REPUBLIC OF TURKEY
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AN EVALUATION OF 2ND GRADE ENGLISH LANGUAGE TEACHING PROGRAM OF PRIMARY SCHOOL: TOKAT CASE

MA THESIS

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(MA THESIS)

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Özet

İlkokul 2. Sınıf İngilizce Öğretim Programının Değerlendirilmesi: Tokat Örneklemi

Bu çalışma 2013 yılında uygulamaya giren 2.sınıf İngilizce öğretim programının genel özellikler, içerik, hedefler ve değerlendirme boyutları hakkında İngilizce öğretmenlerinin görüşlerini"İlkokul 2. Sınıf İngilizce Öğretim Programının Değerlendirilmesi: Tokat Örneklemi" tez başlığı altında araştırmayı amaçlamıştır.

Çalışma Tokat ilinde devlet okullarında görev yapan 101 İngilizce öğretmeni ile 2016-2017 eğitim-öğretim yılı içerisinde gerçekleştirilmiştir. Geçerlik ve güvenirliğin sağlanması ve araştırma sonuçlarının desteklenmesi amacıyla hem nicel hem de nitel veriye yer verilmiştir. Bu kapsamda İngilizce öğretmenlerinin İngilizce öğretim programının genel özellikler, içerik, hedefler ve değerlendirme boyutları hakkındaki görüşlerini ortaya çıkarmak için ilgili literatür ve çalışmalara dayanılarak araştırmacı tarafından geliştirilmiş olan "Öğretmen Program Değerlendirme Anketi" kullanılmış ve Tokat ilinde hale hazırda 2.sınıflara İngilizce öğretimi yapan 10 İngilizce öğretmeni ile röportaj yapılmıştır.

T-test, ANOVA ve betimsel istatistik analizlerini içeren nicel veriler SPSS 22 programı kullanılarak değerlendirilmiştir. Öte yandan nitel veriler kodlama yapılarak içerik çözümleme tekniği ile analiz edilmiştir.

Çalışmanın sonuçlarına göre İngilizce öğretmenlerinin öğretim programının genel özellikler, içerik, hedefler ve değerlendirme boyutları hakkındaki görüşleri kısmen olumludur ancak programın eksiklikleri olduğu ve bu eksikliklerin programı kullanan paydaşların görüşleri göz önüne alınarak gözden geçirilmesi ve tamamlanması gerektiği belirtilmiştir.

Anahtar Kelimeler: 2.sınıf İngilizce öğretim programı, Öğretim programı değerlendirme.

Abstract

An Evaluation of 2nd Grade English Language Teaching Program of Primary School: Tokat Case

This research study aims to analyse the active English language teachers' opinions on 2nd grade ELTP in primary state schools launched in 2013 focusing on its general characters, content, objectives and assessment aspects under the title of "An Evaluation of 2nd Grade English Language Teaching Program of Primary Schools: Tokat Case".

The study was conducted in Tokat province to 101 active English language teachers in 2nd grade primary state schools in academic term 2016-2017. In order to maintain validity and reliability and support the findings of the research study, mix method was used through "Teachers' Program Evaluation Questionnaire" which is formed by the researcher herself based on the relevant literature to reveal participant teachers' opinions on general characters, content, objectives and assessment aspects of the last ELTP launched in 2013 and semi-structured interviews with 10 active English language teachers in 2nd grade primary state schools in Tokat.

The quantitative data was analysed by using SPSS 22 including one-way analysis of variance (ANOVA)and T-test. Additionally, open-coding technique was applied to analyse the qualitative data.

According to the findings of the study, participant teachers' opinions are relatively positive on general characters, content, objectives and assessment aspects of the program; however, they believe that the program has some deficiencies to be revised and supplemented by taking the opinions of all users of the program into consideration.

Keywords: 2nd grade ELTP, ELTPs, Program Evaluation

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Abbreviations

ANOVA	Analysis of Variance
CEFR	Common European Framework of References
CLT	Communicative Language Teaching
CoE	Council of Europe
ELT	English Language Teaching
ELTP	English Language Teaching Program
EU	European Union
Fatih Project	Fırsatları Arttırma ve Teknolojiyi İyileştirme Hareketi Projesi
FL	Foreign Language
IQ	Interview Question
MoNE	Ministry of National Education
MIT	Multiple Intelligences Theory
RQ	Research Question
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TED	Turkish Education Foundation
TPR	Total Physical Response
TEYL	Teaching English to Young Learners

TTKB	Talim Terbiye Kurulu Başkanlığı
UN	United Nations

Chapter 1: Introduction

Introduction

The first chapter introduces background information, aim of the study with research questions, significance, assumptions, limitations, and design of the study. Also, curriculum, syllabus, teaching program, program evaluation, its purpose and types are presented. Moreover, relevant information on ELTPs in Turkey is provided and major changes of it are described.

Background of the Study

Considering as a whole, it is very clear that the world is in a dynamic process and each movement has cause and effect on the others (Zhao, 2011). Besides, many developments and changes have blossomed in our modern world day by day. In this regard, in order to keep changes and developments in time and make renovations that are favoured by the users, education has undergone changes and modifications around the world. Each country has designed her own education system considering economic, political, and social developments and her needs. Also, Turkey has her own education system to keep up with other countries have a place in the world stage and relationships with other countries around the world in this modern and global world. Therefore, as being lingua-franca of modern day, English language learning has gained importance in Turkey.

In this respect, especially considering English language teaching, Ministry of Education (MoNE) has created, analysed and changed many teaching programs up to now. In each period, teaching philosophies formed bases for different programs; also, syllabuses and curriculum changes have been conducted along with teaching programs. Unfortunately, a permanent, up to mark, and current teaching program has not been created and launched despite of many attempts and efforts. The results of analysis about the reasons of the failures

in education systems showed that failures have emerged because of some factors such as inefficient evaluation of outcomes and implementation processes of the programs, lack of positive or negative feedback on the programs, inefficiency of cooperative studies with all shareholders of the system especially school administrators and teachers as implementers and end-users of the programs, and also unsuitable features of the programs considering the needs of the learners and economic, political and social needs of the country (Çankaya, 2015).

Among all factors that caused failures in implementing processes of teaching programs, the great common factor is evaluation. It is a must to evaluate all teaching programs in order to analyse its effectiveness (Brown, 1995) and appropriateness to reach the goals that are expected at the end of the process by providing feedback to all shareholders of the program.

In this context, considering the importance of program evaluation, this research study aims to analyse 2nd grade ELTP, which was launched in 2013 by MoNE as the last attempt, in sense of general characters, content, objectives, and assessment aspects in view of the English language teachers' opinions.

Aim of the Study and Research Questions

The MoNE has revolutionized in English language teaching field in 2013 with a new ELTP. Along with the last ELTP, foreign language learning started at 2nd grade for the first time. Considering this important step, 2nd grade curriculum in primary state schools has been chosen as a core point to be evaluated in the sense of general characters, content, objectives and assessment aspects of the program considering the English language teachers' opinions, which are necessary to analyse the effectiveness of the program, research study has been made under the light of the research questions below:

RQ1.What are the active teachers' opinions on the general characteristics of primary 2nd grade ELTP (2013)?

RQ1.a.What are the active teachers' opinions on the content of primary 2nd grade ELTP (2013)?

RQ1.b. What are the active teachers' opinions on the objectives of primary 2nd grade ELTP (2013)?

RQ1.c. What the active teachers' opinions on the assessment aspect of primary 2nd grade ELTP (2013)?

RQ2. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their gender?

RQ3. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their teaching experience in the primary 2nd grade?

RQ4. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their participation to any ELTP seminar or in service training about the primary 2nd grade?

RQ5. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their having had Teaching English to Young Learners (TEYL) course at university?

Significance of the study

In order to explore deficiencies and improve effectiveness of the program, it is crucial to revise by adding or excluding some points. Regarding the recent changes held in Turkey, the study intends to gain general views of teachers on the 2nd grade curriculum as they are active users of the program. This study aims to analyse the ELTP (2013) descriptively; concerning the results, make suggestions in order to improve the program, make necessary changes, and achieve a more effective program. On the other hand, this study will describe the effectiveness of the program associated with the important points, make various suggestions and support different perspectives considering the importance of teachers and their opinions.

Assumptions of the Study

This research study revealed a number of assumptions. Firstly, the questionnaire is assumed to be objective and reliable to carry out the real opinions of the active English language teachers not causing any misunderstandings. Besides, it is assumed that the researcher is unprejudiced and objective during evaluating process of the questionnaire.

To sum up, the research study is assumed to be reliable and valid in all terms, including the questionnaire, the researcher herself, and the participant English language teachers' opinions.

Limitations of the Study

This research study is limited to primary state schools in Tokat province in 2016-2017 academic period with 101 active English language teachers who are currently practising in primary state schools. Also, data is limited to a questionnaire and interview questions. "Teachers' Program Evaluation Questionnaire" was formed by the researcher herself depending on the relevant literature and studies, and 10 active English language teachers who

practise in primary 2nd grades in state schools interviewed with semi-structured questions. Henceforward, the results cannot be generalised to all country. All schools in the city will be visited and they are assumed to represent primary state schools in Turkey. Moreover, all the questionnaires given to teachers may not be answered voluntarily.

Design of the Study

The entire study consists of four chapters; each chapter represents the certain features of the study. The first chapter introduces background information, aim of the study, significance, assumptions, limitations, and design of the study. Also, curriculum, syllabus, teaching program, program evaluation, its purpose and its types are explained. Moreover, relevant information on ELTPs in Turkey is provided and the research studies related to program evaluation held in Turkey and abroad are presented.

Chapter two explains the methodology of the research study along with the objectives and rationale of the study. Moreover, this chapter clarifies the pilot and main studies including setting, participants and instruments together with the procedures for data collection and analysis.

Chapter three presents the active English language teachers' opinions on 2nd grade ELTP by explaining each research question with the findings in detail. Finally, chapter four summarises the research study and findings by discussing the findings, conclusions and implications. Furthermore, suggestions for further research studies are provided in this chapter.

Review of Literature

Curriculum, syllabus and teaching program.

Curriculum, syllabus and teaching program are in a relationship with one another. As the biggest frame, curriculum involves syllabuses and syllabuses involve teaching program (Küçük, 2008). Therefore, in order to analyse a teaching program, definitions of curriculum, syllabus and also teaching program terms are deemed necessary.

Curriculum.

The term "curriculum" contains educators' ideas and feelings that influence the implementation process of the curriculum and to what extent the curriculum is used (Henson, 2009) Herewith, definition of curriculum is important.

Considering from past to present, "curriculum" is believed to go back to first century B.C. used as a race track (Demirel, 2013) and has gained many different meanings as Kelly (2004, p1) stated that it is a term that refers to several meanings and various definitions such as "subjects list" that was used till 20thcentury (Oliva, 1988, p.4).

Eisner (2002 as cited in Küçük, 2008) defines curriculum as a specifically designed educational activity for a particular student at a specific time. Additionally, according to Erdoğan (2005), Finney (2002), Güneş (2009), Topkaya and Küçük (2010) it answers the questions of what, why and how teachers teach.

In this regard, Wiles and Bondi (2011) and Ornstein and Hunkins (2004) suggest that curriculum means a set of desired goals, plans, practices, and outputs that are put into practice during the implementation process in different ways. In addition, Joseph (2011), Erden(1998) and Hass(1987) add a definition for the term "curriculum" that it is a kind of process that puts the pre-determined goals and objectives from classrooms into practice in real life.

Oliva (1988) approaches to the term “curriculum” from a different view point that a unit, a subject, a course schedule and the entire school program form the curriculum, and at any time under the direction of a school personnel, it may be used outside and within schoolhouse. Another definition is that the curriculum is all learners’ learning and learning experiences that are organized and guided by the school in order to achieve educational goals (Taba, 1962; Tanner & Tanner, 1995).

Moreover, curriculum as the biggest frame in the cycle is more than syllabus and teaching program. It consists of components that are goals-objectives, content, teaching and learning process, testing, and evaluation (Gören, 2008; Lunenburg, 2011; Nunan, 1993). In order to make them clear, these components are briefly stated. As the first component, goals-objectives are discussed. The term “goal” is defined by Brown (1995) as general terms of purposes that students need to do when they complete a program and they are particular statements that identifies specific content, skills or behaviours that learners are expected to perform at the end of the program (Brown, 1995). Goals-objectives are basic units of the curriculum design and search for an answer for the question: “Why to teach?” In addition, the curriculum design starts with determining the goals-objectives of the course or program; that is, the other components are based upon objectives. Therefore, goals-objectives should be clear and practicable, and direct the other components of the curriculum design in order to attain the desired goals.

Content is another component of curriculum. It covers topics and subject matters in the curriculum. It is designed to answer the question “What to teach?” considering goals-objectives of the curriculum design.

As the third component, teaching/learning process refers to learning environment, activities, timing, strategies, methods and techniques that are planned and expected to be

transferred to practice from theory to attain the desired goals (Nunan, 1993). It tries to answer the question “How to teach?”

The last component is evaluation/assessment. Nunan stated that evaluation assesses all dimensions of the curriculum design by indicating whether students acquired learning which were planned before or not (1993). It answers the question “How much the objectives are achieved?”

Each component seems different from each other but as Olivia suggests the idea that there is no clear boundary in the field of curriculum in terms of discipline of study and practice (2001, as cited in Tunç, 2010).

Syllabus.

Syllabus is a detailed document that contains all parts of curriculum content. Therefore, it is accepted as a subpart of curriculum. While the syllabus involves content, subject matter, activities, and answer of the question “what to teach?”, (Çankaya, 2015; Küçük, 2008), curriculum consists of syllabuses together with content, subject matters, materials, objectives, and evaluation methods and techniques. From another viewpoint, curriculum indicates what the students will handle at the end of the instruction; on the other hand, syllabuses indicate the content which directs students to attain the goals of the lessons (Krahnke, 1987).

