should be decreased, and the physical conditions should be improved.
2. All the three curricula should be revised with respect to outside the classroom practices, learner autonomy, and the needs of the students with special needs. In addition, the objective statements should be checked in respect measurability, observability, consistency, and achievability. Especially, the 5<sup>th</sup> and 6<sup>th</sup> grade curricula objectives should be reviewed in terms of the suitability to the students' developmental levels. Since the content is found to be intense and above the students' linguistic levels by the practitioners, the content should also be revised in relation to the reading passages and vocabulary size. More detailed guidance on the evaluation component should be given in the teachers' manuals.
3. Although the applicability of the process-oriented and student-centered approaches proposed in the curricula appears to be another weakness of the curricula, we believe that the problem is not linked directly to the curricula, but the classroom practices. The teachers need more in-service training on the new language teaching approaches and methods and the alternative assessment techniques. And, this problem could only be solved by the Ministry of National Education.

4. The teachers should also follow the innovations and developments in ELT especially with respect to language teaching approaches and methods and evaluation techniques.

## REFERENCES

- Bal, H. (2001). *Bilimsel Araştırma Yöntem ve Teknikleri*. Isparta: SDÜ Basımevi.
- Balcı, A. (2005). *Sosyal Bilimlerde Araştırma: Yöntem, Teknik ve İlkeler*. Ankara: PegemA Yayıncılık, 5. Baskı.
- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle Publishers.
- Çepni, S. (2007). *Araştırma ve Proje Çalışmalarına Giriş*. Trabzon: Celepler Matbaacılık, 3. Baskı.
- Demirel, Ö. (1992). "Türkiye’de Program Geliştirme Uygulamaları", *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, Sayı: 7, 27-43.
- Demirel, Ö. (2004). *ELT Methodology*. Ankara: PegemA Yayıncılık, 4. Baskı.
- Demirel, Ö. (2006). *Eğitimde Program Geliştirme*. Ankara: PegemA Yayıncılık, 9. Baskı.
- Demirel, Ö. (2007). *Yabancı Dil Öğretimi*. Ankara: PegemA Yayıncılık, 3. Baskı.
- Education in Italy*. Available at [http://en.wikipedia.org/wiki/Education\\_in\\_Italy](http://en.wikipedia.org/wiki/Education_in_Italy), (06.05.2009).
- English, F. W. (1992). *Deciding What To Teach and Test*. California: Corwin Press, Inc.
- Er, K. O. (2006). "Evaluation of English Curricula in 4<sup>th</sup> and 5<sup>th</sup> Grade Primary Schools", *Ankara University, Journal of Faculty of Educational Sciences*, Vol: 39, No: 2, 1-25.
- Fleischman, H. and Williams, L. (1996). *An Introduction to Program Evaluation for Classroom Teachers*. Available at <http://teacherpathfinder.org/School/Assess/assess.html>, (04.01.2009).
- Flinders, D. J. and Thornton, S. J. (2004). *The Curriculum Studies Reader*. New York: RoutledgeFalmer.

Gillard, D. (2007). *Education in England: A Brief History*. Available at <http://dg.dial.pipex.com/history/>, (06.05.2009).

Glatthorn, A. A. (1994). *Developing a Quality Curriculum*. USA: Waveland Press.

Gözütok, F. D. (2003). “Türkiye’de Program Geliştirme Çalışmaları”, *Milli Eğitim Dergisi*, Sayı: 160.

Harrigan, P. J. (n.d.). *France: Education*. Available at <http://www.ohio.edu/chastain/dh/FRANEDU.HTM>, (06.05.2009).

Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. New Jersey: Prentice-Hall, Inc.

Küçük, Ö. (2008). *An Evaluation of English Language Teaching Program ay Key Stage I and opinions of Teachers Regarding the Program*. (Unpublished MA Thesis) Çanakkale 18 Mart University, Institute of Social Sciences.

MEB (2006). *English Language Curriculum For Primary Education (Grades 4, 5, 6, 7 and 8)*. Ankara: Milli Eğitim Basımevi.

Norris, J. M. and Watanabe, Y. (2007). *Roles and Responsibilities for Evaluation in Foreign Language Programs*. Available at <http://nflrc.hawaii.edu/evaluation/files/Roles%20and%20Responsibilities%20booklet.pdf>, (13.09.2009).

Öztürk, A. R. (2006). *An Analysis of EFL Teachers’ Perceptions of Some Problems Concerning the Implementation of English Language Teaching Curriculum in Elementary Schools*. (Unpublished MA Thesis) Gaziantep University, Institute of Social Sciences.

Pinar, W. F. (2004). *What Is Curriculum Theory?*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.

