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An Evaluation of The Primary 3rd Grade English Language Teaching Program:

Tekirdağ Case

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Yüksek lisans tezi olarak sunduğum "An Evaluation of The Primary 3rd Grade English Language Teaching Program: Tekirdağ Case" adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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IV

ABSTRACT

An Evaluation of the 3rd Grade English Language Teaching Program: Tekirdağ Case

The present study attempts to find out active English teachers' opinions regarding the primary 3rd grade ELTP (launched in 2013) in terms of its general overview, content, goals, teaching-learning process and assessment dimensions under the heading of "An Evaluation of the Primary 3rd Grade English Language Teaching Program: Tekirdağ Case" .

The study was carried out in the city center of Tekirdağ including 20 state primary schools with 38 teachers in the academic term 2014-2015 spring. In this evaluation study, both qualitative and quantitavive data were used in order to explore how teachers evaluate the primary 3rd grade ELTP .

To fulfill this aim, a Program Evaluation Scale (PES) was designed by the researcher herself based on relevant research studies and literature. The questionnaire consisted of 33 items under five main headings, that is general overview, content, goals, teaching-learning process and assessment dimensions. Moreover, semi-structured interviews with 6 teachers which were recorded and transcribed were done to reach in-depth knowledge about their views on the program.

Statistical Package for Social Sciences 20 (SPSS) was used to analyze quantitative data including descriptive statistics, T-tests and one- way analysis of variance (ANOVA) analyses. Qualitative data, on the other hand was analyzed by using content analysis through open coding.

The findings of the study showed that the program needs some modifications regarding its teaching and learning process and assessment in the light of teachers' opinions. However, teachers were found moderately positive regarding the program even though they reported that they needed to have an in-service training on the program.

In conclusion, it is strongly suggested that the teacher-active users of the program should have enough understanding of theoretical underlying of the primary 3rd grade ELTP (launched in 2013) so that they can put it into practice. Within this scope, in-service teacher training is to be implemented by MoNE as soon as possible.

Key words: Program evaluation, teaching programs, ELTPs

ÖZET

Bu çalışma İngilizce öğretmenlerinin ilkokul 3.Sınıf İngilizce Öğretim Programını genel özellikleri, içeriği, amacı, öğrenme-öğretme süreci ve değerlendirme boyutları açısından görüşlerini " İlkokul 3.Sınıf İngilizce Öğretim Programı Değerlendirmesi: Tekirdağ Örneklemi" başlıklı tezde ortaya çıkarmayı amaçlamıştır.

Çalışma Tekirdağ merkezde 20 devlet okulunda 38 öğretmenin katılımıyla 2014-2015 bahar döneminde gerçekleştirilmiştir. Bu değerlendirme çalışmasında, öğretmenlerin söz konusu programı nasıl değerlendirdiğini bulmak amacıyla hem nitel hem nicel veriye yer verilmiştir.

Bu amaçla, "Program Değerlendirme Ölçeği (PES) ilgili literatür taramasına ve benzer çalışmalara dayanarak araştırmacı tarafından geliştirilmiştir. Anket genel özellikler, amaç, içerik, öğrenme-öğretme süreci ve değerlendirme olarak beş başlık altında 33 maddeden oluşmaktadır. Bununla birlikte, altı (6) öğretmenle programla ilgili görüşleri hakkında daha detaylı ve net verilere ulaşmak adına kayıt altına alınan yarı yapılandırılmış mülakat yöntemi kullanılmıştır.

Betimsel istatistik, T-test ve varyans analizi ANOVA işlemlerini içeren nicel verileri analiz etmek için SPSS. 20 programı kullanılmıştır. Nitel veriler ise kodlama yapılarak içerik çözümleme yöntemiyle analiz edilmiştir.

Çalışmanın sonuçları öğretmen görüşlerine bakılarak programın öğrenme ve öğretme süreci ve değerlendirme boyutlarında değişikliğe ve yeniden düzenlemeye gidilmesi gerektiğini göstermektedir. Ancak , öğretmenlerin programla ilgili hizmet-içi eğitime ihtiyaç duyduklarını rapor etmelerine rağmen programın geneliyle ilgili olumlu tutuma sahip bulunmuşlardır.

Sonuç olarak, programın aktif uygulayıcıları olarak öğretmenler ilkokul 3.sınıf İngilizce öğretim programının (2013 yılında uygulamaya konan) dayandığı teorik felsefeyi iyi anlamalılar ki uygulamaya koyabilsinler. Bu bağlamda, Milli Eğitim Bakanlığı tarafından en kısa sürede hizmet içi eğitim yapılmalıdır.

Anahtar Sözcükler: Program değerlendirme, öğretim programları, İngilizce öğretim programları

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ABBREVIATIONS

ANOVA   Analysis of Variance

CEFR   Common Eurepean Framework of References for Languages

CIPP   Context Input Process Product

ELT   English Language Tecahing

ELTP   English Language Teaching Program

FA   Factor Analysis

ICC   Intercultural Communicative Competence

ICT   Information and CommunicationTechnology

MEB   Milli Eğitim Bakanlığı

MoNE   Ministry of National Education

PCA   Principal Component Analysis

PES   Program Evaluation Questionnaire

RQ   Research Question

SD   Standard Deviation

SPSS   Statistical Package for Social Sciences

TEYL   Teaching English to Young Learners

T.T.K.B   Talim Terbiye Kurulu Başkanlığı

YTU   Yıldız Teknik University

TO

MY HUSBAND MEHMET ALİ

&

MY PARENTS SULTAN AND MEHMET

FOR THEIR ENDLESS LOVE AND SUPPORT

CHAPTER 1

INTRODUCTION

Introduction

This chapter provides a general overview of the study including six sub-sections. The first section explains the background information of the study. The second section provides the purpose of the study along with the research questions. The third section explains the significance while section four explains the assumptions of the study. Section five provides information about the limitations and the sixth section states the organization of the study. Finally, the overall chapter summary is presented.