A syllabus provides various ways to organize and design teaching and learning process and what units will be taught in a curriculum and the desired goals of a curriculum (Brown, 1995; Erdoğan, 2005; McKay, 1980). Besides, it corresponds to the desired goals and content of a curriculum (Cihan & Gürlen, 2013).

As stated by Bourke (2006), “The syllabus is much more than an inventory of teaching items.” It focuses on the way the content of a curriculum is planned (Brown, 1995, p.7); also,

considers approaches and techniques to teaching and learning (Bourke, 2006). Therefore, during the process of planning a syllabus, various components such as in which situations learners will use the foreign language, which language topics they will be dealt with, which language activities they will engage, which language functions they will perform etc. (Van Ek,1975) are taken into consideration.

Bain (2004) indicated that a successful teacher created his own syllabuses that inform students about what they will learn, encourage students to participate to teaching/learning environment that gives experience to students with desired learning, and evaluate whether students receive the learning objectives and satisfy the expectations or not.

In addition, in the literature one can find some basic syllabus types each of which organizes courses and activities in different paths. Brown (1995) presented seven syllabus types as follows: situational syllabus, structural syllabus, functional syllabus, topical syllabus, notional syllabus, task-based syllabus, and skill-based syllabus. The suitability to achieve teaching goals of the course is crucially important to decide the best syllabus type; thereby, selecting appropriate activities and materials gets easier.

Teaching program.

As teaching program is the core unit of the big frame of school teaching, various definitions are suggested for teaching program as well as curriculum and syllabus by a number of researchers. According to Küçük (2008), a program means a set of planned and integrated activities that are organized to achieve a purpose or a goal. On the same viewpoint, Lynch (1996) defines the term “teaching program” as a set of courses that are connected each other with some goals or products and states that a teaching program contains a range of courses that are formed to help students handle with the objectives of the curriculum. Moreover, Slavin (2008) defines a teaching program can be defined as any planned set of materials, or procedures that are designed to enhance learners’ outcomes.

Brown (1995, p.192) regards teaching programs as successful as long as it is "consistent overtime and between the sections of the same course". In similar vein, Aslan and Eraslan (2003) believe that a good teaching program consists of activities that helps students to develop their communicative abilities, creativity and imagination, and encourage students to participate in team studies.

In this context, all components of a language teaching program such as content, methods, teaching/learning process, and objectives are compatible with each other (Küçük, 2008), an effective language teaching program means using resources and energy thriftily, reaching planned results, and also attaining objectives and goals of a lesson.

Program evaluation.

The term "program evaluation" is defined by various researchers. However, nearly all of the definitions focus on the similar points that define the program evaluation as a period that provides data that are analysed, collected and interpreted, about the effectiveness of the program and to make judgments about whether the objectives of the program are achieved by learners or not (Erden, 1998; Fitzpatrick &Sanders & Worthen, 2004;Peacock, 2009).

Brown (1995) defines the program evaluation as collecting and analysing relevant information systematically and objectively in order to encourage development of a program and assess its effectiveness in specific contexts in which particular institutions are involved. Moreover, Lynch (1996) provides another definition for program evaluation: a systematic process in which relevant information is gathered to make decisions.

Evaluation holds all components together, gives meaning to each of them because it is the heart of the curriculum design and is accepted as a starting point to professionalize the teaching program; therefore, it is the most important point within the structure of teaching program (Brown, 1995; Peacock, 2009).

To sum up, it is an ever-growing and complicated process that provides findings about the failed parts, deficiencies of the program, and makes recommendations to fill the deficiencies and, by this means, improves the quality of the program (Brown, 1995; Karataş & Fer, 2009; Ornstein & Hunkins, 2004).

Although, a number of view states opinion in order to explain purposes for the program evaluation, two views are widely stated, formative evaluation and summative evaluation. Formative evaluation aims to analyse and improve the program that will educate students and improve their strengths and mend students' fences. It takes place during the construction of a new program; therefore, it enables to execute analysis, improvement, and revision of the program before the final step (Brown, 1995; Dante-Dixson & Frank-Worrel, 2016; Scriven, 1967; Wiggins, 1998). Also, due to giving opportunity to modifications and fine adjustments on an existing program, results of the formative evaluation are small in scale (Brown, 1995).On the other hand, summative evaluation aims to analyse how much each student has learned and has retained at the end of the learning process, assess whether a student has qualifications to promote to the next grade level; also, assess a program if it is successful and effective, and evaluate the quality and performance of the program based on some standards (Brown, 1995; Council of Europe [CoE], 2002; Harlen & Gardner, 2010; Scriven, 1967). In addition, it helps learners develop critical thinking ability to solve and explain various problems and phenomena while defining their cognitive learning (CoE, 2002). Finally, the results of the summative evaluation are large in scale and tend to bring about revolution on the program because of the features of the summative evaluation (Brown, 1995). To sum up, actually, the comparison between formative and summative assessment have been debated for years, but a George Orwell's (1945) slogan from Animal Farm clears up this debate: "Four legs good, two legs bad."

On the other hand, program evaluation is related to various teaching practices and techniques; therefore, in order to enhance the affectivity of the program evaluation, lots of different models and approaches were developed. Brown (1989a, as cited in Brown, 1995) placed these approaches in four categories: Static-characteristic approach, Product-oriented approach, Decision-facilitation approach, and Process-oriented approach. These approaches and models are briefly discussed in the following part and also, different evaluation models are presented under each category.

1. Static-characteristic approach.

Static-Characteristic evaluation is carried out by inspecting program considering several criteria such as academic records, the number of books in the library, the degrees that held by the institution, the ratio of teacher-to-students, and the capacity of classrooms. Worthen and Sanders (1973, as cited in Kara, 2001) name this type of evaluation as 'professional judgement' evaluations. Especially, in order to evaluate accreditation of institutions including textbooks and programs they use, this evaluation is used (Brown, 1995; Kara, 2001).

2. Product-oriented approach.

Product-oriented evaluation approach focuses on the goals and objectives so as to assess to what extend the objectives have been reached and goals have been attained (Brown, 1995; Küçük, 2008). This evaluation type suggests that the accomplishing of the objectives determines the success of the program (Brown, 1995). It is primarily concerned with design of the final product and attempts to investigate the effectiveness of the final product of a study or a program. Tyler's (1942) behavioural objectives model, Metfessel and Michael's (1967) evaluation model, and Hammond's (1973) evaluation model are formed under the light of this approach.

3. Decision-facilitation approach.

Decision-facilitation evaluation type is used to gather information about the program that will be used to analyse and make decisions and judgments by administrators and decision makers (Brown, 1995; Kara, 2001). Alkin's (1969) centre for the study of evaluation model (CSE), Stufflebeam's (1971) context, input, process, and evaluation model (CIPP) and Provus's (1973) discrepancy evaluation model can be examples of decision-facilitation approach.

4. Process-oriented approach.

This evaluation type suggests that achieving the objectives and goals at the end of the program is important; however, it does not meet the expectation and assist to facilitate revision, improvement, and renewal of a curriculum. Therefore, this evaluation type is used in order to evaluate the implementation process (Brown, 1995; Kara, 2001; Küçük, 2008; Scriven, 1967). Scriven's (1967) goal-free evaluation model and Stake's (1967) countenance and responsive model are examples of this approach.

After analysing approaches, in order to evaluate the 2nd grade English language curriculum in this study, product-oriented approach was used**.**

English Language Teaching Programs in Turkey

Teaching programs in Turkey.

Throughout the history, people have some needs such as political and commercial in our global market and in order to supply these needs, language has been a crucial human necessity and various languages have become prominent (Maviş & Bedir, 2014) Therefore, language teaching and learning has gained importance for years. Additionally, national governments through the world require well-educated citizens in order that the citizens of these countries have been supported by a well-designed and meaningful education to be able

to survive on the world stage (Doğançay-Aktuna & Kızıltepe, 2005; Çelik & Kasapoğlu, 2014; Kızıldağ, 2009). As one of these countries, Turkey has put an ultimate goal that is locating education quality of the country above contemporary civilizations; therefore, in order to reach this goal, MoNE hammers away at teaching programs; it evaluates the present programs, revises them, meets the educational needs that are caused by scientific, social, political, and technological changes, not to stay behind the countries and changes from all over the world, it makes a huge amount of effort to support citizens with highly qualified education (Çelik, 2012).

In this sense, Turkish education system has undergone lots of change attempts most of which are related to curriculum design and structure. However, as putting into practice a new educational reform is not as simple as creating a new one (Fullan, 1994),these attempts have confronted with some problems (Aksit, 2007, Kırkgöz, 2009; Kırkgöz, 2011, Koru & Akesson, 2011; Maviş & Bedir, 2014; Tanış, 2007; Yanık, 2007). According to Aksit (2007), as a normal process, changes have been driven by factors such as learners, parents, society, and politics in addition to schools during the implementation processes of changes. Though these factors have been effective before and during the implementation process, they could not have succeed in going through a successful change to the great extend (Maviş & Bedir, 2014); therefore, the core systems have not been touched, they have stayed in their basic position.

Below, each reform and educational change in foreign language education in Turkey is examined in a detailed way.

Before 1997 education reform.

After foundation of Turkish Republic, a law on Turkish education system “Tevhid-i Tedrisat Kanunu” was enacted and foreign schools were closed or limited by this law. In

1928, Turkish Education Foundation (TED) was founded in order to save Turkish students who go to foreign schools to learn a foreign language from foreign schools (Demircan, 1988; Günal-Dönmez, & Engin-Demir, 2012; Işık, 2008; Küçük, 2008). It was a point to improve foreign language education in Turkey. Then, TED opened primary and secondary schools with extra English language teaching curriculum (Demircan, 1988).

In 1950s, studies on program development started and high school curriculums were extended with foreign language curriculums as English, French, and German (Küçük, 2008). In 1983, Foreign Language Teaching Law was passed as a step to starting foreign language teaching in Turkey (Akınoğlu, 2008; Küçük, 2008; Oktay, 2014).

1997 education reform.

All over the world, English language is gaining more importance; therefore, it was accepted as "world language" and used to communicate in different settings by many people in many countries. Turkey was one of those countries and as a consequence of being a candidate to EU and to keep up political and economic improvements all around the world, she gives much more importance to English language teaching and learning. MoNE seeks for more efficient ways to teach English and improve English language teaching in Turkish National Education system (Çelik & Kasapoğlu, 2014; Güneş, 2009; İnceçay, 2012; Küçük, 2008; Topkaya & Küçük, 2010). In 1997, in order to attain these goals and improve the quality of English language teaching within the country, MoNE with decision of Talim Terbiye Kurulu Başkanlığı (TTKB) made an important reform in education and changed the curriculum; also, its scope, teaching methods and techniques, and teaching materials were completely changed (Çankaya, 2015; Damar&Gürsoy & Korkmaz 2013; MoNE, 1997; Doğançay - Aktuna & Kızıltepe, 2005; Gürsoy & Korkmaz & Damar, 2013; Küçük, 2008). With this reform, for the first time, age of foreign language learning was lowered to nine-ten

(4th and 5th grades) and two hours for 4th and 5th grades and four hours for 6th, 7th and 8th grades compulsory English courses were included. Eight-year compulsory education was offered (Alkan & Arslan, 2014; Arslan, 2012; Büyükduman, 2005; Damar, 2004; Damar, et al., 2013; Erdoğan, 2005; Gürsoy et al., 2013; İnam, 2009; İyitoğlu & Alcı, 2015; Kırkgöz, 2007; Official Gazette, 1997: 4306; Yıldıran & Tanrıseven, 2015). Therefore, in order to implement 1997 ELTP successfully, have English teachers major in teaching English to primary grades, and have better talented and qualified teachers on English teaching, TYEL course was presented at universities(Çankaya, 2015; Damar et al., 2013; Yavuz & Topkaya, 2013).

MoNE emphasized that "according to their levels, students can listen, understand what they read and write about their feelings and thoughts, speak and be tolerant to different cultures and cultural values" (MoNE 1999, p. 573). In this context, it was the first time that communicative language teaching was included in ELTP. Hence, student-centred teaching instead of teacher-centred teaching, facilitator role of teachers, various teaching materials, and other components of communicative language teaching (CLT) have gained importance (Arslan, 2012; Damar, et al., 2013; Erdoğan, 2005). Under favour of CLT, the main purpose of the new curriculum was to expose learners to a foreign language at a younger age and help learners to promote positive attitudes to a foreign language, increase motivation and awareness, improve strategies to be an autonomous learner, communicate in L2, and take an active role in classroom activities (Arslan, 2012; Çankaya, 2015; Damar, 2004; Erdoğan, 2005; Erozan, 2005; İnceçay, 2012; Iyitoğlu & Alcı, 2015; Küçük, 2008; MoNE, 1997). Additionally, MoNE (2000: 181) stated that intensive programs at younger ages may have negative effects on learners; therefore, activities should be game-based and interesting for learners; also, four skills should be emphasized integratedly in attractive contexts.

2006 ELTP.

Although many changes had been done in education till 2006, some national and international studies reported that quality of education in Turkey was not effective and still needed a revision. Moreover, Turkey was in effort to join Europe Union (EU) in 2000s and keep up the latest developments around the world. Therefore, in order to reach desired levels in education, MoNE initiated a revolution (Gürsoy et al., 2013; İyitoğlu & Alcı, 2015; Kırkgöz, 2007; Küçük, 2008; Şahin, 2007; Topkaya & Küçük, 2010). Researchers did extensive studies and as a result of these studies, MoNE proposed a new ELTP in 2006. The new ELTP was implemented fractionally in 4th grade in 2006-2007, in 5th grade 2007-2008, and in other grades in 2008-2009 education years. Additionally, the period of high school was changed to four years and English course hours were increased to ten hours in first grade and four hours in other grades (Arslan, 2012; Gürsoy, et al., 2013; Kırkgöz, 2007; MoNE, 2006; Official Gazette, 2006). These changes aimed to help young learners to be more motivated to learn a new language and aware of the importance of a foreign language (Gürsoy, et al., 2013).