Posner, G. J. (2004). *Analyzing the Curriculum*. New York: McGraw- Hill, 3<sup>rd</sup> Edition.

*Program Evaluation*. Available at [http://www.managementhelp.org/evaluatn/fnl\\_eval.htm#anchor1575679](http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1575679), (04.01.2009).

Punch, K. F. (2005). *Sosyal Araştırmalara Giriş*. Ankara: Siyasal Kitabevi.

Rabbini, R. (2002). "An Introduction to Syllabus Design and Evaluation", *The Internet TESL Journal*, Vol: VIII, No: 5.

Reilly, T. (1988). *Approaches to Foreign Language Syllabus Design*. Available at <http://www.ericdigests.org/pre-928/design.htm>, (21.08.2009).

*Research Methods: School and Program Evaluation*. available at <http://www.answers.com/topic/research-methods-school-and-program-evaluation>, (02.01.2009).

Richards, J. and Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. Malaysia: Pearson Education Limited, 3<sup>rd</sup> Edition.

Sak, Ö. (2008). *Evaluation of the English Program for Primary Education According to Teachers' Opinions*. (Unpublished MA Thesis) Abant İzzet Bysal University, Institute of Social Sciences.

Seliger, H. W. and Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.

Smith, M. K. (1996, 2000). *Curriculum Theory and Practice: The Encyclopedia of Informal Education*. Available at <http://www.infed.org/biblio/b-curric.htm>, (02.01.2009).

*SWEPT Evaluation*. Available at <http://www.trianglecoalition.org/swept/sweval.htm>, (02.01.2009).

Wiles, J. (2005). *Curriculum Essentials: A Resource for Educators*. USA: Pearson Education Press, 2<sup>nd</sup> Edition.

Yanık, A. (2008). "Primary Schools English Teachers 'Perceptions of the English Language Curriculum of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grades", *Hacettepe University, Journal of Education*, Vol: 35, 123-134.

Yüksel, S. (2003). "Türkiye'de Program Geliştirme Çalışmaları ve Sorunları", *Milli Eğitim Dergisi*, Sayı: 159.

Zincir, B. (2006). *5<sup>th</sup> Grade English Teachers' Evaluations of Curriculum Objectives*. (Unpublished MA Thesis) Anadolu University, Institute of Social Sciences.



# APPENDICES

**Appendix 1: Permission of Governorship of Burdur Province, the Directorate of National Education in Burdur**

T.C.  
BURDUR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.15.00.05.510/ **2484**

Konu : Anket uygulama izni

.../02/2009


**26 ŞUBAT 2009**

VALİLİK MAKAMINA

Trakya Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans öğrencisi Demet Nazlı ÖRMECİ'nin "İlköğretim Okullarının I.Kademesinde Uygulanmakta Olan İngilizce Öğretim Programının Öğretmen Görüşleri Açısından Değerlendirilmesi" konulu anket örneğini ilimiz dahilindeki ilköğretim okullarında uygulamak istemesi ile ilgili Trakya Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü'nün 10.02.2009 tarih ve 72-100-191 sayılı yazıları örneği ve ekleri ilişikte sunulmuştur.

Trakya Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans öğrencisi Demet Nazlı ÖRMECİ'nin "İlköğretim Okullarının I.Kademesinde Uygulanmakta Olan İngilizce Öğretim Programının Öğretmen Görüşleri Açısından Değerlendirilmesi" konulu anket örneğini ilimiz dahilindeki ilköğretim okullarında uygulaması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

  
Recep YİĞİT  
Millî Eğitim Müdürü

  
OLUR  
26/02/2009

Ferhat PEŞİN  
Vali a.  
Vali Yardımcısı



Burdur Valiliği İl Millî Eğitim Müdürlüğü  
Bahçelievler Mh.Şeker Cad. 15100 BURDUR  
Telefon : (0248) 233 11 19-120  
Faks : (0248) 233 13 43  
Ayrıntılı bilgi:M.KUYUMCU MD.YRD.



www.egitimdestek.meb.gov.tr



www.haydiokul.gov.tr



www.bilgiyayati.egitimdestek.org



EĞİTİMDE REFORM  
Data aydınlat  
gelecek!

