MUĞLA UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

STUDENTS' AND TEACHERS' ATTITUDES TOWARDS THE NEWLY
DEVELOPED CURRICULUM OF PRIMARY SCHOOLS

MASTER THESIS

HATİCE DEMİRLİER

ASST. PROF. DR. ŞEVKİ KÖMÜR

JULY, 2010

MUĞLA

MUĞLA ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ

YENİLENEN İLKÖĞRETİM İNGİLİZCE PROGRAMINA KARŞI ÖĞRETMEN VE ÖĞRENCİ TUTUMLARI

YÜKSEK LİSANS

HATİCE DEMİRLİER

YRD. DOÇ.DR. ŞEVKİ KÖMÜR

TEMMUZ, 2010
MUĞLA

MUĞLA ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

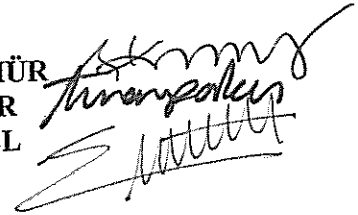İNGİLİZ DİLİ EĞİTİMİ ANABİLİMDALI

STUDENTS' AND TEACHERS' ATTITUDES TOWARDS THE NEWLY DEVELOPED CURRICULUM OF PRIMARY SCHOOLS

HATİCE DEMİRLİER

Sosyal Bilimler Enstitüsünce
"Yüksek Lisans"
Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih: 23.07.2010
Tezin Sözlü Savunma Tarihi: 24/06/2010

Tez Danışmanı: Yrd. Doç. Dr. Şevki KÖMÜR
Jüri Üyesi: Yrd. Doç. Dr. Turan PAKER
Jüri Üyesi: Yrd. Doç. Dr. Eda ÜSTÜNEL

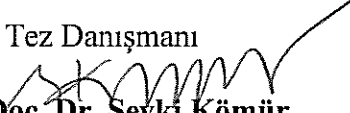Enstitü Müdürü: Prof. Dr. Nurgün OKTİK

JULY, 2010
MUĞLA

TUTANAK

Muğla Üniversitesi Sosyal Bilimler Enstitüsü'nün 02/06/2010 tarih ve 488/6 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 254. maddesine göre, Eğitim Bilimleri Anabilim Dalı Yüksek lisans öğrencisi Hatice DEMİRLİER'in "Yenilenen İlköğretim İngilizce Programına Karşı Öğretmen ve Öğrenci Tutumları" adlı tezini incelemiş ve aday 24/06/2010 tarihinde saat 11:00'da jüri önünde tez savunmasına alınmıştır.
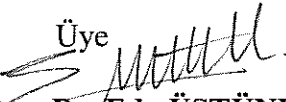
Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 50 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin başarılı olduğuna oy birliği ile karar verildi.

(kabul)
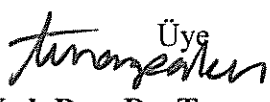
Tez Danışmanı

Yrd. Doç. Dr. Şevki Kömür

Üye

Yrd. Doç. Dr. Eda ÜSTÜNEL

Üye

Yrd. Doç. Dr. Turan PAKER

YEMİN

Yüksek lisans tezi olarak sunduğum "Yenilen İlköğretim İngilizce Programına Karşı öğretmen ve Öğrenci Tutumları: adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça'da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

23/07/2010

Hatice DEMİRLİER

Soyadı: DEMİRLİER

Adı: Hatice   Kayıt No:

TEZİN ADI

Türkçe: Yenilenen İlköğretim İngilizce Programına Karşı Öğretmen ve Öğrenci Tutumları

Yabancı Dil: Students' and Teachers' Attitudes towards the Newly Developed Curriculum of Primary Schools

TEZİN TÜRÜ:

Yüksek Lisans	Doktora	Sanatta Yeterlilik
⊕	O	O

TEZİN KABUL EDİLDİĞİ:

Üniversite: Muğla Üniversitesi

Fakülte:

Enstitü: Sosyal Bilimler Enstitüsü

Diğer Kuruluşlar:

Tarih:

TEZ YAYINLANMIŞSA
Yayınlayan:
Basım Yeri:
Basım Tarihi:
ISBN:

TEZ YÖNETİCİSİNİN
Soyadı, adı: Şevki KÖMÜR

Unvanı: Yrd. Doç. Dr.

TEZİN YAZILDIĞI DİL: İNGİLİZCE   TEZİN SAYFA SAYISI:

TEZİN KONUSU (KONULARI):

1. The Attitudes of Students and Teachers towards the Newly Developed English Curriculum for Primary Schools.

2. Yenilenen İlköğretim İngilizce Programına Karşı Öğrenci ve Öğretmen Tutumları.

TÜRKÇE ANAHTAR KELİMELER:

1. İngilizce Öğretimi

2. Eğitim Programı

3. Öğretmen ve Öğrenci Görüşleri

İNGİLİZCE ANAHTAR KELİMELER:

1.English Language Teaching

2.Curriculum

3.The attitudes of teachers and students

1.Tezimden fotokopi yapılmasına izin vermiyorum.   o

2.Tezimden dipnot göstermek şartıyla bir bölümün fotokopisini alınabilir.   o

3.Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir.   ⊜

Yazarın imzası: Tarih 23/07/2010

KİŞİSEL BİLGİLER

Adı Soyadı: Hatice DEMİRLİER (ÖZER)
Doğum Yeri: DENİZLİ
Doğum Yılı: 27/03/1982
Medeni Hali: EVLİ

EĞİTİM VE AKADEMİK BİLGİLER

Lise 1995-1999: 75. Yıl Anadolu Meslek ve Kız Meslek Lisesi Marmaris/MUĞLA
Lisans 2000-2005: Anadolu Üniversitesi
Yabancı Dil: İngilizce

MESLEKİ BİLGİLER

2005-2007: M.E. B. Katrancı İlköğretim Okulu Yatağan/MUĞLA
2007- .....: M.E.B. Şehit Şenol Özbay İlköğretim Okulu Kavaklıdere/MUĞLA

ABSTRACT

The purpose of this research is to identify the attitudes of English Language Teachers and 6th, 7th and 8th grade students towards the newly developed English Language Curriculum for Primary Schools. The English Language Teachers who work in Primary Schools in Kavaklıdere, Yatağan and Muğla, and the 6th, 7th and 8th grade students of Şehit Şenol Özbay Primary School constituted total field of this research. The descriptive method was used in order to collect and analyze the data. Two questionnaire forms were developed by the researcher. The questionnaires were prepared in two sections for students and teachers. In the first section of them, the items are about demographic information of participants such as gender, grade, educational status and previous experience of teachers. In the second section, the items aim to seek answers to the research questions. The questionnaires have 20 items for students and 32 items for teachers. According to results of the study, students indicated that they liked English course more, and they were interested in the topics of units and that they took an active part in activities. In the evaluation phase, they stated that performance tasks, projects and portfolios were effective ways of reflecting their success and development in learning English. Teachers also indicated that students' interest in learning English and in-class performance of the students increased, students were in the centre of the teaching learning process, while some of the topics were not appropriate for the students' level. In the evaluation phase, although the curriculum is based on the evaluation of students' learning process, the students are not aware of this fact. It also takes time to evaluate the performance tasks, projects and portfolios.

Key Words: English Language Curriculum, Teachers and Students' Attitudes, Evaluation of the Curriculum

ÖZET

Bu çalışmanın amacı, Yenilenen İlköğretim İngilizce Programına karşı İngilizce Öğretmenlerinin ve ilköğretim 6, 7, ve 8. sınıf öğrencilerinin tutumlarını araştırmaktır. Çalışmanın evrenini, Muğla, Yatağan ve Kavaklıdere' de çalışmakta olan İlköğretim okulu İngilizce öğretmenleri ile Şehit Şenol Özbay İlköğretim Okulu 6,7 ve 8. Sınıf öğrencileri oluşturmaktadır. Araştırmada betimsel yöntem kullanılmıştır. Veri toplama aracı olarak, araştırmacı tarafından öğrenci ve öğretmenlere yönelik iki ayrı anket formu geliştirilmiştir. Anketin birinci bölümünde, katılımcıların kişisel bilgileri, cinsiyetleri, kaçıncı sınıfta oldukları, eğitim durumları ve meslekteki deneyimleri sorulmuştur. İkinci bölümde ise araştırmaya yönelik sorular vardır. Anket formlarında öğrenciler için 20, öğretmenler için 32 madde vardır. Elde edilen bulgulara göre öğrenciler; İngilizce dersini daha çok sevdiklerini, konulara ilgi duyduklarını, etkinliklere aktif olarak katıldıklarını belirtmişlerdir. Değerlendirme aşamasında ise hazırladıkları performans ödevleri, projeler ve ürün dosyalarının İngilizce öğrenimindeki gelişimlerini ve başarılarını yansıtmada faydalı olduğunu belirtmişlerdir. Öğretmenler ise; öğrencilerin sınıf içi performanslarının ve derse karşı ilgilerinin arttığını, öğrenmenin merkezinde öğrencinin yer aldığını, dört dil becerisinin etkin kullanımının hedeflendiğini ancak kitaplardaki bazı konuların öğrenci seviyesine uygun olmadığını dile getirmişlerdir. Değerlendirme aşamasında ise yenilenen programda öğrencinin öğrenme sürecinin değerlendirilmesinin temel alındığını ancak performans ödevleri, projeler ve ürün dosyalarının değerlendirilmesinin zaman aldığını belirtmişlerdir.

Anahtar Kelimeler: İlköğretim İngilizce Programı, Öğretmen ve Öğrenci Tutumları, Program Değerlendirme

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

CHAPTER 2

LITERATURE REVIEW

CHAPTER 3

METHODOLOGY

CHAPTER 4

DATA ANALYSIS and DISCUSSIONS

CHAPTER 5

CONCLUSION

LIST of FIGURES and TABLES

CHAPTER 1

INTRODUCTION

1.1 Background to the study

Due to the developments in many areas of the modern age, communication is an inevitable necessity among societies. For that reason, countries attach more importance to foreign language education and knowing a foreign language is essential today.

Turkey has always wanted to take a good place in this new, globalized world. To this end, teaching English plays an important role in her education system. In educational institutions from primary schools to universities, English has been taught to students as a foreign language. However, we cannot say that we are as successful in foreign language teaching as European countries. Most of the students who have taken English language education have problems in acquiring communicative competence. In short they cannot use this language effectively.

In order to explain this issue we can list some reasons. One reason of the problem might be that Turkish students have limited opportunities to practise the language they study. Nearly all of the students can only practise English with their English teacher. Language teaching is confined to in-class activities. Because of lack of practice, English remains as an abstract concept. Therefore, English is thought as a subject like Social Sciences and Mathematics. It is an obligation to pass the exams

and getting a good mark is enough for students. So the motivation of the students lowers and they begin to dislike the subject day by day.

The other problem might be the insufficient number of English language teachers in the education institutions. In many schools there is no sufficient number of English language teachers. As a result, teachers who have some knowledge of English try to teach English. It is the fact that knowing English is not sufficient to teach English effectively. An effective English language teaching requires to know methodology; practical knowledge; teaching skills rather than knowledge of English structures.

Another reason might be that English teachers lose their motivation year by year in the education system. The hours for English course are insufficient. Moreover, the curriculum is full of grammar structures. The teachers get exhausted by the intensive program, insufficient equipments, limited time and demotivated students.

Although there were some negative effects on foreign language education in the past, it is possible to see some improvements and innovations in recent years. The Ministry of National Education decided to change the curriculum of the Primary Schools in 2004. The new program was initiated to apply for the subjects as Turkish, Mathematics, Science and Technology in 2005. A curriculum for the English course was developed and arranged, and it began to be implemented in the fourth grades in the year 2006. The newly developed curriculum was put into practice for the 6th, 7th and 8th grades in the 2008-09 academic year. With the introduction of the newly developed programme, a positive change in all education system in primary schools was aimed. This curriculum is based on the constructivist approach. Constructivist learning is most frequently used and is a fairly popular learning approach. In the constructivist learning, the learning is obtained through active participation in the learning processes such as discussing, defending an opinion, hypothesizing, interrogating and sharing the ideas. The interaction of the individuals is important. The learners don't accept the knowledge as is, but they create or explore it (Perkins,

2

1999). In this study, students and teachers' attitudes towards the newly developed curriculum for primary schools have been investigated.

1.2 Aim of the Study

This study aims to explore the attitudes of the students and teachers towards the newly developed curriculum for primary schools. It also aims to investigate whether students and teachers have negative or positive attitudes towards the content of the curriculum, activities in the curriculum, the teaching learning process and evaluation in the new curriculum.

