

**AN EVALUATION OF ENGLISH LANGUAGE
TEACHING PROGRAM AT KEY STAGE I
AND THE OPINIONS OF TEACHERS
REGARDING THE PROGRAM**

MA Thesis

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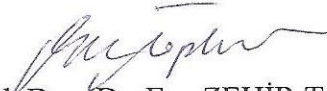
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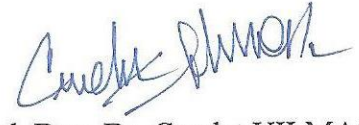
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ABSTRACT

This research study was carried out to analyze the 2006 English Language Teaching Program of Key Stage I (4th and 5th graders) in primary state schools in terms of its general characteristics, aims/outcomes and content in the light of English language teachers' opinions under the heading of "An Evaluation of English Language Teaching Program at Key Stage I and the Opinions of Teachers Regarding the Program".

This study was implemented in the Beyoğlu district of İstanbul city to the practicing English language teachers working at 4th and 5th grades primary state schools through the 'Teachers' Opinions Questionnaire', which is designed by the researcher that intends to obtain participants' opinions on the general characteristics, aims/outcomes and content of the new (2006) English Language Teaching Program.

The data gathered by using "Teachers' Opinions Questionnaire" were analyzed by using Statistical Package for Social Sciences; SPSS.15. T-test and one-way analysis of variance (ANOVA) were used to analyze the SPSS inputs. Frequency analysis and percentage of the items were calculated and put into tables.

The analysis of the data revealed that although the participant English language teachers have moderately positive opinions on the general characteristics, aims/outcomes, and content of the new program, they still believe that there are inefficient points of the new Key Stage I English language teaching program that need to be revised and redeveloped.

This study concludes that general characteristics, aims/outcomes, and content parts of the new Key Stage I English language teaching program are inefficient in some aspects. Therefore, it suggests that program developers should engage teachers in feedback sessions related to the general characteristics of the new program in order to provide necessary information on the lacking and ineffective parts of it. It also recommends that aims/outcomes of the new program

are to be revised again, more emotional and psychomotor aims/outcomes are to be included in and the content is to be renovated by adding more communicative and creative aspects.

In conclusion, this study sheds light on the efficient and lacking parts of the new Key Stage I (4th and 5th grades) English language teaching program currently being implemented in primary state schools by considering the practicing English language teachers opinions.

ÖZET

Bu araştırma, İngilizce öğretmenlerinin fikirleri ışığında, devlet okullarının ilköğretim 1. kademesinde (4. ve 5. sınıflar) uygulanmakta olan 2006 İngilizce öğretim programını genel özellikler, hedef/kazanımlar ve içerik açısından değerlendirilmesi amacıyla “Birinci Kademedeki İngilizce Öğretim Programının Değerlendirilmesi Ve Programla İlgili Öğretmen Görüşleri” adı altında yürütülmüştür.

Çalışma, İstanbul’un Beyoğlu ilçesinde devlet ilköğretim okullarında 4. ve 5. sınıf seviyesinde İngilizce derslerini yürüten İngilizce öğretmenlerinin, yeni (2006) İngilizce Öğretim Programının genel özellikleri, hedef/kazanımları ve içeriği hakkında fikirlerini almayı hedefleyen ve araştırmacı tarafından oluşturulan ‘Öğretmen Görüşleri Anketi’ yoluyla uygulanmıştır.

‘Öğretmen Görüşleri Anketi’ yoluyla toplanan veriler SPSS.15 bilgisayar programı kullanılarak analiz edilmiştir. SPSS girdilerini analiz etmek için t-test ve varyans analizi (ANOVA) kullanılmıştır. Sıklık analizi ve maddelerin yüzdesi hesaplanmış ve tablolandırılmıştır.

Verilerin analizine göre, katılımcı öğretmenler yeni programın genel özellikleri, hedef/kazanımları ve içeriği hakkında ılımlı ölçüde olumlu görüşe sahip olmalarına rağmen yine de ilköğretim 1. kademe İngilizce öğretim programının yeniden gözden geçirilmesi ve geliştirilmesi gereken yetersiz bölümleri olduğunu düşündükleri ortaya çıkmaktadır.

Bu çalışmanın sonuçlarına göre yeni ilköğretim 1. kademe İngilizce öğretim programı genel özellikler, hedef/kazanımlar ve içerik bakımından bazı açılardan verimsiz olduğu görülmektedir. Bu yüzden, program geliştirmecilerin, öğretmenlerden yeni programın genel özelliklerinin yetersiz ve eksik kısımlarıyla ilgili geribildirim almaları önerilmektedir. Ayrıca, programın hedef/kazanımları

gözden geçirilip daha çok duyuşsal ve psikomotor hedef/kazanımlar eklenmesi ve içerięe daha fazla iletişimsel ve yaratıcı kısımlar eklenmesi önerilmektedir.

Sonuç olarak, bu alıřma İngilizce öęretmenlerinin görüşlerini alarak devlet ilköęretim okullarında halen uygulanmakta olan yeni ilköęretim 1. kademe İngilizce öęretim programının verimli ve eksik kısımlarına ışık tutmaktadır.

TABLE OF CONTENTS

Title	i
Abstract	iii
Özet	v
Table of Contents	viii
Abbreviations	ix
List of Tables	x
List of Figures	xi
Acknowledgements	xii
Dedication	

CHAPTER ONE INTRODUCTION

1.0 Introduction	1
1.1 Background of the study	1
1.2 Purpose of the study and research questions	4
1.3 Significance of the study	5
1.4 Assumptions of the study	6
1.5 Limitations of the study	6
1.6 Organization of the study	7
1.7 Chapter summary	8

CHAPTER TWO TERMINOLOGY AND PROGRAM EVALUATION

2.0 Introduction	9
2.1 Curriculum	9
2.2 Syllabus and syllabus types	11
2.2.1 Product-oriented syllabuses	12
2.2.2 Process-oriented syllabuses	14
2.3 Teaching program	17
2.4 Program evaluation	18
2.4.1 Purposes of program evaluation	19
2.4.1.1 Summative and formative evaluation	20
2.5 Program evaluation approaches and models	21
2.6 Chapter summary	24

CHAPTER THREE ENGLISH LANGUAGE TEACHING PROGRAMS IN TURKEY

3.0 Introduction	25
3.1 English language teaching programs	25
3.1.1 An overview of English language teaching programs in Turkey	26
3.1.1.1. Until 1997	26
3.1.1.2. 1997 English language teaching program	27

3.1.1.3 2006 English language teaching program	30
3.1.1.4 A comparison of 1997 and 2006 key stage I English language teaching programs	33
3.2 Research Studies on Program Evaluation	34
3.3 Chapter Summary	37

CHAPTER FOUR METHODOLOGY

3.0 Introduction	38
3.1 Objectives of the study and the research questions	38
3.2 Rationale for the study	39
3.3 Pilot study	40
3.3.1 Setting and participants	40
3.3.2 Instruments	42
3.3.3 Findings	46
3.3.4 Conclusions and Implications	47
3.4 Main Study	47
3.4.1 Setting and participants	47
3.4.2 Instruments	49
3.4.3 Procedures for data collection	50
3.5 Analysis of the data	51
3.6 Chapter summary	51

CHAPTER FIVE FINDINGS

4.0 Introduction	52
4.1 Objectives and research questions	52
4.2 Findings of the study	53
4.2.1 Findings of research question 1	53
4.2.2 Findings of research question 2	55
4.2.3 Findings of research question 3	57
4.2.4 Findings of research question 4	60
4.2.5 Findings of research question 5	60
4.2.6 Findings of research question 6	62
4.2.7 Findings of research question 7	63
4.3 Chapter Summary	64

CHAPTER SIX DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

5.0 Introduction	65
5.1 Summary of the study	65
5.1.1 Aim of the study	65
5.1.2 Summary of the methodology	66

5.1.3 Summary of the main study	66
5.1.4 Summary of the main findings and discussions	67
5.2 Conclusions	70
5.3 Implications	72
5.4 Suggestions for further research	73
5.5 Chapter Summary	74
REFERENCES	75
APPENDICES	82
Appendix A: Teachers' Opinions Questionnaire (English Version)	83
Appendix B: Teachers' Opinions Questionnaire (Turkish Version)	89
Appendix C: List of Schools in Beyoğlu District	95
Appendix D: Permission of City Education Directorship of Istanbul	96
Appendix E: Permission of City Governship of Istanbul	97

ABBREVIATIONS

ANOVA	Analysis of Variance
CIPP	Context Input Process Product
EARGED	Educational Research and Development Unit
ELT	English Language Teaching
ELTP	English Language Teaching Program
EU	European Union
MEB	Ministry of National Education
MIT	Multiple Intelligences Theory
RQ	Research Question
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
UCLA	University of California Los Angeles

LIST OF TABLES

Table 1: The distribution of gender and experience in the pilot study	41
Table 2: The distribution of seminar attendance in the pilot study	41
Table 3: The distribution of seminar usefulness in the pilot study	41
Table 4: Cronbach's alpha values for questionnaire parts	46
Table 5: The distribution of gender and experience	48
Table 6: The distribution of seminar attendance	49
Table 7: The distribution of seminar usefulness	49
Table 8: Mean value of the opinions of participants related to the general characteristics of the new ELTP	53
Table 9: The opinions of the participants related to the general characteristics of the new ELTP	54
Table 10: Mean value of the opinions of participants related to the aims/outcomes of the new ELTP	55
Table 11: The opinions of participants related to the aims/outcomes of the new ELTP	56
Table 12: Mean value of the opinions of participants related to the content of the new ELTP	58
Table 13: The opinions of participants related to the content of the new ELTP	58
Table 14: Gender differences among participant teachers	60
Table 15: Teaching experience differences among participant teachers	61
Table 16: Seminar participation differences among participant teachers	62
Table 17: Extra opinions of participant teachers	63

LIST OF FIGURES

Figure 1: The relationship between teaching program, syllabus, and curriculum	17
Figure 2: The difference between formative and summative evaluation	21
Figure 3: The distinction between traditional and constructivist approach	31
Figure 4: The distinction between traditional class and constructivist class	32
Figure 5: Differences between the 1997 and 2006 key stage I ELTP	33
Figure 6: The list of items included in the teachers' opinions questionnaire	43
Figure 7: The list of items left out of the teachers' opinions questionnaire	44
Figure 8: The list of original, redefined, and the same forms of the items in the teachers' opinions questionnaire	44

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TO
MY PARENTS *AYŞE* AND *CELAL*
&
MY SISTER *SİMGE*
&
MY HUSBAND *CANKUT*

FOR THEIR GREAT SUPPORT AT EVERY STEP I MADE

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter consists of seven sections. The first section provides background information to the study. The second section introduces the purpose of the study and the research questions. The third section explains the significance while the fourth section explains the assumptions of the study. Section five provides information about the limitations and the sixth section states the organization of the study. Finally, the last section has the overall chapter summary.

1.1 BACKGROUND OF THE STUDY

In its broadest sense, curriculum is a general term that is commonly used to mean as ‘what schools teach’ while in its narrowest sense it is used to mean “a specific educational activity planned for a particular student at a particular point in time” (Eisner 2002: 25). The most commonly accepted definition is put forward by Maxwell and Meiser (1997: 32-33); “a curriculum ... contains a set of topics, goals, and objectives (student outcomes); ... (and) specific materials, methods, stated or implied, and evaluation”.

Different from curriculum, syllabus includes the content of the curriculum, which makes it a subpart of curriculum. While curriculum involves the content, subject matters, activities, goals, objectives, materials, methods and evaluation procedures; the syllabus is what to teach, the content – subject matter and related activities.

On the other hand, a program is commonly defined as an organized and planned set of related activities directed toward a common purpose or goal. From this

point of view, a teaching program can be defined as “a series of courses linked with some common goal or end product (Lynch 1997: 2) and from this perspective, a language teaching program is a series of foreign language courses that teach the language through some kind of methodology so as to fulfill aim/aims such as communicating with foreigners or passing a proficiency exam.

Thus, there is a strict connection between curriculum, syllabus and a teaching program owing to the fact that they are within the other. That is, curriculum includes syllabuses, syllabuses include the teaching programs, i.e. they are sub-parts of syllabuses.

In Turkey, curricula, as well as the syllabuses and teaching programs change according to the needs of the era. Every period brings its own teaching philosophy resulting in teaching methodologies changing accordingly as well as the changing of the definition of learning. Hence, the changing and renovation in curricula, syllabuses and teaching programs are inevitable and in strict connection with the era. Similarly, ELTP (English Language Teaching Program) has undergone many renovations, the last of which took place in 2006. Ministry of National Education initiated a new ELTP in Key Stage I (4th and 5th grades) in the year 2006 in order to meet the needs of the new century. Therefore, Ministry of National Education decided to make some reform actions including the teaching of English as a foreign language all over the country starting from the year 1997 in the Primary School Key Stage I (4th and 5th Grades) as well as some significant renovations in the complete curriculum of Primary School Key Stage I (Grades 1 to 5). With a law, published in February 10, 2006, the 1997 ELTP in Primary Schools' Key Stage I (4th and 5th grades) was renewed and changed by Ministry of National Education (Official Gazette 2006: 26076). According to this law, the new ELTP is to be applied in 4th graders in 2006-2007 teaching year while it is to be applied in 5th graders in 2007-2008 teaching year which means the number of national and international research studies on the new ELTP evaluation in Primary Schools Key Stage I is too limited by now.

Teaching programs need to be evaluated owing to the reasons such as “to decide whether a program has had the intended effect, to identify what effect a program has had, to identify areas of improvement in an ongoing program” (Alderson and Beretta 1992: 276) However, it is logical to start with the definition of the evaluation first. Although there are plenty of descriptions on what evaluation is, the most commonly accepted one is put forward by Brown (1995);

“Evaluation might be defined as the systematic collection and analysis off all relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of particular institutions involved”(Brown 1995: 15).

In other words, evaluation can be considered as a systematic work that includes the collection and analysis of necessary data to improve and assess a teaching program.

Program evaluation, then, can be defined as collection, analysis, and synthesis of information, the aim of which is to improve elements of curriculum separately and collectively (Brown 1995). Thus, added that the term “program evaluation” is referred as systematic gathering of information about a teaching program, as a whole or one aspect of it or two, so as to make necessary alterations, decisions, innovations and improvements; in order to develop a new program or to enhance the existing program’s effectiveness.

Research studies on ELT program evaluation date back to 1963 (Alderson and Beretta 1992), which is the year that Keating’s large scale evaluation of language teaching methods appeared. As for Turkey, there are very limited numbers of primary school ELTP evaluation studies, most of which evaluates the 1997 ELTP (Yüksel 2001, Büyükduman 2001, Mersinligil 2002, Erdoğan 2005) and one evaluation research study has been found on the new primary school ELTP (Zincir, 2006). Yüksel (2001) evaluates the 1997 ELTP and its implementations in primary schools 4th grade and Büyükduman (2001) investigates the opinions of Key Stage I (4th and 5th grades) English language teachers on the English syllabus of the 1997 ELTP. Mersinligil (2002) evaluates the 1997 ELTP of Key Stage I (4th and 5th grades). Similarly, Erdoğan (2005) evaluates the 1997 ELTP of Key Stage I (4th and 5th

grades) by obtaining teachers and students opinions. So far, only Zincir (2006) investigates 2006 ELTP aiming to obtain 5th grade English language teachers opinions on the objectives of the program. This research study differentiates from Zincir's (2006) study as it can be considered as a large scale evaluation of the 2006 ELTP in terms of its general characteristics, aims/outcomes and content. Thus, research study will set a significant example for further 2006 ELTP evaluation studies in Turkey.

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

As a result of the reform actions and teaching program needs in the field of English language teaching, evaluation of the current Key Stage I (4th and 5th graders) English language teaching program in primary state schools in Turkey has been chosen as the core point of this research study.

Thus, the general aim of this study is to analyze the current (2006) English language teaching program of Key Stage I (4th and 5th graders) in primary state schools in terms of its general characteristics, aims/outcomes and content considering English language teachers' opinions in the light of the questions below;

RQ1: *What are the opinions of practicing English language teachers related to the general characteristics of 2006 ELTP?*

RQ2: *What are the opinions of practicing English language teachers related to the aims/outcomes of 2006 ELTP?*

RQ3: *What are the opinions of practicing English language teachers related to the content of 2006 ELTP?*

RQ4: *Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their gender?*

RQ5: *Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their teaching experiences?*

***RQ6:** Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their prior participation in seminars on ELTP changes?*

***RQ7:** What other opinions do the participant teachers report on the 2006 ELTP?*

1.3 SIGNIFICANCE OF THE STUDY

The effectiveness of foreign language learning depends on many things such as teachers, students, materials, etc. However, it is also important to have an effective teaching program because it is the teaching programs that set realistic goals and while doing this they take learners' needs, level, interests and age into account. They help develop related materials, content, activities, etc. Teaching programs are dynamic; they need to be changed and developed continuously and only effective program evaluation can provide this. Therefore the new ELTP needs to be evaluated in order to make necessary renovations and have a more effective teaching program. For this reason, this study aims to determine the opinions of English language teachers regarding the new English language teaching program launched in 2006. For this reason, it is of vital significance to evaluate the new ELTP.

Firstly, this research may be helpful to different parties such as program designers and developers since it intends to point out the weak and strong sides of the Key Stage I (4th and 5th grades) ELTP used currently in state schools in Turkey. The data collected may guide them while making the necessary alterations by including or excluding some parts and they may use the efficient and effective sides of 2006 ELTP as an example to the future English language teaching programs.