**Appendix 2: List of Schools Participated in the Study**

1. Burdur Turan İlköğretim Okulu
2. Burdur Askeriye Şehit Hazım Bey İlköğretim Okulu
3. Burdur Mehmet Yıldızlı İlköğretim Okulu
4. Burdur TOBB İlköğretim Okulu
5. Burdur Altın Terim Solmaz İlköğretim Okulu
6. Burdur Bahçelievler İlköğretim Okulu
7. Burdur İstiklal İlköğretim Okulu
8. Burdur Gazi İlköğretim Okulu
9. Burdur Velicangil İlköğretim Okulu
10. Burdur Mehmetçik İlköğretim Okulu
11. Burdur Cumhuriyet İlköğretim Okulu
12. Burdur Hüsnü Bayer İlköğretim Okulu
13. Burdur Özboyacı İlköğretim Okulu
14. Burdur THK İlköğretim Okulu
15. Burdur Vali Süleyman Oğuz İlköğretim Okulu
16. Burdur Mehmet Akif Ersoy İlköğretim Okulu
17. Burdur TOKİ Yahya Kemal Beyatlı İlköğretim Okulu
18. Burdur Yardımsevenler İlköğretim Okulu
19. Burdur Kemal Solmaz İlköğretim Okulu
20. Burdur Suna Uzal İlköğretim Okulu
21. Burdur Sakarya İlköğretim Okulu
22. Burdur USO İlköğretim Okulu
23. Burdur Şeker İlköğretim Okulu
24. Ağlasun Yunus Emre İlköğretim Okulu
25. Ağlasun 50. Yıl İlköğretim Okulu
26. Altınyayla Dirmil İlköğretim Okulu
27. Altınyayla Atatürk İlköğretim Okulu
28. Bucak Mehmet Akif Ersoy İlköğretim Okulu
29. Bucak Oğuzhan İlköğretim Okulu
30. Bucak Adnan Menderes İlköğretim Okulu

31. Bucak Cumhuriyet İlköğretim Okulu
32. Bucak Atatürk İlköğretim Okulu
33. Bucak Adnan Menderes İlköğretim Okulu
34. Bucak Fatih Sultan Mehmet İlköğretim Okulu
35. Bucak TOKİ İlköğretim Okulu
36. Çavdır İlköğretim Okulu
37. Çeltikçi 75. Yıl İlköğretim Okulu
38. Gölhisar Atatürk İlköğretim Okulu
39. Gölhisar Cumhuriyet İlköğretim Okulu
40. Gölhisar Mimar Sinan İlköğretim Okulu
41. Gölhisar Adnan Menderes İlköğretim Okulu
42. Karamanlı Nimet Güvener İlköğretim Okulu
43. Kemer Kemer İlköğretim Okulu
44. Tefenni Namık Kemal İlköğretim Okulu
45. Tefenni Atatürk İlköğretim Okulu
46. Yeşilova Merkez İlköğretim Okulu
47. Yeşilova Hürriyet İlköğretim Okulu

**Appendix 3:** Questionnaire on the Teachers' Opinions about the Curriculum Implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Grades (Turkish and English Versions)

İLKÖĞRETİM OKULLARININ 1. VE 2. KADEMESİNDE UYGULANMAKTA  
OLAN İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI'NIN ÖĞRETMEN  
GÖRÜŞLERİ AÇISINDAN DEĞERLENDİRİLMESİ

Değerli Öğretmenler,

Bu anket 2006-2007 öğretim yılında uygulamaya konulmuş olan İlköğretim 4.- 5. - 6. Sınıf İngilizce Dersi Öğretim Programı'nı değerlendirmek amacıyla hazırlanmıştır. Anketteki sorular sadece programın değerlendirilmesine yöneliktir. Verdiğiniz cevaplar sadece araştırmacıda gizli kalacaktır. Ayırdığımız değerli zamanınız için teşekkür eder, bu araştırma ile ya da İngiliz Dili Eğitimi ve öğretmenlik mesleği ile ilgili her türlü soru, öneri ve eleştirileriniz için aşağıdaki adreslerden bize ulaşmanız halinde her türlü işbirliğine açık olduğumuzu belirtmek isterim.

SAYGILARIMLA

Okutman Demet Nazlı ÖRMECİ  
Mehmet Akif Ersoy Üniversitesi  
Yabancı Diller Bölüm Başkanlığı  
BURDUR

Tel: (0 248) 212 27 00 - 2220









Size göre programın zayıf yönleri nelerdir? Lütfen belirtiniz.

.....  
.....  
.....

Programı uygularken güçlük yaşıyor musunuz? Yaşıyorsanız öncelik sırasına göre sıralar mısınız?

.....  
.....  
.....

Yaşadığınız güçlükleri ortadan kaldırmak için çözüm önerileriniz nelerdir?

.....  
.....  
.....







In your opinion, what are the weaknesses of the curriculum? Please state.

.....  
.....  
.....

Do you have difficulty in applying the curriculum? If so, please order.

.....  
.....  
.....

What are your solutions to these weaknesses and difficulties?

.....  
.....  
.....