1.3 Significance of the Study

Foreign language teaching has been one of the most important issues for Turkey. In order to teach a foreign language effectively, governments have made some changes at certain times, opened schools where English was taught intensively, and changed the curriculum or text books. Despite the changes in language teaching policies, the results were unsatisfactory. Students, who took a foreign language course for many years, became insufficient users of the language. They were mostly weak in communicative language skills. In 2005, the Ministry of National Education changed the whole curriculum of primary schools. The aim of the new curriculum was to make them acquire some certain skills such as critical thinking, cooperative learning, and autonomy in learning, lifelong learning experience in all subjects. Therefore, the curriculum of English was revised and developed according to these skills (Aydın, n.d.). This change is an important step for English Language Teaching in primary schools. With this newly developed curriculum, grammar teaching is not the first and main step in language learning.

1.4 Research Questions

This study seeks to answer the following research questions:

1. What are the attitudes of students towards the newly developed curriculum during the   implementation of it especially on the secondary level?
2. What are the attitudes of teachers towards the newly developed curriculum during the implementation of it especially on the secondary level?

1.5 Limitations of the Study

1. This study is limited to 50 teachers working in Primary Schools in Kavaklıdere, Yatağan and Muğla and 81 students in the secondary stage of Sehit Senol Ozbay Primary School in Kavaklıdere.
2. The findings of the research are limited to a 32 item questionnaire for teachers and a 20 item questionnaire for the students.

CHAPTER 2

LITERATURE REVIEW

2.1 English Language Teaching in Turkey

During its history, Turkey has given importance to foreign language teaching and learning. In the first years of the newly founded republic, some radical changes were made in language teaching policy. As a modern and young republic, Turkey preferred to teach European languages; French, German and English instead of Arabic and Persian which had been thought for long years during the Ottoman Empire (Özbay,n.d).

In Turkey, until 1988, foreign language education was obligatory in High Schools. Students at the sixth classes had to choose one of the three European languages (French, German and, English) and enter the language exam each semester until the end of eleventh class. In 1988-1989 academic year foreign language lessons had become elective in high schools (Özbay,n.d).

In the middle of the 1980s, in order to improve quality in language teaching, the government decided to open schools which gave education in a certain foreign language. For that reason, the government founded Anatolian High Schools. These high schools were English-medium high schools. Because of some certain reasons such as high number of schools and insufficient number of teachers, these schools couldn't meet the expectations in time (Özbay,n.d).

5

Even though the changes that were made in certain times, it is thought that Turkey could not reach the expected goals in foreign language education. Selçuk (2004) states that a student graduated from a High School, has taken approximately 800-1200 hours of language instruction from the 4th grade in primary till high school. However, they cannot even speak two words.

In our country, international relations play an important role in language teaching policy. As a modern country, Turkey wants to take its own place among the most developed countries in the world. For this reason, it is vital that we focus on globalization and foreign language policies of European Union. Sevil (2002: 1) states this with these words:

> "It is impossible to ignore two international constitutions; Globalization and European Union. In the frame of globalization, while the English language has almost become the only foreign language in this area, European Union adopts the view of multicultural and multilingual people as a reaction to conception that makes the English; the only communication tool in the integration process with the modern world."

As a multicultural society, European Union aims at teaching at least two foreign languages to its citizens. We can say that knowing at least a foreign language is inevitable in order to survive in this modern world. Being aware of this fact, Turkey has made a reform in language teaching policy. In so doing, the age of starting to learn a foreign language lowered as in the many European Countries and students started to study English at the 4th grade in primary schools in 1997. In addition to this, English language teaching curriculum was revised in 2005. The newly developed curriculum aims at efficient usage of language skills. The constructivist approach was used in this new curriculum. In the preface to teacher's book of 8th grades prepared for the implementation of newly developed program, it is obviously stated that the basic theory is constructivism in order to make language learning experience meaningful, permanent and enjoyable for primary school students (Spot on 8: 2008). In this context, Glasersfeld (1995) states that education has two main purposes: to

empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation.

Additionally, Can (2006) describes constructivism with these words:

> "Constructivism is likely to transform the notion of education bringing new perspectives such as a holistic world view, collaboration, respect to variety and equality, supporting autonomy and awareness, guiding to success, questioning relationships in the world, evaluating educational processes and activities, discussing every aspect of life, being critical in terms of power and relations in the societies and the world."(p. 282)

According to Thomas and Harri-Augstein (1995),

> "Constructivist learning in general, all approaches to learning and teaching are organized attempts to bring some kind of meaning to our lives. For them, education can be an enriching experience, as long as the meanings that emerge are personal and significant in some part of the person's life. Meanings should also be viable, that is, they should prove useful in mediating one's transactions - with stored knowledge and the world around." (p. 257)

It is obvious that the main step of learning is to construct people's own understanding and knowledge of the world, through experiencing things and reflecting on those experiences in the constructivist theory.

According to Bruner (1975), learning is a social process, whereby students construct new concepts based on current knowledge. The student selects information, constructs hypotheses, and makes decisions, with the aim of integrating new experiences into his existing mental constructs. In addition, Glaserfeld (1995) points out that "The teacher cannot tell students what concepts to construct or how to construct them, but by judicious use of language they can be prevented from constructing in directions which the teacher considers futile but which, as he knows from experience, are likely to be tried" (p. 184).

In constructivist education view, the traditional roles of students and teachers change. In this theory, students are not passive recipient of the knowledge. They are active processor of the knowledge. Moreover, they take the responsibility for their own learning. In the traditional learning theory, the teacher is the person that provides the knowledge for the students. However, in constructivist theory, teacher is a person who helps the student to reach the information. The role of the teacher is a guide for the students at the phase of getting information. In the most general sense, it usually means encouraging students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

Another important point in constructivism is social interaction. Without an efficient interaction between teacher and students, and students and students, it is impossible to acquire knowledge and learn how to utilize them. McMahon (1997) states the importance of social interaction in learning. According to him, "Learning is not a process that only takes place in our minds, nor is it a passive development of our behaviours that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities."

The last or maybe the most important factor in constructivism differs from the traditional teaching methods in assessment. Holt and Willard-Holt (2000) emphasize the concept of dynamic assessment, which is a way of assessing the true potential of learners that differs significantly from conventional tests. Here, the role of the assessor changes. S/he becomes the one entering into dialogue with the students being assessed to find out their current level of performance on any task. Here we can infer that, the process of learning of students themselves should be taken into consideration rather than the result of the tests (product) in assessing students.

According to Can (2006) in the language classroom, the constructivist approach provides many benefits both for the teachers and the students. Here are some of them:

- emphasizes learning and not teaching
- encourages and accepts learner autonomy and initiative

- thinks of learning as a process
- encourages learner inquiry
- acknowledges the critical role of experience in learning
- emphasizes performance and understanding when assessing learning
- considers how the student learns
- encourages learners to engage in dialogue with other students and the teacher
- supports co-operative learning
- provides learners the opportunity to construct new knowledge and understanding from authentic experience (p. 283).

In 2008-2009 academic year, the newly developed curriculum of English began to be implemented in 6th, 7th and 8th grades in primary schools.

2.2 The History of Curriculum Development

According to Richards (2001), teaching of English as a second or foreign language became an increasingly important issue after World War II.

> "Immigrants, refugees and foreign students generated a huge demand for English courses in the United Kingdom, Canada, the United States, and Australia. The role of English as a language of international communication had expanded rapidly by the 1950s. There was much greater mobility of people as a result of growth in air travel and international tourism. English was increasingly important in international trade and commerce. The role of English was supported by the growth of media as well." (p.23)

Due to this increasing demand English learning has emerged to change and improve the existent methods in language teaching. If we look at the changes in methods and approaches that have become popular during the twentieth century: the chronology is;

Grammar Translation Method (1800-1900)

Direct Method (1890- 1930)

Structural Method (1930- 1960)

Reading Method (1950-1950)

Audio-Lingual Method (1950-1970)

Situational Method(1950-1970)

Communicative Approach (1970- present) (Richards, 2001:23).

Richards (2001) also indicates that the history of curriculum development in language teaching starts with the notion of the syllabus design.

> "Curriculum development in language teaching began in the 1960s, though syllabus design emerged as a major factor in language teaching area. Syllabus design is one aspect of curriculum development but it has not the same meaning. Syllabus design is the process of developing a syllabus. On the other hand curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine needs of a group of learners, to develop aims or objectives for a program, to determine an appropriate syllabus, course structures, teaching methods, and materials and to carry out an evaluation of the program that results from these processes." (p.2)

2.3 The Components of Curriculum

The term "curriculum development" is the most important field of education area. Richards (2001: 2) defined curriculum as "the systematic planning of what is taught and learned in schools as reflected in courses of study and school programs." Curriculum focuses on determining what knowledge, skills and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured or evaluated.

According to Dubin(1996: 28), Curriculum is a document which describes;

- What the learners are expected to know at the end of the course,
- What is to be thaught or learned during the course ,

10

- When it is to be thought, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course,
- How it is to be taught,
- How it is to be evaluated.

Taking into consideration the explanations above, the steps in designing a curriculum are seen as in Figure 1;

Figure1. The processes in the curriculum development:

CURRICULUM DEVELOPMENT

What is to be taught?		1. Objectives*
What content, processes and methods are you going to use to deliver instruction and information?)		2. Teaching and Learning Process
How do you know you taught the content or process successfully?		3. Measurement and Evaluation

*Objectives, are usually specific statements of educational intention which delineate either general or specific outcomes.

(Akkoyunlu, 2008)

2.3.1 Aims and Objectives:

As Richards (2001) defines "aims are very general statements of the goals of an education program. An aim refers to a statement of a general change that a program seeks to bring about in learners." The purposes of aim statements are:

- To provide a clear definition of the purposes of a program
- To provide guidelines for teachers, learners, and material writers
- To help provide a focus for instruction

11

-   To describe important and realizable changes in learning (p.12).

On the other hand, the objectives refer to a statement of specific changes a program seeks to bring about and results from an analysis of the aim into its different component. Adherently, Richard (2001:123) gives the general characteristics of the objectives are;

-   They describe what the aim seeks to achieve in terms of smaller units of learning.
-   They provide a basis for the organization of teaching activities.
-   They describe learning in terms of observable behaviour or performance.

2.3.2 Syllabus (Content- Teaching and Learning Process)

As stated above, curriculum development started with the notion syllabus design. Syllabus regarded as the content of a course or subject matter to be covered. It covers the selection and ordering of data. In short, a syllabus provides information about what should be studied and how that particular content should be selected and sequenced. It must have a starting point which must be exactly where the students are and an end point where the students will be at the end of the course (MEB, 2006). A syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level (Dubin, 1996).

2.3.3 Types of Syllabuses

2.3.3.1 Structural- Grammatical Syllabuses

According to Nunan(1988),

> "Grammatical Syllabus as understood from title is centred on
> structural items such as tenses, articles, singular/plural etc. The
> assumption behind most grammatical syllabuses seem to be that
> language consists of a finite set of rules which can be combined
> in various ways to make meaning. Assumptions are also made

about language transfer. It is generally assumed that once learners have internalized the formal aspects of a given piece of language, they will automatically to be able to communicate using the target language outside the classroom." (p. 29)

Harmer (2001) indicates that

"Although grammar syllabuses have been used with success over a long period of time, many methodologists have come to see grammar as the wrong organizing principle for a syllabus and have proposed a number of alternatives as frameworks to hang a language program on." (p. 296)

2.3.3.2 Functional- Notional Syllabuses

According to Yalden (1987), the term of notional syllabus has its roots in De Saussure's ideas about the nature of language. According to him, the meaning of an utterance came from the situation in which language is used. Emphasizing relations between an item present in a structure and other items that are not present, he said that meaning cannot be derived from words or sentences in isolation.

According to Nunan (1988), the term "function" can be described as the communicative purposes for which we use language such as apologizing, requesting etc. On the other hand, notions are the conceptual meanings such as objects, states of affairs, logical relationships etc.

Using the language in a communicative way is the main purpose of these types of syllabuses. Wilkins (1979) points out that "the most important advantage of the notional syllabus is the concept of minimum adequate grammar ("a knowledge of the grammatical system of a language sufficient to meet fundamental and urgent communicative needs") that will help in the construction of short-term course" (p. 97).

Finocchiaro (1983) states that

> "Ideally, a spiral or cyclical approach is applied in the notional syllabus. The studied themes, linguistic forms, and language functions are studied again but in more depth in the forthcoming parts. The previous knowledge is recalled, reviewed and integrated to the new learning. As a result, the same or similar functions are presented to the learner in different socio-cultural situations." (p.11)

Brumfit and Finocchiaro (1983:18) list the benefits of adopting a functional-notional syllabuses orientation as follows:

- It sets realistic learning tasks.
- It provides for the teaching of everyday, real world language.
- It leads us to emphasise receptive (listening/reading) activities before rushing into premature performance.
- It recognises that the speaker must have a real purpose for speaking, and something to talk about.
- Communication will be intrinsically motivating because it expresses basic communicative functions.
- It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.
- It can develop naturally from existing teaching methodology.
- It enables a spiral curriculum to be used which reintroduces grammatical, topical and cultural material.
- It provides for the widespread promotion of foreign language courses.
  (as cited in Nunan, 1988:36)

2.3.3.3 The Situational Syllabuses

This syllabus type is not popular like the some others. It has probably known in language learning as the tourist phrase book (Dubin, 1996).