Background Information of The Study

Concerning the fast and huge developments in the world in terms of every aspect of life, education is inevitably to keep up with these changes. Accordingly, teaching programs in general, language teaching programs particularly are designed in accordance with the recent changes. In this respect; the countries which are aware of the issue have been trying to put in force new regulations in order to improve the language learning education.There is no question that the key to economic, political and social progress in today's society depends on the ability of Turkey's citizens to communicate effectively on an international level, and competence in English is a key factor in this process. However, whether the program fails or succeeds stays unknown without an evaluation process. Considering that program evaluation is a vital issue in education and is a must for ELT program developers but it is still one of the least succeeded area. Without evaluating both the process and the outcomes of a program, it is

clear that the benefits and effectiveness cannot be identified. Evaluation is important for several additional reasons: as a means to developing good practice, to make the best use of scarce resources, to provide feedback to staff and participants, and to shape policy development (Alderson & Beretta, 1992). It is also important to examine why a program succeeds or fails, to consider unexpected positive or negative effects, and to examine whether the goals are appropriate for the learners (Worthen& Sanders& Fıtzpatrıck,2004). In this respect, this study analyzes the new 3rd grade English language teaching program launched in 2013 in order to see its effectiveness in terms of its general characteristics, content, outcomes, teaching/learning process and assessment , additionally expolores the teachers' opinions on this program.

Purpose of The Study and Research Questions

The purpose of this study is to deal with and evaluate the primary 3rd grade ELTP (launched in 2013) through the eyes of the primary English language teachers who are the end-users of the program. The reason for choosing the 3rd grade program is that according to the recent change implemented in 2013, 2nd graders started to learn English for the first time. Therefore, 3rd graders have been learning English for two years. In this sense, to see the effectiveness of the program and explore whether it provides a bridge between 2nd and 4th grade 3rd grade primary ELTP was choosen on purpose.

The framework will be investigated by five aspects as general characteristics, aims, content, teaching / learning process and assessment. The researcher hopes to make a contribution to the discussions about the effectiveness of this new program and further to reveal the deficiencies of it. Accordingly, it is aimed to make practical implications to the authorities for improving the quality of the program by taking active teachers'opinions regarding the research questions written below:

RQ1. What are the teachers' perceptions on the overall characteristics of the primary 3rd grade ELTP ?

Sub-RQ1. What are the teachers' perceptions on the content of the primary 3rd grade ELTP ?

Sub-RQ2. What are the teachers' perceptions on the objectives of the primary 3rd grade ELTP?

Sub-RQ3. What are the teachers' perceptions on the teaching/learning process of the primary 3rd grade ELTP ?

Sub-RQ4. What the teachers' perceptions on the assessment of the primary 3rd grade ELTP ?

RQ2. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their gender?

RQ3. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their teaching experience?

RQ4. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their having participated in ELTP seminars?

RQ5. What are the participants' other concerns and opinions on the primary 3rd grade ELTP?

Significance of The Study

As it is crucial to explore deficiencies in a programme, it is necessary to modify it by adding or excluding some points to improve the effectiveness of it (Gredler,1996). In Turkey, with the recent changes, this study intends to find out the opinions of English language

teachers concerning the new ELTP launched in 2013 as the teachers are the active and end-users of the program. Accordingly, the evaluation of the program will help teachers along with educators, instructors and program developers in improving it and excluding the problematic parts. In this study, the 3rd grade ELTP will be analyzed in detail according to descriptive evaluation model and in accordance with the results, the suggestions for improvement of this program will be proposed in order to make necessary changes and reach a better and more effective teaching program. It is clear that teachers are the masters of improvements for education (Sullivan & McDonough, 2002). In this respect; employing the opinions of language teachers provide various perspectives to problems and helps gaining different suggestions. Henceforth, the study will assist in identifying the ongoing effectiveness of the program together with the points to improve.

Assumptions of The Study

This current study has a number of assumptions concerning the organization and implementation process of it. Firstly, the researchers are assumed to be unbiased and objective in terms of teacher qualities and the program effectiveness while evaluating the primary 3rd grade English language teaching program. Secondly, it is assumed that the questionnaire used in the study is reliable and able to reveal the real perspectives of the participants.

To sum up, this current study is assumed to be reliable and significant in all terms, emphasizing active teachers' ideas concerning the 3rd grade program and the researchers' own opinions regarding the implications and suggestions.

Limitations of The Study

As nothing is without deficiencies, this study has also some limitations. First of all, the sample is limited to the primary schools in Tekirdağ in 2014-2015 teaching year spring term. Furthermore, the questionnaire is developed and designed by the researcher herself

basing on the relevant literature and interviews conducted with a few active primary teachers. So the data is limited to this questionnaire. As a result, the results can not be generalized not only to a larger group of participants but also to other cities.

All primary schools in Tekirdağ will be visited and they are assumed to represent primary state schools in Turkey. Although all teachers are given the questionnaires, they may not be voluntary to fill in the questionnaire.