In this ELTP, Constructivist Theory gained importance instead of Behaviouristic Theory. Multiple Intelligence Theory (MIT) formed a basis to implement the new curriculum in order to put students at the centre of learning process rather than teachers (Adıgüzel, 2009; İyitoğlu & Alcı, 2015; Kızıldağ, 2009; Küçük, 2008; MoNE, 2006; Topkaya & Küçük, 2010; Yıldıran & Tanrıseven, 2015). Constructivist theory suggests that students create their own language as a product of their pre-knowledge (existing knowledge), experiences, values, ideas, and interactions. In this case, students should take an active role during teaching and learning process, focus on discovering and constructing knowledge on their own, and blend new learning with their existing knowledge (Akınoğlu, 2008; Kırkgöz, 2007; Topkaya & Küçük, 2010). Concordantly, all four skills should be developed with some activities such as

drama, drawing, conversation, dialogues, stories, games, rhymes, puzzles, songs etc. through the students' active participation to teaching and learning process; thus, task-based and process-oriented programs gained importance (Cihan & Gürlen, 2013; Çınar, & Teyfur, & Teyfur, 2006; Demirel, 2015; Kırkgöz, 2007; Küçük, 2008; MoNE, 2006; Özden, 2003; Özdoğru & Adıgüzel, 2015).

As one of the major innovations in 2006 ELTP, performance-based assessment via English language portfolio which is one of various assessment techniques proposed by Common European Framework of References (CEFR) was in place of traditional pen and paper tests and product-oriented assessment (Cihan & Gürlen, 2013). Furthermore, with the help of various assessment techniques, teachers had opportunity to assess students' developments on concrete basis and inform students' parents (Çankaya, 2015; Demirel, 2015).

To sum up, 2006 ELTP reform was welcomed as a step to twenty-first century in Turkish education system by giving responsibility to students on their own learning process (Kırkgöz, 2007) and as an outcome of these changes, foreign language (FL) course took part as one of the basic courses of education system. MoNE called attention to the significance of English language role stating that English language has become a common way of communication among different people with various native languages as the lingua franca (Talim Terbiye Kurulu, 2006, p.16).

2013 ELTP.

MoNE explained that considering the educational changes from the beginning, there are still deficiencies in Turkish education system; also, there were some reasons that pave the way to reforms in education system. Erdoğan (2012) stated one of those deficiencies to be covered up is that Turkish education system is far away from information era and also

vocational guidance is not at sufficient level. As the other countries, Turkey has some responsibilities to discharge considering the developments around the world. Additionally, as being a formal candidate to EU, there are some criteria in all areas of life to be satisfied by the Turkish government. A qualified foreign language education is also one of these criteria. Therefore, in order to reach the changes around the world, satisfy the criteria, and discharge the duty towards her nation, MoNE proposed considerable changes and started a reform that is called as 4+4+4 in 2012. As consequences of this reform, starting age to a foreign learning has been lowered to nearly 6.6 year-old (7 year-old) in 2nd grade that is in line with EU recommendations (Euridyce, 2012; MoNE, 2012), the period of compulsory education has been raised to 12 years that is divided into three 4 year-periods as primary, middle, and high schoolsand the age of starting school was lowered to 5.5. (Çankaya, 2015; Gürsoy, et al., 2013; Maviş & Bedir, 2014; Memişoğlu & İsmetoğlu, 2013;Official Gazette, 2012; Özdoğru & Adıgüzel, 2015; Yavuz & Topkaya, 2013; Yıldıran & Tanrıseven, 2013).

As an outcome of this new program, it is expected that learners are supported by more learner-centred, process-oriented instructional techniques which require interaction-based and communicative activities; also, in order to have meaningful learning, learners work together with their friends and teachers in real life situations and use language as a tool to communicate with others (Topkaya & Küçük, 2010). Hence, according to the last curriculum, in the 2nd grade except from literacy skills (writing and reading skills), speaking and listening skills along with real life speeches in order to use language to communicate in daily life are emphasized (Alkan & Arslan, 2014; Damar, et al., 2013; MoNE, 2012; Özdoğru & Adıgüzel, 2015). Additionally, it is aimed to form motivating and enjoyable environments for young learners, motivate them to learn a FL, and help them develop positive attitude towards a FL and different cultures under the effect of action-oriented approach in order to attract young learners' attention to a FL from the earliest stages. It is believed that as long as these goals

and objectives are reached, permanent and life-long learning is sustained (Çankaya, 2015; CEFR, 2001; Kaya & Ok, 2016; MoNE; 2015).

Moreover, the last education reform is based on Constructivist Theory in line with the MI theory (Talim Terbiye Kurulu, 2013) and students are put at the centre of the educational processes completely with a new teaching view. Additively, descriptions of CEFR are followed basically. Across Europe, CEFR provides a shared, coherent and comprehensive basis to elaborate language programs, curricula, syllabuses, textbooks, examinations, qualifications, etc. It indicates what language skills and knowledge language learners need to acquire and develop to use a language effectively for communication (CEFR, 2001).

In order to reach fluency and proficiency in a foreign language, students' needs are focused on and students are directed to relate their own learning in to daily life as CEFR suggested (MoNE, 2012).

MoNE (2012) suggests that developing learner autonomy is one of the significant goals of the last education reform; therefore, students should know their needs, strengths and weaknesses, and they should plan and assess their learning by using reflective activities and also, their progress should be assessed on life-long basis (Çankaya, 2015; Gürsoy, et al., 2013).

Each unit is designed considering descriptors of CEFR; hence, collaborative, game-based, and project-based activities are included along with activities that are based on structure (Günal-Dönmez, & Engin-Demir, 2012; Çankaya, 2015; Gürsoy, et al., 2013).

As concerns classroom activities, activity-based, and game-based teaching which suggest that a meaningful learning is shaped by experiencing and producing (Gürsoy, et al., 2013) are emphasized; therefore, various activities that help students use language in order to communicate with other people such as drama, role-play, dialogues, songs, games, short-stories, and total physical response (TPR) activities are suggested to be used in classes.

As Scriven (1991) centred upon evaluation as a systematic and objective assessment process that determines the worth or value. MoNE (2012) attracted importance to evaluation part of the last curriculum by suggesting various in-class and out-of-class evaluation techniques that are also project and process oriented. Hence, in order to assess students' development in a systematic and objective way, and help both teachers and students cooperate with each other during teaching and learning process, in addition to pen-paper tests that are designed to evaluate all skills (listening, writing, reading and speaking), portfolio assessment that includes students' projects, homework and in-class activities and products etc.,self and peer evaluation that help students develop their autonomy and take responsibility on their own learning and teacher observation techniques are suggested by MoNE (2012).

A short brief over the major ELTP changes in Turkey.

Considering each ELTP that has brought about various changes in each dimension of a current program, a short brief of the last three ELTPs (1997, 2006, and 2013) is presented. In 1997 ELTP, the most important shift was lowering age of learning English to nine-ten (4th grade) with 2 hour courses in a week. Behaviourism formed a basis to 1997 ELTP and also stimuli-response theory gained importance. Each unit was formed considering listening and reading as receptive skills, and speaking and writing as productive skills; also, evaluation techniques were to assess to all four skills together, and productive assessment was suggested in order to assess students' development.

2006 ELTP reform was very different from the 1997 ELTP. It was based on constructivist theory; hence, it suggested that learners' own experiences and previous knowledge help learners to construct their own meaning. Each unit was designed in the light of this theory. Students' active participation to learning and teaching process through more communicative activities and some activities that develop all skills together such as drama, conversation, and short stories etc. was encouraged. More student-centred teaching was

supported; also, students' learning process was evaluated instead of product assessment. Moreover, course hours were increased to 3 hours in a week.

As concerns the last ELTP reform, 2013 ELTP was also based on constructivist theory. Each unit was formed under the emphasis of constructivism associated with communicative competence. Additionally, game-based learning that triggers students, particularly young learners to communicate in English in a motivating way was emphasized; also, communicative activities such as drama, dialogues, games, short stories, songs, puppets, role-play and art and crafts, and TPR activities were suggested. Mostly, a great amount of importance was given to young learner education. The age of learning English language was lowered to 7 year-old (2^{nd} grade). Speaking and listening skills were emphasized. Portfolio assessment as an important reflection of CEFR was suggested along with self and peer evaluation, project evaluation and teacher observation techniques in addition to process-oriented evaluation, pen and paper tests.

Chapter Summary

In this chapter, background information, aim of the study with research questions, significance, assumptions, limitations, and design of the study were provided. Besides, curriculum, syllabus, teaching program, program evaluation, its purpose and its types were presented. Also, an overview of ELTPs 1997, 2006 and 2013 and comparisons among three with their basic features were presented in general terms and major changes that were brought by each ELTP were explained in a detailed way.

Chapter 2: Methodology

Introduction

This chapter includes five sections each of which aims to provide information about methodology of the research study including the stages of pilot and main studies. The first section presents research questions and objectives of the study. The second section explains the rationale of the study and in the third section, piloting study is explained including participants, settings, data collection, instruments, findings, and conclusion. Considering the results of the pilot study, the section four focuses on main study including, participants, settings, data collection, instruments, procedures for data collection, and analysis of the data. The last section has an overall summary of the chapter.

Objectives of the study

In order to take a part, have a voice, follow the mobility of more than seven billion people all over the world and communicate, having a common language is probably the most needed thing in our globalizing world (Eisenberg & Fullerton, 2012). Today, as the United Nations stated (2008) the number of the languages which has been used since the early earth is about eight thousand. However, English as some of the languages in the past such as German and French, has been effective under favour of the socio-political conjuncture and economic potential of the countries it is spoken. It is accepted as “lingua franca” thanks to the economic and politic power and relations of America and England.

All over the world, lots of countries have relationships such as economic and political with America and England. One of these countries is Turkey. The European Union (EU) accession process, political and economic treaties, and the success of Turkish people on the world stage have already increased the importance of English language and learning English language in Turkey. Therefore, many curriculum arrangements and settings have been put

into practice since the early years of getting importance of English language all over the world.

However, though great exertions, most of the efforts have failed. Today it is a sorry state of affairs that most of the university students who have studied English language nearly for 10 years cannot use English language clearly and effectively. Lastly as one of the changes in order to heal the current situation of language learning in our country, the year of starting learning English has been decreased to seven at primary 2nd grade. The effectiveness of the last radical curriculum change called as 4+4+4 is still a burning question.

This study focuses on assessing and analysing the primary 2nd grade ELTP which has been in practice since 2013 in primary state schools in sense of its general characteristics, objectives, evaluation, and content aspects by taking active teachers' opinions into account in the light of the research questions (See page 3).

Rationale for the study

In this current research study, in order to take out the active teachers' opinions on the primary 2nd grade ELTP (2013), both quantitative and qualitative research (a mixed-type of methodology) were used. In quantitative research studies, exploring the opinions and attitudes of an epitomic selection from the universe is the basic principle (Karasar, 1998), and the results of these studies are accepted as controlled and objective. Also, the results of quantitative researches are more easily analysed and they do not digress from the basic aim of the research (Best and Khan, 1989). On the other hand, in qualitative research studies, results give researchers an opportunity to analyse information in many forms. In addition, it is much more possible to analyse information in a more detailed way and focus on details to achieve the main depth of the study (Blaxter & Hughes & Tight, 1996). To sum up, as Bryman stated (1988) each research type has strengths and both of them provide advantage for the researcher. Therefore, so as to reveal a general picture, in this study qualitative and

quantitative methodologies are combined and both a questionnaire "Teachers' Program Evaluation Questionnaire" developed by the researcher and semi-structured interviews were employed.

Pilot study

By conducting a pilot study, it is easily analysed where the research could fail, whether the foreordained process is followed and the instruments and techniques are appropriate for objectives of the research (Van Teijlingen & Hundley, 2001). Also as De Vaus (1993) stated that conducting a pilot test means not taking risk. Therefore, a pilot study was conducted by the researcher in order to describe potential problems during and following the research process and test the expediency of the instruments used in the research.

Setting and participants.

The piloting process of this research was conducted with 138 active teachers of primary 2nd grade in Tokat province. 92 of the participants are female and 46 are male.

Table 1

The Distribution of Gender, Experience, Seminar in the Pilot Study (N=138)

		N
Gender	Female	92
	Male	46
Experience	0-1 year	49
	1-2 years	42
	2-3 years	47
Seminar	Yes	37
	No	101

Most of the participants are experienced less than one year. Additionally, more than half of the participants did not attend any seminar or in-service training on the primary 2nd grade program.

Instruments.

In order to conduct this research study, the "Teachers' Program Evaluation Questionnaire" is developed by the researcher herself. A large amount of academic studies on program evaluation and development were reviewed. Similar studies were analysed (Alkan & Arslan, 2014; Erdoğan, 2005; Erkan, 2009; Güneş, 2009; Hismanoğlu, 2013; Küçük, 2008; İnam, 2009) and an item pool was formed. Considering the sample questionnaires and the item pool, an initial version of the "Teachers' Program Evaluation Questionnaire" was designed. In addition, one expert from Çanakkale Onsekiz Mart University and one expert from Uludağ University were consulted. By taking the expert ideas into consideration, some items were left out and necessary arrangements were done. Finally, the pilot study was conducted with 138 participants.

The Teachers' Program Evaluation Questionnaire is composed of 2 parts. The first part aims to gather personal information of the participants and the second part is composed of 4 sub-parts. The first sub-part aims to collect data on general characteristics, the second sub-part aims to gather data on content; the third sub-part aims to collect data on objectives and the last sub-part aims to collect data on assessment aspect of the primary 2nd grade ELTP (2013); all sub-parts are composed of 5 point likert scale items (see Appendix A).