The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants

who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on (Reilly, 1988).

Wilkins (1976) considers this type of syllabus more efficient and more motivating than the grammatical syllabus because on practical needs rather than abstract analysis. The shortcoming of the approach, however, as he (1979:17) criticises "situational syllabuses on the grounds that language which occurs is never absolutely predictable, as it will be dependent on the speakers intentions and elsewhere" (as cited in Brumfit, 1984: 93). One may go into a restaurant not to order a meal but to ask directions to a nearby museum or to change money for a telephone call. While certain language functions will most likely occur in certain situational settings, physical setting cannot really predict language use.

2.3.3.4 Procedural Syllabuses

Prabhu's (1979) 'Bangalore Project' is a classic example of a procedural syllabus. Here, the question concerning 'what' becomes subordinate to the question concerning 'how'. The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner (Rabbini, 2002).

According to Prabhu (1982:2), "the basic assumption of the project is that form is best learnt when the learners attention is on meaning" (as cited in Brumfit, 1984: 102). In procedural syllabuses, making of explicit generalizations are rejected about the structure of language, any manipulation of language data in order to facilitate such generalizations, and an incremental syllabus based on linguistic description (Brumfit, 1984).

Materials have therefore been written which are not based on any overt language syllabus, without any linguistic pre-selection, and without any explicitly language focused activity. Instead, the materials exploit:

- The learners natural desire to meet a challenge(i.e. to solve a problem to prove that he can do so)
- The preoccupation with meaning or thinking which such problem-solving necessarily brings about and
- The incidental struggle with language use which such activity engenders.

(Prabhu, 1982 : 3, as cited in Brumfit, 1984:102)

According to Nunan (1988),

> "There is no definite difference between task based and procedural syllabuses. Besides, they are seen as synonymous. Both task based and procedural syllabuses share a concern with classroom processes which stimulate learning. They differ from syllabuses in which the focus on linguistic items that students will learn or the communicative skills that they will be able to display as a result of instruction. In both approaches, the syllabus consists of the specification of the tasks and activities that learners will engage in class." (p.42)

2.3.3.5 Task Based Syllabuses

Harmer (2001) defines the task based syllabus with these words: "A task based syllabus lists a series of tasks, and may later list some or all of the language to be used in those tasks." (p. 299). The term task has different approaches in language teaching area. According to Long(1985: 89), "task is a piece of work undertaken for oneself or for others, freely or for some reward. For example; painting a fence, dressing a child, filling out a form, buying a pair of shoes... In other words task means many things that a people can do in everyday life."

Richards,Platt and Weber(1995: 289) define task "as an activity or action which is carried out as the result of processing or understanding language. Drawing a map

16

while listening to an instruction or performing a command are examples of the tasks. A task usually requires the teacher to specify what will be regarded as successful completion of the task."

Doyle (1983: 161) defines specification of tasks as:

-The products students are to formulate

-The operations that are required to generate the product

-The resources available to the student to generate the product.

Additionally, Candlin (1987) offers a set of criteria defining tasks. According to him; good tasks;

- promote attention to meaning, purpose, negotiation
- encourage attention to relevant data
- draw objectives from the communicative needs of learners
- allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures
- allow for different solutions depending on the skills and strategies drawn on by learners
- involve learner contributions, attitudes and affects
- be challenging but not threatening, to promote risk taking
- require input from all learners in terms of knowledge, skills, participation
- define a problem to be worked through by learners centred on the learners but guided by the teacher
- involve language use in the solving of the task
- allow for co-evaluation by the learner and teacher of the task and of the performance of the task
- develop the learners' capacities to estimate consequences
- provide opportunities for language practice
- provide opportunities for meta communication and meta cognition
- promote learner training for problem sensing and problem solving
- promote sharing of information and expertise
- provide monitoring and feedback, of the learner and the task

- heighten learners' consciousness of the process and encourage reflection
- promote critical awareness about data and the processes of language learning
- ensure cost effectiveness and a high return on investment.

  (as cited in Nunan, 1988: 45-46)

Most of the applied linguists who have explored the concept of communicative language teaching in general, and task based syllabus design in particular, have addressed the issue of difficulty, although the factors they identify vary somewhat. They include the degree of contextual support provided for learner, the cognitive difficulty of the task, the amount of assistance provided to the learner, the complexity of the language which the learner is required to process and produce, the psychological stress involved in carrying out the task, and the amount and type of background knowledge required (Nunan, 1988)

2.3.3.5 Content Syllabuses

These syllabuses differ from task based syllabuses in that experiential content, which provides the point of departure for the syllabus, is usually derived from some fairly well defined subject area. This might be subjects in a school curriculum such as social sciences or history, or specialist subject matter relating to an academic or technical field such as mechanical engineering, medicine or computing (Nunan, 1988). The learners are at the same time language students and learners of whatever content and information is being taught. As compared with the task-based approach of language teaching that is connected with communicative and cognitive processes, content-based language teaching deals with information (Far, 2008).

2.3.4 Newly Developed Curriculum in Primary Schools

During its history, Turkey has given importance to foreign language teaching and learning. Turkey, which is preparing itself to enter a big social, economic and politic organisation, that is to say, to European Union, is really aware of the importance of educating its citizens and new generations for the culture and language of this new union. In order to enable the whole country, it emphasises the necessity of learning at least one foreign language. The first foreign language to come to the

18

minds has always been English for years. Therefore, English language teaching has been a basic course at all stages of Turkish Educational System.

Actually, Turkey started to study on developing language programs with the cooperation with European Council in 1968. As a result of this cooperation, Ministry of National Education founded "English Language Teaching Developing Centre" in 1972. In the framework of studies of this institution, the newly developed programs for French, German and English and in-class materials was started to be used. Besides, textbooks were started to be written. However, preparing in-class materials were not sufficient in order to reach the success (Demirel, 2007).

In 1980s, Ministry of National Education fastened the studies on developing foreign language program development and founded Anatolian High Schools. In 1991, MEB changed the English language curriculum of 6th, 7th and 8th grades and prepared the curriculum of 4th and 5th grades for the English language course (Demircan, 1993). In Turkey; English has been taught from the fourth grades to eighth grades as an obligatory subject in primary education schools since 1997.

In 2005 The Ministry of National Education has developed a new education curriculum in primary schools. The new curriculum is based on the constructivist approach.

In this new curriculum English has been taught three hours compulsory and two hours elective in fourth and fifth grades, four hours compulsory and two hours elective in sixth, seventh and eighth grades.

In the new curriculum, the shift has moved from more teacher centred approaches to more learners and learning-centred approaches, process-oriented approaches to curriculum design in recent years. The basic theoretical hypothesis in process-oriented approaches is that underlying any language behaviour are certain skills and strategies which the learners use in order to comprehend or produce discourse. The learning situation is important since learners become aware of their abilities and the potential in the learning situation. Understanding how learning takes place is also important because it motivates learners to tackle with target language

19

tasks on their own even after the end of the course which leads to learner autonomy (MEB, 2006).

In most of the Turkish schools, English is taught as an isolated subject in the curriculum; hence, a possible innovation was introduced through a cross curricular model. Cross curricular studies can be a way of teaching English through content in which the target is the vehicle of interaction and knowledge, not the subject matter. Cross curricular studies facilitate learning integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge .By bringing together several disciplines and making connections across subjects (Mathematics, Science, Social sciences, Arts, Music) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience (MEB, 2006).

In the newly developed English Curriculum, the cyclical format is adopted. The cyclical format enables teachers and learners to work with the same subject matter more than once, but each time a particular one reappears (MEB, 2006).

In the newly developed English Curriculum, a certain type of Syllabus format isn't used as well. In order to improve the language learning capacity of students and use the language in a correct and appropriate way, a mixed type syllabus is adopted. all the types of syllabuses are integrated by bringing the strengths of all of them together. With the mixed Syllabus they aim to include elements taken 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. In addition, the units of the books are arranged according to this syllabus. In all books, there are sixteen units. Each unit is based on a certain topic. These topics are prepared to appeal to students' interest in principle of student centred learning. Each unit includes activities that encourage students to use the four type of language skills in an effective way and to improve the social interaction and collaboration. There are also tasks which are designed to review the content of the unit. The tasks should be presented in the class in order to increase the self-

confidence in students and collected in a file by the students to observe their language learning development. In the table below the name of the units are presented (MEB, 2006).

Table 1. Name of the Units of the 6th, 7th and 8th grades

	6th GRADES	7th GRADES	8th GRADES
1	Family	Interesting Beliefs	Friendship
2	Hobbies and Interests	Tourist Attractions	Road to Success
3	Food and Drinks	Our Natural Heritage	Improving One's Look
4	Daily Life and Routines	Computers	Dreams
5	School	Fashion	Ataturk: The Founder of Turkish Republic
6	Weather Conditions	Tv Programs	Detective Stories
7	Hygiene	Old Days	Personal Experiences
8	Parties	Inventors and Explorers	Cooperation in the Family
9	Living Beings	Tales and Legends	Success Stories
10	Games and Sports	Amazing History	Reading for Entertainment
11	Safety	Skills	Personal Goals
12	Different Places	Changing Lifestyles	Personality Types
13	Holidays	Technology: Friend or Foe?	Language Learning
14	Mathematical Problems	Ecology	Precautionary Measures
15	Laboratory Work	Modern Medicine	Preferences
16	Different Lifestyles	Inner World	Empathy

(MEB, 2006)

2.3.4.1 The aims of the curriculum in 6th, 7th and 8th Grades

In the newly developed curriculum the expected skills are presented separately for each grade. At the end of the 6th grade, the students will be able to:

1. Have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations

2. Have a sufficient vocabulary for the expression of basic communicative needs.

3. Have a sufficient vocabulary for coping with simple survival needs.

4. Control a narrow repertoire dealing with concrete everyday needs.

21

5. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

6. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.

7. Spell his/her address, nationality and other personal details.

8. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry,etc.

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

10. Pronounce a very limited repertoire of learnt words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group.

11. Expand learned phrases through simple recombination of their elements.

12. Tell a story or describe something in a simple list of points.

13. Link words or groups of words with very basic linear connectors like 'and', 'then', 'but'.

14. 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.(MEB, 2006)

At the end of the 7th grade, students will be able to:

1. Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.

2. Produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

22

3. Have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

4. Make and respond to invitations, suggestions, apologies, etc.

5. Handle very short social exchanges, using everyday polite forms of greeting and address.

6. Adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.

7. Ask for attention.

8. Initiate, maintain and close simple face-to-face conversation.

9. Use simple techniques to start, maintain, or end a short conversation.

10. Link groups of words with simple connectors like 'and 'but' and 'because'

11. Use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

12. Construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.(MEB,2006)

At the end of the 8th grade, the students will be able to:

1. Have a repertoire of basic language which enables them to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words.

2. Use some simple structures correctly, but still systematically makes basic mistakes —for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.

3. Have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent but conversational partners will need to ask for repetition from time to time.

4. Write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.

5. Copy short sentences on everyday subjects — e.g. directions how to get somewhere.

6. Socialize simply but effectively using the simplest common expressions and following basic routines.

7. Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.

8. Make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (MEB, 2006)

2.3.4.2 Activity Types in the Newly Developed Curriculum

In Piaget's theory of cognitive structures, the last stage, that of formal operations, comprises the age group 12-15, which encompasses the start of adolescence. In this stage thinking becomes more formalized and deals increasingly in abstractions. Adolescents are at a stage in life when they increasingly want to start taking responsibility for their own lives, including forming views about their own education, and the manner in which it is conducted (Ur, 1996 as cited in Zhao and Morgan, 2004).

During adolescence, cognitive and physical changes enable most students who are in secondary schools to think outside of themselves. The adolescent's greater facility with abstract thinking permits the application of advanced reasoning and logical processes to social and ideological matters (MEB, 2006:119).

For adolescents, language instruction should be concerned with the learners' level, and engage the learners in activities or situations that require adaptation, by using teaching methods that actively involve students and present challenges, taking into account each individual's own preferences over method and style. As they are getting older, they begin to realize that good learning costs effort. At this stage, motivation and commitment to learning are becoming conscious decisions made by

the student. Instruction increasingly needs the positive cooperation of the students in order to make progress (Zhao and Morgan, 2004).

All types of activities which are designed to improve language skills can be used for adolescents. However teachers should be careful to:

- Use prediction and participation;
- Employ simulations and dramatizations;
- Use challenging games, popular songs, riddles, puzzles, jokes, etc.;
- Employ pair work and group work;
- Use well-defined, well experienced activities;
- Employ activities to increase learner autonomy;
- Do everything maximize STT and minimize TTT (MEB, 2006: 121).