Organization of The Study

The study is organized around six chapters, each of them deals with a distinct feature of the study. Chapter I starts with an introduction part describing background and purpose of the study along with research questions. The significance, limitations and assumptions are also briefly explained.

Chapter II provides relevant terminology of the research study including curriculum, syllabus and syllabus types, teaching program, elements of a teaching program and program evaluation which will be used throughout the study. Besides, it presents the purposes, types and models of program evaluation.

Chapter III discusses the English language teaching programs in Turkey and a flow of ELTPs up to now is presented emphasizing the recent ones. Also, it gives an important place for research studies on program evaluation, both in Turkey and abroad.

Chapter IV is designed in order to explain the methodology of the research study, including the pilot and main study along with the objectives . Moreover, the sampling and piloting of the questionnaire is reported here. Besides, the main study takes a great place including setting, participants, and instruments as well as the procedures for data collection and analysis.

Chapter V presents the teachers' opinions on the primary 3rd grade ELTP (2013) in

detail by presenting the findings of each research question one by one with the help of figures, tables and statistical results.

Finally, Chapter VI provides a brief summary of the research study and findings as well as discussing the findings, conclusions and implications. Furthermore, new ideas for further research studies are suggested in this chapter.

Chapter Summary

This chapter provides information about the background of the study with a description about the 3rd grade English language teaching program in Turkey by taking the recent changes into account. Moreover, the purpose and significance of the study have been stated here.

CHAPTER 2

THEORETICAL REVIEW

Introduction

This chapter provides necessary information on the relevant terminology of the research study discussing curriculum, syllabus, teaching program, program evaluation, its purposes and types. It includes seven major headings each of them dealing with the terms and the way they are used in the terminology of education. The first part focuses on curriculum and syllabus and its types briefly. The second part discusses the teaching programs in general terms, additionally the elements of a teaching program are explained briefly. The third part explains the constructivism theory which is underlying philosophy of the current program. Part four explains the purposes of program evaluation, summative and formative evaluation types while the fifth part discusses the basic program evaluation approaches and models. The next part is designed to express the relevant research studies on program evaluation to develop a comprehensive understanding on the process and findings of studies. Lastly, a brief summary is presented in the last part.

Curriculum and Syllabus

Below is presented a brief overview capturing the main points of curriculum and syllabus which will be used all throughout the study. The question how to define 'curriculum' and 'syllabus' elicits quite different answers drawing on literature.

To start with, the term 'curriculum' having been defined variously in literature is put forward by Tanner and Tanner as "1) the cumulative tradition of organized knowledge; 2) modes of thought; 3) race experience; 4) guided experience; 5) a planned learning environment; 6) cognitive/affective content and process; 7) an instructional plan; 8)

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instructional ends or outcomes and 9) a technological system of production" (1980, p.36, cited in Sowell, 2005, p.4).

In this respect, curriculum is accepted as a "a specific educational activity planned for a particular student at a particular point in time" by Eisner (2002,p.25). Tyler and Taba proposes that "a plan for action or a written document that includes strategies for achieving desired goals and needs" (Ornstein & Hunkins, 1998, p.10). Additionally, Maxwell and Meiser (1997) makes a definition in which the elements of curriculum such as a set of topics, goals, and objectives, specific materials, methods, stated or implied, and evaluation are emphasized (cited in Küçük, 2008). Sowell (2005) supports the idea that all different definitions share the idea that is stated in the definition of the curriculum by Webster's New World Dictionary, which is "all of the courses, collectively, offered in a school, college, etc., or in a particular subject".

On the other hand, syllabus is a sub-heading of curriculum which includes the content of the curriulum. While the content, subject matters, activities, goals, objectives, materials, methods and evaluation procedures are the core elements of curriculum; the syllabus focuses on what to teach, the content – subject matter and related activities (Topkaya&Küçük,2010). When syllabus types are concerned, there has been some basic syllabus types in which the underlying premises vary from one to another. The crucial and mostly employed ones can be listed as follows: notional/functional syllabus, a situational syllabus, a skill-based syllabus , a structural syllabus ,a task-based syllabus, a content-based syllabus, a lexical syllabus and a cultural syllabus. Deciding the best syllabus which is appropriate with our teaching goals, our situations and conditions helps the suitable activities to implement.

Teaching Program

As well as curriculum, teaching program has been defined in different ways by a

number of researchers based on clear philosophies (Wallace,1991,cited in Dollar,et al.2014). In its broadest sense, a program is defined as "an organized and planned set of related activities directed toward a common purpose or goal" (Küçük,2008,p.17). It can be regarded as "any set of replicable procedures, materials, professional development, or service configurations that educators could choose to implement to improve student outcomes" by Slavin (2008,p.12), while Lynch defines a teaching program as "a series of courses linked with some common goal or end product (1996,p.2).

As all definitions suggest, a teaching program should have a clear goal, a set of activities to achive the mentioned goal and an assessmnet way for the end-product. These components are briefly discussed in the following part.