In addition to the survey, a semi-structured interview was formed by the researcher herself based on the empirical and theoretical literature review. In this interview, there are 5 open-ended questions which are related to the questions in the Teachers' Program Evaluation Questionnaire.

Items	Items Left Out
Sub-part I - General Characteristics- Item 6	The course book is a need to understand the program.
Sub-part II-Content- Item 2	The acquisitions of the content are suitable for primary 2nd grade students.
Sub-part II-Content- Item 5	The topics of the content can be covered in the given time.
Sub-part II-Content- Item 10	Acquisitions of the content parallel with the objectives of the curriculum.
Sub-part II-Content- Item 11	The content includes unnecessary activities and information.
Sub-part II-Content- Item 16	The content designs spoken language well by using dialogue, role play activities.
Sub-part II-Content- Item 20	The content gives learners the opportunity to handle writing activities.
Sub-part II-Content- Item 21	The content gives learners the opportunity to handle speaking activities
Sub-part III-Aims/Outcomes- Item 1	It is clear and easy to understand and implement the program
Sub-part III-Aims/Outcomes- Item 7	Aims of the program give learners the chance to use English in real-life situations via enhancing speaking and writing skills.
Sub-part IV-Assessment aspect- Item 10	The program gives importance to students' learning English.
Sub-part IV-Assessment aspect- Item 16	The word count of the program is enough in accordance with students' age.
Sub-part IV-Assessment aspect- Item 21	Assessment aspect and evaluation techniques assess both in-class activities.
Sub-part IV-Assessment aspect- Item 22	Assessment aspect and evaluation techniques assess out-of-class activities.
Sub-part IV-Assessment aspect- Item 24	Students easily reach materials which are needed to do activities.

Figure1.The list of items left out of the Teachers' Program Evaluation Questionnaire.

Considering the opinions of experts and teachers' feedback about the Teachers' Program Evaluation Questionnaire, the items above were left out. Penultimately, some techniques such as back translation technique are used in order to assess the accuracy of translation and satisfy the researchers and participant with the validity and reliability of the instrument (Lin & Chen & Chiu, 2005; Khosrovani & Dastjerdi, 2013). In the light of such information, in order to avoid any misunderstanding of items and reinforce the validity and reliability, the Teachers' Program Evaluation Questionnaire was translated from the target language into the source language with the help of 5 colleagues. Lastly the final version of the Teachers' Program Evaluation Questionnaire in pilot study was formed and conducted in Tokat province with the active English teachers working in primary state schools. The data was analysed by using SPSS. 22.

Findings.

In statistical studies, the main point is that whether increasing of a sample size makes distribution approach to normal. Therefore, most of the statistical tests count on the hypothesis that data of the study is normal which are called parametric tests (Can, 2013, p. 31). In this research, as to increase the chance of getting significant results, test for normality is checked. Results stated that the data is normal with the value of .48.

Under the light of findings of the analyses above, whether the data is available for Factor Analysis (FA) or not is examined. The KMO coefficient value was taken into account and the results indicated that the KMO coefficient value was .71. Considering that the value must be greater than .60 in order to administer FA, the result was valuable and FA was administered. The results of FA was used in order to eliminate problematic items in the scale by regarding two criteria , items of which factor load is lower than .450 and items between which factor loads is lower than .100. In the light of the first criteria, items 4, 21, 24, 40, 41, 50, 60, 69 were eliminated. In addition, item 28 was eliminated because the difference

between two factor loads was lower than .100. Following dropping the items, there were 71 items and they were reanalysed. The KMO coefficient value was .76. Lastly, in order to assess the reliability of the questionnaire, reliability analysis was carried out for the pilot study based on the fact that "a reliable scale should consistently reflect the construct it is measuring" (Field, 2015, p. 7). After analysing the reliability of entire items, parts of the scale were examined separately except the Part I because as it is about personal information about the participants. The result of the entire questionnaire stated that the questionnaire is highly reliable with the Cronbach's alpha coefficients $\alpha = .952$. As stated in Table 2 below, all parts of the questionnaire are consistent, replicable, and reliable.

Table2

Cronbach's Alpha Values of Teachers' Program Evaluation Questionnaire Parts

	Alpha
Part I - General characteristics	.825
Part II – Content	.891
Part III – Objectives	.806
Part IV - Assessment aspect	.869

Conclusion and implications.

So as to set the record straight about the Teachers' Program Evaluation Questionnaire, evaluate the questionnaire in order to attain the final version of the Teachers' Program Evaluation Questionnaire by making necessary adjustments in consideration of feedbacks from active teachers; pilot study was carried out with the help of 138 active teachers from Tokat province. Lastly, reliability analysis was computed and the results stated that all parts of the Teachers' Program Evaluation Questionnaire are highly reliable.

Main Study

The success and suitability of the piloting process assists the main study. In this concern, the researcher conducted the main study in Tokat province and details are explained in the following headlines.

Settings and participants.

During 2015-2016 academic year, 101 active teachers of primary 2nd grade from Tokat attended the study. As a result of non-randomly selection of teachers, profiles of the attendances differ from each other to the great extend; therefore, this research study can be regarded as a representative sampling of the city.

Participants' general characteristics are explained in terms of their gender, degree, experiences, how long they have worked with primary 2nd grades, student numbers in classes, and whether they have attended any seminar or in-service training on the current program.

Table 3

The Distribution of Gender, Experience in Primary 2nd Grade, Education Level (N=101)

		N
Gender	Female	87
	Male	14
Degree	Bachelor	95
	Master	5
	Doctorate	1
Experience	0-1 year	38
	1-2 years	27
	2-3 years	36

Considering participants' experiences as an English language teacher in primary 2nd grade, 38 participants have a-year experience, 27 of the participants are experienced between 1-2 years and the rest of the participants are experienced between 2-3 years. On the other hand, Table 3 states that nearly all of the participants have bachelor degree, 5 participants have a master degree and last one participant has a doctorate degree.

Table 4

The Distribution of Seminar Attendance of the Participants (N=101)

		N
Seminar	Yes	26
	No	75

As stated in Table 4, most of the participants did not attend any seminar on the primary 2nd grade program. In addition, considering the experiences of the participants as an English teacher, 69 participants have experience between 1-5 years, 17 participants are experienced between 6-10 years, 11 participants are experienced between 11-15 years and only 4 participants are experienced over than 16 years.

Instruments.

To collect data, a two-part questionnaire was conducted. The first part of the Teachers' Program Evaluation Questionnaire aims to gather personal information such as gender, academic degree, and experience of the participants in teaching. The second part intends to collect information about general characteristics, content, objectives, and assessment aspects of the primary 2nd grade ELTP implemented by the participants.

Additionally, the researcher prepared a five semi-structured questions which are related to the main aim of the Teachers' Program Evaluation Questionnaire with 10 participants to support the reliability of the results gathered from the Teachers' Program

Evaluation Questionnaire. The interviews lasted approximately 20-30 minutes. They were recorded and transcribed later on. The interview questions were reported below:

1. What are the advantages of the program?

2. What are the disadvantages of the program?

3. What kind of problems do you face during the implementation process of the program?

4. As an English teacher, do you think that it's useful for children to start learning English at primary 2nd grade with this existing curriculum? If yes, why?

5. In order to develop the program, do you have any suggestions? If yes, what are they?

Data collection procedure.

This study is to be conducted in the primary state schools; therefore, official permission in order to implement the Teachers' Program Evaluation Questionnaire is necessary. First, a petition which was written by the researcher which includes information on the aim, setting and participants of the Teachers' Program Evaluation Questionnaire was given to City Education Directorship in Tokat. Then, an application form was filled in and the research proposal of the study and a list of primary schools in Tokat were attached.

With this written permission in hand, primary state schools in Tokat district were visited. So as to implement the Teachers' Program Evaluation Questionnaire to the English language teachers of the school, researcher asked for school headmaster's permission. Then, the researcher met English language teachers and mentioned about the aim of the research study. 3 weeks later, researcher visited the school again in order to get the answers back.

In addition to the Teachers' Program Evaluation Questionnaire, 10 participants were asked to have a semi-structured interview which was truly voluntarily and their answers would be taken under academic purposes in this study and keep as anonymous. The interviews and their transcribed period held in nearly 3 weeks. As a result, owing to

unpredictable delays about collecting data from questionnaires, data collection process took about 2 months because some schools are visited more than twice to collect the data.

Data analysis.

During data analysis, the questionnaires conducted to the participants were numbered. Then, the data gathered by conducting questionnaire was analysed by the help of Statistical Package for Social Sciences; SPSS.22. In order to explore demographic data, frequency, standard deviation, and mean analysis and percentage of the items were calculated and put into tables. Besides, so as to find our statistically significant differences among participants in sense of gender, in-service training or seminar attendance on primary 2nd grade ELTP, having a TEYL course at university, and curriculum knowledge independent samples t-tests were used. Additionally, one-way ANOVA statistics were analysed to explore the differences among the participants in terms of teaching experiences and working year in primary 2nd grade in primary school.

As to the analysis of the qualitative data, responses to each open-ended question were analysed and with the help of open coding technique categorized into meaningful and reasonable categories in order to reveal common themes obtained from the data.

Chapter Summary

In this chapter, research methodology 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 analysed, and both qualitative and quantitative data analyses were clarified in detail.

Chapter 3: Findings

Introduction

The findings of the research study are presented in this chapter. The Teachers' Program Evaluation Questionnaire is to be examined part by part in detail in the light of research questions in order to attain opinions of teachers.

A. Objectives

The general purpose of this research study is to evaluate the English language teaching program of the primary 2nd grade launched in 2013 in primary state schools in sense of its general characteristics, objectives, content, and assessment aspects by considering primary English language teachers' opinions under the research questions (See page 3).

Results of the Study

The findings of the Teachers' Program Evaluation Questionnaire are investigated one by one under the research questions.

Results of research question 1.

RQ1.What are the active teachers' opinions on the general characteristics of primary 2nd grade ELTP (2013)?

So as to find out the most favoured statements of English teachers on the general characteristics of primary 2nd grade ELTP, descriptive statistics were calculated. Table 5 displays the mean scores of participants' opinions.

Table 5

The Mean Scores of Teachers' Opinions on General Characteristics of the New Primary 2nd Grade ELTP (N = 101)

Overall Characteristics	Mean	SD
State schools have problems during the implementation process of the program such as deficiency of materials (Item 10)	4.55	.805
Program gives learners the opportunity to form a positive attitude towards learning English (Item 8)	3.69	.924
Teachers are kept informed of the program adequately(Item 7)	2.19	1.10
Weekly course hours are suitable in order to implement the program(Item 13)	1.70	1.00

As can be inferred from the table 5 above, participants have positive opinions on the general features of the new primary 2nd grade ELTP with the mean value of 3.30 (*SD* = .585). Considering mean values of each item, one can state that participants feel deficiency of class materials which are required during courses *(M= 4.55; SD= .805).* Secondly teachers report that "Program gives learners the opportunity to form a positive attitude towards learning English (item 8) *(M = 3.69; SD = .924)* which reveals that program has the ear of learners.

On the other hand, participants believe that they are not kept informed about the program adequately *(M = 2.24; SD = 1.10)* which means that teachers need an in-service training or seminars and meetings on the new ELTP. Also participants have difficulties to plan lessons in the prescribed time *(M = 1.70; SD = 1.00).*

Results of sub-RQs of research question 1.

RQ1.aWhat are the active teachers' opinions on the content of primary 2nd grade ELTP (2013)?

English language teachers' opinions on the content of the new primary 2nd grade ELTP were asked by using 5 point likert scale along with means values and results were revealed.

Table 6

The Mean Scores of Teachers' Opinions on Content of the New Primary 2nd Grade ELTP (N = 101)

Content of the new primary 2nd grade ELTP	Mean	SD
The content suggests learners stress-free and amusing learning environment(Item 21)	3.60	.938
The sequence of the content is well designed considering constructivist theory (Item 33)	3.60	1.02
The content provides learners with efficient amount of vocabulary which primary 2nd grade students should learn(Item 20)	3.48	1.01
The content includes activities that are easily implemented in crowded classes (Item 28)	2.35	1.13
The content gives students the opportunity to use integrated four skills (Item 15)	2.29	1.09

Considering the mean score table above and mean value of the participants' opinions related to the content of the new primary 2nd grade ELTP, one can state that the participants have positive opinions (*M = 3.24; SD =.593*) on the content of the new primary 2nd grade ELTP. Analysis of the items one by one shows that the participants believe that "The content suggests learners stress-free and amusing learning environment *(M = 3.60; SD = .938)*

revealing the fact that the content supports learners with interactive and entertaining games and activities in learning process. Additionally, participants believe that the sequence of the content is well designed considering constructivist theory (*M = 3.60; SD =1.02*).

In other respects, participants believe that the content does not include activities that are easily implemented in crowded classes (*M =2.29; SD = 1.07*). Also, they do not agree on the item 15 "The content gives students the opportunity to use integrated four skills" (*M = 2.29; SD = 1.09*) showing that the content cannot develop learner's all skills together**.**

RQ1.b. What are the active teachers' opinions on the objectives of primary 2nd grade ELTP (2013)?

Considering the second sub- research question related to the objectives of the program, opinions of English language teachers were asked through five likert scale. And calculated means were revealed in the following Table 7.