Dramatization

Using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centred activities to chose from for classroom teaching, thereby augmenting their efficiency in teaching English (Chauan, 2004).

Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language:

- by making the learning of the new language an enjoyable experience;
- by setting realistic targets for the students to aim for;
- by creative 'slowing down' of real experience;
- by linking the language-learning experience with the student's own experience of life

According to Wessel (1987: 53-54), drama can create in a student a need to learn the language:

- by the use of 'creative tension' (situations requiring urgent solutions);
- by putting more responsibility on the learner, as opposed to the teacher.

Games

Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games, the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information (El Bahri, 2008).

Songs and Rhymes

Children usually like singing, role playing, and acting out dialogues and do not think this is learning. Making them sing or play a game in a foreign language is a very important part of their education. They pay attention to playing, not to learning. Even if a teacher decides to correct some important mistakes, they do not feel uncomfortable, because the game is the most important (Cebula, 2003).

For most learners, singing or reciting a rhyme is much easier than talking. This makes songs and rhymes particularly useful for practicing difficult sounds, and singing songs can also help the pupils to learn vocabulary and gain fluency. Songs and rhymes can be used with many different types of learners. Songs and rhymes are suitable not only for small children, but can also be used with older learners or even adults to encourage them to speak English without the fear of making a mistake, as attention is not on any individual person. Everybody can join in when they feel they are ready. Repetitions become a part of an activity, so are not boring. Songs allow no time for translation, so children do not try to translate everything; they guess the

meaning of most words, expressions and collocations. They are meaningful; so pupils fix in the memory a lot of useful words and learn how to act in real-life situations in this way. The learners can also be given a poem or a song to write down or copy in their best writing, or they can be encouraged to learn the piece by heart. Rhymes and songs are memorable, if they are well taught, they are seldom forgotten (Cebula, 2003).

Tasks

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2006).

Tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. This does not mean that form is not important (Nunan, 2006).

Pair-work and Group work Activities

In essence, compared with the traditional teacher-centred teaching approach, group work is learner-centred, task-based and especially distinctive in three aspects. First, it is multiple-interactive. In conventional teaching, only interaction between teachers and students is promoted. Group work encourages multiple interactions including interactions between students and interactions between teachers and students. Second, it is quality-oriented. In the natural setting of communication in a small group, learners are not only limited to produce hurried and isolated sentences. Rather they can engage in cohesive and coherent sequences of utterances, thereby developing discourse competence. Meanwhile, learners can take on roles and adopt positions and produce a range of language functions associated with those roles and positions. For example, in a problem-solving activity, learners can suggest, infer,

qualify, hypothesize, generalize or disagree. Third, it is productive. Unlike the teacher-fronted classroom where learners just receive systematic instruction in grammar, vocabulary and pronunciation of the language, group work provides more language practice opportunities for conversations, where students can work together to produce language through speaking and given appropriate materials to work with or problems to solve, they can engage in the creative language use and develop communicative competence in the English language (Meng, 2009).

Long and Porter (1985) presented five pedagogical arguments for the use of group work in second language learning concerning the potential of group work for increasing the quantity of language practice opportunities, for improving the quality of student talk, for individualizing instruction, for creating a positive affective climate in the classroom, and for increasing student motivation.

Story Telling and Reading

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching (Pedersen, 1995).

Stories told and read at home and school both entertain and educate young learners. Using stories in the classroom is fun, but the activity should not be considered trivial or frivolous. Indeed, there is strong support for storytelling in pedagogical theory (Temu and Nixon, 2006).

Baker and Greene (1977) assert storytelling brings to the listeners heightened awareness-a sense of wonder, of mystery, of reverence for life. This nurturing of the spirit-self comes first. It is the primary purpose of storytelling, and all other uses and effects are secondary.

2.3.4.3 Evaluation Process in the Newly Developed Curriculum

2.3.4.3.1 Written Exams

At least three written exams must be introduced in 6th, 7th and 8th grades for the English course each semester. This is an obligatory rule connected with the class hours of English.

The most common techniques used in the written exams are: multiply-choice tests, gap filling and open ended questions. Although it is not desired, translation is also popular among some language teachers.

Although written exams are mostly used evaluation technique, there are also some negative effects of it:

- Written exams evaluate the students at one session. For that reason they are not appropriate in evaluating the process of students' learning.

- Written exams can be misleading in determining the students' success
- Written exams aren't appropriate for the students' personality types.
- Written exams aren't appropriate to evaluate all the language skills.

2.3.4.3.2 Performance Tasks and Projects

As it is necessary to evaluate the process of students' learning, there are also performance tasks and projects in the newly developed curriculum. Students have to take at least a performance task for each semester and a project, if they want. Project and performance tasks should be given individually or group work. The teacher should evaluate these according to certain criteria.

Brown and Hudson (1998) incitates the advantages of performance tasks amd projects with these words:

> "Performance tasks and projects are good ways to evaluating the
> students' process in language learning. They also give
> opportunities students to evaluate not only themselves but also
> their classmates in pair and group works. Performance

assessments require students to accomplish approximation of real life, authentic tasks, usually using the productive skills of speaking or writing but also using reading or writing or combining skills. Performance assessments can take many forms, including fairly traditional tasks like essay writing or interviews or more recent developments like problem solving tasks, communicative pair work tasks, role playing and group discussions. On the other hand, performance assessments are relatively difficult to produce and time consuming to administer."_(p. 662)

2.3.4.3.3 Portfolios

Brown and Hudson (1998:664) define portfolios as "They are also another way of assessing students' language learning process. Portfolios are purposeful collections of any aspects of students' work that tell the story of their achievements, skills, efforts, abilities, and contribution to a particular class." In the newly developed curriculum of primary schools, it is not an obligation to evaluate the portfolios but the students are suggested to keep a portfolio for a lesson they prefer.

Portfolios are also important in observing and evaluating the students' language learning performance. According to Brown and Hudson (1998), Portfolio assessment may strengthen student learning ability in that they

- Focus learners' attention on learning processes
- Facilitate practice and revision processes
- Help motivate students
- Foster student-teacher and student-student collaboration (p.665).

2.3.5 Related Studies

Yıldırım (1998) studied the difficulties of English Language Teaching in the 4th and 5th grades in Primary Schools in Edirne. The purpose of his study was to determine how the language teaching process conducted in the existing programme in the 4th and 5th grades. As a data collection tool, a questionnaire was used. According to the research results, it is stated that only 20% of the teachers were English Language Teachers, the other 80% of the teachers were from other branches or the people who were not teachers. Another important result in this study is that the lessons are mostly teacher centred. Although there are various methods in language teaching, explanation and question-answer techniques are commonly used. Besides, the education environment, the equipment and tools in the classroom, and the materials for language teaching are not sufficient. It is also stated that using technological equipment is not common among the teachers.

Another research was conducted by Büyükduman (2001). In his study, he took the views of English Teachers towards to the curriculum in the first level of the Primary Schools. In the research results, it is stated that teachers think that the pupils will like the English course and they will have positive attitudes towards the English course. The aims of the curriculum were clearly stated. Participant teachers of the research stated that the aims are appropriate for the students' level. On the other hand, they stated that students had difficulties in acquiring the listening and speaking skills. The comments on the text books are generally positive. However, the teachers agreed on the issue that the cultural aspects of the books aren't appropriate for the students. The suggested methods and techniques are appropriate for the age of the students but, applying of that is nearly impossible in crowded classes. In the evaluation progress of the curriculum; the teachers stated that it is impossible to evaluate the skills such as listening, speaking and writing altogether.

Another study was conducted by Orhan (2001). He compared the English Curriculum of 4th grades in Public and Private Schools. The finding of the study show that the English courses are more interesting, in class activities take an important place, the teachers use more audio-visual materials in private schools compared to public ones. The students in private schools are more successful in

language skills (vocabulary, grammar, speaking) tests than students in public schools. Teachers share the same idea on the issues that foreign language learning should start at an earlier age, the hours of the English courses should be increased, the in-service training is necessary for all the English teachers for certain period of time.

İğrek (2001) researched the views of English Teachers on English Language Teaching Curriculum for Primary Schools. The finding of the study shows that the aims of the curriculum had no sufficient qualifications to reach the behavioural, affective and cognitive skills. Next, the units were organized from simple to complex. Furthermore, teachers stated that in class activities were not enjoyable and educative, there weren't necessary materials in schools and the hours of the course in a week were not enough.

Mersinligil (2002) evaluated the English Language Teaching Curriculum of 4th and 5th grades in primary schools by taking the views of students, teachers and school directors. The finding of the study shows that the aims, teaching and learning process and evaluation phases of the curriculum should be developed by taking into consideration the interests and needs of the students. Besides, she suggested that the qualifications of the teachers should be improved; the education environment should be organized well; the materials and technological equipments should be developed; the parents and the students should be informed on the foreign language learning issue.

In his study, Nasman (2003) compared The English Language Curriculum of Primary Schools in Turkey and France and he investigated the similarities and differences between the two curriculums of the two countries. According to the research results, the main aims of the curriculum are based on communicative skills in France but the main aims of the curriculum are not based on the communicative skills in Turkey. In the research, the educational activities are organized more extensively and detailed in the curriculum of France compared to the one in Turkey.

Besides, in the research results, it is obviously stated that the evaluation of the students is quite different in two countries. In Turkey, the curriculum is based on product evaluation but in France, it is based on process evaluation.

Erdoğan (2005) investigated the views of the teachers and students towards the 4th and 5th grade English Language Curriculum for Primary Schools. In this study the teachers indicated that although they acquired the four language skills (reading, writing, listening, speaking); they had difficulties especially in speaking in daily life. Furthermore, the teachers stated that two class hours in a week is not enough to teach English effectively in 4th and 5th grades. In the research, the students stated that there was no variety in the activities such as games, songs or films in the curriculum.

Er (2006) investigated the 4th and 5th grade English Language Curriculum in aspect of four basic items (goals and aims, content, teaching and learning process and evaluation) by taking of the views of teachers and inspectors. In the findings of the study, it is indicated that the goals of the curriculum were stated clearly and they were appropriate for the students' level. In the study when analyzed the results of whether students gain the skills stated in the aims, the students had difficulties in pronunciation, making sentences, understanding the imperatives and basis of Simple Present and Present Continuous Tense. On the other hand, they have no difficulties in learning numbers, days, objects, time and some adjectives. When we analyzed the results of the study in terms of the content, it is indicated that there are too much details and there are not more activities encouraging speaking English. However, the content is organized from simple to complex, concrete to abstract. In terms of teaching learning process, it is stated that the techniques and methods are educative and enjoyable for the students. On the other hand, the teachers couldn't receive some of the materials that are necessary for the course such as listening cds. From the point of measurement and evaluation, it is stated that teachers aren't informed on the issue.

İnam (2009) conducted a study on the views of English teachers towards the 4th grade English Language Curriculum for Primary Schools. She conducted her study in Primary Schools in the centre of Aydın. The finding of the study shows that the class

hours in a week are not sufficient for effective language teaching; although students are interested in language learning, they have problems in using the language; it is impossible to do some activity types in the classroom; the teachers have some difficulties in finding different materials and in service training will be useful for the teachers for the new curriculum.

Another study was conducted by Özbay (2009). Her study was on the English Teachers' opinions on Teaching English upon Constructivist Approach in English Lessons. In the findings of her study, teachers use constructivist approach and apply it more effectively than that of traditional approach. Although, those teachers who teach English using constructivist approach, there are still problems. Furthermore, the meaningful differences were found in gender, length of education length of service, school type and branch at school according to English teachers' opinions in primary schools on teaching English upon constructivist approach in English courses.

Karakoyun (2008) aimed to evaluate the capability and the effectiveness of the Foreign Language Curriculum in secondary schools and to measure the parallelism between theory and practice. It is observed that the lack of English language teachers and the classrooms that are available for language classes at schools, the inadequacy of supporting materials such as flashcards, OHPs or CDs and the classrooms' being overcrowded have caused problems in language teaching. It is also noticed that the academic education that the teachers had at university seems to be adequate in theory, but in practice it seems inadequate. Another problem is the lack of awareness of the school administrators, the students and their families towards the need of learning a language. The new education system is now a considerable improvement in foreign language teaching. Consequently, the demand for learning a foreign language increases. As constructivist approach is taken over, the change in the teaching activities that direct students to research and practice is observed. This situation is evaluated as a positive development. It is concluded that in order to realize foreign language teaching in secondary schools in expected quality, current situations should be revised. Applicability level of the Foreign Language Curriculum should be developed in order to prevent negative consequences in language teaching in secondary schools.

CHAPTER 3

METHODOLOGY

In this chapter, the information about research design, sample and total field of the research, instruments and data analysis will be presented.