The elements of teaching program.
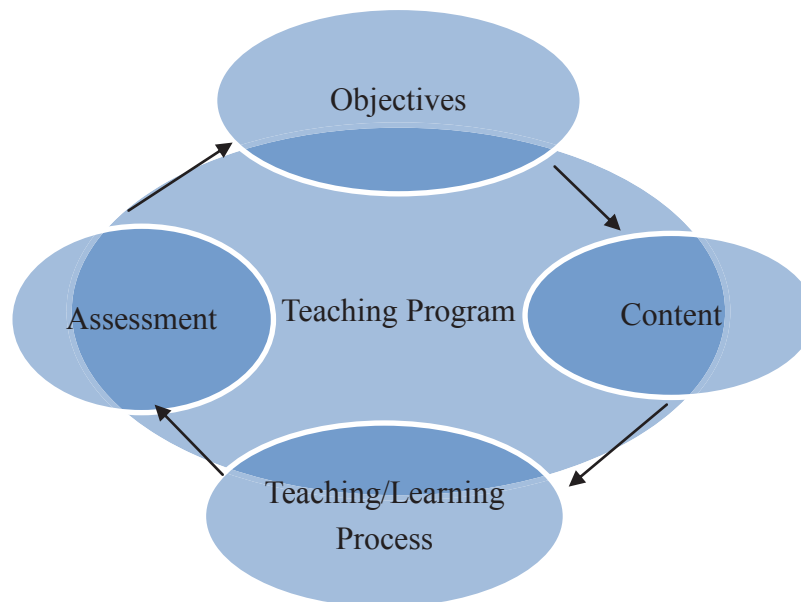
Figure 1 : The Elements of a Teaching Program

The basic elements of a teaching program are stated as aims/objectives, content, teaching/learning process and assessment/evaluation which are supposed to support each other. First of all, goals-objectives are the elements of a teaching program which are planned to be achieved by students. Educational objectives are defined as intented behaviours which are expected to change at the end of education. They are generally called target, objectives, aims or goals. While preparing an education program, at the first place goals are determined. Other elements of program are organized according to the goals. Goals try to answer the question of "Why do we teach?". They need to be clear and possible to put into practice and be achieved at the end. They play crucial role in ordering the content and knowledge to be covered during program development process and additionally they help to organize the teaching and learning process as well (Erden,1995).

The second element of a teaching program is the content which is related to the subjects in the curriculum. It is determined based on the objectives of the program and attempts to answer the question "What do we teach?".

Another element is teaching and learning process in which content and objectives are organized and arranged for learners based on the question "How do we teach?". This dimension of a program includes teaching /learning process, learning environment, timing, strategies, techniques and methods in order to reach the desired outcomes (Demirel, 2006). Within this process; classroom activities, materials, interactions come forefront.

The last but not least one is concerned with the evaluation aspect of the program which questions how much the objectives are achieved by learners. The development of measurement instruments, implementation process are dealt with in this dimension. This aspect of the program is of crucial importance as it provides necessary information about the deficiencies, strenghts and weaknesses of the program. Additionally, it provides a strong and reliable result and should be in accordance with the content, aims and teaching/learning

activities as well (Cihan& Gürlen,2013).

Concerning learning theories, all teaching programs, curricula , methods or approaches draw on some major theories underlying basic components according to which content, materials, activities,learning and teaching process are shaped. In this sense, it is of vital importance to define the learning theory which shapes the primary 3rd grade ELTP, namely constructivism. As a theory, constructivism describes learning as an active process in which learners take place actively. As the name suggests , the learners construct their own meaning by experiencing and thinking. Therefore, it aims to develop thinking skills, problem solving, learning how to learn. Accordingly, hearing, reading and repeating are replaced by constructing the knowledge.

Needless to say, constructivism puts special focus on the prior knowledge learners already have on which the new meaning is created. As it is the case, learners are expected to engage actively in classrooms through the interactions with each other and teacher.

Program Evaluation

Evaluation has a purpose and an approach in which making a decision on the quality of it varies according to the evaluators' point of views. Therefore, it is significant to note here that different definitions, purposes and methods of evaluation need to be explained in detail. This part discusses definition, purposes and evaluation types to make a clear understanding.

Definition of program evaluation: What is evaluation?

Richards et al. (1985,p.130) defines evaluation as "the systematic gathering of information for purposes of decision making". Another definition is made by Brown, 1995, p.223) as "Evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and

efficiency, as well as the participants' attitudes within a context of particular institutions involved" (cited in Bodegas, 2009). Lynch (1996) makes a similar definition as collecting information in order to reach judgements or decisions systematically (Dollar,et al.,2014). As stated by Nunan (1992) program evaluations are regarded as research studies as they inlude questioning process, data gathering and analysis (Bodegas,2009).

To sum up, evaluation is a non-stop and sophisticated process which is planned well in order to obtain, analyze information for making a final decision on the quality of a program(Karataş & Fer,2009). Moreover, this process serves to identify the strengths, weaknesses and efficiency of the program to decide the parts needed to be revised, modified or continued (Ornstein & Hunkins, 2009; Karataş& Fer,2009).

The purposes of program evaluation: Why to evaluate?

Having defined evaluation, there are two vital questions left to be answered here why and how to evaluate the teaching programs. Firstly, the first question deals with the reasons and purposes of evaluation of programs. Evaluating programs is a critical concept in education. Because, the benefits cannot be observed and experienced without evaluating both the process and the outcomes of a program, and the effectiveness remains unknown. Furthermore, it is inevitably a must to identify deficiencies in a program so as to add or exclude some points to improve the effectiveness of the program (Rolstad,et al., 2005). One another reason is also mentioned by Alderson and Beretta as "to decide whether a program has had the intended effect, to identify what effect a program has had, to identify areas of improvement in an ongoing program" (1992,p.276).