Table 7

The Mean Scores of Teachers' Opinions on Objectives of the New Primary 2nd Grade ELTP (N = 101)

Objectives of the new primary 2nd grade ELTP	Mean	SD
Objectives of the program are based on Multiple Intelligence theory (item 46)	3.53	.933
Objectives of the program enhance creative thinking (Item 41)	3.44	.994
Objectives of the program are determined from known to unknown (Item 45)	2.90	1.03
Objectives of the program meet students' English learning requirements (Item 42)	2.85	.983

As can be inferred from the table 7, participants have positive tendency towards the objectives of the program (*M = 3,24; SD=.593*). They believe that "Objectives of the program

are based on Multiple Intelligence theory" (*M = 3.53; SD =.933*) showing that students' all development areas are considered in the program. Similarly teachers think that objectives of the program enhance creative thinking (*M = 3.50; SD = .942*) stating that the objectives of the program give types of views from different perspectives. Notwithstanding, teachers do not believe that "Objectives of the program are determined from known to unknown (*M = 2.90; SD = 1.03*) revealing that objectives of the program do not facilitate students' learning process considering teaching and learning styles of the program. In addition, the objectives of the program does not meet students' learning requirements with the mean value 2.85 (*SD* = .983).

RQ1.c. What the active teachers' opinions on the assessment aspect of primary 2nd grade ELTP (2013)?

To explore English language teachers' opinions regarding assessment aspect of the new primary 2nd grade ELTP, mean values were computed and stated in Table 8.

Table 8

The Mean Scores of Teachers' Opinions on Assessment Aspect of the New Primary 2nd Grade ELTP (N = 101)

Assessment aspect of the new primary 2nd grade ELTP	Mean	SD
The program assesses listening skill (Item 55)	3.74	.934
Assessment and evaluation techniques are in accordance with the objectives of the program (item 49)	3.48	.770
Activities are in designed considering classroom environment (item 65)	3.42	.909
The program assesses writing skill (Item 53)	2.29	1.00
The program assesses speaking skill (Item 54)	2.22	.998

As Table 8 reveals that teachers regard themselves as slightly positive about the assessment aspect of the program with a mean value (*M = 3.01; SD = .527*). Considering each item related to assessment aspect of the new primary 2nd grade ELTP, the participants believe that the program assesses listening skill (*M = 3.74; SD = .934*). Similarly, they think that assessment and evaluation techniques are in accordance with the aims of the program (*M = 3.48; SD= .770*). However, items 53 and 54 are not supported by the teachers the program assesses writing skill (*M = 2.29; SD = 1.00*) and speaking skill (*M* = 2.22; *SD* = .998).

Results of research question 2.

RQ2. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their gender?

Table 9

Independent Simple T-test for Gender Differences among the Participants (N = 101)

	Gender	N	Mean	SD	t	Df	p
General characteristics	male	14	3.40	.330	-1.13	99	.260
	female	87	3.24	.607			
Content	male	14	3.17	.350	-1.36	99	.177
	female	87	2.97	.609			
Objectives	male	14	3.40	.568	-1.20	99	.230
	female	87	3.21	.597			
Assessment	male	14	3.16	.430	-1.278	99	.204
	female	87	3.00	.538			

As stated in Table 9, independent simple t-test was applied to reveal any difference between groups in terms of their gender. The results above showed that there is no significant

difference between genders of the participants related to general characteristics, male participants' mean value for general characteristics (*M = 3.40*; *SD = .330*) and female participants' (*M = 3.24*; *SD = .607*), *t* (99) = *-1.131*, *p = .260.*

Also, analysis indicated similar results in terms of the objectives, content, assessment aspects and the participants' gender (p>.0,5). Therefore, it can be said that both female and male participants have approximately similar opinions on the new primary 2nd ELTP.

Results of research question 3.

RQ3. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their teaching experience in the primary 2nd grade?

Table 10

Results of the ANOVA on Group Differences.

Total scores	Sum of Squares	Df	Mean Square	F	P
Between Groups	1.360	3	.453	1.68	.175
Within Groups	26.053	97	.269		
Total	27.414	100			

The results of one-way anova analysis of variance among group differences in terms of teaching experience revealed that one-way analysis of variance did not reveal any significant differences, *F* (3, 97) = 1.68 , *p* = .175 . It means that both experienced and less experienced teachers have approximately similar opinions on each category of the program.

Results of research question 4.

RQ4. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their participation to any ELTP seminar or in-service training on the primary 2nd grade?

Table 11

Independent Simple T-test for Seminar Attendance among the Participants (N = 101)

		N	Mean	SD	T	Df	p
General characteristics	Yes	17	3.64	.607	2.401	99	.018
	No	84	3.28	.539			
Content	Yes	17	3.36	.618	2.232	99	.028
	No	84	3.01	.566			
Objectives	Yes	17	3.18	.565	1.167	99	.246
	No	84	3.01	.538			
Assessment	Yes	17	3.43	.604	1.170	99	.245
	No	84	3.24	.568			

Table 11 revealed statistically significant difference between the opinions of the teachers on the program's general characteristics and content, and teachers' in-service training or seminar attendance (p<.0,5) which means that teachers who attended to any in-service training or seminar on the new primary 2nd grade ELTP have different opinions from who did not.

It is obvious that the participants that have any in-service training or seminar on the new primary 2nd grade ELTP tend to think more positively on the general characteristics (*M = 3,64; SD = .607*) and content (*M = 3.36; SD = .618*) Therefore, it can be claimed that knowledge talks, teachers who had any in-service training or seminar may have wider knowledge of English language teaching program.

On the other hand, there is no statistically significant difference between the opinions of the teachers on objectives and assessment aspects of the new program and teachers' in-service seminar attendance (p>.0,5) which means that teachers who attended any in-service training or seminar or not tend to think approximately the same on the objectives and assessment aspects of the program.

Results of research question 5.

RQ5. Is there a difference between the active teachers' opinions on the general characteristics, objectives, content, and assessment aspects of primary 2nd grade ELTP (2013) in relation to their having had TEYL (Teaching English to Young Learners) course at university?

Table 12

Independent Simple T-test for TEYL Course among the Participants (N = 101)

		N	Mean	SD	T	Df	p
General characteristics	Yes	74	3.42	.495	3.933	99	.000
	No	27	2.94	.672			
Content	Yes	74	3.11	.569	2.403	99	.018
	No	27	2.79	.626			
Objectives	Yes	74	3.32	.535	3.075	99	.003
	No	27	2.93	.647			
Assessment	Yes	74	3.05	.551	1.722	99	.088
	No	27	2.84	.578			

As stated in Table 12, there is statistically significant difference between the opinions of the teachers on the general characteristics, content and objectives of the new program and teachers' attendance to a TEYL course at university (p<.0,5) which means that teachers who

had a TEYL course at university have different opinions from the teachers who did not have. It is obvious that the participants who had a TEYL course at university tend to be more knowledgeable about the new curriculum on the general characteristics (*M = 3,42; SD = .495*), content (*M = 3.11; SD = .569*) and objectives (*M = 3.32; SD = .535*) Therefore, it can be claimed that TEYL course prepares teacher candidates to be a qualified teacher, they may have wider knowledge of new primary 2nd grade ELTP and how to cope with the program.

Notwithstanding, it is revealed that there no statistically difference between teachers' attendance to a TEYL course at university and the opinions of teachers on assessment aspect of the new primary 2nd grade ELTP (p>.0,5).

B. Interview Questions

The researcher prepared a semi-structured interview that has five open-ended questions considering the main aim of the Teachers' Program Evaluation Questionnaire with 10 participants from Tokat province in order to support the reliability of the results gathered from the Teachers' Program Evaluation Questionnaire, gather further in-depth data and have healthier results regarding teachers' opinions on the new primary 2nd grade ELTP from various aspects. Interviews lasted approximately 20-30 minutes. They were recorded and transcribed later on. The interview questions were reported as below:

1. What are the advantages of the program?
2. What are the disadvantages of the program?
3. What kind of problems do you face during the implementation process of the program?
4. As an English teacher, do you think that it's useful for children to start learning English at primary 2nd grade with this existing curriculum? If yes, why?
5. In order to develop the program, do you have any suggestions? If yes, what are they?

Interview questions are determined in the light of the topics and issues of the questionnaire and semi-structured interviews which were held with participants in 2016-2017

academic years let researchers lead the interview process (Erozan, 2005). All teachers were individually interviewed in nearly half an hour about their opinions about the new primary 2nd grade ELTP, its implementation process, and their experience. A series of open ended questions which let follow-up questions were addressed to participants. Face-to-face interviews occurred with the all participants. All interviews were recorded under participants' informed consent; fully transcribed generating nearly 100 pages of text, and the collected data were analysed qualitatively.

During data analysis, content and descriptive analysis techniques were conducted. The raw data gathered from the interviews were analysed by cross-case analysis. As cross case analysis makes easy integrating data obtained from different sources such as interview and questionnaire. Besides, it provides researchers with extensive knowledge to use during the analysis of data and combination of various data gathered from different resources (Khan & VanWynsberghe, 2008). Under each item, individual responses were listed, common responses were grouped, and similar themes were revealed and organized in meaningful categories.

Additively, it is believed that the findings of the study suggest significant perceptions of teachers; however, it cannot be claimed that the teachers' attitudes in this study are typical of all teachers. Change is not supported by all teachers; therefore, findings cannot be generalized to all teachers (Hargreaves, 2009).

Finally, the combination of qualitative and quantitative data analysis is submitted in the last part of the result and discussion chapter of the study.

Results of the interviews.

In this part of the study, teachers' views about the interview questions that are related to the new primary 2nd grade ELTP are presented under the following headings.

IQ1- What are the advantages of the program?

As stated in the table below, three different headings based on the first question of the interview were formed according to the teachers' answers. Nearly %60 of the participants' opinions revealed that age is the most important advantage of the program. Because they suggest that "Younger is better." as stated by Cameron (2002). This result is supported by the analysis of the items 12, 20, 26, and 28 of the Teachers' Program Evaluation Questionnaire with the mean value 3.00 (*SD = .772*). Some of the responses of the participants are as follows:

Table 13

Percentages of the Most Common Responses (N = 10)

Advantages of the new primary 2nd grade program	Participants	N	Percentages (%)
Early start	T2, T3, T4, T6, T9,T10	6	60
Activities such as games	T4, T7, T5, T7	3	30
Appropriateness to CEFR standards	T1	1	10

T2-Considering the whole grades, it is an undeniable fact that the younger students are better than the others. They are eager to learn something new. Especially funny and cute activities attract their attention and they try to learn the whole topics in the shortest time.

T9-I think, the biggest advantage of the program is starting learning English at primary 2nd grade. Because I can honestly say that the younger is the better considering my experiences for 3 years. If they have a teacher who is skilful, lovely, hardworking, and devoted himself/herself to working for children, students who wants to learn more and

open to new ideas and information, love English, have more fun during lessons and also look forward to the next English lesson.

T3- Of course, age. Cause students approach to English colourlessly. They have no any negative opinion or something bad about English. In addition to their readiness to learning, students develop positive learning memories with funny and lovely activities such as games and songs.

In addition, participants stated that the activity choices are well-designed considering students' readiness level and age. In a general sense, students are at 6 or 7 years old; therefore, they are keen on games and colourful activities such as the activities in the new primary 2nd grade ELTP. The analysis of the items 63, 64, and 65 of the questionnaire (*M = 3.38; SD = .817*) are in the same direction with the results of the interview questions. Some of the comments are below:

T4-Especially, listening activities and various funny and energetic activities in the course get students love English. We integrate dramas and role play activities into the lessons and students look forward for another activity and take place in a simple drama activity.

T6-In my opinion, activities, songs and games in the program are like warm-up for the other English language courses in the future. My students imagine that English language teaching class is a magical world and think there must be a chanted forest in the magical world; so, they wait for a rabbit to get in their magical world because.

Another advantage mentioned by the participants is that the program is appropriate to the standards of CEFR (Common European Frameworks) which are seen as basic standards around the world considering language education. These results are in the same line with the results of the Teachers' Program Evaluation Questionnaire. The analysis of the items 29, 31, 32, 47, and 59 that are about the appropriateness of the program with CEFR reveals the

similar results with the mean value 3.33 (*SD = .917*) that the program is prepared based on CEFR. Therefore, considering students' readiness level, emphasizing listening and speaking skills rather than writing and reading are logical as stated by CEFR that the focus is on spoken interaction with simple statements. Besides MoNE (2013) suggests that students do not need notebooks at primary 2nd grade; that is why, developing writing and reading skills are not among the objectives of the new primary 2nd grade ELTP. On the other hand, the focus is on listening and speaking skills; students should learn the words or lyrics of the songs by listening and repeating." In addition, portfolio assessment which is supported by CEFR is a need in the whole program. The comment of the participant is stated as below:

> T1-In parallel with CEFR standards, students' speaking and listening skills are more emphasized considering students' readiness level. Most of the students are not ready to write in English. Therefore, beyond teaching the all topics of English to students, the most desired objective is making students love English and try to learn English colourlessly. Also, we as teachers should use portfolio assessment in order to assess learners' development period.

IQ2- What are disadvantages of the program?

The analysis of the second interview question revealed 3 headings about disadvantages of the new primary 2nd grade 2013. The first disadvantage is curriculum intensity. The analysis of item 12 and item 20 in the questionnaire support the results of the interview question (*M = 3.31; SD = .851*). Some statements of the participants are below:

> T9-The curriculum is so intense that English courses are slid into chaos.
>
> T1-The intensity of the curriculum tires me most of the time, I cannot even think my little students' thoughts.

T4- Because of intense grammar topics we have difficulty. Students cannot acquire the grammar topics easily so teachers have to give longer hours to teach students same the topic in spite of the given time in curriculum.

Besides, as revealed by the analysis of item 13 of the Teachers' Program Evaluation Questionnaire, inadequate course hours are accepted as a disadvantage. In primary 2nd grades, there are two hours of English courses in a week and unfortunately it is not adequate in order to handle with the all objectives. Some of the participants stated as:

T7 - We have only two hours and it is so short that students forget the activities which held at the last course if they don't have parents who can help them to review the lesson; moreover, they have nearly thirty hours for different courses, so they have to study all of them.

T3 -I have trouble with course hours. Time never suffices. We have lots of activities to do during the lessons, but unfortunately we have to leave them for another course.