3.1. Research Design

The aim of this research is to identify the view of English Language Teachers and 6th, 7th and 8th grade students on the newly developed English Language Program for Primary Schools. For that reason, the descriptive method was used in order to collect and analyze data. According to Karasar (1999:77), "Descriptive method is an approach that aims to describe a situation at present or in the past as its existence. In this kind of research, the event, the object or the person in the research are tried to be described in their own circumstances."

3.2. Sampling

The participants of the present study consisted of 50 English Language Teachers who work in Primary Schools in Kavaklıdere, Yatağan and Muğla, and 81 6th, 7th and 8th grade students of Sehit Senol Ozbay Primary School .

3.3 Instrumentation

As instruments, two questionnaire forms were developed by the researcher herself were used. After developing the questionnaire forms, the question items were revised by an expert and necessary corrections were made by the researcher. The data were collected from the teachers and students at the end of May in 2009.

The questionnaire forms were prepared in two sections for both students and teachers. In the first section of the form, the question items are connected with demographic information of participants such as gender, grade, educational status and previous experience of teachers. In the second section, the question items are connected with the research questions. The questionnaire forms have 20 items for students and 32 items for teachers. The final question is a kind of question which is open to interpretations or suggestions of the participants. Only 10 of the participant teachers responded the last open ended question of the questionnaire. Their statements were categorized into three sub categorization in terms of teaching-learning process, activities and evaluation process in the newly developed curriculum. All of the items in questionnaires are related to the research questions. (see Appendix)

The questionnaire forms were developed by using Likert Scale. Each respondent is asked to rate each item on some response scale. For instance, they could rate each item on a 1-to-5 response scale as:

1. = strongly agree
2. = agree
3. = undecided
4. = disagree
5. = strongly disagree

In order to provide the content validity of the questionnaire forms, they were revised by the experts and the lecturers in Muğla University.

3.4 Piloting of the Study

The term "pilot study" refers to a mini-version of a full-scale study. Pilot study is a crucial element of a good study design. Hence all the elicitation instruments should be piloted before being used for research. Conducting a pilot study does not guarantee
success in the main study but it increases the likelihood.

Galloway (1998) states that it is important to pilot a questionnaire:

- to test how long it takes to complete
- to check that the questions are not ambiguous
- to check that the instructions are clear
- to allow the researcher to eliminate questions that do not field usable data.

Piloting of the questionnaire was carried out with ten EFL teachers and a group of students who did not participate in the main study. This pilot study provided information about the time to complete the questionnaire. It was obvious that it took about five minutes to answer all the items in the questionnaire. During the pilot study, any of the participants did not ask any questions about the items. It appeared that the items in the questionnaire were clear enough. The reliability of the questionnaire was assessed by using reliability scale from SPSS 14.0.

RELIABILITY ANALYSIS-SCALE (ALPHA) (for teachers)

Reliability Coefficients

N of Cases = 50.0   N of Items = 32

Alpha = .935

RELIABILITY ANALYSIS-SCALE (ALPHA) (for students)

Reliability Coefficients

N of Cases = 81.0   N of Items = 20

Alpha = .908

3.5 The Analysis of the Data

In order to describe the attitudes of the students and teachers towards the newly developed English Language Program for primary schools, the questionnaire forms were used. To analyze data, the SPSS 14.0 was used.

CHAPTER 4

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter deals with the analysis of the data collected from the questionnaires. Findings obtained from these data collection tools will be presented in tables and the results will be discussed.

4.2 Data Analysis on the Demographic Information about Teachers and Students

The data regarding gender, previous experience in teaching and education status of teachers and gender and grades of the students that participated in this research will be presented.

Table 2. Gender of Teachers

Gender	N	%
Female	34	68
Male	15	30
Missing	1	2
Total	50	100

As it is seen in Table 2, 68% of teachers are female and 30% of teachers are male.

Table 3. The Education Status of Teachers

Education Status	N	%
Bachelor's Degree	45	90
Master of Arts	2	4
Missing	3	6
Total	50	100

In Table 3, (90%) of teachers have BA degree and only (4%) have Master of Arts Degree. As it is seen from Table 3, a great majority of the participant teachers hold a Bachelor's degree.

Table 4. Teaching Experience of Teachers

Teaching Experience of Teachers	N	%
1-5 years	20	40
6-10 years	12	24
11-15 years	7	14
16-20 years	6	12
Missing	5	10
Total	50	100

As it is seen in Table 4, 40 % of the participants had their teaching experience of 1 to 5 years, 24% of the participants had their previous experience of 6 to 10 years, 14% of the participants had their previous experience of 11 to 15 years and 12% of the participants had their teaching experience of 16 to 20 years.

Table 5. The Gender of the Students

Gender	N	%
Female	39	48
Male	42	52
Total	81	100

As it is seen in Table 5, 48 % of the participant students are female and 52 % of the students are male. According to the table above, the numbers of the female and male students are nearly equal.

Table 6. Grades of the Students

Grades	N	%
6th Grades	34	42
7th Grades	16	20
8th Grades	31	38
Total	81	100

As it is seen in Table 6, 42 % of participant students are 6th Grades, 20% of 81 participant students are 7th grades and 38 % of 81 participant students are 8th grades. As it is understood from the table above most of the students are 6th and 8th graders.

4.3. Attitudes of Students towards the Teaching-Learning Process in Newly Developed Curriculum

Table 7. Attitudes of Students towards the Teaching-Learning Process

		SA and A	UD	D and SD	Total
Q1	f	61	11	10	81
	%	74	13.6	12.3	100
Q2	f	44	13	22	79
	%	54.3	16	27.2	97.5
Q3	f	28	17	34	79
	%	34.6	21	42	97.6
Q4	f	58	15	8	81
	%	71.6	18.5	9.9	100

Note: f: frequency SA: Strongly Agree A: Agree UD: Undecided D: Disagree SD: Strongly Disagree.
Q1: I like English more than last year.
Q2: I find English course easier this year.
Q3: I find English course more difficult this year.
Q4: The topics are appealing to my curiosity and interest.

By analyzing the percentages in Table 7, it is clear that the students agree on most of the items except Q4. Regarding the responses for the First and Fourth Items which have the highest percentages, it is obviously seen that a large majority of the students like English course more than last year and the topics of the newly developed curriculum are appealing to their curiosity interest. 54% of the students respond that they find English course easier and only 34.6% of the students find English course more difficult. The results show that the newly developed curriculum includes topics that are organized well and they are appealing to students' curiosity and interest. By this way, students like English course more and they find easier English course.

4.4 Attitudes of Students towards the Activities in Newly Developed Curriculum

Table 8. Attitudes of Students towards the Activities

		SA and A	UD	D and SD	Total
Q1	f	59	17	5	81
	%	72.9	21	6.1	100
Q2	f	59	13	8	80
	%	72.8	16	9.9	98.7
Q3	f	52	18	9	79
	%	64.7	22.2	10.7	97.6
Q4	f	44	16	17	77
	%	54.4	19.8	21	95.2
Q5	f	65	11	5	81
	%	75.3	13.6	11.1	100
Q6	f	54	16	9	79
	%	66.7	19.8	11.1	97.6
Q7	f	51	21	8	80
	%	62.9	25.9	11.1	98.7
Q8	f	55	16	10	81
	%	66.7	19.8	13.6	100
Q9	f	53	19	7	79
	%	65.4	23.5	8.7	97.6
Q10	f	49	23	9	81
	%	60.5	28.4	11.1	100
Q11	f	57	14	7	78
	%	70.4	17.3	8.6	96.3
Q12	f	64	7	7	78
	%	79	8.6	8.6	96.2
Q13	f	62	13	5	80
	%	76.6	16	6.2	98.8

Note: f: frequency SA: Strongly Agree A: Agree UD: Undecided D: Disagree SD: Strongly Disagree.
Q1: We are doing a lot of activities this year.
Q2: I like the activities in the lesson.
Q3: We are doing more speaking activities this year.
Q4: We are doing more writing activities this year
Q5: We are doing more listening activities this year.
Q6: We are doing more reading activities this year.
Q7: I understand English course better with the activities in and outside the class
Q8: I can read better with the activities we are doing in and outside the class
Q9: I can write better with the activities we are doing in and outside the class
Q10: I can speak better with the activities we are doing in and outside the class
Q11: I'm joining the activities in the English class this year
Q12: We are doing group work in the English class this year
Q13: I find it useful to do group work activities in the English class for my language development.

The questionnaire items above aim to explore students' attitudes towards the activities in the newly developed curriculum. The results show that students agree on all of the items. The highest percentage belongs to Q12, which points out that a large majority of students (79%) state "they are doing group work activities this year". Furthermore, 76.6 % of students find it useful to do group work activities in the English class for their language development. 72.9 % of the students indicate that they are doing a lot of activities this year and 72.8 % of the students also respond as they like the activities in the lesson. The results indicate that the role of the activities is very important in the newly developed curriculum. The textbooks include many activity types such as songs, storytelling-reading, pair or group work so that the students have more opportunities to practise the target language.

The items Q3, Q4, Q5, Q6, Q9, Q10, and Q11 investigate whether the newly developed curriculum includes activities for practising the four main language skills such as reading, writing and speaking and whether students improve their language skills with the help of these activities. A large majority of students (75.3 %) state "they do more listening activities this year". 66.7% indicate "they do more reading activities". 64.7% respond "they do more writing activities' and 54.4 % think that they do more speaking activities this year. Although the previous curriculum included activities towards improving language skills such as reading, writing and

speaking activities, there were not any listening activities in the former textbooks. However, four language activities included and materials are supplied such as listening cds in the new curriculum. Besides, over 60% of the students believe that they can read, write and speak better with the activities in and outside classroom. It is clear that the more they practise the four main language skills, the more they feel better in using them.

4.5 Attitudes of Students towards the Evaluation Process in Newly Developed Curriculum

Table 9. Attitudes of Students towards the Evaluation Process

		SA and A	UD	D and SD	Total
Q1	f	58	15	8	81
	%	71.6	18.5	9.9	100
Q2	f	65	11	5	81
	%	80.3	13.6	6.1	100
Q3	f	57	17	7	81
	%	70.4	21	8.7	100

Note: f: frequency SA: Strongly Agree A: Agree UD: Undecided D: Disagree SD: Strongly Disagree.
Q1: I think performance tasks we develop for the English course are important for reflecting my success and development in language learning.
Q2: I think projects we develop for the English class are important for reflecting my success and development in language learning.
Q3: I think portfolios we develop for the English class is useful for evaluating our language development.

As it is clearly seen in Table 9, most of the students agree or strongly agree on all questionnaire items which investigate the attitudes of students towards the evaluation process of the newly developed curriculum. We can understand from the results that over 70 % of the students think performance tasks and projects are important for reflecting their success and portfolios are useful for assessing their language development. The students are aware of the importance of the measurement tools in the newly developed programme.

4.6 Attitudes of Teachers towards the Teaching-Learning Process in Newly Developed Curriculum

Table 10. Attitudes of Teachers towards the Teaching-Learning Process

		SA and A	UD	D and SD	Total
Q1	f	34	6	10	50
	%	68	12	20	100
Q2	f	34	7	9	50
	%	68	14	18	100
Q3	f	17	16	17	50
	%	34	32	34	100
Q4	f	23	14	13	50
	%	46	28	26	100
Q5	f	37	5	8	50
	%	74	10	16	100
Q6	f	35	9	6	50
	%	70	18	12	100
Q7	f	30	11	9	50
	%	60	22	18	100
Q8	f	38	9	3	50
	%	76	18	6	100
Q9	f	30	11	9	50
	%	60	22	18	100
Q10	f	36	9	4	50
	%	72	18	8	100
Q11	f	32	14	4	50
	%	64	28	8	100
Q12	f	28	15	7	50
	%	56	30	14	100
Q13	f	33	10	6	49
	%	66	20	12	100

Note: f: frequency SA: Strongly Agree A: Agree UD: Undecided D: Disagree SD: Strongly Disagree.
Q1: It has increased the students' interests in the English course.
Q2: In class performance of students has been increased.
Q3: It has been developed by taking into account the age of the students.
Q4: It has been prepared by taking into account the topics appealing to students' interest.
Q5: Teaching of grammar is not the primary aim.
Q6: The active use of speaking skills is aimed.
Q7: The active use of listening skills is aimed.
Q8: The active use of reading skills is aimed.
Q9: The active use of writing skills is aimed.
Q10: The students are in the centre of teaching-learning process.
Q11: The teaching-learning process has been based on an active process.
Q12: The learning styles of the students have the priority.
Q13: In the newly developed English programme social interaction and interpersonal information exchange have the priority.