As Rea-Dickens and Germaine (1998) supported, three basic purposes come forefront which are evaluation for accountability, development and teacher development. First type of evaluation generally takes place at the end of an educational event, which provides information to sponsors or decision makers. Secondly, development–oriented evaluation is

conducted to enhance the educational quality of a programme. Lastly, evaluation for teacher development, as the name suggests, concerns   the improvement of teacher practice and is related to the development of action research (Bodegas,2009). As stated by Peacock (2009), evaluation of the programs contributes to program improvement; therefore, systematic evaluation of a program should be given a great place in education (Coşkun & Daloğlu, 2010).

To improve the current teaching programs and to design more effective future education programs, conducting systematic evaluations is often regarded as an important first step (Uysal, 2012). These evaluations are invaluable as they provide information not only about the weaknesses and deficiencies, but also strengths and outcomes with an aim to improve and enhance the program by making necessary alterations, decisions, arrangements. It is also important to examine why a program succeeds or fails, to consider unexpected positive or negative effects to reach a decision (Rolstad,et al., 2005).

The types of program evaluation: How to evaluate?

Concerning the second question, how to evaluate a teaching program, a clear purpose is required which provides a basis to carry out the evaluation. It can be said that there are many ways to make an evaluation neither of which is better than the other (Bodegas,2009). In this sense, this section presents each type of evaluation in general terms highlighting the basic features.

There are mainly two types of evaluation within the literature that occur at different times. Formative evaluation (also known as process evaluation) occurs during the implementation process, and summative evaluation (also known as outcome evaluation) occurs after the intervention. Formative evaluations aim to find out the problematic parts and propose suggestions to make improvements both for staff and stakeholders. On the other

hand, a summative evaluation is carried out to determine the impact of the program taking into the attainment of the goals and objectives account (Bodegas,2009; Rolstad,et al.,2005). Besides, a recent evaluation type, called eclectic evaluation approach is employed both for the process and product. It is process-oriented product evaluation model in which constructivist point of view lies underneath.

Program Evaluation Approaches and Models

Different classifications and approaches have been made by various researchers and educators (Worthern, Sanders& Fitzpatrick,1997; Stufflebeam,1971; Tyler,1942; Stake,1967). With this in mind, this part comprehensively explains different evaluation models which have been used with a number of differing purposes.

Worthern, Sanders and Fitzpatrick 's evaluation models (1997).

Six groups were determined by Worthern, Sanders and Fitzpatrick (1997), as objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented and participant-oriented approaches. Firstly, Objectives-Oriented Evaluation Approach emphasizes goals and objectives and the degree of attainment. In this sense, the aim is to determine whether the goals are achieved or not. Tyler's (1942) behavioral objectives model, Metfessel and Michael's (1967) evaluation model and Provus's (1973) discrepancy evaluation can be listed as examples in this model (Küçük,2008).

Additionally, management-oriented evaluation approach provides decision-makers responsible for planning, applying and evaluating programs with necessary information to analyse the program as it is the case in Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model (1971). Consumer-oriented one, on the other hand puts emphasis on evaluative information needed for making decisions about educational purchases and adoptions (Küçük,2008). Therefore, the cost of the program is significant in this model.

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In expertise-oriented model, professional expertise to assess a teaching program and its quality is at the center. Adversary-oriented model depends on the opposite ideas and various points of views during the evaluation process which is regarded as involving "a hearing, prosecution, defense, jury, charges and rebuttals" in this model (Hogan, 2007). Participant-Oriented Evaluation Approach deals with the concerns, issues, and consequences of an educational activity emphasizing participants' views.

Stufflebeam's context, input, process and product evaluation model (CIPP).

Stufflebeam(1971) proposed another evaluation approach called as Context, Input, Process and Product Evaluation Model (CIPP) which help evalutors to obtain information for each component, and when needed for only one component as well (Karataş&Fer,2009). Being a useful and simple tool for helping evaluators search for significant answers in an evaluation process is the strength of CIPP model (Karataş&Fer,2009). According to Stufflebeam, evaluation involves identfiying, obtaining and commenting the necessary information to reach a cocnlusion and decision (Oliva, 2009). He supports that context evaluation provides information for identfying needs, problems and opportunities in an educational setting (Soner,2007). In this model, the most significant aim of the evaluation is not to prove something but to enhance the existing sitituation (Stufflebeam, 2001).

Tyler's objective-oriented evaluation model.

Objective -oriented evaluation model was developed by Tyler around 1933-1941 years based mainly on educational objectives (Erden, 1995). According to Tyler (1949), objectives, learning experiences and assessment construct the basic elements of evaluation in which the degree of attainment of goals are measured. At the heart of this evaluation model are educational goals. The phases of this process include identifying and classifying the goals, describing whether the goals are reached or not, developing assessment techniques, gathering

data and analysing. In this model, mostly outcome-oriented summative evaluation type is used (Soner,2007) .

Metseffel and Michael evaluation model.

Another goal-attainment model was developed by Metfessel and Michael in which eight stages take place. As listed by Popham (1988): all society members attendance, designing general and specific goals, writing specific goals clearly, measurement instruments, conducting measurement, analysing the data, commenting the data, formulating the change or modification of the program are the main stages (Soner,2007).

Blooms's component-oriented evaluation model.

Each component is evaluated one by one answering the significant questions concerning the objectives, content, learning process and assessment. Among these questions can be listed : Are objectives suitable for learners' needs, are they consistent to each other, are they clear and easy to understand? When it comes to content, such questions as " Is the content in accordance with the objectives, is it attractive for learners, is the order of the topics suitable? etc…" need to be answered. Besides, teaching/ learning process is questioned for its being student-oriented, richness in various activities,time allocated for each topic..etc. Lastly, assessment is evaluated by asking such questions as " Are assessment tools and results reliable, are they suitable with the objectives?".