Secondly, the implications of this study may help English language teachers to realize the weak and strong sides of the Key Stage I (4th and 5th graders) ELTP. This research may also assist English language teachers to prepare materials, to plan and teach their lessons, to evaluate their students by considering all the efficient and lacking sides of the 2006 ELTP. In the light of the findings of this research, English

language teachers may adapt, change or support the program in accordance with their students' needs, levels, backgrounds, interests, and learning styles and strategies.

Thirdly, this research is also significant in terms of ELT field as the number of studies including the evaluation of English language teaching programs is very limited. As it has been approximately 2 years since the new program has been launched. Evaluation of the new ELTP by obtaining English language teachers opinions and analyzing them is a relatively new issue and there is not really sufficient academic research containing these matters in the English language teaching field in Turkey. Thus, this research study sets an important example in the field of English language teaching program evaluation for further research studies in Turkey.

1.4 ASSUMPTIONS OF THE STUDY

This study will be carried out under a number of assumptions. Firstly, the questionnaire is assumed to reveal the real opinions of the practicing teachers and questionnaire items are assumed to be reliable and direct that they will not cause any misunderstandings.

It is also assumed that while evaluating the Key Stage I (4th and 5th graders) English language teaching program, the researchers are going to be unbiased and objective, they will not have any prejudices and evaluate the study in the light of the questionnaire.

To sum up, this research study is assumed to have validity and reliability in all terms, including teachers' opinions questionnaire, the researchers themselves and the English language teachers who filled in the questionnaire.

1.5 LIMITATIONS OF THE STUDY

This research study is limited to the primary state schools in Beyoğlu district in İstanbul in 2007-2008 teaching year autumn term. It will involve the teachers of

English working in primary state schools who teach English at Key Stage I (4th and 5th grades) and who are currently implementing the 2006 ELTP.

Also, the “Teachers’ Opinions Questionnaire”, which is designed and developed by the researchers themselves, depends on the data collection and thus, the results of this current study is limited to the data collected. Also, it may not be generalizable as the teachers participating in the study are working in a big city and the results may not be appropriate for town or village schools.

All schools in the district will be visited and they are assumed to represent primary state schools in Turkey. Besides, all the questionnaires may not be answered and returned owing to the fact that some teachers may not be voluntary to fill in the questionnaire.

1.6 ORGANIZATION OF THE STUDY

Considering the entire research study, each chapter aims to present a distinct feature of the study under their subtitles.

Chapter I introduces the background of the study briefly. Then, purpose of the study, the research problem and research questions are stated. Next, the significance, assumptions, limitations and finally organization of the study are explained in detail.

Chapter II aims to present necessary information on the terminology of the research study and program evaluation by explaining curriculum, syllabus and syllabus types, teaching program and program evaluation. Also, it discusses the purposes and types of program evaluation as well as presenting the program evaluation approaches and models.

Chapter III is arranged in order to explain the English language teaching programs in Turkey and an overview and a comparison of 1997 and 2007 ELTP are presented. Moreover, it presents research studies on program evaluation, both in Turkey and abroad.

Chapter IV aims to explain the methodology of the research study, involving the objectives and rationale of the study. Also, the piloting stage of the research is reported. After that, main study including setting, participants, and instruments are stated as well as explaining the procedures for data collection and the analysis of the data of the main study.

Chapter V presents the teachers' opinions on new (2006) Key Stage I (4th and 5th grades) ELT program in detail under the heading of findings by referring to research questions one by one in detail.

Finally, Chapter VI aims to summarize the overall main study and the research findings as well as presenting a discussion of the findings, conclusions and implications. Also, suggestions for further research are presented in this chapter.

1.7 CHAPTER SUMMARY

General aim of Chapter I was to introduce necessary elements of the research study. Hence, this chapter introduced necessary information on the background of the study. Then it stated the aim and research questions of the study. Significance, assumptions, limitations and organization of this research study were all explained in this chapter in order to provide the basic information.

CHAPTER TWO TERMINOLOGY AND PROGRAM EVALUATION

2.0 INTRODUCTION

This chapter focuses on the terminology of the research study and presents a review of literature on curriculum, syllabus, teaching program, program evaluation, its purposes, approaches and models. It consists of six sections. The first section includes the necessary information on the term curriculum and the way it used in the terminology of education. The second section focuses on the syllabus and syllabus types; product-oriented and process-oriented syllabuses. The third section explains the term teaching program while the fourth section provides necessary information on program evaluation, purposes of program evaluation and summative and formative evaluation types. The fifth section discusses program evaluation approaches and models and finally, the sixth section has the overall chapter summary.

2.1 CURRICULUM

The word curriculum comes from the Latin *currere* which means “the course to be run”. As a term in the field of education, it has been used in a wide range of ways from general to specific senses. It has a common meaning “as broad as ‘what schools teach’ to as narrow as ‘a specific educational activity planned for a particular student at a particular point in time’” (Eisner 2002: 25). Broadly defined, curriculum,

“...refers to ‘what’ is taught, the content. A curriculum guide generally contains a set of topics, goals, and objectives (student outcomes); it may also contain specific materials, methods, stated or implied, and evaluation procedures” (Maxwell and Meiser 1997: 32–33).

As can be inferred from the definition, the content, topics, goals, objectives, materials, methods and evaluation are included in curriculum which are the fundamental elements of school teaching and they are all defined by expressing the

term curriculum. In other words, when one uses the word “curriculum”, all components of school teaching may be taken into consideration.

Curriculum can also be used in a narrower sense to describe more specific situations. Eisner (2002) himself offers a narrow definition stressing the importance of “planning” by expressing that “ the curriculum of a school, or a course, or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students” (Eisner 2002: 31). Likewise Eisner, Ornstein and Hunkins (2004: 331) define curriculum in a narrower way by stating “the curriculum represents the commonplace of the subject matter in the school’s program. It is what the teachers teach and what the students learn.” The definitions of Eisner, Ornstein and Hunkins restrict the meaning of curriculum to the ‘content’. From this point of view, once one utilizes the term “curriculum”, s/he may mean merely the content – topics and subject matters.

On the whole, curriculum is the common term used by educationalists in order to mean all the subject matters to teach, planned activities connected, related materials, goals, objectives, methods and evaluation procedures. Curriculum should not be reduced to the limited meaning of content; it should be taken from a wider perspective as “content” cannot be considered separate from other aspects of teaching and learning. It has not one but several components that should be taken into consideration equally and all components of curriculum serve to the aim of students’ learning.

In this research study, the term curriculum will be used in a general sense to cover the complete primary school curriculum, meaning all the subject matters to teach, planned activities connected, related materials, goals, objectives, methods and evaluation procedures, including its syllabuses and teaching programs as well.

2.2 SYLLABUS AND SYLLABUS TYPES

There are several conflicting points of views on what distinguishes the term syllabus from the term curriculum. Generally, the two tend to be seen as the same. However, as curriculum is widely accepted as a blanket term including several components, syllabus is more likely to have a relatively more restricted meaning compared to curriculum. The distinction of the two can be put forward as;

“...curriculum is a very general concept which involves consideration of the whole complex philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught” (Allen 1984: 61 cited in Nunan 1988: 6).

As can be figured out from this clear distinction, curriculum is a general concept that covers the syllabus, in other words, syllabus is a subpart of curriculum. While curriculum includes the content, subject matters, activities, goals, objectives, materials, methods and evaluation procedures; the syllabus includes the content, ie. the subject matter and related activities. Hutchinson and Waters (1987: 80) define syllabus “as a statement of what is to be learnt” and Yalden (1987: 87) also refers to syllabus as a “summary of the content to which learners will be exposed”. Therefore syllabus means the planning of what will be taught, what activities will be used in the teaching learning environment, what skills will be developed while teaching; in a word; the content. To come to a conclusion, there is a distinct differentiation between curriculum and the syllabus. While syllabus includes topics, situations, activities, functions, notions, forms and the degree of skill; curriculum involves syllabus as well as the goals, objectives, materials, methods and evaluation procedures of the school teaching.

On the other hand, while syllabus involves the planning, activities, skills and content, a foreign language syllabus involves “the integration of subject matter (what to talk about) and linguistic matter (how to talk about it)” (Tarey 1988). Language syllabuses includes a number of components that are necessary to develop and/or

evaluate the syllabus and Van Ek (1975) lists the following necessary components of a language syllabus;

1. the situations in which the foreign language will be used, including the topics which will be dealt with;
2. the language activities in which the learners will engage;
3. the language functions which the learner will fulfill;
4. what the learner will be able to do with respect to each topic;
5. the general notions which the learner will be able to handle;
6. the specific (topic-related) notions which the learner will be able to handle;
7. the language forms which the learner will be able to use;
8. the degree of skill with which the learner will be able to perform (Van Ek 1975: 8-9).

All these components put forward are required to be taken into consideration while designing, developing and evaluating a foreign language syllabus.

There are different types of syllabuses in the field of education each of which deal with different subject matter(s). Thus, foreign language teaching syllabuses will be discussed in this research study and they can be divided into two: product-oriented and process-oriented. These two types of syllabuses will be discussed by and large in the next two sections.

2.2.1 PRODUCT-ORIENTED SYLLABUSES

Product-oriented syllabuses, which are also known as synthetic approach, focus on what students already accomplished; the result. In other words, “product” at the end of the teaching-learning process is of vital importance. The term “synthetic” refers to grammatical, structural, lexical, functional, notional and mostly situational and topical syllabuses.

As for product-oriented syllabuses designed for foreign language learning, they “emphasize the product of language learning” (Rabbini 2002). Language acquisition via synthetic approach is a result of separately taught parts that are formed by learners as the complete. Thus, synthetic syllabuses;

“rely on learner's ability to learn a language in parts (e.g. structures and functions) independently of one another, and also to integrate, or synthesize,

the pieces when the time comes to use them for communicative purposes” (Long and Crookes 1993: 12).

By doing this, they aim to teach the target language part by part and expect and assume that the learner is going to put the pieces together in order to communicate.

Product-oriented foreign language syllabuses can be divided into four; the structural syllabuses, situational syllabuses, functional/notional syllabuses, and lexical syllabuses.

Structural Syllabuses, also known as *grammatical syllabuses*, are one of the most common types of syllabuses and their “input is selected and graded according to grammatical notions of simplicity and complexity” (Nunan 1988: 28). Structures are graded according to grammatical complexity, one by one and internalized by learners before moving on to the next item. “The learner is expected to master each structural step and add it to her grammar collection. As such the focus is on the outcomes or the product” (Rabbini 2002). Grammar items are presented separately, mostly from simple to complex structures and the product at the end of the teaching learning process is emphasized and communication through the target language is not encouraged and not likely to be learnt by the learners.

On the other hand, *Situational Syllabuses*, namely *topical syllabuses* focus mostly on situations rather than grammar items. These situations reflect how the target language is used outside the classroom, in the real world. A teacher applying a situational syllabus estimates the situations in which the learner may find him/herself in (e.g. ordering meal, buying clothes, seeing a doctor, meeting a new friend, going to the cinema, etc.) and takes these possible situations “as a basis for selecting and presenting language content” (Far 2008). As this type of syllabus is “learner- rather than subject-centered” (Wilkins 1976: 16).

A third type of syllabus, namely *Functional/Notional Syllabuses* appeared because of the disadvantages and inefficiency of structural and notional syllabuses. Structural and situational syllabuses are criticized by arguing that they answer merely the 'when' or 'where' and 'how' of the target language (Brumfit and Johnson 1979:

84), they are not enough for effective communication. Therefore, some researchers believe that “what it is they communicate through language” (Wilkins 1976: 18) should be investigated. Thus, with these criticisms in mind, syllabuses were designed around functions and notions of language. Functions can be described as “communicative purposes for which we use language, while notions are the conceptual meanings expressed through language” (Nunan 1988: 35). Accordingly, the focus is on communication with this kind of syllabus and needs analysis, which is an “identification of the language forms that students will likely need to use in the target language (Brown 1995: 20) is a basis to the syllabus design. Hence, needs of the learners should be investigated and analyzed so as to have a more efficient foreign language syllabus.

Lexical Syllabuses, on the other hand, takes lexis as a starting point and what forms the focus is the vocabulary. High frequency vocabulary and phrases are analyzed by considering the language in use and vocabulary areas are built up. While doing this teachers “offer students a picture which is typical of the way English is used” (Willis 1990: 129–130 cited in Far 2008). Thus, by taking lexis as a starting point, the commonest meanings and patterns of English are identified.

2.2.2 PROCESS-ORIENTED SYLLABUSES

Process-oriented syllabuses, also known as analytic approach, were put forward due to the failure of product-oriented foreign language courses so as to increase communicative language skills. As Rabbini (2002) emphasizes;

“...focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course”.

From this point of view, one can infer that the focus of these syllabuses is on process, rather than product; in other words, the stress is on what students do in teaching-learning period, not what they accomplish at the end of it. Shuja’a (2005)

draws attention to the distinction between the product and process-oriented syllabuses by stating;

“unlike product-oriented syllabuses, process-oriented syllabuses are not governed by the goals or ends of instruction. Rather, they focus on the process of instruction itself, i.e., on the learning experiences that the learner goes through. Process-oriented syllabuses shifted the concern of teaching from ‘content’ into ‘process’ of learning and ‘procedures’ of teaching”.

As Shuja’a (2005) affirms, product-oriented syllabuses attract attention to the “process” rather than content; teaching learning experiences are more significant than what to teach according to this kind of syllabuses.

Process-oriented syllabuses can be divided into three; procedural syllabuses, learner-led syllabuses and content-based syllabuses; each of which is explained below one by one.

Procedural Syllabuses, also known as “task-based” syllabuses, aim to give learners a series of purposeful tasks to perform and while doing this, the main goal is not to learn a foreign language; but to accomplish the task; language is used as a medium, not as a target. To underline this goal, the learners grasp the target language subconsciously; instead, they consciously concentrate on solving the tasks, hence the content of the teaching is composed of purposeful tasks that the learners perform by using the target language (Tarey 1988; Rabbini 2002). Applying for a job, checking a hotel, finding their way to the station can be given as examples for the purposeful tasks. Similarly, Nunan (2001) discusses the task-based syllabuses by stating;

“task-based syllabuses represent a particular realization of communicative language teaching. Instead of beginning the design process with lists of grammatical, functional-notional, and other items, the designer conducts a needs analysis which yields a list of the target tasks that the targeted learners will need to carry out in the ‘real-world’ outside the classroom”.

Communicative aspect of language learning that learners may use in the real-world by conducting a needs analysis is the main point in this syllabus type. Hence, from this perspective, task-based syllabuses lead foreign language learners to communicate by accomplishing tasks relevant to their needs.

Learner-Led Syllabuses, also known as “learner-centered” syllabuses have strong emphasis on “learner”. By supporting learner independence, this kind of syllabus takes foreign language learning as a life-long process. Learner is the core point of the syllabus that every feature of the teaching learning process depends on. The learner is supposed to participate in the syllabus design as much as possible and by doing this, the learner’s motivation and interest is expected to increase (Rabbini 2002). In other words, students are expected to learn how to learn, develop their language skills, and evaluate themselves.

Content-based Syllabuses, on the other hand, “consist of a number of elements with theme playing a linking role through the units” (Rabbini 2002). A content-based syllabus “is basically practical and its focus is upon flexibility and spiral technique of language sequencing leading to the recycling of language (Far 2008). While implementing content-based syllabus, all school subjects, involving the foreign language teaching include the teaching of content or information being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. For example, considering the content of the week is “foreign countries”, learners are exposed the same subject in all lessons. They read a story about them in literature classes, they learn their history and geography in social sciences classes, they learn some of their songs in music classes, they solve problems about their currency unit in their math classes, while they write letters to imaginary foreign friends in their ELT classes, etc. Chiefly, the aim is to develop an overall competence in the teaching learning environment and this kind of syllabuses are useful for students who lack exposure to the foreign language outside the classroom. Also, in the syllabus design, language learning is not considered a separate school subject; rather, it is embedded into the complete curriculum, certain ties are made with the other subject areas, such as math, science, music, etc.

Considering both product and process-oriented types of syllabuses it is clear that each type of syllabus is followed by another due to the fact that one syllabus is partly effective when used alone. Therefore, there is a tendency to offer an eclectic approach among applied linguists and it is a common feature of the majority of

English language teaching course books. Aiming to combine the various syllabus types by considering the learner needs, the eclectic approach is a combined way of teaching a foreign language. Thus, following an eclectic way according to the learners' needs can be considered as the best way to bringing language syllabuses to the classroom environment.

2.3 TEACHING PROGRAM

Program is an umbrella term that is used in a wide range of fields from computing to education. It is generally tend to be defined as an organized and planned set of related activities directed toward a common purpose or goal. By taking this point of view into consideration, teaching program can be defined as “a series of courses linked with some common goal or end product” (Lynch 1997: 2). There is a strict connection between curriculum, syllabus and teaching program as they are within the other. That is, curriculum includes syllabuses, syllabuses include teaching programs; they are sub-parts of syllabuses. Thus, curriculum can be said to be the biggest frame that involves both the syllabus and teaching program.

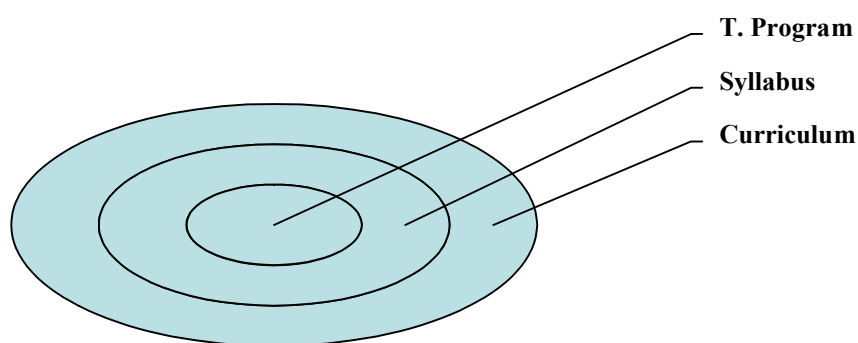


Figure 1: The relationship between teaching program, syllabus, and curriculum.