The aim of the thirteen questionnaire items above was to investigate the attitudes of teachers towards the teaching-learning process in the newly developed curriculum. According to the results above, the teachers strongly agree or agree on items except for the statement (Q3) the new curriculum has been developed by taking into account the age of the students. This may indicate that some structures and vocabulary are complicated to be internalized easily by the students. On the other hand, a great majority of teachers (74%) indicate clearly that teaching of grammar is not the primary aim of the curriculum. Furthermore, over 60 % percent of teachers think that active use of language skills such as listening, speaking, reading and writing is aimed in the new English -program. The results clearly show that instead of an intensive grammar teaching, the students are given more opportunities to practise the target language. Most of the teachers (72 %) state that students are in the centre of the teaching- learning process and 71% of teachers think that interests of students in English have increased and as a result of this in-class performance of them has increased. The results of the Q11 show that 64% believe that the teaching-learning process has been based an active process and 66% of teachers agree on the item 13 that, social interaction and interpersonal information exchange have the priority in the newly developed programme. It is obvious that in the newly developed curriculum of English course, teacher is not the only person responsible for teaching. The students are also responsible for their learning process. Furthermore, for the item

12, 56% of teachers think the learning styles of the students have the priority. We can say that the textbooks of the new program are designed to appeal to students' interest by using the theories such as neuro linguistic programme and multiple intelligences (MEB, 2006).

4.7 Attitudes of Teachers towards the Activities in Newly Developed Curriculum

Table 11. Attitudes of Teachers towards the Activities

		SA and A	UD	D and SD	Total
Q1	f	34	8	7	49
	%	68	16	14	98
Q2	f	24	17	9	50
	%	48	34	18	100
Q3	f	27	13	10	50
	%	54	26	20	100
Q4	f	19	13	18	50
	%	38	26	36	100
Q5	f	26	12	12	50
	%	52	24	24	100
Q6	f	32	10	8	50
	%	64	20	16	100
Q7	f	29	14	7	50
	%	58	28	14	100
Q8	f	23	18	9	50
	%	46	36	18	50
Q9	f	24	14	12	50
	%	48	28	24	100
Q10	f	21	15	14	50
	%	42	30	28	100

Note: f: frequency SA: Strongly Agree A: Agree UD: Undecided D: Disagree SD: Strongly Disagree.
Q1: It includes activities that encourage students to speak English.
Q2: The activities have been developed to appeal to students' interests.

Q3: The active participation of students is provided.
Q4: The activities have been developed by taking into account the individual learning styles.
Q5: The program includes activities designed to improve social interaction.
Q6: The program includes activities which enable students to use prediction and conclusion skills.
Q7: The activities have been developed to improve students' autonomy.
Q8: The activities have been prepared in relation to students' learning needs.
Q9: The activities have been developed to provide using critical thinking skills.
Q10: The activities have been developed to improve students' problem solving skills.

The question items above intend to investigate the attitudes of students towards the activities of the new curriculum. The result of the First Item indicates that 68% of the teachers state "The new program includes activities that encourage students to speak English". 52 % of teachers support the idea that activities are designed to improve social interaction as well. Furthermore, 54% of teachers think the active participation of students is provided. A large majority of teachers (64%) indicate that the program includes activities which enable students to use prediction and conclusion skills. 48% and 42 % of the agree on Q9 and Q10 that the activities have been developed to provide using critical thinking skills and improve students' problem solving skills. 46% of teachers respond that the activities have been prepared in relation to students' learning needs. The lowest percentage belong to Q4 that (38%) of teachers state that the activities have been developed by taking into account the individual learning styles. The results show that the activities are designed to improve language skills can be used for adolescents to use prediction and participation; employ pair work and group work; employ activities to increase learner autonomy (skill training and critical thinking).

4.8 Attitudes of Teachers towards the Evaluation Process in Newly Developed Curriculum

Table 12. 8 Attitudes of Teachers towards the Evaluation Process

		SA and A	UD	D and SD	Total
Q1	f	37	7	6	50
	%	74	14	12	100
Q2	f	26	14	10	50
	%	52	28	20	100
Q3	f	22	15	13	50
	%	44	30	26	100
Q4	f	19	21	10	50
	%	38	42	20	100
Q5	f	14	22	11	47
	%	28	44	22	94
Q6	f	22	17	11	50
	%	44	34	22	100
Q7	f	39	6	4	49
	%	78	12	8	98
Q8	f	36	3	11	50
	%	72	6	22	100
Q9	f	38	6	6	50
	%	76	12	12	100

Note: f: frequency SA: Strongly Agree A: Agree UD: Undecided D: Disagree SD: Strongly Disagree.
Q1: It has been based on the evaluation of the students' learning process.
Q2: The techniques methods and measurement tools used for evaluating the students are in variety.
Q3: The techniques methods and measurement tools are sufficient for evaluating the students' success.
Q4: Students can make decisions on their studies and development.
Q5: Students can make decisions on their peers' studies and development.
Q6: Especially in group activities, students can make decisions not only themselves but also on their peers' studies and development.
Q7: The program includes performance tasks and projects.

Q8: The portfolios are useful to follow the general success of the students and determine their attitudes towards the course.
Q9: It takes time to use measurement and evaluation techniques, methods and measurement tools.

The questionnaire items in this section are designed to investigate the attitudes of teachers towards the evaluation progress of the new program. The highest percentages belong to Q7 (78%) and Q1 (74%). For Q7, 78% of teachers strongly agree or agree that the newly developed program includes performance tasks and projects. 74% of teachers also indicate "the newly developed curriculum has been based on the evaluation of students' learning process". 72% of teachers support the Q8 that the portfolios are useful to follow the general success of the students and determine their attitudes towards the course. On the other hand, for the Q4, Q5 and Q6, less than 50% of the teachers believe that students can make decisions on their studies and development; on their peers' studies and development; and both on their studies and their peers' studies in group work activities. A large majority of teachers (76%) think that it takes time to use measurement and evaluation techniques and methods and measurement tools.

4.9 The Views of the Teachers towards the Teaching Learning Process in the Newly Developed Curriculum

The participant teachers and students were asked to state their opinions about the newly developed curriculum of primary schools after responding the questionnaires. It was seen that 10 of the participant teachers indicated their views on the newly developed curriculum. The views of the teachers are presented below by categorizing their thoughts in terms of teaching-learning and evaluation process of the newly developed programme.

> Teacher 1: I can say that the students who really like the English course have improved their speaking and writing skills and they improve their listening skills day by day.

51

Teacher 2: In order to acquire grammar skills, the students must use their prediction and conclusion skills but they cannot do it actively. For that reason, the grammar explanation should be given at the end of each unit.

On the other hand, the vocabulary is too much and it is over the students' level so the students have in difficulty in acquiring them. Therefore the vocabulary content should be more general and simpler.

Teacher 3: There are too many words and most of them are not appropriate in using daily life. The content of the books (especially spot on 8) are not appropriate for the students' level. They are over the level of the students, for that reason the required success cannot be reached by the students and teachers.

Teacher 4: It is attempted to teach too much vocabulary. There are too many reading texts and dialogues but they are too boring and unnecessary. Also the books of the some publishing houses are not good. In my opinion, Ministry of National Education should use only a book in all Turkey.

Teacher 5: There should be more visual materials and listening texts.

Teacher 6: The content of the new curriculum does not include the topics that take students' interest; therefore the students get bored easily. For example; some of the units in 8th grade syllabus (Unit 2).

Teacher 7: The topics have been determined by taking into the level of the students but there are too many details in each unit. That is to say; there isn't enough time to carry out the process. The content is too detailed and the time is insufficient.

Teacher 8: Quitting the grammar centred language teaching has increased the interest and tendency of speaking English in students. On the other hand, the

books should be prepared the interested topics of students. There should be more audio-visual in activities.

4.10 The Views of the Teachers towards the Evaluation Process in the Newly Developed Curriculum

In this section, the views of the participant teachers towards the teaching learning process are presented.

Teacher 9: Because performance tasks are inadequate in acquiring the aims, they shouldn't be given to students.

Teacher 10: Although speaking and listening take place in newly developed curriculum, the students who are conscious of the SBS are reluctant to take part in practicing the language skills instead of doing tests for SBS.

By looking at the open ended responses, eight of the students wrote comments that might belong to teaching-learning process. Two of the teachers wrote comments that might belong to evaluation process of the newly developed curriculum.

In the teaching-learning category, two of the teachers state that by quitting the deductive grammar instruction, the interests in English learning have been increased. Moreover, students have improved their communicative competence.

In terms of negative comments, four of the teachers think that some topics are not appropriate for the students' level. Three of the teachers also state that there are too many reading texts and also too much vocabulary. For that reason, students get bored easily in course hours. One teacher indicates that although

53

topics are appropriate for the students, course hours are limited. Furthermore, teachers state that more visual materials should be supplied for English classes.

Two teachers stated their thought for the evaluation process. One teacher states that performance tasks are inadequate in reaching the aims, they shouldn't be given. The reason of this explanation might be that students have to take a performance tasks in all courses in each semester. Therefore, students sometimes have difficulty in doing performance tasks. One teacher complains about SBS. Some students are reluctant to take part in practising the language because of SBS.

CHAPTER 5

CONCLUSION

5.1 Introduction

The purpose of this study is to find out the attitudes of students and teachers towards the newly developed English language curriculum of primary education. This study is conducted with primary school English teachers who work in Kavaklıdere, Yatağan and Muğla and 6th, 7th and 8th grade students of Şehit Şenol Özbay Primary School in Kavaklıdere.

In order to find out the attitudes of students and teacher, descriptive method was used in this study. Two different questionnaires were developed by the researcher in order to gather data. After developing the questionnaire forms, the question items were revised by an expert and necessary corrections were made by the researcher. The data were collected from the teachers and students at the end of May in 2009.

Data analysis and results have been presented in tables and each of the results has been discussed and some comments about the items have been given. Finally, it has been concluded that students like English course more, they are interested in the topics of units and take an active part in activities. In the evaluation phase, they think performance tasks, projects and portfolios are effective ways of reflecting their success and development in learning English.

Teachers believe that students' interest towards the learning English and in-class performance have increased. Students are in the centre of the teaching learning process. On the other hand, some of the topics are not appropriate for the students' level. In the evaluation phase, although the curriculum is based on the evaluation of students' learning process, the students are not aware of this fact. In addition, it takes time to evaluate the performance tasks, projects and portfolios. In this final chapter, the results obtained from the analysis of the questionnaires have been summarized.

5.1.1 Students' and Teachers' attitudes towards the Teaching-Learning Process in the Newly Developed English Language Curriculum

In this section, the results of this study show that both students and teachers have generally positive attitudes towards the teaching learning process. Students like English course more and as a result of this, they find English course easier when compared to last year. They also indicate that the topics are appealing to their curiosity and interest in the course. Teachers are aware of the fact that the students' interest and in class performance have increased. Furthermore, teachers know that the newly developed curriculum does not aim to teach grammar as a main step. It is mainly aimed to use the four language skills (listening-speaking-reading-writing). As opposed to traditional teaching- learning context, students are not passive. They are in the centre of the teaching learning process and social interaction and interpersonal information exchange have the priority as teachers state. The results also revealed that the learning styles of students have the priority in the teaching- learning process. The only negative attitude of teachers is that the new program has not been developed by taking into account the age of students. Teachers explain that the content of the textbooks include a lot of vocabulary and complicated structures.

5.1.2 Students' and Teachers' Attitudes towards the Activities.

In this section, the results of this study reveal that students have positive attitudes towards the activities in the newly developed curriculum. The students obviously indicate that they do a lot of activities and they like the activities in the

newly developed program. They also state they do group work activities. In addition, they find it useful to do group work activities for their language development. The teachers support the idea of students by indicating that the activities are designed to improve social interaction. Besides teachers think that the new program includes activities which are designed to use prediction and conclusion skills, improve students' problem solving skills and critical thinking skills. The students also reveal that there are activities to practise the four main language skills in the new curriculum and they are better in using the language skills. Furthermore, teachers state that the activities encourage the students to speak in the target language. However, teachers do not think that the activities have been developed by taking into account the individual learning styles.

5.1.3 The Students' and Teachers' Attitudes towards the Evaluation Process.

The results of the study reveal that students have positive attitudes towards the evaluation process. The students are aware of the importance of performance tasks, projects and portfolios. They state the benefit of these assessment techniques in reflecting their language development and success.

The teachers also have positive attitudes towards the evaluation process except some issues. They indicate that the newly initiated curriculum includes performance tasks and projects and portfolios. They are useful to follow the students' general success and determine their attitudes towards the English course. In addition, teachers think the new curriculum requires the ongoing assessment of students.

·However, teachers state that students cannot take decisions on their language development and their peers' language development. Teachers also indicate that using the evaluation techniques and methods takes much more time.

5.2 Implications

The results of this study reveal that both students and teachers have generally positive attitudes towards the newly developed curriculum of primary schools except a few issues on behalf of the teachers. However, several implications can be obtained.