The last disadvantage mentioned by the participants is that in order to handle some activities, some materials and special equipment are needed which many class do not have. Also this result does not surprise the researcher, because the analysis of the Teachers' Program Evaluation Questionnaire is in the same direction with the mean value 4.55 (*SD* = *.805*). Some participants stated that the program cannot be implemented around the country considering the income level and equipment of schools. Statements are as follows:

T4-Besides of intense course load, we lack convenient materials. As a teacher I have difficulty while doing the activities.

T10-I work in a village school and we do not have most of the materials in order to handle activities with my students. At least we need a delineascope and a computer. But unfortunately, we don't have. From this view point we can say that the program is not appropriate to be used in every parts of Turkey.

Finally, two participants stated that the program has no disadvantage.

IQ3. What kind of problems do you face during the implementation process of the program?

The opinions of the participants about the third interview question is coded thematically and demonstrated in the following figure 2.

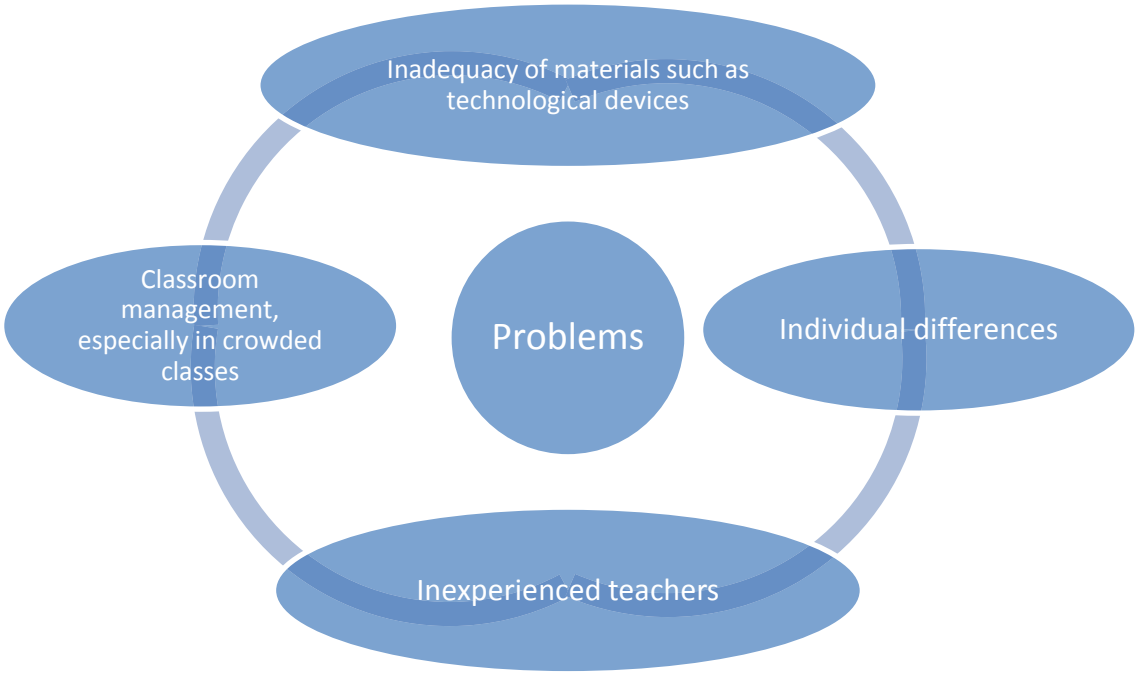


*Figure 2.*The list of problems stated by the participant teachers.

As stated in figure 2, there are four main problems pointed by the participants. One of the problems is "Inadequacy of materials such as technological devices". Most of the state schools in Turkey suffer from lack of materials to use in lessons such as technological devices and visual and written materials, this result was corroborated by the results of the item 10 of the Teachers' Program Evaluation Questionnaire with the mean value 4.55 (*SD* = *.805*).Some comments are as below:

T4- I want to mention about material deficiency. I am in a village and in our class environment handling an activity perfectly as planned is impossible. Because of material deficiency I have difficulty in doing activities such as listening ones.

T6- I do not have a pair of simple speakers and a microphone to use in listening activities. I need a computer, a delineascope, speakers, visual and written materials

etc.. but I cannot reach all of them. I usually use my own devices, but as you know they cannot meet our needs.

Another problem commented by the participants is “Individual differences”. Children starting from 56 month-old are set to start to elementary schools. Therefore, in classes nearly half of the students differ from each other in age level. As a result, individual differences cause problems in classes as stated with the results of items 27 and 40 in the Teachers’ Program Evaluation Questionnaire (*M = 2.95; SD = .916*). Comments are as follows:

T7- The main problem is students’ cognitive, physical and social-emotional developmental differences. They are all different from each other. Therefore, while preparing an activity or trying to do an activity in class environment wherret me.

T10- Creating a material for each student tires me. Because they are so different from each other that individual differences caused by emotional, cognitive, and psycho motor developments create big disparities among students.

Classroom management, especially in crowded classes is one of the main problems faced by the participants during courses that is pointed by the analysis of the items 24, 28, 65 (*M = 3.0; SD = .801*). Considering the students’ age and experiences in primary school, most of the students cannot realize the classes are real. Therefore, they still want to play game, eat something whenever they feel they are hungry, and chit chat. In crowded classes, in addition to these problems stated above managing activities causes double problems. Some of the participants’ comments are as follows:

T8-Because of their age, students are inclined loosing attention. Also my classes are very crowded. Therefore, handling an activity in the classroom is nearly impossible.

T2-In my classroom, there are 42 students. Besides, individual differences caused by students’ special needs, we do not have enough time to handle an activity such as a

role play or drama with each student. Therefore, we have to choose different students to do activities in each lesson.

The last problem faced by the participants is "Teachers' experience level". Teachers must be ready to work in every class environment and teach English curriculum to students at each grade. If a teacher does not attend to any TEYL course at the university, s/he cannot meet students' needs at primary 2nd grade or 3rd grade. Because as stated by MoNE (2008), teachers who had a TEYL course should prepare and organize the language process easily, help students develop language skills, and monitor them during the process. Besides, all features of children, pros and cons of starting age to learn a new language, and how to differentiate courses for each student considering their individual differences are taught to pre-service teachers in TEYL courses at universities. On the other hand, the opinions of the teachers who had any in-service training or seminar on the last ELTP differ from the opinions of teachers who did not have. Because in such trainings, teachers are informed with the features of new programs, how to plan and organize lessons, how to assess the learning process, which skills are required to use during the learning and teaching process and the philosophy of a new program supported. The analysis of the questionnaire states similar results with the mean value of 2.26 (*SD = 1.13*). Some of the comments of the participants are below:

> T3-I've been teaching English teacher for 15 years. I did not attend to any TEYL course at university and I did not have any group teacher till this year; therefore, I haven' realised that children are very different from the students in middle school. We are working with a new graduated English teacher this year and under favour of him, I have learned lots of new techniques and how to approach to a young English language learner. His most significant contribution to my carrier is that I learned game-based

teaching and now that I know how to teach English by using games and activities which are appropriate to students' level.

T10- Teachers do not implement the program in the same way, I had a TEYL course at university and attend to some seminars on the new ELTP at the beginning of the academic year, I use different materials such as videos, games, songs in addition to course book, but some of our colleagues just follow the course book.

IQ4. As an English teacher, do you think that it's useful for children to start learning English at primary 2nd grade with this existing curriculum? If yes, why?

The analysis of the forth interview question reveals that there are two different opinions stated by the participants. The first one is "existing curriculum really appeals to primary 2nd grade students" that is in a relation to the analysis of item 12 in the Teachers' Program Evaluation Questionnaire with the mean value 3.09 (*SD = 1.05*). 3 participants supported this idea. The participants' comments are as follow:

T8-I think, the existing curriculum is suitable for kids. It's funny and easy to learn. They are eager to learn English.

T5- In my opinion, students have great fun during courses, curriculum is designed considering students' level; therefore, and nearly none of my students have difficulty to learn English.

T1- The curriculum is designed considering students' level and involves appealing activities and topics for students. Therefore, if teachers involve various techniques and materials to implement this appealing program, students' motivation level gets higher and teaching and learning process accelerates.

"…existing curriculum is not appropriate to primary 2nd grade students" is the other opinion shared by the 6 participants. According to this idea, the curriculum involves intense

grammar topics and activities and students have difficulties to handle with them. Some of the participants' statements are below:

> T9- To be honest, the available curriculum is very intense. Therefore, if it can be simplified I think the acquisitions can be acquired more easily and permanently, also activities can be handled in much more time and this gives teachers the opportunity to include all students in activities.

> T4-Of course, the starting age to learn English is useful and suitable but not with this intense curriculum. At least by reducing grammar topics, the curriculum should be simplified. So, teachers have more time to practise the topic with all classes. Topics can be spread in middle school curriculum. I think starting learning English at primary 2nd grade is the right decision but not in this way.

IQ5. In order to develop the program, do you have any suggestions? If yes, what are they?

The analysis of the last interview question revealed that participants' suggestions strike a balance on four headings. The first one is all language classes around the country should be provided with needed materials. The following statement exemplified this view:

> T4- In order to make the available curriculum effective all around the country, firstly differences among the schools, countries and classes must be effaced. Because I work in a village school with lots of problem and without parents' help but another English teacher works in a school in downtown with the luxury of various material and parents' help. Then, we can share our ideas about the advantages and disadvantages of the available curriculum.

Another opinion as a suggestion to develop a program is that teachers should be supported with in-service teacher-training courses or seminars about the program at the start of the year as seen in the following quotation:

T9-… I and other English language teachers who have graduated from university in near time have TEYL course in university, but most of the English teachers have not. So we look from different perspectives to even a simple topic about how to implement the program or how to approach to primary 2nd grade students in order to make appeal English to students and make students love English. At least, he should be provided with a seminar or in-service training on teaching English to young learners and the new education system called as 4+4+4.

The course book should involve more games and activities, because students are at childhood and they can play whole day without a break is the third suggestion stated by the participants.

T7…the more games, the happier learners in English classes. More enjoyable and target-driven games and activities should be added to the curriculum.

The last suggestion is that course hours should be increased to at least three hours. The following script revealed these views:

T8- When I consider the course hours and the curriculum, in order to implement the whole program in the given time is nearly impossible because our students' attention span is so short that in a forty-minute lesson, they can focus on the course and the same activity about 15 minutes. Then, we play games with the whole class.

In brief, the results of the Teachers' Program Evaluation Questionnaire and the analysis of the interview questions are parallel with each other. The analysis revealed that most of the teachers indicated the same point that early start to learn English language is logical and suitable in order to maintain permanent and effective learning. Nonetheless, they indicated that considering material deficiency, limited course hours, crowded classes, and intensity of the curriculum, achieving all the objectives is nearly impossible. Additively,

participants expressed that all of the teachers all around the country should attend to an in-service training or seminar on the new primary 2nd grade ELTP in order to have a comprehensive knowledgeable of the new program.

Chapter Summary

In this chapter, in addition to research questions, the results of the statistical analysis of the research study were focused on. First, research questions were answered in detail with statistical results for each part of the Teachers' Program Evaluation Questionnaire about the new primary 2nd grade ELTP and then results of the interview questions were examined in detail in order to support the findings of quantitative data with the analysis of qualitative data. Finally results of the findings were demonstrated via tables regarding the participants' opinions.

Chapter 4: Discussion, Conclusion and Implications

Introduction

In this chapter, it is aimed to provide a short summary of the research study. Also, conclusion of the study and implications are presented. Moreover, suggestions for further research studies are provided. Lastly, an overall summary is presented.

Summary of the Study

A short summary of the study that overviews the objectives, methodology and results of the main study is presented in this section. It was aimed to analyse and evaluate the primary 2nd grade ELTP which has been in practice since 2013 in state schools, in sense of its general characteristics, objectives, evaluation, and content with 101 active primary 2nd grade teachers including 87 female and 14 male from Tokat province during 2015-2016 academic year in the light of some research questions (See page 3).

This research study is both quantitative and qualitative. In addition to "Teachers' Program Evaluation Questionnaire" composed of 5 point likert scale 71 items, in order to support the reliability of the results gathered from the questionnaire, to gather further in-depth data, and to have healthier results regarding teachers' opinions on the new primary 2nd grade ELTP from various aspects, a semi-structured interview composed of five open-ended questions which are related to the main aim of the questionnaire with 10 participants from Tokat was conducted. The interview questions are on page 32.

Moreover, in order to analyse the data gathered from by conducting questionnaires, Statistical Package for Social Sciences; SPSS.22. was conducted.

Summary of the Results and Discussion

RQ1 revealed that active teachers have positive opinions on general characteristics of primary 2nd grade ELTP with a mean value 3.29 (*SD* = *.838*). The study has similar findings with Alkan and Arslan (2014), Dinçer (2016), Küçük (2008) and Yıldıran and Tanrıseven (2015)'s studies in which participants expressed that students develop positive attitude towards learning English under favour of this program. Additionally, participants reported that state schools have material deficiency revealing that all classes should be supported with needed materials in order to put into practice the program effectively in the same with the findings of Dinçer (2016), Kaya and Ok (2016), Kızıldağ (2009), Özdoğru and Adıgüzel (2015) and Yıldıran and Tanrıseven (2015)'s studies. Moreover, likewise the findings of Alkan and Arslan (2014), Dinçer (2016), Gürsoy, et. al. (2013), Kaya and Ok (2016), Yıldıran and Tanrıseven (2015)' studies, it was found that weekly course hours are insufficient to implement the program; on the other hand, the findings of the study by Ekuş and Babayiğit (2013) asserts the contrary that weekly course hours are sufficient to carry into the program effectively.