Figure 1 above has a visual explanation of the distinction and the relationship between the curriculum, the syllabus and the language teaching program; all connected to and integrated into each other. Teaching program is the core point of the complete frame.

The foundation of a good curriculum is a good teaching program. Teaching programs are of vital importance in terms of school teaching due to the fact that they are the “core” of the complete curriculum. Thus, a good teaching program is the basic point and of vital importance in school teaching. Pennington and Brown (1991) stress three elements of a good teaching program: consistency, efficiency and effectiveness. A good teaching and/or language teaching program should be consistent “over time and between the sections of the same course” (Brown 1995: 192). Also, the more a teaching program is efficient, the less it wastes the funding, resources and energy. Thus, effectiveness of a teaching program is its capability of producing an intended result, reaching its aims and objectives. A good language teaching program should serve as an excellent tool for communicating course content, course methods and goals; all components of it should be congruent.

Furthermore, it should be concordant to and meet the needs of the learners as well as the era. Every period, every era brings its own needs, technology, and teaching philosophy resulting in teaching methodologies changing accordingly as well as the changing of the definition of learning. Hence, the changing and renovation in curricula, syllabuses and teaching programs are inevitable and in strict connection with each other as well as the era.

2.4 PROGRAM EVALUATION

Although there are plenty of descriptions on what evaluation is, the most commonly accepted definition of educational evaluation includes the idea of the assessment of merit, or the making of judgments of value or worth (Schriener 1991 cited in Payne 1994: 6). Cronbach's (1963: 672 cited in McCormick and James 1983: 158) definition can be counted as a common explanation of the evaluation explaining it as “...the collection and use of information to make decisions about an educational program”. Evaluating an educational program is the key point here and Nichol, Shidaker, Johnson, and Singer's (2006: 37) has a broader definition;

“Program evaluation is the systematic review of programs in the place in a district or programs that are being considered for implementation. The

evaluation process collects qualitative and quantitative data related to the effectiveness of these programs in order to make determinations about adopting, maintaining, eliminating, or modifying them”.

Thus, it can be concluded that the term “program evaluation” is referred as systematic gathering of information about a teaching program, as a whole or one aspect of it or two, so as to make necessary amendments, innovations, revisions and improvements as well as developing a new program or enhancing the existing program’s effectiveness.

2.4.1 PURPOSES OF PROGRAM EVALUATION

Another way to view evaluation is to distinguish its roles and functions. In the field of education, evaluation plays many roles and it has many functions generally divided into three;

1. Improvement of the program during development phase. The importance of formative evaluation is emphasized. Strengths and weaknesses of the program or unit can be identified and enhanced or strengthened. The process is iterative, involving continuous repetition of the tryout - evaluation - redesign cycle.
2. Facilitation of rational comparison of competing programs. Although differing objectives pose a large problem, the description and comparison of alternative programs can contribute to rational decision making.
3. Contribution to the general body of knowledge about effective program design. Freed from constraints of formal hypothesis testing, evaluators are at liberty to search out principles relating to the interaction of learner, learning, and environment (Payne 1994: 8-9).

Thus, the three core roles and functions of evaluation are improvement of the program by identifying its strengths and weaknesses; comparison of the programs by comparing alternative programs and finally designing effective programs by searching the principles related to the learner, learning and environment.

From this point of view, purposes of program evaluation may differ in number depending on why the evaluator aims to evaluate the program. However, there are some common basic purposes that evaluators generally base their program

evaluation studies on. The capabilities of program evaluation in terms of six basic purposes are;

- (a) to contribute to decisions about program installation;
- (b) to contribute to decisions about program continuation, expansion, or "certification";
- (c) to contribute to decisions about program modifications;
- (d) to obtain evidence to rally support for a program;
- (e) to obtain evidence to rally opposition to a program;
- (f) to contribute to the understanding of basic psychological, social, and other processes (Anderson and Ball 1978 cited in Worthen 1990).

Thus, with the data gathered by the help of program evaluation, program evaluators, designers and developers are able to make significant and necessary changes and contributions to teaching programs.

2.4.1.1 SUMMATIVE AND FORMATIVE EVALUATION

As it is stated in the former section, like many other terms in the field of education, program evaluation also cannot be taken from an aspect; it has more than one type when it comes to its purpose. Although the program evaluation field has a number of purposes each taken from different points of view, there are two broad purposes for program evaluation widely accepted by the evaluation professionals. These two types of program evaluation are *formative evaluation* and *summative evaluation*. As Worthen (1990) states “most program evaluators agree that program evaluation can play either a formative purpose (helping to improve the program) or a summative purpose (deciding whether a program should be continued)” which means the goal of formative evaluation is to design and improve an intervention or project. The goal of summative evaluation is, on the other hand, to judge and decide on the effectiveness, efficiency, or cost of an intervention.

The scheme below illustrates the differences between the two clearly;

BASIS FOR COMPARISON	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Purpose	To improve program	To certify program utility
Audience	Program administrators and staff	Potential consumer or funding agency
Who Should Do It	Internal evaluator	External Evaluator
Major Characteristics	Timely	Convincing
Measures	Often informal	Valid/reliable
Frequency of Data Collection	Frequent	Limited
Sample Size	Often small	Usually large
Questions Asked	What is working? What needs to be improved? How can it be improved?	What results occur? With whom? Under what condition? With what training? At what cost?
Design Constraints	What information is need?	What claims do you wish to make?

Figure 2: The difference between formative and summative evaluation (Worthen and Sanders 1997).

According to the scheme above, formative and summative evaluation types are completely different ways of program evaluation; first one evaluates a program so as to improve it for program administrators and staff by internal evaluators while the latter one evaluates a program in order to certify program utility for potential consumer or funding agency by external evaluators. The evaluators may use both of them depending on their study and purpose.

As a conclusion, despite its having a number of different purposes, program evaluation is the systematic gathering of information about a teaching program so as to develop a program (formative evaluation) or to increase existing program's effectiveness (summative evaluation).

2.5 PROGRAM EVALUATION APPROACHES AND MODELS

Defining what program evaluation is and why it is done brings out the point of describing "how" program evaluation can be done; program evaluation approaches and models. Six categories are widely seen as the driving force behind the evaluation and mainly organized by Worthen, Sanders, and Fitzpatrick (1997).

Taken together, these six approaches to program evaluation contain within them the major theoretical and conceptual assumptions of today's modern program evaluator. Under each category different evaluation models are presented below;

1. *Objectives-Oriented Evaluation Approach*: This evaluation approach states goals and objectives and designates the extent of which objectives have been attained. Thus, in this model, the data gathered is evaluated by “the determination of the degree to which an instructional program’s goals were achieved” (Popham 1988: 24), that is, the goals of the program are evaluated. Tyler’s (1942) behavioral objectives model, Metfessel and Michael’s (1967) evaluation model, Hammond’s (1973) evaluation model, and Provus’s (1973) discrepancy evaluation model can be listed as examples under this approach.
2. *Management-Oriented Evaluation Approach*: Within this evaluation approach, key point is to meet the informational needs of managerial decision-makers in education, such as administrators, policymakers, school boards, teachers and others, by providing them evaluative information. This model gives a sharp focus to an evaluation and limits the range of data to that which is relevant to the pending decisions of the managers (Worthen, Sanders, and Fitzpatrick, 2004). Stufflebeam’s (1971) CIPP (Context, Input, Process, Product) evaluation model and Alkin’s (1969) UCLA (University of California, Los Angeles) evaluation model are significant examples of this approach.
3. *Consumer-Oriented Evaluation Approach*: In this evaluation approach, developing evaluative information on educational “products” to assist decisions about educational purchases and adoptions is the central concern. The focus is on the cost of the program in this model and the data is gathered and evaluated accordingly. Schriren’s (1967) evaluation model is an outstanding example of this approach.

4. *Expertise-Oriented Evaluation Approach*: This evaluation approach depends fundamentally on professional expertise to judge a teaching program, product or activity and their quality. It is the oldest and most-widely used evaluation approach. Doctoral exams, board reviews, accreditation etc. are usually evaluated in this model and the data is gathered accordingly.
5. *Adversary-Oriented Evaluation Approach*: In this evaluation approach, program evaluation is based on the oppositional points of view of different evaluators are taken into consideration and all these controversial points are investigated equally; both weaknesses and strengths of a program are made clear. In this model, evaluation process “involves a hearing, prosecution, defense, jury, charges and rebuttals” (Hogan 2007); the data is gathered and evaluated according to this process.
6. *Naturalistic and Participant-Oriented Evaluation Approach*: This evaluation approach aims to observe, grasp and convey the complicated points such as concerns, issues, and consequences of an educational activity and respond to the requirements for information. It emphasizes the significance of the participant in the process; participants are involved in the data collection and evaluation. Naturalistic inquiry and involvement of stakeholders specify criteria, values, needs and data for evaluation. As examples of this approach, Stake’s (1967) countenance model and responsive model, and Parlett and Hamilton’s (1976) illuminative model can be given.

Program evaluation approaches and models, in other words “how” an evaluator evaluates a teaching program depends primarily on the evaluator’s purpose, in other words “why” s/he is going to evaluate the program. Thus, when it comes to selecting the approach and model to evaluate a specific program, one should consider “the nature of the program or project being evaluated, the individuals involved or the stakeholders, and on the timescales and resources available (Erozan 2005) owing to

the fact that there is no one best way of evaluating a teaching program, much depends on the purpose of the evaluation.

This research study is a hybrid one, it is a combination of objectives-oriented and naturalistic/participant-oriented evaluation approaches due to the fact that it aims to evaluate the new ELTP in terms of its aims/outcomes, general characteristics and content in order to convey the complicated points such as concerns, issues, and consequences of an educational activity and respond to the requirements for information, by involving the participants to the data collection.

2.6 CHAPTER SUMMARY

This chapter focused on the necessary terminology of this research study by providing information on curriculum, syllabus and syllabus types, teaching program and the relationship among the three. Also, the term program evaluation and its purposes, summative and formative evaluation types were explained as well as the program evaluation approaches and models.

CHAPTER THREE

ENGLISH LANGUAGE TEACHING PROGRAMS IN TURKEY

3.0 INTRODUCTION

This chapter is organized to present information on ELTP in Turkey and it consists of three main sections. The first sections aims to have an overview of ELT programs until 1997, and also provides information on 1997 ELTP and 2006 ELTP. Besides, it presents a comparison between the two. Section two explains the research studies on program evaluation both in Turkey and abroad. Finally, the third section summarizes the overall chapter.

3.1 ENGLISH LANGUAGE TEACHING PROGRAMS

Language teaching program is a series of foreign language courses teaching the language through some kind of methodology so as to fulfill aim/aims such as communication or passing a proficiency exam. Thus, an English language teaching program (ELTP) focuses on teaching English as a foreign language as efficient as possible by using appropriate methods, techniques, materials, etc. An ELTP is composed of;

1. Approach, Method, Techniques
2. Aims/Outcomes
3. Content
4. Materials
5. Evaluation Procedures

Thus, all components of a good ELTP are related to each other, they go hand in hand and they should serve the basic goal; to teach English efficiently.

3.1.1 AN OVERVIEW OF ENGLISH LANGUAGE TEACHING PROGRAMS IN TURKEY

In Turkey, English had not been taught in state schools until 1908 and in 1909-10 teaching year, schools named “New School” that used both Turkish and English education was founded (Demircan 1988). However, it was not until 1953-54 teaching year that the first English language program development studies had started (Varış 1996); that is, English language teaching programs has a history of around 55 years in Turkey. The sections below include an historical view of ELT programs in Turkey.

3.1.1.1 UNTIL 1997

In 1924, after the foundation of the Turkish Republic, a law on education named *Tevhid-i Tedrisat Kanunu* including the amendments on teaching programs had been enacted in 1924. Before then, foreign language teaching had only been taught in foreign schools, not in Turkish schools. The year 1928 was a turning point in terms of foreign language teaching as Turkish Education Association (*Türk Eğitim Derneği*) was founded in that year so as to teach Turkish learners foreign languages, especially English, French and German (Çelebi 2006). Then, after 1933, academics from abroad (i.e. professors Dewey, Malce) were brought to Turkey in order to instruct in foreign language classes. Foundation of Middle East Technical University in 1956 and Robert College in 1957 contributed into the foreign language teaching in Turkey (Çelebi 2006).

In national and foreign schools, it was after the World War II that the importance of foreign languages and foreign language teaching programs were appreciated (Demirel 1999). Therefore, program development studies in Turkey started in the years of 1953-1954; there was not a noteworthy ELT program before then and in 1956-1957 teaching year, foreign language teaching was included in the High School curriculum as German, French and English, 4 hours of lesson per week (Varış 1996).

In 1965, “Private Education Law” (Özel Eğitim Kanunu) was enacted, private schools having foreign language curriculums were allowed to be founded. However, it was not until 1980 that Ministry of national Education expedited the foreign language program development studies (Demirel 1999). After 1980, foreign language teaching in Turkey has gone through a breakthrough with the foundation of Anatolian High Schools. English is taught as a foreign language in a preparatory class after the primary school, before the sixth grade, when the primary school teaching was for 5 years. In 1983 “Foreign Language Teaching Law”, which forms a basis to foreign language teaching in Turkey, was enacted (Özbay 2003).

In 1997, 8 years of compulsory primary school education was launched (Official Gazette 1997: 4306). In 1997-98 teaching year, preparatory classes of Anatolian High Schools were deducted and English language teaching was started from 4th grade of primary state schools (Demirel 1999).

3.1.1.2 1997 ENGLISH LANGUAGE TEACHING PROGRAM

Today, in the 21st century, English has been seen by many people as a ‘global’ foreign language that people with different nationalities are willing to learn all over the world to communicate in various settings such as international affairs, commercial relationships, scientific conferences, the internet and in foreign countries. Erozan (2005) focuses on this point by stating;

“As English has become a ‘world language’ enabling people with different native languages to communicate with each other in academic and non-academic settings, it is becoming more and more important to learn this language throughout the world”.

As a result of English being appreciated as a ‘world language’ English teaching programs have started to arouse the interest of most English language teaching academic settings seeking more effective ways to teach English as a foreign or second language. Program evaluation departments and English language teaching departments of education faculties have been questioning the effectiveness of the

English language programs both in private and state schools throughout the world as well as Turkey.

Therefore, Ministry of National Education has long been trying hard to renovate the English language teaching program in primary schools due to Turkey's being an official candidate of the EU since 1999 and owing to the fact that some national and international research studies such as Pisa 2003, Prills 2001, Timms-R 1999 revealed that primary school education in Turkey is not effective.

As a consequence of English becoming more and more important day by day all over the world, Ministry of National Education decided to make some reform actions including the teaching of English as a foreign language all over the country starting from the year 1997 in the Primary School Key Stage I (4th and 5th Grades) as well as some significant renovations in the complete curriculum of Primary School Key Stage I (Grades 1 to 5). Among English language teaching programs' general aims, Ministry of National Education emphasizes the importance of communication by stating "according to their levels, students can listen, understands what they read, write about their feelings and thoughts, speak and be tolerant to different cultures and cultural values" (MEB 1999: 573). Thus, both receptive (listening, reading) and productive skills' (speaking, writing) significance and necessity have been stressed in order for the learners to learn how to use the foreign language as a medium of effective communication.

In the field of education, there are certain basic learning theories that direct the design of curriculum. Thus, program developers design teaching programs by taking a learning theory as a basis and organize the aims/objectives, content, materials, activities, etc of a teaching program according to that learning theory. Thus, Ministry of National Education used behaviorism as the basic learning theory of 1997 ELTP by stating "the English language teaching lesson should have a method that based on lecturing" (MEB 1997: 144). Behaviorism is mainly based on the habit formation; a learned process of reacting through repetition of certain actions. According to this theory, "learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus response sequence" (Hutchinson and

Waters 1987: 40). Therefore, it is based on behavioral changes and focuses on a new behavioral pattern being repeated until it becomes automatic.

Teaching English as a foreign language to Key Stage I (4th and 5th graders) in primary state schools has a history of 10 years in Turkey. On August 18, 1997, with a law enacted, primary school education increased up to 8 years from 5 years compulsory primary school education (Official Gazette 1997: 4306). This new law concluded in some renovations, one of the most important was teaching English as a foreign language starting from 4th grade continues up till 8th grade in primary schools which used to be implemented in 6th grade till 8th grade before 1997. Therefore, in 1997-1998 teaching year, English as a foreign language was included in Key Stage I, namely 4th and 5th grades' curriculum in primary state schools which lowered the English language learning age from 12 to 10 in Turkey.

However, this renovation was still not really sufficient because some research studies conducted both in Turkey and abroad such as Pisa (2003), Prills (2001), and Timms-R (1999) declared that education in Turkey had not been accomplishing the goals in the curricula. Furthermore, EARGED (Education Research Development Unit), a research unit dependent on Ministry of National Education in Turkey, presented a report in 2002 concluding that education in the country is far from being effective and needs revision in its all aspects. Şahin (2007) summarizes this point by saying;

“According to many national and international researches, the level of education in Turkish Republic is certainly not satisfactory and could not achieve the goals set in the curriculums” (2007: 284).

Owing to all these national and international research reports, a reform action was initiated in Primary School Curricula, in 2004 by Ministry of National Education. The Primary Schools' Key Stage I (Grade 1 to 5) curriculums redeveloped based on the constructivist theory of education.