Stake's (1967) countenance and responsive model.

This model is similar to Tyler's evaluation model in terms of input (general objectives, materials, students'skills), process (in-class experiences between student-teacher) and output evaluation (formal learning, attitudes and values). These three elements take objectives of the program , expected and unexpected impacts into consideration (Marsh &

Willis, 2007). In this evaluation model standards and decision criteria play crucial roles (Demirel, 2006). Teachers and students evaluate the program especially the process and learning activities instead of outcomes (Soner,2007).

Provus's (1973) discrepancy evaluation model.

An one of the experimental-pozitivist evaluation approach, Provus's (1973) Discrepancy Evaluation Model has four main elements and five phases during implementation processes. Defining program standards and performance as well as comparing them are crucial characteristics of this model (Ornstein & Hunkins, 2009).

In sum, choosing the most suitable approach and model to evaluate a specific program depends on "the nature of the program or project being evaluated, the individuals involved or the stakeholders, and on the timescales and resources available" (Erozan, 2005). Thus, this current research study is similar with Tyler's, Stufflebeam's CIPP and Bloom's evaluation models as it attempts to evaluate the primary 3rd ELTP in terms of its general features, objectives, content, teaching/ learning process and assessment. Besides , objectives-oriented and participant-oriented evaluation have also common features with existing research study as it is carried out with the help of participants for data gathering.

Research Studies on Program Evaluation

Dating back to 1963, Keating's large scale research study was pioneer one as example for evaluative research study on language teaching methods (Alderson & Beretta 1992). However, program evaluation studies in Turkey gained enthusiasm among researchers with the recent renovations implemented in especially 1997 and 2006. The content, effectiveness and challenges of the new curricula of Turkish, science, social sciences and mathematics have been investigated by various researchers (Bayrak&Erden, 2007; Bulut, 2007; Tahin, 2007; Coşkun & Daloğlu, 2010; Coşgun-Ogeyik, 2009; Erozan, 2005, Karakaş, 2012; Küçük, 2008 ;

Topkaya & Küçük ,2010 ;Yüksel , 2001; Büyükduman,2001; Büyükduman,2005; Mersinligil, 2002; Erdoğan, 2005; Zincir, 2006; Tunç,2009; Arı,2014; Seçkin,2010; Yaman,2010; Şahin,2007). Since evaluation process tries to define the weaknesses and strenghts of a program, some research studies conducted in Turkey evaluated the preparatory school programs while some investigated the primary ELTPs (Küçük,2008; Yüksel 2001, Büyükduman 2001, Mersinligil ,2002; Erdoğan ,2005; Zincir, 2006;Tunç,2009; İnal, 2014; Çoban , 2011).

There are numerous studies which evaluate the various components of ELTPs such as design, objectives and the implemantation process of new curricula from the perspectives of students, teachers and administrators (Coşkun & Daloğlu, 2010; Coşgun-Ogeyik, 2009; Erozan, 2005; Karakaş, 2012),

After the 1997 renovation in ELTP, many researchers attempted to investigate it in various perspectives (Yüksel 2001, Büyükduman 2001, Mersinligil 2002, Erdoğan 2005). To start, Büyükduman (2001) carried out her study via teachers' opinions on primary school 1997 ELTP and concluded that the design of the program was found positive by teachers while the implementation process was problematic as a result of crowded classes, lack of in-service training as well as the load of the content (Erdoğan, 2005; Mersinligil, 2002 ; Er, 2006). Erdoğan (2005) asked about 1997 ELTP both to students and teachers. Some objectives and activities were criticized as being above the students' levels (Er, 2006; Mersinligil, 2002; Topkaya & Küçük, 2010).

As for 2006 ELTP, various studies were conducted with differing purposes among which are evaluating its objectives, its general characteristics, aims/outcomes and content (Zincir 2006; Küçük,2008; Topkaya&Küçük, 2010). Zincir (2006) tried to evaluate 5th grade English language teachers' ideas on the objectives of the program. According to the findings, the program was not applied by teachers while preparing lessons. Reflective thinking of 196

English teachers implementing the 2006 ELTP was searched by Meral and Semerci (2009) and they found teachers partially critically thinkers and need in service training.

As shown in Çelik and Korkmaz's study (2010), the teachers claimed to use more vocabulary and grammar activities instead of contemporary techniques for teaching YLs. Additionally, games, drama, songs, stories, TPR, and puppet activities were not used properly as a result of lack of teachers' communicative techniques, curriculum requirements ,standardized tests such as "SBS" (Placement Test) (Gürsoy, et al.,2014).

Concerning the recent (2013) ELTP, Alkan and Arslan conducted a component-oriented program evaluation approach with 163 teachers. The findings were of crucial importance among which the necessity of the revision of the goals and objectives, the unfamiliarity of the program to the teachers and the need of development of schools' facilities were reported.

In another study, carried out Gürsoy et al.(2013) the recent changes in the curriculum were favoured by participants additionally they were found to need in-service training regarding the appropriate techniques with young learners. Concerning the recent curricular changes to English language program, school administrators' opininons and beliefs were asked in a qualitative study conducted by Çelik and Kasapoğlu (2014). Although the administrators' attitudes toward facilitating English teaching in their schools were generally positive, concerns about the recent teaching program and the need for a revision was reported.