In RQ1.a, active teachers' opinions on the content of the primary 2nd grade ELTP was researched and it is revealed that participants are positive with a mean value of 3.24 (*SD* = *.593*). The results stated that content provides students with stress free and amusing learning environment as Alkan and Arslan (2014), Çankaya (2016), Dinçer (2016) 's studies revealed that the content of the program attracts learners' attention with amusing topics, stress free and enjoyable activities, and interactive and entertaining games. Another result of the study suggests that the content is based on constructivist theory in line with the findings of Er (2006) and Alkan and Arslan (2014); however, it is difficult to implement the program in crowded classes as stated in Büyükduman (2005) and Cihan and Gürlen (2013)'s studies.

RQ1.b aimed to explore participants' opinions about objectives of the program. The participants reported themselves as positive with a mean value of 3.24 (*SD = .593*). It is revealed that in the light of MI theory, objectives are designed to enhance creative thinking by supporting students with various viewpoints from different areas and these findings are in correlation with Cihan and Gürlen (2013) and Küçük (2008).

RQ1.c investigated participants' opinions on assessment aspect of the program. It was found that teachers' were slightly positive with a mean value 3.01 (*SD = .527*). The study has similar findings with Büyükduman (2005), Cihan and Gürlen (2013), Dinçer (2016), Gürsoy, et. al. (2013) and Kaya and Ok (2016)'s studies in which it is suggested that program assesses reading skill. Additionally, evaluation techniques and methods are in accordance with the objectives of the program and similarly Er (2006) and Alkan and Arslan (2014)'s studies support similar findings. On the other hand, the findings of Dinçer (2016) and Yıldıran and Tanrıseven (2015)'s studies assert the contrary that assessment and evaluation techniques are not compatible with the objectives of the program and do not assess learners' learning development whether they reach the objectives or not. Moreover, the study suggests that assessment and evaluation techniques of the program do not assess writing skill in the same vein with the findings of Dinçer (2016), Gürsoy, et. al. (2013), Kaya and Ok (2016), Yıldıran and Tanrıseven (2015) as a desired result. Because mostly speaking and listening skills should be assessed considering students' literacy level and readiness in 2nd grade.

RQ2 researched whether there was a difference between participants' genders in terms of the general characteristics, content, objectives, and assessment aspects of the program. The findings pointed that there is no significant difference between genders; that's to say, both female and male participants have approximately similar opinions on the 2nd grade ELTP. These results are in the same vein with the findings of Çankaya (2016) and Küçük (2008)'s studies.

RQ3 found out that approximately all participants have the common idea on the program in terms of their teaching experience in primary grades. Although the amount of years they work in primary 2nd grade differ from each other, their decision is nearly in the same direction. There are two possible reasons for this situation. The first one is the curriculum has not changed for 3 years and the other reason is nearly all participants are familiar to primary class environment through TEYL courses they had at university.

RQ4 aimed to explore the effect of attending any seminar or in-service training on the new 2nd grade ELTP on participants' perceptions about the program. The study has similar findings with Alkan and Arslan (2014), Çankaya (2016), Küçük (2008) and Yıldıran and Tanrıseven (2015)'s studies in which it is revealed that there is statistically significant difference between participants' perceptions on general characteristics and content aspects of the program and their attendance to any seminar or in-service training. However, there is no significant difference between participants' attendance to any seminar or in-service training and their opinions on objectives and assessment aspect of the program.

Pertaining to RQ5, it was explored that there is significantly difference between participants' opinions on general characteristics, content, and objectives of the program and their having a TEYL course at university. Therefore, it can be concluded that participants who had TEYL course at university are more qualified teachers and tend to be more knowledgeable about the developmental stages, readiness of young learners and the ways teaching a foreign language to a young learner. In other respects, it was revealed that there is no significant difference between teachers' attendance to a TEYL course at university and assessment aspect of the program. This can be because methods and techniques that are suggested in the curriculum are not effectively carried out by the reason of some deficiencies in classes such as material and suitable learning environment.

In addition to survey, semi-structured interview technique as a quality research method was applied. The most remarkable results of the interview are stated below in a detailed way.

Findings of the study revealed some important points. Nearly all of the participants have positive attitude towards the program despite of deficiencies of the program. Participants state that early start of language learning is the most important feature of the program. Moreover, considering students' readiness level during choice of activities is another important feature of the program.

In other respect, deficiencies of the program cannot be underestimated. As one of the results of the study, the biggest deficiency of teachers related to the program is having an in-service training or seminar for teachers. Nearly none of the participants has been guided about the new program; therefore, during teaching and learning process, teachers apply their own methods and techniques, so experienced and less experienced teachers have nearly similar opinions on the program.

Another implication is about material deficiency. Participants report that content is suitable to pave the ways for permanent learning with funny and enjoyable activities; however, in all classroom settings, there is not enough material to do these activities effectively. Moreover, although participants express their positive attitudes on alternative assessment techniques such as project evaluation, portfolio assessment that are proposed by CEFR, they state that each class does not have convenient materials to carry into effect these alternative assessment techniques, especially to assess students' listening abilities. As soon as possible, needed materials and documents should be supplied in order to enhance productivity and affectivity of activities in language learning process. On the other side, some of the participants add that with Fatih project which was started by MoNE in 2011, some of the

schools have smart boards. Thanks to this development in education, especially language classes, more creative and interactive courses are enabled for all skills.

Intense curriculum is also reported by the participants as an important issue. Both experienced and less experienced teachers suggest that curriculum should be simplified considering students' background knowledge and readiness level.

Some conclusions are reached as results of considering differences among participants such as attendance to a TEYL course at university and teaching experience in primary classes. Participants who attended to a TEYL course at university and have experience in primary classes have positive attitudes towards the program. Therefore, curriculum of TEYL courses at universities should be enhanced and supported with more real life experiences.

Implications

The findings of the study suggest some implications for all shareholders of the program. First of all, in order to implement the program effectively, in-service trainings or seminars are the most crucial needs. Most of the teachers have not had any in-service training or seminar on the 2013 ELTP. Therefore, although the underlying philosophy of the program is defined, most of the teachers prefer using their own methods during the teaching and learning processes.

Before the program amendments, workshops should be organized by MoNE to give opportunity to all active teachers to share their own ideas on pluses and minuses of the current program and what kind of changes the current program needs. In this way, all active teachers develop more positive attitudes towards the program and as they are familiar to the new program, they can implement the program more successfully and effectively as it is desired. Additionally, the other shareholders (students, parents and administrators) should be consulted during program change periods.

There are various differences such as classroom size, material deficiency etc. around the country. Hence, during developing educational programs, these differences should be considered and classrooms' deficiencies should be supplied. Moreover, in order to put into practice activities effectively in classrooms, some materials are needed which many classrooms do not have.

Although alternative assessment techniques that are consisted with CEFR descriptors are suggested in the program, most of teachers are not familiar to these techniques. They should be informed in a detailed way.

As an important material, course book is one of the main characters of teaching and learning process. Course books should be redesigned and supported with more colourful and practical activities in order to attract learners' attention much more.

Finally, as a basis of communicative teaching method, more suitable environments to communicate and interact with other students from different places in the target language should be supported. Additionally, teachers should be eager to help students use target language.

Recommendations for Further Research Studies

For further research studies on 2013 ELTP, following recommendations are provided.

1. In order to support the findings of this study in different regions of Turkey, this research study should be replicated.
2. The present study aims to reveal primary school teachers' perceptions. Therefore, further research studies should consider opinions of teacher educators, parents, and students.
3. The current study asked for necessary changes to create more positive attitudes to current program to some degree. The further studies should focus on the opinions of all

shareholders on how to enhance the quality of the program rather than analyse the current program.

4. Although the present study gives information about the underlying approach of the program, the further research studies should focus on practicability of approaches to learning and teaching process.

5. In this study, it is revealed that attending to a TEYL course at university does not make difference on assessment dimension of the program. The further research studies should carry out the reasons of this result and make suggestions in order to enhance effectiveness of attending to a TEYL course at university on assessment aspect of the program.

6. In the current study, mixed method is used with both semi-structured interviewsand a survey. Hence, the further studies should apply other techniques such as diaries, observations and field notes in addition to survey and interviews in order to collect more detailed data.

7. This study presents the evaluation of 2nd grade ELTP. For this reason, further research studies should be applied to 3rd and 4th grades in order to carry out strengths and weaknesses of them.

Chapter Summary

This chapter provided an overall summary of methodology, main study and findings as well as discussions, conclusions and implications. Moreover, in order to support researchers to have further studies, some suggestions were presented.

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Appendıces

Appendix A: Teachers' Opinions Questionnaire (EnglishVersion)

Değerli öğretmenim,
Bu anket, ilköğretim 2.sınıf İngilizce dersi öğretim programına yönelik öğretmen görüşlerini belirlemek amacıyla hazırlanmıştır. Anket, genel özellikler, hedefler, içerik ve öğrenme-öğretme süreci ve ölçme-değerlendirme teknik ve yöntemleri olmak üzere dört bölümden oluşmaktadır. Bu araştırmada verdiğiniz yanıtlar saklı tutulacak ve başka bir amaç için kullanılmayacaktır. Soruları lütfen "ilköğretim 2.sınıf İngilizce öğretim programını" düşünerek cevaplayınız. Her soruyu samimi bir şekilde cevaplamanız önemlidir. Bu cevaplar sayesinde yeni İngilizce öğretim programımızın eksik ve iyi yönleri belirlenecek, alana katkıda bulunulacaktır. Her soruyu cevaplandırmanız, anketin geçerliliği açısından önemlidir.
Ayırdığınız zaman, değerli katkılarınız ve samimiyetiniz için teşekkür eder, çalışmalarınızda başarılar dilerim.

İngilizce Öğrt. Ebru ÇİFTÇİ CİNKAVUK

Gender F ( ) M ( )

Age _____

You have been an English teacher for _____ years.

Education Status is … undergraduate ( ) post graduate ( ) doctorate ( )

Have you ever had "Teaching English to Young Learners" lesson at university?

Yes ( ) No ( )

How long have you been an English teacher of 2nd grade? _____

How many hours of English do you teach to 2nd grade in a week ? _____

How many students do you have in 2nd grade? _____

The last education program you have graduated from…
( ) Department of English Language Teaching
( ) Department of English Literature
( ) Department of American Culture and Literature
( ) Department of Translation and Interpreting
( ) Any other (please inform)……..

Are you informed well about the new 2nd grade curriculum?
Yes ( ) No ( )

Have you ever been to an in-service training course about the new 2nd grade curriculum?
Yes( ) No ( )

Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1					
General Characteristics					
1-Program is easy to be understood.	5	4	3	2	1
2-Program leads teachers to plan lessons.	5	4	3	2	1
3-Program is student oriented.	5	4	3	2	1
4-Program attracts learners to attend lessons actively.	5	4	3	2	1
5-Program provides guidance for teachers.	5	4	3	2	1
6-Program gives learners opportunity to enjoy English while learning.	5	4	3	2	1
7-Teachers are kept informed of the program adequately.	5	4	3	2	1
8-Program gives learners opportunity to develop a positive attitude towards learning English.	5	4	3	2	1
9-Program leads the learner to be an autonomous learner.	5	4	3	2	1
10-State schools have problems during the implementation process of the program such as deficiency of materials.	5	4	3	2	1
11-It is enjoyable to do the activities of the program for both teachers and learners.	5	4	3	2	1
12-The program is comprehensible for the 2nd grade learners.	5	4	3	2	1
13-Weekly course hours are suitable in order to implement the program.	5	4	3	2	1

Content					
1-The difficulty level of the content is designed considering learners' cognitive development.	5	4	3	2	1
2-The content gives students opportunity to use integrated four skills.	5	4	3	2	1
3-The topics are attractive to learners.	5	4	3	2	1
4-The content provides teachers and learners with flexible teaching and learning styles.	5	4	3	2	1
5-The content allows learners to learn by experiencing and practicing English.	5	4	3	2	1
6-The content provides learners with realistic activities to transfer learning to practise in real life.	5	4	3	2	1
7-The content provides learners with efficient amount of vocabulary which 2nd grade students should learn.	5	4	3	2	1
8-The content provides learners with stress-free and amusing learning environment.	5	4	3	2	1
9-The content is designed from simple to complex.	5	4	3	2	1
10-The content is ordered in the sequence of social context.	5	4	3	2	1

11-The content is easily implemented in class environment.	5	4	3	2	1
12-The content builds communicative activities.	5	4	3	2	1
13-The course book is suitable for learners' age and level.	5	4	3	2	1
14-The content is well designed for individual differences of learners.	5	4	3	2	1
15-The content includes activities that are easily implemented in crowded classes.	5	4	3	2	1
16-The content includes enjoyable activities with songs, dramas, role plays and games.	5	4	3	2	1
17-The content is designed considering cultural features of the country.	5	4	3	2	1
18-The content develops learners' speaking skill.	5	4	3	2	1
19-The content develops learners' reading skill.	5	4	3	2	1
20-The content develops learners' writing skill.	5	4	3	2	1
21-The content develops learners' listening skill	5	4	3	2	1
22-The sequence of the content is well designed.	5	4	3	2	1
23-The curriculum can be implemented all over the country.	5	4	3	2	1
24-The content gives learners opportunity to gain the acquisitions of the program.	5	4	3	2	1

Objectives					
1-Aims of the program are designed considering students' cognitive development.	5	4	3	2	1
2-Aims of the program are designed considering students' emotional development.	5	4	3	2	1
3-Aims of the program are designed considering students' psycho-motor development.	5	4	3	2	1
4-Aims of the program have teachers reached to the general aims of teaching English.	5	4	3	2	1
5-Aims of the program vary according to individual differences of students.	5	4	3	2	1
6-Aims of the program enhance creative thinking.	5	4	3	2	1
7-Aims of the program meet students' English learning requirements.	5	4	3	2	1
8-Aims of the program are determined considering student-centered teaching and learning.	5	4	3	2	1
9-Aims of the program are teacher-centered teaching and learning styles.	5	4	3	2	1
10-Aims of the program are determined from known to unknown in accordance with constructivist approach.	5	4	3	2	1