All these amendments in Primary School Key Stage I curriculum gave rise to some reform actions in English language teaching program as well. With a law enacted in 2006, the 1997 English language teaching program in Primary Schools'

Key Stage I (4th and 5th grades) was renewed and changed by Ministry of National Education. According to this law, the new English language teaching program was to be applied in 4th graders in 2006-2007 teaching year while it was to be applied in 5th graders in 2007-2008 teaching year which means the number of national and international research studies on the new English language program evaluation in Primary Schools Key Stage I is too limited by now.

3.1.1.3 2006 ENGLISH LANGUAGE TEACHING PROGRAM

In Turkey, when curriculum reforms are considered it is seen that behaviorist theory of learning had been implemented in primary school curriculum until 2005. In 2005-2006 teaching year, curriculum of primary schools began to be implemented in accordance with the constructivist theory of learning with program amendments designed by Ministry of National Education. It was first implemented in Key Stage I (1st -5th grades) in Turkish, Math, Life Sciences, Social Sciences and Science and Technology lessons. Then, in 2006-2007 teaching year, it began to be implemented in the complete curriculum of Key Stage I learners, including English lessons. Thus, it is a must to investigate constructivism in detail.

Constructivism emphasizes that ‘learning is an active process in which the learner uses sensory input and constructs meaning out of it’ (Hein 1991). It focuses on preparing the learner to solve problems in certain situations, students learn to learn. Constructivism also includes *social constructivism* which is a learning theory that emphasizes that learning is an active social process in which individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed.

Constructivism is based on the belief that learning should be built on the knowledge that a student already knows; this pre-knowledge is called schema. It “holds that people create new knowledge as a result of the interaction of their existing knowledge, beliefs, and values with new ideas, problems, or experiences” (Teyfur, Teyfur, and Çınar 2006). Constructivists claim that learning is more

effective when a student is actively engaged in the construction of knowledge rather than passively receiving it; if s/he constructs the knowledge, it becomes more permanent.

Özden (2003) deals with the main distinction between traditional approach and constructivist approach in terms of knowledge students and learning;

TRADITIONAL APPROACH	CONSTRUCTIVIST APPROACH
Knowledge is not related to the individuals; it is objective. It can be transferred from teachers to students.	Knowledge has a personal meaning; it is subjective. It is constructed by the students themselves.
Students learn when they hear and read. Learning depends on how well a teacher presents the topic.	Students construct their own knowledge. They interpret what they hear and read according to their prior knowledge and habits.
Learning depends on students' repeating what they have learnt.	Learning depends on students' proving the the schematic understanding.

Figure 3: The distinction between traditional and constructivist approach (Özden 2003: 55–56)

As it is clear from the figure above, while knowledge in traditional classes is objective, it is subjective in constructivist classes. Also, students are thought to learn by 'hearing and reading' and learning depends on their repeating what they have learnt in traditional classes while they are thought to learn by 'constructing the knowledge' and learning depends on the schematic understanding in constructivist classes.

As mentioned above, new constructivist teaching programs for all primary school lessons were prepared and presented to primary school teachers in that teaching year; and primary school syllabuses and teaching programs are designed in accordance with the constructivist approach (Teyfur, Teyfur, and Çınar 2006). As being a part of the primary school curriculum; English language teaching program is re-prepared in accordance with the constructivist approach taking the Key stage I (4th and 5th grades) English language teaching program as a starting point. The comparison between traditional English classroom and constructivist English classroom are put into scheme by Glickman et. al (2004);

	TRADITIONAL CLASS	CONSTRUCTIVIST CLASS
Aim	<ul style="list-style-type: none"> ● Transfer of knowledge 	<ul style="list-style-type: none"> ● Construction of knowledge
Curriculum	<ul style="list-style-type: none"> ● Content-centered ● Strict, consecutive 	<ul style="list-style-type: none"> ● Problem-centered ● Flexible, interlaced
Teaching Focus	<ul style="list-style-type: none"> ● Parts and pieces of knowledge ● Horizontal, superficial 	<ul style="list-style-type: none"> ● Big ideas ● Deep
Planning	<ul style="list-style-type: none"> ● Planned by teacher 	<ul style="list-style-type: none"> ● Planned by teacher and students
Teaching Methods	<ul style="list-style-type: none"> ● Lecturing ● Questions seeking correct answers ● Memorizing ● Exercises depend on teacher feedback 	<ul style="list-style-type: none"> ● Open-ended discussion ● Student-centered questions ● Solving problems ● Researching ● Active learning ● Collaborative learning ● Individual and group construction ● Independent exercises
Evaluation	<ul style="list-style-type: none"> ● Independent from learning ● Aims to measure and grade students ● Subjective exams and tests ● Designed by an outsider or the teacher 	<ul style="list-style-type: none"> ● Dependent on learning ● Planned by the teacher and the students ● Aims to measure the students' construction levels ● Constitutive ● Evaluating the process and product together ● Evaluating individually and as a group

Figure 4: The distinction between traditional class and constructivist class (Glickman et. al 2004: 111, cited in Teyfur, Teyfur, and Çınar 2006)

As can be seen on the figure above, there is a noteworthy difference between traditional and constructivist classes. While the first one is transferring the knowledge, content centered, planned by teacher and presented through lecturing, question-answer, memorizing, etc and evaluated independent from learning and aims to measure and grade students; the latter one constructs the knowledge, is problem-centered, planned by teacher and students, presented through discussion, researching, independent exercises, etc and evaluated depending on learning and aims to measure the students' construction levels. Therefore, the constructivist class can be claimed to

be far more effective in terms of language teaching than traditional class as it creates a communicative teaching learning environment.

As well as implementing a constructivist theory of language, Ministry of National Education also decided to use a process-oriented syllabus in 2006 ELTP by stating “process-oriented approaches to curriculum design should be adopted” (MEB 2006: 21) by emphasizing the importance of the shift from teacher centered approaches to learner-centered approaches and the significance of ‘process’ rather than ‘product’ (MEB 2006: 2).

Constructivist approach and implementing a process oriented syllabus in foreign language teaching can be seen as a brand new progress and a breakthrough in the field of education in Turkey. This judgment and decision process of Ministry of National Education can be seen as the epiphany of Turkish education system programmers; deep realization of themselves in the year of 2005.

3.1.1.4 A COMPARISON OF 1997 AND 2006 KEY STAGE I ENGLISH LANGUAGE TEACHING PROGRAMS

In 1997-1998 teaching year, English as a foreign language was involved into in Key Stage I, namely 4th and 5th graders’ curriculum in primary state schools. However, the 1997 ELTP in Primary Schools’ Key Stage I (4th and 5th grades) was renewed and changed by Ministry of National Education in 2006. This program amendment arouses the question; what are the differences between the 1997 and 2006 Key Stage I ELTP?

	1997 ELTP	2006 ELTP
Lesson Hours Per Week	2 hours	3 hours
Learning Theory	Behaviorism	Constructivism
Method and Techniques	Lecturing Dramatization Question – Answer Listening Speaking Memorization	Teacher-talk Dramatization Student conversation Stories Games

	Role – playing Repetition	Songs, chants and rhymes Craft activities
Unit Plan	Function Structure Vocabulary	Functions Skills Context Tasks

Figure 5: Differences between the 1997 and 2006 Key Stage I ELTP

As it is clear from the figure above, 2006 ELTP seems far more effective than the 1997 ELTP, especially in terms of its methods and techniques. More creative and communicative methods and techniques are employed in the new program which are in accordance with Key Stage I learners' age and level and may lead the learners enjoy the foreign language. Also, lesson hours being increased to 3 hours per week in the new ELTP is a positive issue but still not enough. In planning the units, items such as skills, context, and task are involved in the new ELTP, the structure and vocabulary are eliminated. For these reasons, it can be claimed that 2006 ELTP is expected to be more effective in terms of English language teaching than the former ELTP.

3.2 RESEARCH STUDIES ON PROGRAM EVALUATION

Research studies on ELT program evaluation dates back to 1963, which is the year that most researchers take as a starting point. Keating's large scale evaluation of language teaching methods appeared in this year and followed by Scherer and Wertheimer, in 1964 and Smith in 1970 which also compared methods. Also, works of Campbell and Stanley, Cronbach, Stern, Freedman contributed to the realization of significance for evaluation in the 60's and 70's. In these years language laboratories became places for evaluation along with the audio-lingual teaching compared to cognitive teaching. However, "large evaluations of the 1960s were disappointing. The concept of evaluation was inadequate to demands as the findings were virtually uninterpretable" (Marcinkonienė 2005).

A major model is presented by Stake in 1967 that is referred to as “countenance evaluation”. This approach does not include any prearranged evaluation design. Stake recommends “picking up on whatever turns up” (Alderson and Beretta 1992: 16). This approach includes both descriptive and judgment data. While the descriptive element examines the congruity between intended and observed, the judgment element “refers not to the judgment of evaluator, but that of parents, teachers, students, or subject matter experts” (Marcinkonienė 2005).

In the year of 1977, Parlett and Hamilton introduced the “illuminative” evaluation. In this model, “product” is not of any interest, “process” is. It includes three stages; observation, further inquiry and explanation.

Stufflebeam introduced another approach called CIPP (Content, Input, Process, Product) in 1980. The “process” part focused on observation, interviews, etc. whereas the “product” part designates whether the objectives were achieved or not. “Content” evaluation investigates actual and desired simulation. “Input” evaluation focuses on what extent the evaluator assists the program design.

“Goal free” evaluation was proposed by Scriven in 1972. In this model, instead of focusing on the stated goals, the evaluator examines what actually is happening. Goal free evaluation argues that the value of a program is in its correspondence to the needs of students.

In 1985, Eisner proposed a method referred to as “educational connoisseurship”. With no quantitative data included, an observation is conducted and the evaluator writes a narrative report. This concept stems from the belief that “life in the classroom is a matter of a teacher’s individual artistry rather than a set of behavioral laws” (Alderson and Beretta 1992: 17).

There are numerous other approaches which have their adherents, but the above summaries represent the best-known. As program evaluation is a wide concept, it is necessary to have a look at and reflect upon what evaluations have been done by a number of well-known authors in some cases of their practice.

Rossi's study in 1985 aimed to examine which language teaching methodologies was most effective while Beretta's study in 1986 aimed to compare the effects of innovative approaches and provide information to anyone implementing similar approaches. The purpose of Palmer's study in 1992 was to find out whether a certain language learning theory was correct and Mitchell's study in 1992 was to investigate whether a particular approach to bilingual education should be continued and extended. The purpose of Coleman's study in 1992 was to discover whether the needs of a group of students have been met by a particular innovation while Alderson and Scott's study in 1992 aimed to identify the effects of a particular approach to second language education (Marcinkonienė 2005).

As for Turkey, ELT program evaluation is relatively a new concept, thus there are very limited numbers of primary school ELTP evaluation studies, most of which evaluates the former (1997) ELTP (Yüksel 2001, Büyükduman 2001, Mersinligil 2002, Erdoğan 2005) and one evaluation research study has been found on the new primary school ELTP (Zincir, 2006). Yüksel (2001) evaluates the 1997 ELTP and its implementations in primary schools 4th grade and Büyükduman (2001) investigates the opinions of Key Stage I (4th and 5th grades) English language teachers on the English syllabus of the 1997 ELTP. Mersinligil (2002) evaluates the 1997 ELTP of Key Stage I (4th and 5th grades). Similarly, Erdoğan (2005) evaluates the 1997 ELTP of Key Stage I (4th and 5th grades) by obtaining teachers and students opinions. So far, only Zincir (2006) investigates 2006 ELTP in her research study aiming to obtain 5th grade English language teachers opinions by interviewing 86 teachers on the aims/outcomes of the new program. This research study can be considered different from the evaluation study of Zincir (2006) in three aspects. First, this study includes the evaluation of 4th and 5th grades' ELTP. Second, this study aims to obtain practicing English language teachers opinions by using a questionnaire, and third this study evaluates the new ELTP in terms of its general characteristics, content as well as the aims/outcomes. Thus, this research study can be considered as a large scale evaluation of the 2006 ELTP.

3.3 CHAPTER SUMMARY

This chapter presented necessary information on ELTP in Turkey by having an overview of ELT programs until 1997, providing information on 1997 ELTP and 2006 ELTP. It also presented a comparison between the two and explained the research studies on program evaluation both in Turkey and abroad.

CHAPTER FOUR METHODOLOGY

3.0 INTRODUCTION

This chapter is composed of six sections each of which has necessary information on the methodology of the research study. The first section explains the general objectives of the study and research questions. The second section provides information on the rationale of the study while section three explains the piloting process of the study including setting, participants, instruments, findings, conclusions and implications. The fourth section provides necessary information on the main study process involving the setting, participants, instruments and procedures for data collection. Section five explains the analysis of the data while section six summarizes the overall chapter.

3.1 OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS

As a new ELTP launched in the year 2006 starting from the 4th grades in the primary state schools in Turkey, evaluation of the current Key Stage I (4th and 5th grades) ELTP in primary state schools has been chosen as the core point of this research study.

Thus, the general aim of this study is to analyze the current (2006) English language teaching program of Key Stage I (4th and 5th graders) in primary state schools in terms of its general characteristics, aims/outcomes and content taking teachers' opinions into account in the light of the questions below;

1. What are the opinions of practicing English language teachers related to the general characteristics of 2006 ELTP?
2. What are the opinions of practicing English language teachers related to the aims/outcomes of 2006 ELTP?

3. What are the opinions of practicing English language teachers related to the content of 2006 ELTP?
4. Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their gender?
5. Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their teaching experiences?
6. Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their prior participation in seminars on ELTP changes?
7. What other opinions do the participant teachers report on the 2006 ELTP?

3.2 RATIONALE FOR THE STUDY

In this research study quantitative methodology is used. This methodology can be explained as the aim of this survey study is to determine the opinions of practicing ELT teachers, thus the best way of data gathering was through quantitative methodology. Also, as a quantitative research study is “obtrusive and controlled, objective, generalisable, outcome oriented, and assumes the existence of ‘facts’ which are external to and independent of the researcher” (Nunan 1992: 3), this research study is primarily designed as a survey study.

The aim of a survey study is to collect data which can be analyzed, patterns extracted and comparisons made. Bell (1993) clearly points out the most significant fact about the survey studies by stating “... a survey will aim to obtain information from a representative selection of the population and ... then be able to present findings as being representative of the population as a whole” (Bell 1993: 11). In surveys, the same questions are answered by participants in (as much as possible) the same circumstances. For this reason, the data gathered by using a questionnaire which is an information gathering way of survey methodology. Dörnyei (2002) best explains the reasons of using a questionnaire by stating;

The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. (...) They (questionnaires) are also very *versatile*, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics (Dörnyei 2002: 9-10).

Being designed as a questionnaire, the instrument of the research study proves to be effective enough to conduct to study due to the fact that it seeks opinions of a vast group; English language teachers working in primary state schools in Beyoğlu district of İstanbul. Therefore, any other instrument would be time consuming.

As a conclusion, this is a quantitative research study as it advocates the use of survey methodology, in other words, a questionnaire. A questionnaire was thought to be the best instrument to conduct the study because it is the most effective way to obtain English language teachers' opinions and it saves effort, money, and time as well.

3.3 PILOT STUDY

Before the main study, a piloting study was conducted so as to focus on the strong and weak points of the questionnaire, to avoid possible misunderstandings as well as making necessary alterations by getting feedback from the teachers.

3.3.1 SETTING AND PARTICIPANTS

The piloting process of this research study was conducted in the province of Çanakkale to the practicing English language teachers working in primary state schools with 4th and 5th grades.

35 participants attended the study. Considering participants' experiences as English language teachers, almost half of the participants are mostly experienced between 1-5 years and less than one year.

Table 1: The Distribution of Gender and Experience in the Pilot Study (N=35)

	f	%
GENDER		
<i>Female</i>	28	80
<i>Male</i>	7	20
EXPERIENCE		
<i>Less than 1 year</i>	10	29
<i>1-5 years</i>	13	37
<i>6-10 years</i>	8	23
<i>11-15 years</i>	2	6
<i>21 years and over</i>	2	6

More than half of the English language teachers did not attend a seminar related to the new English language teaching program.

Table 2: The Distribution of Seminar Attendance in the Pilot Study (N=35)

	f	%
SEMINAR		
<i>Yes</i>	16	46
<i>No</i>	19	54

Out of the 16 participants who attended an introduction seminar on the new program, 11 of them found the seminar very useful or useful. This reveals the fact that teachers need more seminars in the process of program developments.

Table 3: The Distribution of Seminar Usefulness in the Pilot Study (N=16)

	f	%	Valid %	Cumulative %
USEFUL				
<i>Very useful</i>	3	9	19	19
<i>Useful</i>	8	23	50	69
<i>Indecisive</i>	4	11	25	94
<i>Very useless</i>	1	3	6	100

To sum up, considering the general characteristics of the participants of the pilot study, it can be concluded they more or less fit the profile of English language teachers working in primary state schools and the process and results of the pilot

study can be used as a guide to the main study. That is; sampling that attended the piloting study represents the general characteristics of the population.

3.3.2 INSTRUMENTS

In order to conduct this research study Teachers' Opinions Questionnaire was developed. It consists of three parts. The first part (Part I – Participant Profile) aims to gather information on the participant teachers' academic information and it includes open-ended questions as well as 5 point likert scale items. The second part (Part II – General Characteristics) aims to collect data on the general characteristics of the new ELTP and involves 3 point likert scale items. The third part is composed of two sections (Part III – A – Aims/Outcomes and Part III – B – Content). Part III – A aims to gather data on the aims/outcomes, Part III – B on the content of the new ELTP; both composed of 5 point likert scale items (see Appendix A).