Because the curriculum just started to be implemented, teachers have limited knowledge about what it is; what the aims are; how it is to be implemented; what they should do in the teaching- learning process; how they should assess the students. Therefore, teachers should take in-service training and join workshops which are designed to improve themselves at a certain periods of time.

Although the course materials are better when compared to the older ones, there are some deficiencies as well. The textbooks include a lot of vocabulary, structures and texts which are over the level of the students. Therefore, well organized course materials should be provided.

In addition, it is nearly impossible to implement the curriculum effectively due to the limited course hours. Although the English course is taught four hours obligatory and two hours elective, there is no chance to prefer elective course hours in general. The hours of obligatory course should be increased.

The newly developed curriculum aims to evaluate students' learning process. So teachers have to prepare materials such as criteria, performance task and project evaluation scales. Therefore, teachers should spend much more time not only on preparing the evaluation materials but also on the assessment part.

5.3 Suggestions for Further Studies

This study was carried out in the province of Muğla. Further studies can be conducted with a larger group of students and teachers with experimental studies in order to see the effects of newly developed curriculum in different learning settings.

REFERENCES

Aydın, O. (n.d.). *Yeni ilköğretimi programı ÖğrencilereNe Kazandıracak?* Retrieved May 20, 2008 from www.mavikelebek.net/images/Yeniilkogretimprogrami.doc.

Akkoyunlu, B.(n.d.). *Curriculum Development for Information Literacy.* Retrieved October 15, 2009 from www.tttworkshop.net/sunumlar/buket.../curriculum_development.ppt

Baker, A. and E. Green. (1977). *Story Telling: Art and Technique.* New York: R. R. Bowker.

Brown, D. and Hudson, T. (1998). The Alternatives in Language Assessment. *Tesol Quarterly Volume 32, No. 4 the Information*

Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching.* Cambridge: Cambridge University Press.

Bruner, J. (1973). *Going Beyond Given.* New York: Norton.

Büyükduman, F. İ. (2001). *İlköğretim Okullarında Görev Yapan İngilizce Öğretmenlerinin MEB Birinci Kademe İngilizce Öğretim Programına İlişkin Görüşleri,* Unpublished master thesis, Yıldız Teknik University, İstanbul.

Can, T. (2004). *Yabancı Dil Olarak İngilizce Öğretmenlerinin Yetiştirilmesinde Kuram ve Uygulama boyutuyla Oluşturmacı Yaklaşım,* Unpublished master thesis, Istanbul University, Istanbul.

Can, T. (2006). Oluşturmacılık Ve Y.dil Öğretimi. *"Eğitimde Çağdaş Yönelimler-3: Yapılandırmacılık ve Eğitime Yansımaları" Sempozyum Bildiriler Kitabı* , pp. 282-288.

Candlin, C. (1987). Towards task-based learning in C.N. Candlin & D. Murphy (Eds.): *Lancaster Practical Papers in English Language Education. Vol.7 Language Learning Tasks.* Englewood Cliffs, NJ: Prentice Hall.

Cebula, D. (2003) *Song and Rhymes in Language Teaching.* Retrieved May 11, from http://iatefl.org.pl/tdal/n9songs.htm.

Chauhan, V. (2004). *Drama Techniques for Teaching English.* Retrieved June 15, 2009 from http://iteslj.org/Techniques/Chauhan-Drama.html.

Demircan, Ö. (1993). *Türkiye'de Yabancı Dil.* Remzi Yayıncılık: İstanbul

Demirel, Ö. (2007). *Yabancı Dil Öğretimi: Dil Pasaportu, Dil Biyografisi, Dil Dosyası.* Pegem A Yayıncılık: Ankara

Doll, R. (1986). *Curriculum Improvement: Decision and Process*. Boston: Allyn and Bacon.

Doyle, W. (1979). Classroom tasks and students' abilities in P. Peterson and H.J. Walberg *(Eds.):Research on Teaching*. Berkeley, Ca.: McCutchen.

Dubin, E. O. (1996). *Course Design*. USA: Cambridge University Press.

El Bahri, M.G.S. (2008) *Teaching English Vocabulary Using Games*.(n.d.) Retrieved May 22, 2009 from http://www.scribd.com/doc/9639825/Teaching-English-Vocabulary-Using-Games.

Er, O. (2006). *İlköğretim 4. ve 5. Sınıf İngilizce Öğretim Programlarının Değerlendirilmesi*, Unpublished master thesis, Ankara University, Ankara.

Erdoğan, V. (2005). *An Evaluation of English Curriculum İmplemented at the 4th and 5th Grade Primary State Schools:The views of Teachers and Students*, Unpublished master thesis, Mersin University, Mersin.

Far, M. M. (2008). *An Overview of Syllabuses in English Language Teaching*. Retreieved May 05, 2010 from http://www3.telus.net/linguisticsissues/syllabi

Finocchiaro, M. (1979-1983). The Functional Notional Syllabus: Promise, Problems, Practices. TEFL Anthology.

Galloway, K. (1997). *Questionnaire Design and Analysis*. Retrieved April 10, 2009 from www.tardis.ed.ac.uk .

Glasersfeld, E. (1995). *Radical Constructivism*. London: Falmer.

Harman, K. (1999). *İLköğretim Yabancı Dil Dersi Program Uygulamalarında Karşılaşılan Sorunlar*, Unpublished master thesis, Harran University, Şanlıurfa

Harmer, J. (2001). *The Practice of English Language Teaching. Malaysia:* Pearson Education Limited.

Holt, D. G.; Willard-Holt, C. (2000). "Let's get real – students solving authentic corporate problems". *Phi Delta Kappan* 82 (3). Retrieved June 07, 2009 from http://en.wikipedia.org/wiki/Constructivism_(learning_theory).

İğrek, G. (2001). *Öğretmenlerin İlköğretim İngilizce Programına İlişkin Görüşleri*, Unpublished master thesis, Hacettepe University, Ankara.

İnam, G. (2009). *İlköğretim Okulları 4.Sınıf İngilizce Dersi Öğretim Programının Değerlendirilmesine İlişkin Öğretmen Görüşleri*, Unpublished master thesis, Adnan Menderes University, Aydın.

Karakoyun, S. (2008). *İLköğretim II. Kademe Yabencı Dil Dersi Öğretim Programının Değerlendirilmesine İlişkin Öğretmen Görüşleri,* Unpublished master thesis, Sakarya University, Adapazarı.

Karasar, N. (1999). *Bilimsel Araştırma Yöntemleri.* Ankara: Nobel Yayınları.

Long, M. (1985). *A role of instruction in second language acquisition.* K. Hylenstam and M.Pienemann.

Long, M. H. and Porter, A. P.(1985). Group work, inter-language talk and second language acquisition. *TESOL Quarterly* 19, 2: 207-228. Retrieved June09, 2009 from http://course1.winona.edu/hshi/documents/groupwork_interlanguagetalkandL2 acquisition.pdf).

McMahon, M. (1997). *Social Constructivism and World Wide Web-A paradigm for Learning.* Retrieved September 22, 2008 from http://www.ascilite.org.au/conferences/perth97/papers/Mcmahon/Mcmahon.html.

MEB. (2006). *English Language Curriculum for Primary Education.* Ankara: MEB.

MEB. (2006). *Spot on 8 Teachers' Book.* Ankara: MEB.

Meng, F. (2009). Encourage Learners in the Large Class to Speak English in Group Work.*English Language Teaching, September, Vol.2.* Retrieved September 10, 2010, from http://www.ccsenet.org/journal/index.php/elt/article/viewFile/3720/3319.

Mersinligil (2002). *İLköğretim Dört ve Beşinci Sınıflarda Uygulanan İngilizce Dersi Öğretim Programının Değerlendirilmesi (Adana İli Örneği).* Doctorote Thesis, Fırat University, Elazığ.

Nasman, D. (2003). *Türkiye ve Fransada'ki İLköğretim İngilizce Programının Karşılaştırılması,* Unpublished master thesis, Hacettepe University, Ankara.

Nunan, D. (1988). *Syllabus Design.* Hong Kong: Oxford University Press.

Nunan, D.(1988). *The Learner Centred Curriculum.* New York: Cambridge University Press.

Nunan, D. (2006). Task Based Language Teaching in the Asia Context: Defining Task. *Asian EFL Journal, Volume, 8.* Retrieved from September 11, 2010 from http://www.asian-efl-journal.com/Sept_06_dn.php.

61

Orhan, İ. (2001). *Özel İlköğretim Okulları ile Devlet İlköğretim Okullarının 4. Sınıflarında Öğretilen İnglizce Derslerinin Program, Öğrenci,Öğretmen, Ders Araç Gereçleri Konusunda Karşılaştırmalı Bir Araştırma,* Unpublished master thesis, Selçuk University, Konya.

Özbay, A. F. (2009). *Yapılandırmacılık Kuramına Dayalı Olarak Ongilizce Dersinin İşlenişine İlişkin Öğretmen Görüşleri,* Unpublished master thesis, Afyon Kocatepe University, Afyon.

Özbay, F. (n.d.). *Türkiye'de Yabancı Dil Öğretiminin Tarihi Geçmişi ve Türkiye'nin Günümüzdeki Y. Dil Politikası.* Retrieved May 21, 2008, from http://www.libertasmedia.nl/alan/projeler/yabancidil.htm.

Pedersen, M. E.(1995). Story Telling and Art of Teaching. *English Teaching Forum, Vol, 95-33.*

Perkins, D . (1999) Many Faces of Constructivism. *Educational Leadership 3, Volume 57, p. 7-11.* Retrieved from May 22, 2009 from http://exchanges.state.gov/englishteaching/forum/archives/1995/docs/95-33-1-b.pdf.

Rabbini, R. (n.d.). *An Introduction to Syllabus Design and Evaluation .* Retrieved May 20, 2009 from http://iteslj.org/Articles/Rabbini-Syllabus.html.

Reilly, T. (1988) *Approaches to Foreign Language Syllabus Design.* Retrieved May 20, 2009, from http://www.ericdigests.org/pre-928/design.htm.

Richards, J. C. (2001). *Curriculum Development in language Teaching.* USA: Cambridge University Press.

Richards, J., Platt, T., & Weber, H. (1985). *A dictionary of applied linguistics.* London: Longman.

Sevil, N. (2002). Fransızca Öğretmenlerinin Yetiştiriminde Çağdaş Yaklaşımlar. *Uluslararası Katılımlı 2000li yıllarda Öğrenme ve Öğretme Sempozyomu.*

Selçuk, Z. (2004) *Bilim ve Aklın Aydınlığında Eğitim Dergisi, August-September 2004 Volume: 54-55.* Retrived September 12, from http://yayim.meb.gov.tr/dergiler/sayi54-55/soylesi.htm.

Temu, P. and Mixon, M. (2006) First Road to Learning: Language Through Stories.*English Teaching Forum, Vol, 44-2.* Retrived September 20, 2009 from http://exchanges.state.gov/englishteaching/forum/archives/docs/06-44-2-d.pdf.

The Notional Funcitonal Approach to Language Syllabus Designing. (n.d.) Retrieved May 20, 2009 from http://www.scribd.com/doc/17414721/Assignment-Notional.

Thomas, L. and S. harri-Augstein. (1995). *Self-organised Learning: Foundations of a conversational science for psychology.* London: Routledge and Kegan Pau Retrived September 15, 2008 from http://en.wikipedia.org/wiki/Constructivism_(learning_theory)

Wessel, C . (1987) *Drama (Resource Books for Teachers).* Oxford. Oxford University Press. Retrieved April 2010 from http://iteslj.org/Articles/Royka-Drama.html.

Wilkins, D. A. (1976). *Notional Syllabus.* Oxford, Oxford University Press.

Wilkins, D. A. (1979). Grammatical, Situational and Notional Syllabuses." In Brumfit and Johnson (eds), *The Communicative Approach to Language Teaching.* Oxford: Oxford University Press, pp. 83-90.

Yalden, J. (1987). *The Communicative Syllabus: Evolution, Design and Implementation.* Englewood Cliffs, NJ: Prentice-Hall.

Zhao, A.H. Q. and Morgan, C. (2004). *Consideration of Age in L2 Attainment - Children, Adolescents and Adults.* Retrieved June 15, 2009 from http://www.asian-efl-journal.com/december_04_ahqz_cm.php

APPENDIX 1

T.C.
MUĞLA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

SAYI : B.08.4.MEM.4.48.00.04.322/ Ꝫ ꓸ 6 ꓶ

KONU : Anket.

2 0 Şbat 2009

MUĞLA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Dairesi Başkanlığı)

İLGİ : Muğla Üniversitesi Rektörlüğünün Öğrenci İşleri Dairesi Başkanlığının 26/01/2009 tarih ve 602 sayılı yazısı.