11-Aims of the program are based on Multiple Intelligence theory.	5	4	3	2	1
12-Aims of the program are determined in accordance with principles of CEFR.	5	4	3	2	1
13-Aims of the program are consistent with each other.	5	4	3	2	1

Assessment and Evaluation					
1-Assessment and evaluation techniques are in accordance with the objectives of the program.	5	4	3	2	1
2-Assessment and evaluation techniques of the program are suitable for students' learning levels.	5	4	3	2	1
3-Students' portfolios are assessed in the program.	5	4	3	2	1
4-The program assesses all four skills together.	5	4	3	2	1
5-The program assesses writing skill.	5	4	3	2	1
6-The program assesses speaking skill.	5	4	3	2	1
7-The program assesses listening skill.	5	4	3	2	1
8-The program assesses reading skill.	5	4	3	2	1
9-The program assesses students' English learning process.	5	4	3	2	1
10-Assessment and evaluation techniques are not well-designed.	5	4	3	2	1
11-At the end of the each unit quizzes are implemented.	5	4	3	2	1
12-Quizzes and tests are designed considering individual differences of learners.	5	4	3	2	1
13-The program assesses students' in-class performance.	5	4	3	2	1
14-The program assesses whether objectives of the program are reached.	5	4	3	2	1
15-Activities are in accordance with students' cognitive development.	5	4	3	2	1
16-Activities are in accordance with students' emotional development.	5	4	3	2	1
17-Activities are in accordance with students' psychomotor development.	5	4	3	2	1
18-Activities are designed considering classroom environment.	5	4	3	2	1
19-Students easily understand instructions of activities.	5	4	3	2	1
20-Assessment and evaluation techniques are determined in order to maintain permanent learning.	5	4	3	2	1
21-Assessment and evaluation techniques give opportunity to give feedback to students.	5	4	3	2	1

APPENDIX B: Teachers' Opinions Questionnaire (Turkish Version)

Değerli öğretmenim,
Bu anket, ilköğretim 2.sınıf İngilizce dersi öğretim programına yönelik öğretmen görüşlerini belirlemek amacıyla hazırlanmıştır. Anket, genel özellikler, hedefler, içerik ve öğrenme-öğretme süreci ve ölçme-değerlendirme teknik ve yöntemleri olmak üzere dört bölümden oluşmaktadır. Bu araştırmada verdiğiniz yanıtlar saklı tutulacak ve başka bir amaç için kullanılmayacaktır. Soruları lütfen "ilköğretim 2.sınıf İngilizce öğretim programını" düşünerek cevaplayınız. Her soruyu samimi bir şekilde cevaplamanız önemlidir. Bu cevaplar sayesinde yeni İngilizce öğretim programımızın eksik ve iyi yönleri belirlenecek, alana katkıda bulunulacaktır. Her soruyu cevaplandırmanız, anketin geçerliliği açısından önemlidir.
Ayırdığınız zaman, değerli katkılarınız ve samimiyetiniz için teşekkür eder, çalışmalarınızda başarılar dilerim.

İngilizce Öğrt. Ebru ÇİFTÇİ CİNKAVUK

Cinsiyet Kadın ( ) Erkek ( )

Yaşınız _____

Kaç senedir İngilizce öğretmenliği yapıyorsunuz?

Eğitim seviyeniz Lisans ( ) Yüksek lisans ( ) Doktora ( )

Üniversitede Çocuklara Yabancı Dil Öğretimi Dersi aldınız mı?

Evet ( ) Hayır ( )

Kaç senedir 2. Sınf İngilizce dersi veriyorsunuz? _____

Haftada kaç saat 2.sınıf İngilizce dersine giriyorsunuz? _____

2.sınıfta kaç tane öğrenciniz var? _____

En son mezun olduğunuz bölüm…
( ) İngilizce Öğretmenliği
( ) İngiliz Edebiyatı
( ) Amerikan Kültür ve Edebiyatı
( )Mütercim-Tercümanlık
( )Diğer (Lütfen yazın)……..

2.sınıf İngilizce dersi müfredatı konusunda yeterince bilgi sahibi misiniz?
Evet ( ) Hayır ( )

2.sınıf İngilizce müfredatı hakkında hizmet içi eğitim aldınız mı?Evet ( ) Hayır ( )

Kesinlikle Katılıyorum = 5, Katılıyorum = 4, Karasızım = 3, Katılmıyorum = 2, Kesinlikle Katılmıyorum = 1					
Genel Özellikler					
1-Program kolaylıkla anlaşılabilir.	5	4	3	2	1

2-Program öğretmenleri dersleri planlamaya yönlendirir.	5	4	3	2	1
3-Program öğrenci merkezlidir.	5	4	3	2	1
4-Program öğrencilerin derse aktif olarak katılımlarını sağlar.	5	4	3	2	1
5-Program öğretmenlere rehberlik eder.	5	4	3	2	1
6- Program öğrencilere İngilizce öğrenirken eğlenme fırsatı sunar.	5	4	3	2	1
7- Öğretmenler programla ilgili yeterli düzeyde bilgilendirilmişlerdir.	5	4	3	2	1
8- Program öğrencilerin İngilizce öğrenmeye karşı olumlu tutum geliştirmelerini sağlar	5	4	3	2	1
9- Program öğrencileri "kendi kendine öğrenen bireyler" olmaya yönlendirir.	5	4	3	2	1
10- Devlet okullarında programın uygulanması sırasında materyal eksikliği gibi sorunlarla karşılaşılmaktadır.	5	4	3	2	1
11- Programdaki aktivitelerin uygulanması sırasında hem öğretmenler hem de öğrenciler eğlenir.	5	4	3	2	1
12- 2. sınıf öğrencileri programı kolaylıkla anlar.	5	4	3	2	1
13- Haftalık ders saati programın uygulanması için yeterlidir.	5	4	3	2	1

İçerik					
1- Programın zorluk derecesi öğrencilerin bilişsel seviyesine göre düzenlenmiştir.	5	4	3	2	1
2- Program öğrencilere dört beceriyi(okuma-yazma-dinleme-konuşma) birlikte kullanma imkanı verir	5	4	3	2	1
3- İçerikteki başlıklar öğrencilere çekici gelir.	5	4	3	2	1
4- İçerik öğretmen ve öğrencilere esnek bir öğrenme ve öğretme imkanı sağlar.	5	4	3	2	1
5- İçerik öğrencilere yaparak-yaşayarak İngilizceyi öğrenme imkanı sağlar.	5	4	3	2	1
6- İçerik öğrencilere gerçeğe uygun aktivitelerle teorik bilgileri pratikte uygulama imkanı sağlar.	5	4	3	2	1
7- İçerik 2. sınıf öğrencilerinin bilmesi gereken yeterli kelime düzeyine sahiptir.	5	4	3	2	1
8- İçerik öğrencilere stressiz ve eğlenceli öğrenme ortamı sağlar.	5	4	3	2	1
9- İçerik basitten karmaşığa doğru düzenlenmiştir.	5	4	3	2	1
10- İçerik toplumsal bağlam sıralamasına göre düzenlenmiştir.	5	4	3	2	1
11- İçerik sınıf ortamında rahatlıkla uygulanabilir.	5	4	3	2	1
12- İçerik iletişim aktivitelerinin uygulanmasına imkan sağlar.	5	4	3	2	1

13- Ders kitabı öğrencilerin seviyelerine ve yaşlarına uygundur.	5	4	3	2	1
14- İçerik bireysel öğrenme farklılıkları göz önüne alınarak düzenlenmiştir.	5	4	3	2	1
15- İçerikteki aktiviteler kalabalık sınıflarda uygulanabilir.	5	4	3	2	1
16- İçerikte şarkı, canlandırma, drama ve oyun gibi eğlenceli aktiviteler vardır.	5	4	3	2	1
17- İçerik ülkenin kültürel özellikleri göz önünde bulundurularak düzenlenmiştir.	5	4	3	2	1
18- İçerik öğrencilerin konuşma becerilerini geliştirir.	5	4	3	2	1
19- İçerik öğrencilerin okuma becerilerini geliştirir.	5	4	3	2	1
20- İçerik öğrencilerin yazma becerilerini geliştirir.	5	4	3	2	1
21- İçerik öğrencilerin dinleme becerilerini geliştirir.	5	4	3	2	1
22- İçeriğin sıralaması iyi bir şekilde düzenlenmiştir.	5	4	3	2	1
23- İçerik ülke genelinde uygulanabilir.	5	4	3	2	1
24- İçerik öğrencilere programın kazanımlarını edinme imkanı sağlar.	5	4	3	2	1

Hedefler					
1- Programın hedefleri öğrencilerin bilişsel gelişimleri göz önünde bulundurularak oluşturulmuştur.	5	4	3	2	1
2- Programın hedefleri öğrencilerin duyuşsal gelişimleri göz önünde bulundurularak oluşturulmuştur.	5	4	3	2	1
3- Programın hedefleri öğrencilerin psiko-motor gelişimleri göz önünde bulundurularak oluşturulmuştur.	5	4	3	2	1
4- Programın hedefleri öğretmenleri İngilizce öğretiminin temel amaçlarına ulaştırır.	5	4	3	2	1
5- Programın hedefleri öğrencilerin bireysel farklılıklarına göre değişiklik gösterebilir.	5	4	3	2	1
6- Programın hedefleri yaratıcı düşünme becerisini zenginleştirir.	5	4	3	2	1
7- Programın hedefleri öğrencilerin İngilizce öğrenme ihtiyaçlarını karşılar.	5	4	3	2	1
8- Programın hedefleri öğrenci merkezli öğrenme ve öğretme stili göz önünde bulundurularak hazırlanmıştır.	5	4	3	2	1
9- Programın hedefleri öğretmen merkezli öğrenme ve öğretme stili göz önünde bulundurularak hazırlanmıştır.	5	4	3	2	1
10- Programın hedefleri yapılandırıcı yaklaşım temel alınarak bilinenden bilinmeyene doğru düzenlenmiştir.	5	4	3	2	1
11- Programın hedefleri çoklu zeka kuramı temel alınarak düzenlenmiştir.	5	4	3	2	1
12- Programın hedefleri CEFR ilkeleri ile uyumludur.	5	4	3	2	1

13- Programın hedefleri birbirleriyle uyumludur.	5	4	3	2	1

Değerlendirme					
1- Ölçme ve değerlendirme teknikleri programın hedefleri ile uyumludur.	5	4	3	2	1
2- Ölçme ve değerlendirme teknikleri öğrencilerin öğrenme seviyeleri ile uyumludur.	5	4	3	2	1
3- Öğrenci dosyalarının (portfolio) değerlendirilmesi program dahilindedir.	5	4	3	2	1
4- Program dört beceriyi birlikte ölçer.	5	4	3	2	1
5- Program yazma becerisini ölçer.	5	4	3	2	1
6- Program konuşma becerisini ölçer.	5	4	3	2	1
7- Program dinleme becerisini ölçer.	5	4	3	2	1
8- Program okuma becerisini ölçer.	5	4	3	2	1
9- Program öğrencilerin öğrenme sürecini değerlendirir.	5	4	3	2	1
10- Ölçme ve değerlendirme teknikleri ihtiyacı karşılamamaktadır.	5	4	3	2	1
11- Her ünitenin sonunda küçük sınavlar uygulanmaktadır.	5	4	3	2	1
12- Küçük sınavlar ve testler öğrencilerin bireysel öğrenme farklılıkları göz önünde bulundurularak düzenlenmiştir	5	4	3	2	1
13- Program öğrencilerin sınıf içi aktivitelerini değerlendirir.	5	4	3	2	1
14- Program, öğrencilerin belirlenen hedeflere ulaşılıp ulaşılamadığını ölçer.	5	4	3	2	1
15- Programdaki aktiviteler öğrencilerin bilişsel seviyelerine göre düzenlenmiştir.	5	4	3	2	1
16- Programdaki aktiviteler öğrencilerin duyuşsal seviyelerine göre düzenlenmiştir.	5	4	3	2	1
17- Programdaki aktiviteler öğrencilerin psiko-motor seviyelerine göre düzenlenmiştir.	5	4	3	2	1
18- Programdaki aktiviteler sınıf ortamına göre hazırlanmıştır.	5	4	3	2	1
19- Öğrenciler programdaki aktivitelerin talimatlarını kolaylıkla anlar.	5	4	3	2	1
20- Ölçme ve değerlendirme teknikleri öğrencilerde kalıcı öğrenmeyi sağlar.	5	4	3	2	1
21- Ölçme ve değerlendirme teknikleri öğretmenlerin öğrencilere geri dönüt vermesine imkan sağlar.	5	4	3	2	1

İlçe Milli Eğitim Müdürlüğü

ayı : 40180639-900-E.772206 22.01.2016
onu : Ebru ÇİFTÇİ CİNKAVUK' un dilekçesi.

MÜDÜRLÜK MAKAMINA

gi: Ebru ÇİFTÇİ CİNKAVUK' un 19.01.2016 tarih ve 647419 sayılı Dilekçesi.

Müdürlüğümüz İĞDİR Ortaokulunda İngilizce öğretmeni olarak görev yapmakta olan, bru ÇİFTÇİ CİNKAVUK' un İlgi (a)' daki dilekçesi ve Ek-2' de bulunan anket Formunun çemiz okullarında uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü taktirde olurlarınıza arz ederim.

Fethi SAYIŞ
Şube Müdürü

kler:
-) Bir Adet Dilekçe.
-) Anket Formu.(5 sayfa)

OLUR
..../01/2016

Murat KÜÇÜKALİ
İlçe Milli Eğitim Müdürü

Ethem DOĞANCI
Şef

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.
22./01./2016

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rak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden 95c7-5064-3539-9d2c-4d4d kodu ile teyit edileb