In Maviş's study (2014), 2nd graders' curriculum was found more appropriate as it included just listening and speaking activities when compared to 4th graders curriculum. In this sense, it was claimed that the recent ELTP could increase students interest and facilitate language learning.

Cihan and Gürlen (2013) carried out a comprehensive study about the teachers opinions on the 5th grade ELTP in which the results showed that objectives were stated in an understandable way and also suitable for the developmental level of students .The syllabus was found in consistence with aims and generally ordered from simple to complex.

Other studies were carried out on different ELTPs such as preparatory school program, language improvement courses, Turkish Language Teaching Program for Foreigners, the syllabus of the English II instruction program (Erozan ,2005; Karataş ,2007; Dollar,et al.,2014). Erozan (2005) investigated the undergraduate curriculum of the Department of English Language Teaching (ELT) at Eastern Mediterranean University (Dollar,et al.,2014). Karataş (2007) used Stufflbeam's context, input, process and product (CIPP) model to evaluate the English II program in Yıldız Teknik University (YTU) School of Foreign Languages.

The objective of the current study is to introduce the primary 3rd grade ELTP in all its dimensions, taking a critical approach via active teachers' opinions through both a questionnaire and semi administered interviews.

Chapter Summary

This chapter dealt with the general terms related to program evaluation to make it clear and reach a full understanding. Firstly, curriculum and syllabus were tackled with, then teaching programs were defined in general terms. Besides, program evaluation part took a significant place in this chapter in terms of definition, purposes and types of it. Lastly, various evaluation models and relevant research studies on program evaluation were discussed underlying their basic features and components along with relevant research studies on program evaluation. Chapter two ended with an overall chapter summary.

CHAPTER 3

ENGLISH LANGUAGE TEACHING PROGRAM

Introduction

This chapter attempts to provide necessary information on ELTP in Turkey in general terms. The first part deals with ELTPs and major changes occured in Turkey such as 1997 and 2006 ELTP reforms, furthermore discussing the recent change implemented in 2013 in detail. Additionally, a comparison of these three major changes is demonstrated to reach a comprehensive understanding along with the underlying theory, namely constructivism. As the chapter ends, an overal summary is stated.

Changes in Teaching Programs

Turkey, as well as other developing countries devote much effort and money to provide an adequate and qualified education for their citizens to survive in a changing and competitive world (Cogo, 2012; Sowden, 2012; Çelik & Kasapoğlu,2014). It is significant to note here that change is inevitable in every aspect of life as well as education to meet the new era's needs and expectations.

In this sense, owing to the reasons such as the needs of the era, commercial, political, philosophical perspectives changes occur in not only curriculum but also in teaching programs (Küçükoğlu,2013). Accordingly, new movements in teaching methodologies are also witnessed as a consequence of these changes. Having profound impacts, the changes inevitably lead to evaluation of teaching programs with an aim to find out weaknesses and strengths of them, additionally enhance the programs.

English Language Teaching Programs (ELTPs)

Language learning and teaching process has been at the center of discussions throughout the history from many different aspects such as linguistics, social and cultural aspects. A comprehensive answer to the question of how languages are learnt has always been found in the use of correct methods. As a result, various methods have come forefront for many years to teach and learn a language. However, it is clear that no single method or theory can be regarded as the perfect and only way to learn and teach a language. Instead, an effective language learning is shaped by different factors such as teachers, students, materials as well as a comprehensive teaching program including objectives, content, teaching/ learning process and assessment criteria (Küçük,2008; Topkaya&Küçük, 2010).

An English language teaching program (ELTP) provides an efficient language learning by employing structures, functions, situations, topics, skills and tasks together and includes approach, method, techniques; aims/outcomes, content, materials and evaluation procedures (MEB, 2006; Küçük,2008).

An overview of ELTPs in Turkey.

Universal status of English as an international language has gained an increasing focus in the world as well as Turkey (Küçükoğlu,2013; Mirici, 2008; Çelik&Kasapoğlu,2014; Mersinligil, 2002; Er,2009).

Despite its widely and early taught language, English is not used properly as a communication tool by the learners in Turkey. In spite of a huge amount of money and effort, foreign language teaching and learning is regarded as a significant problem of Turkey today as demonstrated by many studies (Aydın&Zengin,2008; Kırkgöz,2009; Kızıldağ,2009; Demircan,1988; Demirel, 2005; Demirel, 2006; Soner, 2007; İnceçay,2012; Tok & Arıbaş, 2008; Dinçer et al.2010). According to Soner (2007), lack of qualified teachers having

adequate foreign language knowledge, employing out-of fashion language approaches and techniques, inadequate materials and demotivation of students are among the main reasons of this problem.

Although there have been many attempts and efforts, language teaching in Turkey has many deficiencies as supported by a study conducted by Economic Policy Research Foundation in which Turkey is placed 43 out of 44 states. Based on this study, Koru and Akesson (2011) point out that changes are needed to enhance the language teaching by supporting an early start. For this aim, ELTP evaluation is of crucial importance (Maviş, & Bedir, 2014).

According to Birdal (2008), learner and communicational issues have been underestimated in language teaching in Turkey, while structural features have been emphasized. For ages, language teaching have been teacher-centered, focused in-class, without out-class experiences which caused learners not to use language in daily life (Tanış, 2007).