It is the basic instrument of the study organized and designed by the researcher in two stages; preparation and the piloting. First phase is the preparation of the questionnaire by using a step by step process;

- a. A vast amount of literature review is done in detail on program evaluation and development, using the university libraries and the internet articles. Note-taking charts are used to organize the readings and ideas.
- b. Similar research studies on program evaluation are investigated so as to set as an example and their instruments are examined.
- c. By taking the note-taking charts and sample questionnaires into account, initial scale of the teachers' opinions questionnaire is prepared.
- d. Three experts from Çanakkale 18 Mart University are consulted. Necessary alterations are done on the questionnaire considering the expert ideas.

- e. A final revision and editing is done for the pilot study. Some items are included while some items are left out.
- f. The pilot study was carried out with the participation of 35 teachers.

During the item preparing stage, similar program evaluation studies are taken into consideration and initially 57 items were written. However, during the initial revision some items were left out and included and the number of the items was reduced to 53.

Item Number	Items Included
Part II-General Characteristics Item 6	The program hasn't been introduced to the teachers adequately.
Part II-General Characteristics Item 9	The materials used while implementing the program are not sufficient.
Part II-General Characteristics Item 10	The course book of the program is inadequate.
Part II-General Characteristics Item 11	It is hard to implement the program owing to various problems of the primary schools (e.g. number of students, etc.)
Part III – A Aims/Objectives Item 7	Please do not mark this item, leave it. (care-check item)
Part III – B Content Item 17	The texts in the course book can be understood by the learners.
Part III – B Content Item 18	The program is clear and comprehensible without the course book.
Part III – B Content Item 19	Please mark this item the same as the 9 th item. (care-check item)
Part III – B Content Item 20	Course book and workbook are enough to present, practice and product the topics of the content.

Figure 6: The list of items included in the teachers' opinions questionnaire

The items above are included by considering the feedback taken from the teachers and expert ideas.

Item Number	Items Left Out
Part II-General Characteristics Item 1	I have read the new English language teaching program.
Part II-General Characteristics Item 2	I am aware of the new program's basic approach.
Part III – A Aims/Objectives Item 3	I know the aims/objectives of the program.
Part III Aims/Objectives Item 5	Aims/objectives of the program are consistent with its approach.
Part III – B Content Item 4	I know the content of the program.
Part III – B Content Item 6	Content of the program is consistent with its approach

Figure 7: The list of items left out of the teachers' opinions questionnaire

These items above left out by taking teachers feedback from the pilot study and the expert ideas into consideration. After all these processes, the final version of the Teachers' Opinions Questionnaire which was piloted appeared.

Besides including and lefting out some items, a huge amount of literature review is done on the program evaluation research studies and their instruments. As a result of this, some items of the Teachers' Opinions Questionnaire are chosen by considering similar research studies and their instruments and their questionnaires are taken as samples by either taking the same form or redefining them to fit in this research study.

Original Source	Item Number and Original Form	Item Number and Redefined (or the Same) Form
BAYRAK ERDEN 2007	Part I – Item 2: It is possible to make students enjoy science by implementing this program. Part I – Item 4: The program has enough guidance for the teacher. Part II – Item 9: The program consists of aims/objectives that can be useful in real-life. Part V – Item 31: Aims/objectives of the	Part II – Item 12: It is possible to make students enjoy English by implementing this program. Part II – Item 5: The program has enough guidance for the teacher. Part III – A – Item 10: The program consists of aims/outcomes that can be useful in real-life. Part III – A – Item 11: Aims/outcomes of

	<p>program can be evaluated.</p> <p>Part III – Item 12: The sequence of the topics of the content is presented from easy to difficult.</p> <p>Part III – Item 15: There is a contradiction between the topics of the content and aims/objectives.</p> <p>Part III – Item 16: The texts in the course book can be understood by the learners.</p>	<p>the program can be evaluated.</p> <p>Part III – B – Item 13: The sequence of the topics of the content is presented from easy to difficult.</p> <p>Part III – B – Item 14: There is a contradiction between the topics of the content and aims /outcomes.</p> <p>Part III – B – Item 17: The texts in the course book can be understood by the learners.</p>
SAVRAN ÇAKIROĞLU ÖZKAN 2002	<p>Part III – Item 1: I think the materials of the program are not sufficient.</p> <p>Part III – Item 3: I think the course book of the program is inadequate.</p> <p>Part III – Item 4: I think the program hasn't been introduced to the teachers adequately.</p> <p>Part VI – Item 2: Are teaching and learning activities of the program consistent with the aims of the units and objectives for the students?</p>	<p>Part II – Item 9: The materials used while implementing the program are not sufficient.</p> <p>Part II – Item 10: The course book of the program is inadequate.</p> <p>Part II – Item 6: The program hasn't been introduced to the teachers adequately.</p> <p>Part III – A- Item 12: Teaching and learning activities of the program are consistent with the aims of the units and objectives for the students.</p>
KORKMAZ 2006	<p>Part VII – Item 3: The program gives an opportunity to the students to use methods and techniques that lead them to participate in the lesson actively.</p>	<p>Part II – Item 7: The program gives an opportunity to the students to use methods and techniques that lead them to participate in the lesson actively.</p>
SELVİ YAŞAR 1999	<p>Item 13: To provide students with knowledge of learning to learn.</p> <p>Item 17: To aim to teach learners how to access and use information.</p> <p>Item 18: To gain the skill to prepare individual and group projects.</p>	<p>Part II – Item 8: The program provides students with knowledge of “learning to learn”.</p> <p>Part III – A – Item 13: Aims/outcomes of the program aim to teach learners how to access and use information.</p> <p>Part III – B – Item 16: The content of the program is suitable to gain the skill to prepare individual and group projects.</p>
YILDIRIM ŞENSOY KARATEPE YALÇIN 2004	<p>Item 13: What is the new science programs' degree of being suitable to implement all over the country?</p> <p>Item 8: What is the new science programs' degree of the content topics being suitable to implement different methods and techniques?</p>	<p>Part II – Item 13: The program is suitable to implement so as so teach English all over the country.</p> <p>Part III – B – Item 15: The topics of the content are suitable to implement different methods and techniques.</p>

Figure 8: The list of original, redefined, and the same forms of the items in the teachers' opinions questionnaire

As can be clearly understood from the figure above, some items are included into the questionnaire by making no alterations and some of them are redefined in accordance with the nature of the purposes of the questionnaire.

Second phase of the piloting process was to apply the designed questionnaire to the participants in the province of Çanakkale currently working in primary state schools in Turkey. The data is analyzed by using SPSS.16 and the piloting study proved to be valid and reliable.

To come to a conclusion, piloting process of the research study has two stages; preparation and application, both worked successfully in order to assist the main study.

3.3.3 FINDINGS

Owing to the fact that “reliability refers to the consistency and replicability of research” (Nunan 1992: 9), reliability analysis is carried out for the pilot “Teachers’ Opinions Questionnaire” in order to understand whether the questionnaire is reliable. According to the results of this analysis, the questionnaire will be revised once more or be implemented to the participants in Beyoğlu district as a main study.

Reliability analysis of the pilot study is done part by part; every part of the Teachers’ Opinions Questionnaire” is analyzed separately except the Part I as it is designed to find out the personal profile of the participant teachers.

Table 4: Cronbach’s alpha values for questionnaire parts

Questionnaire Part	Alpha	Standard
Part II General Characteristics	,88	,88
Part III – A Aims / Objectives	,95	,95
Part III – B Content	,94	,94

All parts of the Teachers' Opinions Questionnaire are analyzed in terms of reliability. Cronbach's Alpha coefficient was calculated and as all three parts of the "Teachers' Opinions Questionnaire" are consistent, replicable, and reliable, the main study is the composition of these three parts.

3.3.4 CONCLUSION AND IMPLICATIONS

Before the main study, a pilot study was conducted in the province of Çanakkale in order to reveal the strong and weak points of the questionnaire, to avoid possible misunderstandings as well as making necessary alterations by getting feedback from the teachers. Considering the feedbacks from the participant teachers of the pilot study, some items of the questionnaire are included and left out, reliability analysis was carried out and it was found out that all parts of the Teachers' Opinions Questionnaire are highly reliable.

3.4 MAIN STUDY

Along with necessary alterations on the Teachers' Opinions Questionnaire, piloting process proved to be successful to provide assistance to the main study. Thus, the main study put into process by the researcher explained in detail under the following headlines.

3.4.1 SETTING AND PARTICIPANTS

This research study was implemented in the Beyoğlu district of İstanbul city to the practicing English language teachers working in primary state schools Key Stage I, the 4th and 5th grades.

Beyoğlu is the main district of İstanbul, also one of the oldest, located in the centre of the city, on the north side of golden horn. The population is about 250.000 and there is a huge amount of immigration to Beyoğlu from the other cities of Turkey. Economy is based mainly on the tourism and service sectors such as

restaurants, coffee shops, bars, night clubs, cafes, stores, bazaars, etc. Beyoğlu is a center for many cultural activities, theatre and art institutions and it hosts many art festivals. Also, it is the center of the history of Istanbul, including many museums, historical mosques, churches and synagogues. Conclusively, due to its cosmopolitan profile and the population migrating from different parts of Turkey, Beyoğlu can be counted as a representative sampling of the country for this research study.

General characteristics of the participant English language teachers are investigated in terms of their gender, experiences, how long they have worked with 4th and 5th grades, lesson hours, student numbers in classes, whether they have attended a seminar on the now program and if they have, whether they have found it useful.

72 participants from 26 schools in Beyoğlu attended the study. The following table reveals the general characteristics of the participants including their gender and experience.

Table 5: The distribution of gender and experience (N=72)

	f	%
GENDER		
<i>Female</i>	51	71
<i>Male</i>	21	29
EXPERIENCE		
<i>1-5 years</i>	41	57
<i>6-10 years</i>	26	38
<i>11-15 years</i>	4	6
<i>21 years and over</i>	1	1

Considering participants' experiences as English language teachers, more than half of the participants are mostly experienced between 1-5 years and only one English teacher is experienced between 16-20 years, which brings up the conclusion that most of the teachers working in Beyoğlu are not much experienced teachers.

Table 6: The Distribution of Seminar Attendance (N=72)

	f	%
SEMINAR		
<i>Yes</i>	18	25
<i>No</i>	54	75

Three out of four English language teachers did not attend a seminar related to the new English language teaching program which means Ministry of National Education needs more seminars on the new program.

Table 7: The distribution of seminar usefulness (N=18)

	f	%	Valid %	Cumulative %
USEFUL				
<i>Useful</i>	2	3	11	11
<i>Indecisive</i>	2	3	11	22
<i>Useless</i>	11	15	61	83
<i>Very useless</i>	3	4	16	100

Out of the 18 participants who attended a seminar on the new program, most of them found the seminar “not useful” which means seminars in the process of new program developments should be handled more carefully and effectively.

To come to a conclusion, considering the general characteristics of the participants of the research, they more or less fit the profile of English language teachers working in primary state schools in Turkey and this research hopefully sets a feedback on the new English language teaching program.

3.4.2 INSTRUMENTS

Main instrument of this research study is the “Teachers’ Opinions Questionnaire” which is designed by the researcher herself. It is composed of three parts. Part I aims to gather personal and academic information about the participants. Part II intends to collect participants’ opinions on the general characteristics of the new English language teaching program. Part III is composed of two sections; A. Aims/objectives and B. Content. Part III – A aims to collect participants’ opinions on

the aims and objectives of the new program while Part III – B aims to gather participant opinions on the content of it. The “Teachers’ Opinions Questionnaire” also includes extra boxes for participants to write their suggestions, opinions and/or complaints about the new ELTP.

3.4.3 PROCEDURES FOR DATA COLLECTION

As the research study is to be conducted in the primary “state” schools, permissions in order to implement the Teachers’ Opinions Questionnaire are necessary. First, Çanakkale 18 Mart University Social Sciences Institute sends an application letter signed by the supervisor of the researcher, Education Faculty’s foreign languages department and Social Sciences Institute headmasters. Also, a petition, written by the researcher including information on the aim, setting and participants of the questionnaire, is given to City Education Directorship in İstanbul. Then, an application form is filled in and the research proposal of the study and a list of primary schools in Beyoğlu are attached. A board composed of university lecturers evaluated the application and a written permission was given in a week after the application which is signed by City Education Director and the City Governor.

With this written permission in hand, primary state schools in Beyoğlu district are visited. Researcher asks for School Headmaster’s permission to implement the Teachers’ Opinions Questionnaire to the English language teachers of the school. Then, English language teachers are seen and told the aim of the research study. The questionnaires are left till a week later. A week later, researcher visits the school again in order to get the questionnaire back.

As a result, owing to unpredictable delays of some questionnaires, data collection process takes about a month because some schools are visited more than twice to collect the questionnaires.

3.5 ANALYSIS OF THE DATA

In the process of data analysis, the questionnaires collected from the participants are numbered at the beginning. Then, the data gathered by using “Teachers’ Opinions Questionnaire” is analyzed by using Statistical Package for Social Sciences; SPSS.15. Frequency analysis and percentage of the items are calculated and put into tables to make the understanding clearer. T-test and one-way ANOVA are used to analyze the SPSS inputs.

3.6 CHAPTER SUMMARY

This chapter clarified the methodology of this research study by providing information on the objectives and rationale for the study, instruments as well as the piloting and the main study processes and procedures. How data collected and analyzed were also explained in detail.

CHAPTER FIVE FINDINGS

4.0 INTRODUCTION

This chapter aims to state findings of the study after explaining objectives and research questions. In the light of the research questions, “Teachers’ Opinions Questionnaire” is to be examined in detail, part by part, item by item so as to obtain teachers’ opinions on the new ELTP.

4.1 OBJECTIVES AND RESEARCH QUESTIONS

The general aim of this research study is to analyze the current (2006) English language teaching program of Key Stage I (4th and 5th graders) in primary state schools in terms of its general characteristics, aims/outcomes and content by taking participant English language teachers’ opinions into account in the light of the questions below;

RQ1: What are the opinions of practicing English language teachers related to the general characteristics of 2006 ELTP?

RQ2: What are the opinions of practicing English language teachers related to the aims/outcomes of 2006 ELTP?

RQ3: What are the opinions of practicing English language teachers related to the content of 2006 ELTP?

RQ4: Is there a difference between the teachers’ opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their gender?

RQ5: Is there a difference between the teachers’ opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their teaching experiences?

RQ6: Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their prior participation in seminars on ELTP changes?

RQ7: What other opinions do the participant teachers report on the 2006 ELTP?

4.2 FINDINGS OF THE STUDY

The findings of the "Teachers' Opinions Questionnaire" will be investigated in reference to the research questions, one by one except the Part I as it aims to find out the personal and academic information about the participant teachers that are examined and explained in Chapter IV.

4.2.1 FINDINGS OF RESEARCH QUESTION 1: WHAT ARE THE OPINIONS OF PRACTICING ENGLISH LANGUAGE TEACHERS RELATED TO THE GENERAL CHARACTERISTICS OF 2006 ELTP?

Part II of the "Teachers' Opinions Questionnaire" aims to obtain participant English language teachers opinions on the general characteristics of the new ELTP by using 3 point likert scale. To find out the opinions of English language teachers regarding the general characteristics of the new English program, means were calculated. Table 8 displays the overall mean score of the opinions of the teachers.

Table 8: Mean value of the opinions of the participants related to the general characteristics of the new ELTP

	Mean	SD
General characteristics	1,75	,45

As can be comprehended from the table above, the participant English language teachers have moderately positive opinions about the general characteristics of the new program with a mean value of 1,75 out of 3 (SD= ,45).

When the whole mean values are considered item by item, it can be seen that teachers' opinions vary about each specific item. Table 9 below illustrates the opinions of teachers related to the general characteristics of the new program item by item.

Table 9: The opinions of the participants related to the general characteristics of the new ELTP (N=72)

Item	Part II - General Characteristics	Mean	SD
1	It is easy to understand the program.	2,25	,68
3	One can plan his/her lessons by considering the program.	2,11	,77
12	It is possible to make students enjoy English by implementing the program.	2,02	,78
7	The program gives an opportunity to use methods and techniques that lead students to participate in the lesson actively.	2,01	,68
8	The program provides students with knowledge of "learning to learn".	1,81	,71
5	The program has enough guidance for the teacher.	1,79	,73
4	It is hard to understand the program without the course book.	1,77	,73
9	The materials used while implementing the program are not sufficient.	1,59	,66
2	The program needs to be revised again.	1,52	,64
10	The course book of the program is inadequate.	1,48	,62
13	The program is suitable to implement so as to teach English all over the country.	1,48	,64
6	The program hasn't been introduced to the teachers adequately.	1,47	,71
11	It is hard to implement the program owing to various problems of primary state schools.	1,45	,60

As seen on the Table 9 above, teachers believe that it is easy to understand the program (Mean=2,25; SD=,68) which reveals the fact that English language teachers find the new ELTP easy to grasp. Also, the participants believe that one can plan his/her lessons by considering the program (Mean=2,11; SD=,77) showing that the participant teachers can plan their lessons by taking the new program into account. They also believe that it is possible to make students enjoy English by implementing the program (Mean=2,02; SD=,78) shows that the participant teachers think the new program is likely to make the teaching learning environment enjoyable for the students. Also, the participant teachers think that the program gives an opportunity to use methods and techniques that lead students to participate in the lesson actively (Mean=2,01; SD=,68) which means the participant English language teachers believe that the new program is suitable to implement different methods and techniques that leads students to participate in the lesson actively.

However, the participant teachers also stated some negative opinions on the general characteristics of the new program. They believe that it is hard to implement the program owing to various problems of primary state schools (e.g. number of students, etc.) (Mean=1,45; SD=,60) revealing the fact that the new program is not really applicable to the primary state schools owing to some problems such as the number of students in a class. They also believe that the program has not been introduced to the teachers adequately (Mean=1,47; SD=,71) showing that the introduction seminars of the program were not enough. The participant teachers do not think that the program is suitable to implement so as to teach English all over the country (Mean=1,48; SD=,64) revealing that ELT teachers have the opinion that the new program is not applicable for all regions of Turkey. Finally, they believe that the course book of the program is inadequate (Mean=1,48; SD=,62) which means the participant ELT teachers don't have positive opinions about the course book of the new program.