Üniversiteniz Sosyal Bilimler Enstitüsü "İngilizce Dili Eğitimi Anabilim Dalı " Yüksek Lisans Öğrencisi Hatice DEMİRLİER'in **"Öğrenci ve Öğretmenlerin Yeni Geliştirilen İlköğretim İngilizce Öğretim Programına Karşı Tutumları"** konusunda İlimiz Kavaklıdere İlçesi Şehit Şenol Özbay İlköğretim Okulu 6., 7. ve 8. öğrencileri ile Merkez Yatağan ve Kavaklıdere İlçe Merkezlerinde bulunan ilköğretim kurumlarında görev yapmakta olan İngilizce öğretmenlerine yönelik araştırma yapılması ile ilgili Valilik Makamının 16/02/2009 tarih ve 3288 sayılı onayları, Araştırma Değerlendirme Formu ilişikte gönderilmiştir.

Bilgilerinizi ve araştırma sonucunun Müdürlüğümüz Eğitim-Öğretim Kültür Bürosuna teslim edilmesini rica ederim.

Rifat ATA
Vali a.
Vali Yardımcısı

EKLER:
EK-1 Onay (1 adet, 1 sayfa)
EK-2 Araş.Değ. Formu (1 adet, 1 sayfa)
EK-3 Anket Formu (1 adet, 3 sayfa)

64

APPENDIX 2

T.C.
MUĞLA VALİLİĞİ
İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ

SAYI : B.08.4.MEM.4.48.00.04.322/ 3 2 8 8   16 Şubat 2009
KONU : Anket

VALİLİK MAKAMINA

İLGİ: Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi

Muğla Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Hatice DEMİRLİER'in **"Öğrenci ve Öğretmenlerin Yeni Geliştirilen İlköğretim İngilizce Öğretim Programına Karşı Tutumları"** konusunda İlimiz Kavaklıdere İlçesi Şehit Şenol Özbay İlköğretim Okulu 6., 7. ve 8. sınıf öğrencileri ile İlimiz Merkez, Yatağan ve Kavaklıdere İlçe merkezlerinde bulunan ilköğretim kurumlarında görev yapmakta olan İngilizce öğretmenlerine yönelik araştırma yapması ile ilgili Muğla Üniversitesi Rektörlüğü Öğrenci İşleri Dairesi Başkanlığının 26.01.2009 tarih ve 602 sayılı yazıları, Araştırma Değerlendirme Komisyonunca düzenlenen değerlendirme formu ile ekleri ilişikte sunulmuştur.

Araştırma Değerlendirme Komisyonu Kararına göre (Form:2) ; Muğla Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Hatice DEMİRLİER'in **"Öğrenci ve Öğretmenlerin Yeni Geliştirilen İlköğretim İngilizce Öğretim Programına Karşı Tutumları"** konusunda İlimiz Kavaklıdere İlçesi Şehit Şenol Özbay İlköğretim Okulu 6., 7. ve 8. sınıf öğrencileri ile İlimiz Merkez, Yatağan ve Kavaklıdere İlçe merkezlerinde bulunan ilköğretim kurumlarında görev yapmakta olan İngilizce öğretmenlerine yönelik **eğitim öğretimi aksatmamak, okul müdürünün uygun görmesi ve göreceği saatlerde, yönergenin 13. maddesinde belirtilen esaslar dikkate alınmak kaydıyla** araştırma yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Mustafa AKSAN
Milli Eğitim Müdürü

OLUR
../02/2009

Faruk Necmi KURT
Vali a.
Vali Yardımcısı

APPENDIX 3

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Hatice DEMİRLİER
Kurumu / Üniversitesi	Muğla Üniversitesi
Araştırma yapılacak iller	Muğla
Araştırma yapılacak eğitim kurumu ve kademesi	Muğla Kavaklıdere Şehit Şenol Özbay İlköğretim Okulu 6, 7 ve 8. Sınıf öğrencileri ile Muğla İli Merkez, Yatağan ve Kavaklıdere ilçe merkezlerinde bulunan İlköğretim okullarında görev yapan İngilizce öğretmenleri
Araştırmanın konusu	"Öğrenci ve Öğretmenlerin Yeni Geliştirilen İlköğretim İngilizce Öğretim Programına Karşı Tutumları."
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Var
Veri toplama araçları	1- Anket Çalışması
Görüş istenilecek Birim/Birimler	

KOMİSYON GÖRÜŞÜ
Yukarıda Belirtilen Çalışma Milli Eğitim Bakanlığına Bağlı Okul Ve Kurumlarda Yapılacak Araştırma Ve Araştırma Desteğine Yönelik İzin Ve Uygulama yönergesinin 5. maddesinin (h) bendinde yazan, "araştırma, danışman onaylı mezuniyet tezi /proje /ödev/araştırmanın amacı ve önemi, problem ve alt problemler, sayıltılar, sınırlılıklar, tanımlar, araştırmanın yöntemi, evren ve örneklem, veri toplama araçları, çalışma takvimleri ve kaynakça ile bu madde kapsamında istenen diğer belgeler başvuruya eklenir" denilmektedir. Söz konusu olan araştırma örneği bu maddeye uygun hazırlanmıştır.

Komisyon kararı	Oybirliği ile kabul edilmiştir.
Muhalif üyenin Adı ve Soyadı:	

KOMİSYON

09 / 02 / 2009

VELİ İNAN
Üye

SEMA TAŞÇI GÜNLÜ
Üye

66

İNGİLİZCE DERSİNE YÖNELİK TUTUM ÖLÇEĞİ

Bu ölçek sizlerin İngilizce dersine yönelik tutumlarınızı almak amacı ile hazırlanmıştır. Her cümleyi dikkatle okuduktan sonra, **DERECELER** sütunundaki seçeneklerden size en yakın olanını (X) ile işaretlemeniz beklenmektedir.

İlginiz ve zaman ayırdığınız için teşekkür ederiz.

İng. Öğt. Hatice DEMİRLİER   Yard. Doç.Dr.Şevki KÖMÜR

Çalışmakta olduğunuz okulun adı : .... Mezun Olduğunuz okul/fakültenin adı: Öğrenim Durumunuz: ( ) Lisans ( ) Lisansüstü Meslekte Kaçıncı yılınız: a) 1–5 yıl b) 6–10 yıl c) 11 -15 yıl d) 16 yıl ve üstü Cinsiyetiniz: ( )Kadın ( )Erkek Yenilenen İlköğretim İngilizce Programı önceki ile karşılaştırıldığında:	DERECELER					
	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum	
1	Öğrencilerin İngilizce dersine karşı olan ilgilerini artırmıştır.					
2	Öğrencilerin ders içi performansı önplana çıkartılmıştır.					
3	Öğrencilerin yaş düzeylerine uygun olarak hazırlanmıştır.					
4	Öğrencilerin ilgi ve merak duyduğu konular kullanılarak hazırlanmıştır.					
5	Dilbilgisi öğretimi öncelikli değildir.					
6	Konuşma becerilerinin etkin kullanımını hedeflemektedir.					
7	Dinleme becerilerinin etkin kullanımını hedeflemektedir.					
8	Okuma becerilerinin etkin kullanımını hedeflemektedir.					
9	Yazma becerilerinin etkin kullanımını hedeflemektedir.					
10	Öğrenme- öğretme sürecinde öğrenci merkeze alınmıştır.					
11	Öğrenme-öğretme aktif süreç temel alınmıştır.					
12	Öğrencilerin öğrenme stilleri ön plana çıkartılmıştır.					
13	Yenilenen ilköğretim İngilizce programında sosyal etkileşim ve kişilerarası bilgi paylaşımı önceliklidir.					
14	Öğrencileri İngilizce konuşmaya teşvik eden etkinlikler içermektedir..					
15	Öğrencilerin ilgi ve merakını çekecek etkinlikler düzenlenmiştir.					
16	Öğrencinin derse etkin katılımı sağlanabilmektedir.					
17	Öğrencinin bireysel öğrenme farklılıklarını göz önüne alan etkinlikler düzenlenmiştir.					
18	Kişilerarası etkileşimi artıracak etkinliklere yer verilmiştir.					
19	Öğrencilerin tahmin ve çıkarım yapma becerisini kullanmaya yönelik etkinlikler içermektedir.					
20	Öğrenci özerkliğini artıracak etkinlikler düzenlemiştir.					
21	Öğrencinin öğrenme ihtiyaçlarına yönelik etkinlikler kullanılmaktadır.					
22	Eleştirel düşünme çalışmalarına olanak sağlayan etkinlikler düzenlenmiştir.					

23	Öğrencilerin problem çözme becerilerini geliştirmeye olanak sağlayan etkinlikler düzenlenmiştir.					
24	Öğrencinin öğrenme sürecindeki performansını değerlendirmek esas alınmıştır.					
25	Öğrenci başarısını değerlendirmeye yönelik yöntem, teknik ve ölçme araçları çeşitlilik göstermektedir.					
26	Ölçme ve değerlendirmeye yönelik hazırlanan yöntem, teknik ve ölçme araçları öğrenci başarısını değerlendirme yeterlidir.					
27	Öğrenciler kendi çalışmaları ve gelişimleri ile ilgili kararlara varabilmektedir.					
28	Öğrenciler akranlarının çalışma ve gelişimleriyle ilgili kararlara varabilmektedir.					
29	Öğrenciler özellikle grup etkinliklerinde hem kendi hem de arkadaşlarının çalışma ve gelişimleriyle ilgili kararlara varabilmektedirler.					
30	Performans görevleri ve projelere yer verilmektedir.					
31	Öğrenci ürün dosyaları öğrencilerin genel durumunu izlemede ve derse karşı olan tutumlarını belirlemede faydalıdır.					
32	Ölçme ve değerlendirme yöntem, teknik ve ölçme araçlarını kullanmak zaman almaktadır.					

Yenilenen ilköğretim İngilizce programına yönelik yukarıda belirtilerden başka eklemek istedikleriniz varsa aşağıya yazabilirsiniz.

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

APPENDIX 5

İNGİLİZCE DERSİNE YÖNELİK ÖĞRENCİ TUTUM ÖLÇEĞİ

Bu ölçek sizlerin İngilizce dersine yönelik tutumlarınızı almak amacı ile hazırlanmıştır. Her cümleyi dikkatle okuduktan sonra, DERECELER sütunundaki seçeneklerden size en yakın olanını (X) ile işaretlemeniz beklenmektedir.

İlginiz ve zaman ayırdığınız için teşekkür ederiz.

İng. Öğrt. Hatice DEMİRLİER   Yard.Doç.Dr. Şevki KÖMÜR

		DERECELER				
Okulunuzun adı :............................... Sınıf/ Şube : Cinsiyetiniz: ( )Kız ( )Erkek		Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum

Geçen Yılla Karşılaştırıldığında

1	Bu yıl İngilizce dersini daha çok seviyorum.					
2	Bu yıl İngilizce dersini daha kolay buluyorum.					
3	Bu yıl İngilizce dersini daha zor buluyorum.					
4	Bu yıl İngilizce dersinde işlediğimiz konular ilgimi ve merakımı çekiyor.					
5	Bu yıl İngilizce dersinde çok çeşitli etkinlikler yapmaktayız.					
6	Bu yıl İngilizce dersinde yaptığımız etkinliklerden hoşlanmaktayım.					
7	Bu yıl İngilizce dersinde daha çok konuşma etkinliği yapmaktayız.					
8	Bu yıl İngilizce dersinde daha çok yazma etkinliği yapmaktayız.					
9	Bu yıl İngilizce dersinde daha çok dinleme etkinliği yapmaktayız.					
10	Bu yıl İngilizce dersinde daha çok okuma etkinliği yapmaktayız.					
11	Sınıf içinde ve dışında yaptığımız etkinliklerle bu yıl İngilizce dersini daha iyi anlamaktayım.					
12	Sınıf içinde ve dışında yaptığımız etkinliklerle bu yıl İngilizcede daha iyi okuyabiliyorum.					
13	Sınıf içinde ve dışında yaptığımız etkinliklerle bu yıl İngilizcede daha iyi yazabiliyorum.					
14	Sınıf içinde ve dışında yaptığımız etkinliklerle bu yıl İngilizcede daha iyi konuşabiliyorum.					
15	Bu yıl İngilizce dersinde yapılan etkinliklere katılmaktayım.					
16	Bu yıl İngilizce dersinde grup çalışması yapmaktayız.					
17	İngilizce dersinde gerçekleştirdiğimiz grup çalışmalarını kendi dil gelişimim için faydalı buluyorum.					
18	İngilizce dersi için hazırladığınız performans görevlerinin dil öğrenimindeki gelişimimi ve başarımı yansıtmada önemli olduğunu düşünüyorum.					
19	İngilizce dersi için hazırladığımız projelerin dil öğrenimindeki gelişimimi ve başarımı yansıtmada önemli olduğunu düşünüyorum.					
20	İngilizce dersi için hazırladığımız ürün dosyalarının kendimizi değerlendirmek açısından yararlı olduğunu düşünüyorum.					