4.2.2 FINDINGS OF RESEARCH QUESTION 2: WHAT ARE THE OPINIONS OF PRACTICING ENGLISH LANGUAGE TEACHERS RELATED TO THE AIMS/OUTCOMES OF 2006 ELTP?

Part III – A of the “Teachers Opinions Questionnaire” aims to obtain the participant English language teachers’ opinions on the aims/outcomes of the new ELTP by using 5 point likert scale. To find out the opinions of English language teachers regarding the aims/outcomes of the new ELTP, means were calculated and revealed the following results;

Table 10: Mean value of the opinions of the participants related to the aims/outcomes of the new ELTP

	Mean	SD
Aims/Outcomes	2,83	,96

The mean score table above reveals that the participant teachers have slightly negative opinions (Mean=2,83; SD=,96) on the aims/outcomes of the new ELTP.

Table 11: The opinions of the participants related to the aims/outcomes of the new ELTP (N=72)

Item	Part III – A – Aims/Outcomes	Mean	SD
11	Aims/outcomes of the program can be evaluated.	3,30	1,10
5	Aims/outcomes of the program are clear.	3,04	1,26
10	The program consists of aims/outcomes that can be useful in real-life.	3,01	1,16
12	Teaching and learning activities of the program are consistent with the aims of the units and outcomes for the students.	2,90	1,22
9	Aims/outcomes of the program are determined according to Multiple Intelligences Theory.	2,90	1,22
6	Aims/outcomes of the program are in accordance with student-centered teaching and learning.	2,90	1,35
8	Aims/outcomes of the program are in accordance with the approach of the program.	2,90	1,06
4	Aims/outcomes of the program are in accordance with Key Stage I (4 th and 5 th Grades) students' psychomotor development.	2,75	1,30
13	Aims/outcomes of the program aim to teach learners how to access and use information.	2,73	1,26
3	Aims/outcomes of the program are in accordance with Key Stage I (4 th and 5 th Grades) students' emotional development.	2,65	1,22
2	Aims/outcomes of the program are in accordance with Key Stage I (4 th and 5 th Grades) students' cognitive development.	2,51	1,24
1	Aims/outcomes of the program are effective enough for Key Stage I (4 th and 5 th Grades) students learn English.	2,34	1,12

As Table 11 reveals, the participant teachers believe that aims/outcomes of the program can be evaluated (Mean=3,30; SD=1,10) revealing the fact that they think the aims/outcomes of the new ELTP can easily be evaluated. They also believe that aims/outcomes of the program are clear (Mean=3,04; SD=1,26) showing that the participant teachers are positive about the clarity of the aims/outcomes of the new program. Teachers also believe that the program consists of aims/outcomes that can be useful in real-life (Mean=3,01; SD=1,16) revealing that the participant teachers have the opinion that aims/outcomes of the new program may be practical in real-life. The participants also believe that aims/outcomes of the program are determined according to Multiple Intelligences Theory (MIT) (Mean=2,90; SD=1,22) and teaching and learning activities of the program are consistent with the aims of the units and outcomes for the students (Mean=2,90; SD=1,22) meaning that the participant teachers have moderately positive opinions on the consistency of

aims/outcomes and MIT and on the consistency of teaching learning activities with the unit aims and student outcomes of the new program.

On the other hand, the participant teachers also have some negative opinions on the aims/outcomes of the new program. They believe that aims/outcomes of the new program are not effective enough for Key Stage I (4th and 5th grades) students learn English (Mean=2,34; SD=1,12) showing that the participant teachers do not think aims/outcomes of the new program are sufficient to teach English to Key Stage I learners. They also think that aims/outcomes of the new program are not in accordance with Key Stage I (4th and 5th grades) students' cognitive development (Mean=2,51; SD=1,24) revealing that the participant teachers do not find the new program's aims/outcomes concordant to the students' cognitive development. The participant teachers also believe that aims/outcomes of the program are not in accordance with Key Stage I (4th and 5th grades) students' emotional development (Mean=2,65; SD=1,22) revealing the fact that from the participant teachers point of view, the new program does not fit into the learners' emotional development. They also believe that aims/outcomes of the program do not aim to teach how to learners access and use information (Mean=2,73; SD=1,26) revealing that the participant teachers do not find the new program effective in terms of learners' accessing and using information.

4.2.3 FINDINGS OF RESEARCH QUESTION 3: WHAT ARE THE OPINIONS OF PRACTICING ENGLISH LANGUAGE TEACHERS RELATED TO THE CONTENT OF 2006 ELTP?

Part III – B of the “Teachers Opinions Questionnaire” aims to obtain the participant English language teachers' opinions on the content of the new ELTP by using 5 point likert scale. To find out the opinions of English language teachers regarding the content of the new ELTP, means calculated revealed the following results;

Table 12: Mean value of the opinions of the participants related to the content of the new ELTP

	Mean	SD
Content	2,69	,86

Considering the mean score table above, one can state that the participant teachers have slightly negative opinions (Mean=2,69; SD=,86) on the content of the new ELTP.

Table 13: The opinions of the participants related to the content of the new ELTP (N=72)

Item	Part III – B – Content	Mean	SD
15	The topics of the content are suitable to apply different methods and techniques.	3,15	1,15
16	The content of the program is suitable to gain the skill to prepare individual and group projects.	3,09	1,22
7	Vocabulary of the content of the program is sufficient for Key Stage I (4 th and 5 th grades) learners.	3,02	1,34
1	The topics of the content of the program are the ones that Key Stage I (4 th and 5 th grades) should learn.	2,98	1,38
3	The topics of the content of the program are appropriate to the Key Stage I (4 th and 5 th grades) learners' interests.	2,90	1,30
10	The grammar topics of the program are necessary for Key Stage I (4 th and 5 th grades) learners.	2,80	1,28
2	The topics of the content of the program are appropriate to the Key Stage I (4 th and 5 th grades) learners' age.	2,80	1,33
14	There is a contradiction between the topics of the content and aims/objectives.	2,77	1,16
9	The content of the program is mainly grammar-based.	2,75	1,28
4	The content of the program forms basic English knowledge for Key Stage II (6 th , 7 th and 8 th grades) English courses.	2,73	1,44
11	The content of the program has adequate activities for teaching and practicing.	2,66	1,23
18	The program is clear and comprehensible without the course book.	2,63	1,12
13	The sequence of the topics of the content is presented from easy to difficult.	2,55	1,23
5	The content of the program integrates four skills (reading-writing-listening-speaking).	2,54	1,25
17	The texts in the course book can be understood by the learners.	2,50	1,22
21	The content of the program can be finished at the end of the education year considering the Key Stage I (4 th and 5 th grades) weekly English Schedule (3 hours a week).	2,43	1,19
6	The content of the program forms a basis to communicate in English.	2,41	1,29
20	Course book and workbook are enough to present, practice and product the topics of the content.	2,37	1,16
12	The content of the program is supplemented by extra materials except the course book.	2,37	1,13
8	Vocabulary of the content of the program is memorization-oriented.	2,36	1,22

The participant teachers believe that the topics of the content are suitable to apply different methods and techniques (Mean=3,15; SD=1,15) revealing the fact that the participant teachers are able to apply different methods and techniques to the content topics in their classes. They also believe that the content of the program is suitable to gain the skill to prepare individual and group projects (Mean=3,09; SD=1,22) showing that the participant teachers believe that individual and group projects are suitable to be prepared by considering the content. Teachers think that vocabulary of the content of the program is sufficient for Key Stage I (4th and 5th grades) learners (Mean=3,02; SD=1,34) revealing that the participant teachers find the vocabulary of the new program adequate for Key Stage I learners of primary state schools. They also think that the topics of the content of the program are the ones that Key Stage I (4th and 5th grades) should learn (Mean=2,98; SD=1,38) pointing out that the participant teachers moderately believe that the topics of the content should be learnt by Key Stage I learners.

On the contrary, the participant ELT teachers also stated some negative opinions on the content of the new program. Teachers think that vocabulary of the content of the program is memorization-oriented (Mean=2,36; SD=1,22) revealing that the participant teachers strongly believe that vocabulary of the new program is based on learning by heart. They also think that the content of the program is not supplemented by extra materials except the course book (Mean=2,37; SD=1,13) showing that the participant teachers do not think extra materials of the new program are sufficient. Also, the participant teachers do not believe that the course book and the workbook are enough to present, practice and produce the topics of the content (Mean=2,37; SD=1,13) showing the fact that teachers find the content topics insufficient in terms of presentation, practice and production. They also do not believe that the content of the program forms a basis to communicate in English (Mean=2,41; SD=1,29) revealing that they think negatively on the communicative aspect of the content of the new ELTP.

4.2.4 FINDINGS OF RESEARCH QUESTION 4: IS THERE A DIFFERENCE BETWEEN THE TEACHERS' OPINIONS ON GENERAL CHARACTERISTICS, AIMS/OUTCOMES, AND CONTENT OF THE 2006 ELTP IN RELATION TO THEIR GENDER?

To find out whether there is a significant difference between the opinions of teachers in relation to their gender, independent sample t-test analysis was carried out revealing the following results;

Table 14: Gender Differences among the Participant Teachers

	Gender	N	Mean	SD	t	df	Sig. (2-tailed)
General Characteristics	Female	51	1,73	,45	-,433	70	,666
	Male	21	1,78	,44			
Aims/ Outcomes	Female	51	2,77	,99	-,750	70	,456
	Male	21	2,96	,90			
Content	Female	51	2,68	,86	-,090	70	,928
	Male	21	2,70	,87			

According to the independent samples t-test results above, no significant difference was found between the opinions of the participants related to general characteristics, aims/outcomes, content and their gender ($p > .0,5$). Thus, it can be said that, both female and male participant teachers have approximately the same opinions on the new ELTP.

4.2.5 FINDINGS OF RESEARCH QUESTION 5: IS THERE A DIFFERENCE BETWEEN THE TEACHERS' OPINIONS ON GENERAL CHARACTERISTICS, AIMS/OBJECTIVES AND CONTENT OF THE 2006 ELTP IN RELATION TO THEIR TEACHING EXPERIENCES?

Teaching experience differences among the participant teachers in relation to general characteristics, aims/outcomes and content were also investigated. Although the grouping of the teaching experience question is different in the Teachers' Opinions Questionnaire (Less than 1 year, 1-5 years, 6-10 years, 11-15 years, 16-20

years, 21 years or more), the groups are merged for statistical analysis and two groups are formed; 1-10 years and 11 years and over. Independent sample t-test analysis was carried out revealing the following results;

Table 15: Teaching experience differences among the participant teachers

	Gender	N	Mean	SD	t	df	Sig. (2-tailed)
General Characteristics	1-10 years	41	1,82	,42	1,615	69	,111
	11 years and over	30	1,65	,46			
Aims/ Outcomes	1-10 years	41	3,05	,91	2,136	69	,036
	11 years and over	30	2,56	,97			
Content	1-10 years	41	2,88	,82	2,093	69	,040
	11 years and over	30	2,46	,85			

As Table 15 reveals, there is no statistically significant difference between the opinions of the teachers on the general characteristics of the new program and their work experience ($p > .0,5$) which means both experienced and less experienced teachers tend to think approximately the same on the general characteristics of the program. However, related to the aims/outcomes and the content of the program, the work experience of the participant teachers was found to be significant ($p < .0,5$). It is obvious that the participant teachers that have 1-10 years of teaching experience tend to think more positively on the aims/outcomes (Mean=3,05; SD=,91) and content (Mean=2,88; SD=,82); on the other hand, more experienced the participant teachers who have 11 years of teaching experience or more tend to think more negatively on the aims/outcomes (Mean=2,56; SD=,97) and content (Mean=2,46; SD=,85) of the new ELTP. Therefore, it can be claimed that experience talks, more experienced teachers may have a wider perspective by considering the former English language teaching program.

4.2.6 FINDINGS OF RESEARCH QUESTION 6: IS THERE A DIFFERENCE BETWEEN THE TEACHERS' OPINIONS ON GENERAL CHARACTERISTICS, AIMS/OUTCOMES AND CONTENT OF THE 2006 ELTP IN RELATION TO THEIR PRIOR PARTICIPATION IN SEMINARS ON ELTP CHANGES?

Seminar participation differences among the participant teachers in relation to general characteristics, aims/outcomes, and content of the research study were also investigated. Independent sample t-test analysis was carried out revealing the following results;

Table 16: Seminar participation differences among the participant teachers

	Seminar	N	Mean	SD	t	df	Sig. (2-tailed)
General Characteristics	Yes	18	1,91	,43	1,808	70	,075
	No	54	1,69	,44			
Aims/ Outcomes	Yes	18	3,23	,91	2,080	70	,041
	No	54	2,69	,95			
Content	Yes	18	3,06	,74	2,146	70	,035
	No	54	2,57	,87			

As can be clearly comprehended from the Table 16 above, 18 out of 72 participant teachers attended the seminars on the introduction of the new ELTP. As the table reveals, there is no statistically significant difference between the opinions of the teachers on the general characteristics of the new program and their seminar participation ($p > .05$) which means teachers tend to think approximately the same on the general characteristics of the program; participation to a seminar on program changes does not make a difference. However, related to the aims/outcomes and the content of the program, seminar participation of the participant teachers was found to be significant ($p < .05$). It is clear that attendant teachers tend to think more positively on the aims/outcomes (Mean=3,23; SD=,91) and content (Mean=3,06; SD=,74); on the other hand, teachers who did not attend a program seminar tend to think more negatively on the aims/outcomes (Mean=2,69; SD=,95) and content (Mean=2,57; SD=,87) of the new ELTP. With this in mind, it can be concluded that seminars

related to the new program leads positive thoughts and opinions about it; the more teachers know about the new program, the more positive they think about it.

4.2.7 FINDINGS OF RESEARCH QUESTION 7: WHAT OTHER OPINIONS DO THE PARTICIPANT TEACHERS REPORT ON THE 2006 ELTP?

Teachers' Opinions Questionnaire includes open ended parts (See Appendix A) for participants to state their extra opinions, suggestions and/or complaints after every part of the questionnaire if they like. 53 out of 72 (73,6%) participants stated extra opinions, suggestions and/or complaints on the 2006 ELTP. From the 53 participants who stated extra opinions on the new ELTP, 163 extra opinions revealed as one participant commented on more than one aspect on the new ELTP. All the personal opinions of the teachers were filtered and categorized. Extra 163 opinions of participants are merged for statistical analysis and from what they have reported, ten general categories are formed. The following table presents the findings;

Table 17: Extra opinions of the participant teachers related to the new ELTP (N=53)

Reported Opinions	f	%
1. New program is better than the last one; however, it still needs revision.	34	64,1
2. There should be more seminars on the new program.	29	54,7
3. 4 th grade content contains too much vocabulary and almost no grammar; 5 th grade content contains too much and difficult grammar subjects.	21	39,6
4. Physical conditions should be considered while developing the program.	18	33,9
5. The content of the new Key Stage I (4 th and 5 th grades) ELTP cannot be taken as a basis for Key Stage II (6 th , 7 th and 8 th grades).	15	28,3
6. The content doesn't follow an order of from easy to difficult.	13	24,5
7. Four skills (listening, speaking, reading, and writing) are not integrated; they are mostly dealt with separately.	12	22,6
8. The new program is lack of materials; more audio visual materials should be included.	9	16,9
9. Aims/outcomes of the program are based on grammar subjects.	7	13,2
10. There should be more lesson hours for Key Stage I learners; 3 lesson hours a week is not enough.	5	9,4

As Table 17 reveals, the participant teachers strongly believe that 2006 ELTP is better than the 1997 ELTP; however, it still needs revision. They also believe that introduction seminars on the new program are not enough; there should be more

seminars countrywide. The participants also have some complaints on the content of the 4th grade reporting that it contains too much vocabulary and almost no grammar and on 5th grade content stating it contains too much and difficult grammar subjects. They also suggest that physical conditions such as large classes, technological devices should be taken into consideration while developing the program. The participant teachers believe that the content of the new Key Stage I (4th and 5th grades) ELTP cannot be taken as a basis for Key Stage II (6th, 7th and 8th grades); the content topics may not provide the basic knowledge for the Key Stage II. Besides, they report that the content does not follow an order from easy to difficult; difficult topics and subjects are included in the first units. The participants also state that four skills (listening, speaking, reading, and writing) are not integrated; they are mostly dealt with separately and mainly, reading and writing skills are encouraged; program is highly lack of listening and speaking skills. They also report that the new program is lack of materials; more audio visual materials should be included. Course books and workbooks are not colorful enough, especially printing is poor, and the pages separate and get lost. The participant teachers report that aims/outcomes of the program are based on cognitive grammar subjects; emotional, psychomotor aims/outcomes should be included. Finally, they think that 3 lesson hours of English is not enough for Key Stage I learners; there should be more lesson hours.

4.3 CHAPTER SUMMARY

This chapter focused on the findings of the statistical analysis of the research study in accordance with the research questions. First, research questions were given, and then findings of the study followed and supported them in tables in detail. Finally results of the findings were explained.

CHAPTER SIX DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

5.0 INTRODUCTION

This chapter aims to give a brief summary of the research study and it consists of five sections. The first section focuses on the summary of the main study including the aim of the study, summaries of the methodology, main study findings and discussions. The second section deals with the conclusions of the research study while section three explains the implications of the study. The fourth section focuses on the suggestions for further research. Finally, the fifth section has the overall chapter summary.

5.1 SUMMARY OF THE STUDY

This section aims to summarize the methodology, main study and findings after stating the aim of the study.

5.1.1 AIM OF THE STUDY

This study aimed to analyze the current (2006) English language teaching program of Key Stage I (4th and 5th graders) in primary state schools in terms of its general characteristics, aims/outcomes and content by considering teachers' opinions in the light of the research questions below;

RQ1: What are the opinions of practicing English language teachers related to the general characteristics of 2006 ELTP?

RQ2: What are the opinions of practicing English language teachers related to the aims/outcomes of 2006 ELTP?

RQ3: What are the opinions of practicing English language teachers related to the content of 2006 ELTP?

RQ4: Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their gender?

RQ5: Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their teaching experiences?

RQ6: Is there a difference between the teachers' opinions on the general characteristics, aims/outcomes and the content of the 2006 ELTP in relation to their prior participation in seminars on ELTP changes?

RQ7: What other opinions do the participant teachers report on the 2006 ELTP?

5.1.2 SUMMARY OF THE METHODOLOGY

This research study is a quantitative one because it is primarily designed as a survey study. For this reason, the data gathered by using a questionnaire, which is an information gathering way of survey methodology. "Teachers' Opinions Questionnaire" is prepared by the researcher herself in order to obtain participant ELT teachers' opinions on the general characteristics, aims/outcomes and content of the 2006 ELTP. The data gathered by using "Teachers' Opinions Questionnaire" is analyzed by using Statistical Package for Social Sciences; SPSS.15. Frequency analysis and percentage of the items are calculated and put into tables to make the understanding clearer. One way ANOVA and T-Test are used to analyze the SPSS inputs.

5.1.3 SUMMARY OF THE MAIN STUDY

This research study was implemented in the Beyoğlu district of the İstanbul city to the practicing English language teachers working in primary state schools with 4th and 5th grades. 72 participants attended the study, involving 21 male and 51

female English language teachers. “Teachers’ Opinions Questionnaire” is prepared by the researcher herself in order to obtain participant ELT teachers opinions on the general characteristics, aims/outcomes and content of the 2006 ELTP.

5.1.4 SUMMARY OF THE MAIN FINDINGS AND DISCUSSIONS

RQ1 asked the teachers opinions on the general characteristics of the new ELTP and it is found out that the participant English language teachers have moderately positive opinions about the general characteristics of the new program having a mean score of 1,75 out of 3 ($SD=,44$). The findings of the RQ1 overlap with the findings of Büyükduman’s (2001) research study on the 1997 ELTP. Considering the participant teachers opinions, RQ1 finds out that it is possible to make students enjoy English by implementing the program. Similarly, the study of Büyükduman (2001) also reports a majority of teachers’ satisfaction on students’ enjoying English lessons while implementing the 1997 ELTP. This reveals the fact that participant English language teachers were satisfied with the 1997 ELTP and they are also satisfied with the 2006 ELTP in that both the former and the new programs help create an enjoyable English teaching-learning environment. Moreover, Büyükduman’s (2001) study reveals that the former program did not have enough guidance for the teachers. Likewise, the participants of this study also reported that the 2006 ELTP does not have sufficient guidance for the teachers in terms of its program book and teachers’ book. Thus, it is obvious that although the 1997 ELTP was renewed and a new program has been conducted, teachers still have some points of complaint in some aspects. This reveals the fact that the revision and redevelopment studies on the 1997 ELTP have not reached their aims at all; there are still lacking points of the new ELTP.

RQ2 asked the teachers opinions on the aims/outcomes of the new program and it is seen that the participant teachers have moderately positive opinions on the aims/outcomes of the new ELTP with a mean score of 2,83 ($SD=,97$) out of 5. These findings also support the findings of Zincir’s (2006) research study on the 5th grades’ aims/outcomes of the 2006 ELTP. In her study, Zincir (2006) pointed out that the

aims/outcomes of the new program are not useful enough to create an effective teaching-learning environment. This study has similar findings with Zincir's (2006) study in that the participants in this study also reported that the aims/outcomes of the program are not effective enough for Key Stage I (4th and 5th Grades) students to learn English; moreover, the program needs some cognitive, emotional and psychomotor aims/outcomes. The findings of both studies shed light on the fact that aims/outcomes of the new program definitely need a revision; they might be redeveloped and more effective aims/outcomes may be added to the 2006 ELTP. On the other hand, with regard to the findings of the research carried out by Büyükduman (2001) on the 1997 ELTP, where English teachers reported their satisfaction on the aims/outcomes of the former program, this current study found out that teachers have dissatisfaction on the aims/outcomes of the new ELTP. Thus, there seems to be a problem with the aims/outcomes of the study.

RQ3 asked the opinions of the participant ELT teachers on the content of the new program and it is found out that participant teachers have moderately positive opinions (Mean=2,69; SD=,86). The findings of the RQ3 contradict with the findings of Büyükduman's (2001) research study on the 1997 ELTP. This study finds out that the sequence of the topics of the content is not presented from easy to difficult. However, in the Büyükduman's (2001) study, most of the participants state their satisfaction on the sequence of the topics. Therefore, it can be said that while the topics in 1997 ELTP were arranged according to the educational principal "from easy to difficult", they are not in the same fashion in the 2006 ELTP. Moreover, in the open-ended parts of the teachers' opinions questionnaire where the teachers were allowed to state their extra opinions, some teachers reported that the first three units of the 5th grade ELTP is above the learners' level; thus, they skip these units and start teaching from the fourth unit of the course book. This reveals the fact that the program starts with too difficult topics for students to cope with; it puts pressure on their performances; even more, it may result in the learners' developing a negative self efficacy towards English. Considering this fact, it may be appropriate to have a renovation on the content of the new ELTP.

RQ4 investigated the gender differences among the opinions of the participant ELT teachers and revealed that both male and female participants have almost the same opinions on the general characteristics, aims/outcomes and content of the new ELTP. However, female participants have slightly more negative opinions which are not really noteworthy. Hence, it can be said that gender has no positive or negative affect on the teachers' opinions on the new ELTP.

RQ5 asked about the teaching experience differences among the opinions of the participant ELT teachers and showed that the participant teachers that have 1-10 years of teaching experience tend to think more positively while more experienced participant teachers who have 11 years of teaching experience or more tend to think more negatively on the general characteristics, aims/outcomes and content of the new ELTP. It might suggest that the less experience a teacher has the more positive s/he thinks on the new program. The reason may be the fact that more experienced teachers might have a wider point of view to compare and contrast the new program with the former one(s), grasp its efficient and lacking parts of it more clearly.

RQ6 asked about the seminar attendance differences among the opinions of the participant ELT teachers and found out that attendant teachers' mean scores are higher than those who didn't attend seminars on the new ELTP. In other words, teachers attended an introduction seminar have more positive opinions on the new program. Therefore, it is an emergent need to organize program introduction seminars explaining which approach, method and techniques should be used and how; as well as getting feedbacks from the teachers via these seminars. Moreover, considering the new Key Stage II (6th, 7th and 8th grades) program will be launched in 2008-2009 teaching year, introduction seminars for complete primary school ELT teachers may be very useful.

RQ7 asked the participant teachers to state their extra opinions on the new program. Overall, the teachers stated that the new program is better than the last one, which also supports the findings of Zincir (2006). However, according to the teachers it still needs revision. This reveals the fact that all parts of the new program should be revised by program developers in the light of the feedbacks taken from the

teachers. Similarly, Zincir (2006) has the suggestion that the objectives of the new program should be revised by the curriculum committee of Ministry of National Education. Thus, it can be concluded that the 2006 ELTP has some lacking points compared to the former ELTP.

5.2 CONCLUSIONS

According to the results of “Teachers’ Opinions Questionnaire” of this research study, six conclusions can be drawn.

First, *although participant teachers are moderately positive on the general characteristics of the new ELTP, they think some parts are inefficient.* They think the course book of the program is inadequate in order to teach English effectively. Also, they believe that the new program is not suitable for all regions of Turkey and it is not applicable in primary schools due to some problems such as the number of students in a class. They found the introduction seminars insufficient and they need more seminars on the new program. Thus, they pointed out that the importance of preliminary seminars. Without a doubt, the success of new program depends upon how successful it is promoted.

Second, *participant teachers are moderately positive on the aims/outcomes of the new program; however, they find them inadequate.* They think aims/and outcomes of the new program are not enough to teach English; they do not meet learners emotional and psychomotor needs. The participant teachers also believe that aims/outcomes of the new program do not lead the learners to access and use information. In other words, the new ELTP lacks in that it does not give to teachers the support or tool to teach students how to learn. In an era of information, while it is of vital importance to know how to access and use information, it is a noteworthy deficiency of the new ELTP not to teach students these skills.

Third, *though participant teachers have moderately positive opinions on the content of the new ELTP, they think some parts of the content are lacking.* They have

the opinions that the vocabulary of the content of the new program is based on memorization and the content is lack of extra materials and communication elements. Participant teachers also believe that weekly English schedule (3 hours of English per week) in primary schools and the content of the program are not consistent. That is, the content of the new ELTP is too loaded to complete at the end of the teaching year; it needs to be simplified or the lesson hours might be increased.

Fourth, *both male and female participant teachers have almost the same opinions on the general characteristics, aims/outcomes and content of the new ELTP.* Although, the female participants think slightly more negative of the new program, the difference is not noteworthy, revealing the fact that gender has no positive or negative effect on the opinions of ELT teachers on the new program.

Fifth, *the participant teachers that have 1-10 years of teaching experience tend to think more positively; on the other hand, participant teachers who have 11 years of teaching experience or more tend to think more negatively on the general characteristics, aims/objectives and content of the new ELTP.* It can be concluded that the more experience a teacher has, the more negative s/he thinks on the new program. The reason might be the fact that experienced teachers might have a wider perspective to compare and contrast the new program with the former one(s), understand the positive and negative sides of it more clearly, and they may have their own experience on what works in a teaching program and what does not.

Sixth, *participant teachers who attended an introduction seminar of the new ELTP have more positive opinions on it.* Those who did not any seminars on the new program tend to think more negatively. This may be due to the fact that teachers who attended to introduction seminars have a better knowledge of the approach, aims/outcomes, content, materials, etc of the new program and they may develop a more positive attitude towards it.

5.3 IMPLICATIONS

The results of this study suggest some implications for teaching program developers and designers of Ministry of National Education.

For program amendments to be implemented successfully and effectively by the teachers, it is a must to have in-service education seminars. Thus, it is of vital importance to organize program seminars and workshops for all teachers so as to introduce the new program extensively. It is of Ministry of National Education's responsibility to organize program introduction seminars on a new program to the practicing teachers. Similarly, the program book prepared for teachers is to be supported by more sample activities and lesson plans for the teachers to implement the new program effectively.

Implementing feedback activities related to the new program urgently provides the program developers necessary information on the lacking and ineffective parts of the new program. Feedbacks obtained from the teachers are to be implemented to the program in advance due to the fact that the teachers' motivation in terms of implementing the new program is going to increase; they are going to consider the program as their own product. Thus, when the teachers are engaged in the research studies in the program development process, they get motivated about the new program. As well as the teachers, feedbacks should also be taken from stakeholders such as students, parents, administrators, etc.

The aims/outcomes of a teaching program are of vital importance in a teaching program owing to the fact that they are the guide of teachers. Aims/outcomes of the new program are to be revised again, more cognitive, emotional and psychomotor aims/outcomes are to be included so as to provide guidance for the teachers. Also, not only linguistic aims/outcomes, but also communicative ones should be included in the program in order to provide learners a better communication skills with the target language.

As content is one of the basic aspects of a teaching program, it should be handled carefully. Thus, the content of the new program is to be supplemented by extra materials (e.g. picture cards, charts, maps, game boards, video cds, etc.) except the course book. Also, in terms of an effective teaching of the content, more communicative and creative activities are to be included in the program so as to avoid a memorization-oriented teaching-learning environment.

While developing a new teaching program, physical conditions (technological devices, number of students in a class, etc.) in classes should be considered throughout the country. More activities such as group projects, group games, etc. suitable to the large classes and extra activities for the schools that have no technological devices are to be included in the program.

In conclusion, as the researcher herself is a practicing English language teacher working in a primary state school with Key Stage I learners, she believes the fact that the general characteristics, aims/outcomes and content of the new ELTP are not effective enough to lead learners to communicate in the target language; without a doubt, the new ELTP needs a general revision.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

For further research on the 2006 ELTP, firstly, this research study can be replicated in order to support its findings with different samples in a different region.

This study aims to find out the opinions of teachers on general characteristics, aims/outcomes and content of the new Key Stage I ELTP. Further research may deal with the assessment and evaluation processes of the new program as well as the student achievement to reveal the effectiveness of these processes.

Although this study obtains some opinions on the content of the program, further research on the new ELTP may extensively deal with the topics, activities and four skills (listening, speaking, reading, and writing) in order to find out what works best with the primary school students by implementing a classroom research.

“Teachers’ Opinions Questionnaire” in this study has some items on the course book of the new ELTP; however, further research may be based on the materials (course book, workbook, teachers’ book, CDs, etc.) of the new program so as to find out their efficiency.

Though this study presents some information on the approach of the new program, further research may aim to have an extensive investigation on the suitability and applicability of the approach, method and techniques of the new program.

This study presents the teachers’ opinions on the new Key Stage I (4th and 5th grades) ELTP and further research may deal with the teachers’ opinions on the new Key Stage II (6th, 7th and 8th grades) ELTP in order to find out the effective and lacking parts of it.

5.6 CHAPTER SUMMARY

This chapter focused on the summary of the methodology, main study, and main findings as well as discussions, conclusions and implications in order to reveal the big picture. Also, it dealt with the suggestions for further research for the researchers who would like to have a further investigation on the new ELTP.

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APPENDICES

APPENDIX A:
TEACHERS' OPINIONS QUESTIONNAIRE (ENGLISH VERSION)

APPENDIX B:
TEACHERS' OPINIONS QUESTIONNAIRE (TURKISH VERSION)

APPENDIX C:
LIST OF SCHOOLS IN BEYOĞLU DISTRICT

APPENDIX D:
PERMISSION OF CITY EDUCATION DIRECTORSHIP OF ISTANBUL

APPENDIX E:
PERMISSION OF CITY GOVERNSHIP OF ISTANBUL

**TEACHERS' OPINIONS QUESTIONNAIRE ON
THE NEW ENGLISH LANGUAGE TEACHING PROGRAM**

Dear Colleague,

This questionnaire has been prepared to serve as a research material to an academic study and aims to find out your opinions on Key Stage I (4th and 5th graders) English Language Teaching Program that has started to be applied in 2006-2007 education terms in state school in Turkey.

The questionnaire consists of 3 parts. The first part aims to learn about your personal and professional profile that each of which are important for the research while the second and third parts aim to determine your opinions on the new English language teaching program.

Frank and sincere answers that you are going to mark will affect the results of the study positively. Please put an (X) to the most appropriate choice of yours after reading each question carefully. Thanks for your help.

Özge Küçük
Beyoğlu Ahmet Emin Yalman Primary School
English Language Teacher
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● PART I – Participant Profile

1. Gender F () M ()
2. You have been an English language teacher for Less than 1 year ()
 1–5 years ()
 6–10 years ()
 11–15 years ()
 16–20 years ()
 21 years or more ()
3. How long have you been an English language teacher of Key Stage I (4th and 5th grades)?

4. How many hours of English do you teach to Key Stage I (4th and 5th grades) in a week?

5. How many students do you have in an average Key Stage I (4th and 5th grades) class?

6. Have you ever participated in a seminar or a conference on the program change and the new (2006) English language teaching program? Yes () No ()
 If your answer is “Yes”, please state the last three.

a)

Name of the Seminar / Conference	Content	Year

b) How useful do you think the seminar(s) was on understanding and applying the new program?

- Very Useful ()
 Useful ()
 Indecisive ()
 Not Useful ()
 Not very useful ()

Considering the general characteristics of the new (2006) Key Stage I (4th and 5th grades) English language teaching program;

● PART II – General Characteristics

- | | |
|---|------------------------|
| 1. It is easy to understand the program. | Y () Partly () N () |
| 2. The program needs to be revised again. | Y () Partly () N () |
| 3. One can plan his/her lessons by considering the program. | Y () Partly () N () |
| 4. It is hard to understand the program without the course book. | Y () Partly () N () |
| 5. The program has enough guidance for the teacher. | Y () Partly () N () |
| 6. The program hasn't been introduced to the teachers adequately. | Y () Partly () N () |
| 7. The program gives an opportunity to use methods and techniques that lead students to participate in the lesson actively. | Y () Partly () N () |
| 8. The program provides students with knowledge of "learning to learn". | Y () Partly () N () |
| 9. The materials used while implementing the program are not sufficient. | Y () Partly () N () |
| 10. The course book of the program is inadequate. | Y () Partly () N () |
| 11. It is hard to implement the program owing to various problems of primary state schools (e.g. number of students, etc.) | Y () Partly () N () |
| 12. It is possible to make students enjoy English by implementing the program. | Y () Partly () N () |
| 13. The program is suitable to implement so as to teach English all over the country. | Y () Partly () N () |

● PART III

A. AIMS / OUTCOMES	Completely Agree	Agree	No idea	Disagree	Completely Disagree
1. Aims/outcomes of the program are effective enough for Key Stage I (4 th and 5 th grades) students learn English.					
2. Aims/outcomes of the program are in accordance with Key Stage I (4 th and 5 th grades) students' cognitive development.					
3. Aims/outcomes of the program are in accordance with Key Stage I (4 th and 5 th grades) students' emotional development.					
4. Aims/outcomes of the program are in accordance with Key Stage I (4 th and 5 th grades) students' psychomotor development.					
5. Aims/outcomes of the program are clear.					
6. Aims/outcomes of the program are in accordance with student-centered teaching and learning.					
7. Please do not mark this item, leave it.					
8. Aims/outcomes of the program are in accordance with the approach of the program (constructivist approach).					
9. Aims/outcomes of the program are determined according to Multiple Intelligences Theory.					
10. The program consists of aims/outcomes that can be useful in real-life.					
11. Aims/outcomes of the program can be evaluated.					
12. Teaching and learning activities of the program are consistent with the aims of the units and outcomes for the students.					
13. Aims/outcomes of the program aim to teach how to learners access and use information.					
<p>If you have some more opinions and suggestions related to the aims/objectives of the new (2006) Key Stage I (4th and 5th grades) English language teaching program, please write down.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

B. CONTENT	Completely Agree	Agree	No idea	Disagree	Completely Disagree
1. The topics of the content of the program are the ones that Key Stage I (4 th and 5 th grades) should learn.					
2. The topics of the content of the program are appropriate to the Key Stage I (4 th and 5 th grades) learners' age.					
3. The topics of the content of the program are appropriate to the Key Stage I (4 th and 5 th grades) learners' interests.					
4. The content of the program forms basic English knowledge for Key Stage II (6 th , 7 th and 8 th grades) English courses.					
5. The content of the program integrates four skills (reading-writing-listening-speaking).					
6. The content of the program forms a basis to communicate in English.					
7. Vocabulary of the content of the program is sufficient for Key Stage I (4 th and 5 th grades) learners.					
8. Vocabulary of the content of the program is memorization-oriented.					
9. The content of the program is mainly grammar-based.					
10. The grammar topics of the program are necessary for Key Stage I (4 th and 5 th grades) learners.					
11. The content of the program has adequate activities for teaching and practicing.					
12. The content of the program is supplemented by extra materials except the course book.					
13. The sequence of the topics of the content is presented from easy to difficult.					
14. There is a contradiction between the topics of the content and aims/objectives.					
15. The topics of the content are suitable to apply different methods and techniques.					
16. The content of the program is suitable to gain the skill to prepare individual and group projects.					
17. The texts in the course book can be understood by the learners.					
18. The program is clear and comprehensible without the course book.					
19. Please mark this item the same as the 9 th item.					
20. Course book and workbook are enough to present, practice and product the topics of the content.					
21. The content of the program can be finished at the end of the education year considering the Key Stage I (4 th and 5 th grades) weekly English Schedule (3 hours a week).					

If you have some more opinions and suggestions related to the aims/objectives of the new (2006) Key Stage I (4th and 5th grades) English language teaching program, please write down.

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If you have some more opinions and suggestions related to the new (2006) Key Stage I (4th and 5th grades) English language teaching program, please write down.

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If you have some complaints related to the new (2006) Key Stage I (4th and 5th grades) English language teaching program, please write down.

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Özge Küçük

Beyoğlu Ahmet Emin Yalman Primary School

English Language Teacher

For information on the Questionnaire Results: ozge2219@hotmail.com

**YENİ İNGİLİZCE PROGRAMINA İLİŞKİN
ÖĞRETMEN GÖRÜŞLERİ ANKETİ**

Değerli öğretmenler,

Bu anket akademik bir çalışma kapsamında hazırlanmış olup sizlerin I. kademedeki (4. ve 5. sınıflar) 2006–2007 eğitim öğretim yılında uygulamaya konan yeni İngilizce öğretim programına ilişkin görüşlerinizi belirlemek üzere düzenlenmiştir.

Ankette 3 bölüm bulunmaktadır. Birinci bölümde, araştırma kapsamında önem taşıyan, sizlerin kişisel ve mesleki profilinizi öğrenmeyi, ikinci ve üçüncü bölümlerde ise yeni öğretim programına ilişkin görüşlerinizi belirlemeyi içeren sorular bulunmaktadır.

Vereceğiniz içten ve samimi cevaplar çalışmanın sonuçlarını olumlu yönde etkileyecektir. Lütfen her bir soruyu okuduktan sonra size en uygun seçeneği (X) ile işaretleyiniz. Yardımlarınız için teşekkür ederim.

Özge Küçük
Beyoğlu Ahmet Emin Yalman İ.Ö.O.
İngilizce Öğretmeni
ozge2219@hotmail.com

● BÖLÜM I – Katılımcı Profili

1. Cinsiyetiniz K () E ()

2. Kıdem Yılıınız 1 yıldan az ()
 1–5 yıl ()
 6–10 yıl ()
 11–15 yıl ()
 16–20 yıl ()
 21 yıl ve üstü ()

3. I. Kademede (4. ve 5. sınıflar) kaç yıldır/aydır öğretmenlik yapmaktasınız?

4. I. Kademede (4. ve 5. sınıflar) haftada kaç saat derse giriyorsunuz?

5. I. Kademede (4. ve 5. sınıflar) ortalama sınıf mevcudunuz kaç kişidir?

6. Yeni müfredat değişikliği ile ilgili seminer çalışmalarına katıldınız mı? Evet () Hayır ()
 Yanıtınız “Evet” ise son üçünü belirtiniz.

a)

Seminerin / Dinletinin Adı	İçeriği	Yılı

b) Katılmış olduğunuz bu seminer(ler)i programı anlamada/uygulamada ne derecede faydalı buldunuz?

Çok faydalı ()
 Faydalı ()
 Kararsızım ()
 Faydasız ()
 Çok faydasız ()

Yeni (2006) ilköğretim I. Kademe (4. ve 5. sınıf) İngilizce Öğretim Programının Genel Özellikleri Dikkate Alındığında;

• BÖLÜM II – Genel Özellikler

- | | |
|---|------------------------|
| 1. Programı anlamak kolaydır. | E () Kısmen () H () |
| 2. Programın tekrar düzeltilmesi gereklidir. | E () Kısmen () H () |
| 3. Programa bakarak dersler planlanabilir. | E () Kısmen () H () |
| 4. Ders kitabı olmadan programı anlamak zor. | E () Kısmen () H () |
| 5. Program öğretmene yeterince rehberlik etmektedir. | E () Kısmen () H () |
| 6. Program öğretmenlere yeterince tanıtılmamıştır. | E () Kısmen () H () |
| 7. Programda öğrencilerin aktif katılımlarını sağlayıcı yöntem ve teknikleri kullanmalarına fırsat verilmektedir. | E () Kısmen () H () |
| 8. Program öğrencilerin “öğrenmeyi” öğrenme becerisi kazanabilmesini sağlamaktadır. | E () Kısmen () H () |
| 9. Programı uygularken kullanılan araç-gereçler (materyaller) yetersizdir. | E () Kısmen () H () |
| 10. Programın ders kitabı yetersizdir. | E () Kısmen () H () |
| 11. İlköğretimde karşılaşılan farklı sorunlardan dolayı (öğrenci sayısı, vs.) yeni programın uygulanması zordur. | E () Kısmen () H () |
| 12. Öğrencilere bu programla İngilizceyi sevdirerek öğretmek mümkündür. | E () Kısmen () H () |
| 13. Program ülkemizin her yerinde İngilizce öğretimine uygundur. | E () Kısmen () H () |

• BÖLÜM III

A. HEDEF / KAZANIM	Tamamen Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Tamamen Katılmıyorum
1. Programın hedef / kazanımları 1. kademe (4. ve 5. sınıf) öğrencilerinin İngilizce öğrenmesi için yeterlidir.					
2. Programın hedef / kazanımları 1. kademe (4. ve 5. sınıf) öğrencilerinin bilişsel gelişimlerine uygundur.					
3. Programın hedef / kazanımları 1. kademe (4. ve 5. sınıf) öğrencilerinin duyuşsal gelişimlerine uygundur.					
4. Programın hedef / kazanımları 1. kademe (4. ve 5. sınıf) öğrencilerinin psikomotor gelişimlerine uygundur.					
5. Programın hedef / kazanımları açıktır.					
6. Programın hedef / kazanımları öğrenci-merkezli eğitim-öğretime uygundur.					
7. Lütfen bu soruyu cevaplamayınız, boş bırakınız.					
8. Programın hedef / kazanımları programın yaklaşımına (yapılandırmacı yaklaşım) uygundur.					
9. Programın hedef / kazanımları çoklu zekâ teorisi temel alınarak hazırlanmıştır.					
10. Programda bireyin günlük hayatında işine yarayacak kazanımlara yer verilmiştir.					
11. Programda yer alan kazanımlar ölçülebilir niteliktedir.					
12. Programda önerilen öğretme ve öğrenme etkinlikleri, ünitelerin amacı ve öğrenci kazanımları ile örtüşmektedir					
13. Programın hedef/kazanımları bilgiye erişme ve bilgiyi kullanma becerisini kazandırabilmeyi amaçlar.					
<p>Yeni İlköğretim 1. Kademe (4. ve 5. sınıflar) İngilizce Öğretim Programının hedef ve kazanımlarına ilişkin belirtmek istediğiniz başka görüş ve önerileriniz varsa, lütfen aşağıya yazınız.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

B. İÇERİK	Tamamen Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Tamamen Katılmıyorum
1. Programın içerdiği konular 1. kademe (4. ve 5. sınıf) öğrencilerinin öğrenmesi gereken konulardır.					
2. Programın içerdiği konular 1. kademe (4. ve 5. sınıf) öğrencilerinin yaşına uygundur.					
3. Programın içerdiği konular 1. kademe (4. ve 5. sınıf) öğrencilerinin ilgi alanlarına uygundur.					
4. Programın içeriği 2. kademe (6. 7. 8. sınıf) İngilizce öğretimine temel oluşturur.					
5. Programın içeriği 4 beceriyi (okuma-yazma-dinleme-konuşma) birleştirmektedir.					
6. Programın içeriği İngilizce iletişim kurmaya temel oluşturacak niteliktedir.					
7. Programın içerdiği kelime bilgisi (vocabulary) I. Kademe (4. ve 5. sınıf) için yeterlidir.					
8. Programın içerdiği kelime bilgisi (vocabulary) ezbere dayalı öğretilmektedir.					
9. Programın içeriği çoğunlukla dil bilgisi (grammar) konuları ağırlıklıdır.					
10. Programın içerdiği dil bilgisi (grammar) konuları I. Kademe (4. ve 5. sınıf) öğrencileri için gereklidir.					
11. Programın içeriği öğretme ve tekrar için yeterince alıştırmaya (activity) barındırmaktadır.					
12. Programın içeriği ders kitapları haricinde diğer materyaller tarafından yeterince desteklenmektedir.					
13. İçerikte yer alan konuların sunuluş sırası basitten karmaşığa doğrudur.					
14. İçerikteki konular ile programda yer alan kazanım ifadeleri arasında çelişkiler vardır.					
15. İçerikteki konular çeşitli öğretim yöntem ve tekniklerinin uygulanabilmesine uygundur.					
16. Programın içeriği bireysel ve grupta proje hazırlama becerisi kazandırabilmeye uygundur.					
17. Ders kitabı içerisinde yer alan metinler öğrenciler tarafından anlaşılabilir.					
18. Ders kitabı olmadan da program yeterince açık ve anlaşılırdır.					
19. Lütfen bu ifadeye 9. ifadeye verdiğiniz yanıtın aynısını veriniz.					

20. Ders ve alıştıırma kitapları tek başına içeriđi sunmaya-pratik yapmaya-üretmeye (Present-Practice-Production) yeterlidir.					
21. Programın içeriđi, I. kademenin (4. ve 5. sınıflar) haftalık ders saati (3 saat) göz önüne alındığında, sene sonunda tüm konuları bitirmeye uygundur.					
<p>Yeni İlköğretim 1. Kademe (4. ve 5. sınıflar) İngilizce Öğretim Programının içeriđine ilişkin belirtmek istediđiniz başka görüş ve önerileriniz varsa, lütfen aşağıya yazınız.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

I. kademe (4. ve 5. sınıflar) İngilizce öğretim programıyla ilgili belirtmek istediđiniz başka öneri ve görüşlerinizi lütfen aşağıya yazınız.

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I. kademe (4. ve 5. sınıflar) İngilizce öğretim programıyla ilgili (varsa) şikâyetlerinizi lütfen aşağıya yazınız.

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Özge Küçük
Beyođlu Ahmet Emin Yalman İlköğretim Okulu
İngilizce Öğretmeni

Anket sonuçları hakkında bilgi almak isterseniz: ozge2219@hotmail.com

LIST OF SCHOOLS IN BEYOĞLU DISTRICT

CITY	DISTRICT	NAME OF THE SCHOOL
İstanbul	Beyoğlu	Ahmet Emin Yalman İlköğretim Okulu
İstanbul	Beyoğlu	Okçumusa İlköğretim Okulu
İstanbul	Beyoğlu	Cihangir İlköğretim Okulu
İstanbul	Beyoğlu	Hasköy İlköğretim Okulu
İstanbul	Beyoğlu	Piri Reis İlköğretim Okulu
İstanbul	Beyoğlu	Namık Kemal İlköğretim Okulu
İstanbul	Beyoğlu	Hoca İshak Efendi İlköğretim Okulu
İstanbul	Beyoğlu	Kaptanpaşa İlköğretim Okulu
İstanbul	Beyoğlu	İto Kadınlar Çeşmesi İlköğretim Okulu
İstanbul	Beyoğlu	Sururi İlköğretim Okulu
İstanbul	Beyoğlu	Şehit Öğretmen Neşe Alten İlköğretim Okulu
İstanbul	Beyoğlu	Orbay İlköğretim Okulu
İstanbul	Beyoğlu	Piripaşa İlköğretim Okulu
İstanbul	Beyoğlu	Kadı Mehmet İlköğretim Okulu
İstanbul	Beyoğlu	Firüzağa İlköğretim Okulu
İstanbul	Beyoğlu	Cemal Artüz İlköğretim Okulu
İstanbul	Beyoğlu	Muallim Cevdet İlköğretim Okulu
İstanbul	Beyoğlu	Taksim İlköğretim Okulu
İstanbul	Beyoğlu	İstiklal İlköğretim Okulu
İstanbul	Beyoğlu	Cezayirli Gazi Hasan Paşa İlköğretim Okulu
İstanbul	Beyoğlu	Dr. Tevfik Sağlam İlköğretim Okulu
İstanbul	Beyoğlu	İhsan Şerif İlköğretim Okulu
İstanbul	Beyoğlu	Piyale Paşa İlköğretim Okulu
İstanbul	Beyoğlu	Hüviyet Bekir İlköğretim Okulu
İstanbul	Beyoğlu	Galatasaray İlköğretim Okulu

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ **3086**
Konu : Anket (**Özge KÜÇÜK**)

10 Aralık 2007

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğüne

- İlgi : a) Valilik Makamının 10/12/2007 tarih 3068sayılı oluru.
b) Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi
c) 30/11/2007 tarih 2785 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim dalı Başkanlığı İngilizce Öğretmenliği Tezli Yüksek Lisans öğrencisi **Özge KÜÇÜK**'ün İlimiz Beyoğlu İlçesi İlköğretim okullarındaki İngilizce öğretmenlerine uygulanmak üzere "**Birinci Kademe İngilizce Öğretim Programının Değerlendirilmesi ve Programa İlişkin Öğretmen Görüşleri**" konulu anket çalışmasını yapma isteği İlgi (a) Valilik Oluru ile uygun görülmüştür.

Bilgilerinizi, gereğinin İlgi(a) Valilik Oluru doğrultusunda, gerekli duyurunun anketçi tarafından yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Kültür Bölümüne rapor halinde bilgi verilmesini arz ederim.



Erdem DEMİRCİ
Müdür a.
Müdür Yardımcısı

EKLER :

- Ek-1. İlgi(a)Valilik Oluru
2. Ek: Anket Soruları.

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.

Adres : İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu

TeL ve Fax : 212 526 13 82 İnternet : www.istanbul-meb.gov.tr E-mail : apk@istanbul-meb.gov.tr

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ 3068
Konu : Anket (Özge KÜÇÜK)

10/12/2007

VALİLİK MAKAMINA

- İlgi: a)Çanakkale Onsekiz Mart Üniversitesi'nin 30/11/2007 tarih 2785 yazısı.
b)Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.
c)Millî Eğitim Bakanlığı Eğitimi Araştırma Geliştirme Dairesi Başkanlığı'nın 11/04/2007 tarih ve 1950 sayılı emri.
d)Millî Eğitim Müdürlüğü Anket Komisyonu'nun 06/12/2007 tarihli tutanağı.

Çanakkale Onsekiz Mart Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim dalı Başkanlığı İngilizce Öğretmenliği Tezli Yüksek Lisans öğrencisi **Özge KÜÇÜK**'ün İlimiz Beyoğlu İlçesi İlköğretim okullarındaki İngilizce öğretmenlerine uygulanmak üzere "**Birinci Kademe İngilizce Öğretim Programının Değerlendirilmesi ve Programa İlişkin Öğretmen Görüşleri**" konulu anket çalışmalarını yapma hakkındaki İlgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Çanakkale Onsekiz Mart Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim dalı Başkanlığı İngilizce Öğretmenliği Tezli Yüksek Lisans öğrencisi **Özge KÜÇÜK**'ün İlimiz Beyoğlu İlçesi İlköğretim okullarındaki İngilizce öğretmenlerine uygulanmak üzere "**Birinci Kademe İngilizce Öğretim Programının Değerlendirilmesi ve Programa İlişkin Öğretmen Görüşleri**" konulu anket çalışmalarını, bilimsel amaç dışında kullanılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, İlgi (c) Bakanlık Emri esasları dahilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

M.A. ÖZER
Millî Eğitim Müdürü

EKLER :
Ek-1. İlgi (a) yazı ve ekleri

OLUR
10/12/2007

Hikmet DİNÇ
Vali
Vali Yardımcısı

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.

Adres : İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu 526 13 82

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