Taking into all aforementioned issues account, the Ministry of National Education (MoNE) aims to make systematic innovations to meet the educational needs evolved by technological, scientific, social and political changes around the world (Çelik, 2012). However, as pointed out by Fullan (2001) a change in education is considerably challenging as many parties are included in this process like teachers, administrators , students and their parents as well (Çelik,& Kasapoğlu,2014).

Having gained big importance particularly after 1980s, English language teaching has undergone major changes in order to meet the needs of the era and keep the pace with the other nations, additionally it has become compulsory and significant included in every stage of education (Dinçer et al.,2010; Büyükkantarcıoğlu, 2004).

The next part is devoted to major changes in ELTPs in Turkey with the basic features of them.

Until 2006 English language teaching program.

In the 1950s, English was introduced for the first time by the Turkish government (Doğançay-Aktuna&Kızıltepe,2005; Damar et al.,2013). Turkey in the EU integration period have made major reforms in its education system among which the extension of the duration of 5-year compulsory education to 8-years (1997-98), which was followed by an increase in high school education to 4 years, hence extending basic education to 12 years in 2006 **(**Tarman, 2010; Gürsoy,et al. 2013; Cihan&Gürlen,2013). English teaching completely changed in terms of its purpose, scope, range of teaching, teaching methods and techniques, textbook design, teaching materials and assessment methods.

Following a nation-wide educational reform, with the law dated 17.09.1997 and 144 numbered decision of T.T.K.B., MoNE made a major curriculum change in ELTP the purpose of which to enhance and improve English within the country. The most important parts of this change were the extension of the duration of 5-year compulsory education to 8-years and the introduction of English for Grade 4 and Grade 5. (Tarman, 2010; Yavuz & Topkaya, 2013; Demirel, 2005; Çelik&Kasapoğlu,2014; Doğançay-Aktuna & Kızıltepe, 2005; Gürsoy, et al.2013 ; Damar et al.,2013; Cihan& Gürlen, 2013).

This drastic education reform in foreign language learning in 1997 brought very promising changes such as increasing the period of compulsory education to eight years, lowering the age of language learning to nine-ten years (4th grade). It was a compulsory school subject in fourth and fifth grades for three hours a week (Kocaoluk & Kocaoluk, 2001; MoNE, 1997; Gürsoy et al., 2013).

It was a turning point in Turkish education system that was based on the behavioristic physicology which emphasized habit formation, stimulus and response circle (Çınar, et al., 2006). In this program, objectives were grouped but not stated as behaviors. Lesson hours, specific goals for each unit were defined. Functions, structures and vocabulary sections for each unit were placed. Pictures, flash cards, blackboard, slides were among instructional materials. Questions, drama, lecturing, listening-speaking, memorization, role play and repetation were among basic techniques. When assessment concerned, it was product-oriented not process (Cihan& Gürlen,2013).

Weekly course program was re-organized, and became compulsory two hours foreign language in a week for 4th and 5th graders, 4 hours for 6,7, 8 graders. With the light of this development, the 4th and 5th grades foreign language teaching programs were re-shaped while already modified the 6th, 7th and 8th grade teaching programs in 1991 stayed same (Küçük,2008). A more traditional-oriented, nation-wide educational innovation 1997 ELTP was claimed to follow the steps of communicative language teaching as well as being student-centered, game–based way of instruction (MEB, 1997).

This program necessiated a new curriculum for young language learners drawing on a constructivist and communicative perspective which aimed to raise learners' awareness and positive attitudes towards English as well as learner-centeredness (Kırkgöz, 2007-2008;Uysal, 2012; MoNE, 1997; Kırkgöz, 2008;Damar, 2004;Damar,et al.,2013; Gürsoy et al., 2013). Furthermore, this reform had profound consequences not only in primary schools' curriculum and teaching programs but also teacher education courses in a way that a new course "Teaching English to Young Learners" (TEYL) was launched to assist pre-service teachers in having skills and knowledge regarding teaching (Gürsoy,et al., 2013; Yavuz&Topkaya, 2013; Damar et al.,2013).

2006 English language teaching program.

The program implemented in 1997 was re-changed in 2006 with the law 10.02.2006 dated and 14 numbered ,which aimed to keep the pace with developments in the world . This reform changed the period of high school, now secondary school was 4 years. Students learnt English ten hours a week in their first year, and four hours in the other three years (Kırkgöz, 2007). The most significant renovation was on assessment criteria which emphasized performance-based, portfolio assessments (Gürsoy ,et al.,2013).

This change required ELTP to be implemented for the first time in 2006-2007 teaching year in 4th grade; it was applied in 2007-2008 for 5th grade, and respectively in 2008-2009 for 6, 7 ve 8. Grades (MEB, 2006; Official Gazette 2006: 26076). This newly initiated program was more student-based with their active participation by constructing their own meanings "where research, discovery and cooperation take place" (Küçük,2008, p.23).

The new curriculum focused on students' thinking skills as well as discovering and constructing the meaning instead of memorization (Aknoğlu, 2008). Unlike the previous ELTP, the 2006 ELTP put the learner at the center with an active role of constructing meaning drawing on consructivism theory. In this program, objectives were defined as skills. Topic, skills, context, functions and tasks were core components of each unit. Four skills were emphasized while drama, role play, drawing, listening and completing activities, dialogues, songs, poems, puzzles, short stories were among activities during teaching and learning process. The most significant difference from the 1997 ELTP, 2006 program had a process-oriented assessment along with alternative evaluation techniques following European Language Portfolio's concerns (Demirel, 2006). In other words, this program attemted to make students responsible for their own learning in a communicative and functional way, furthermore emphasized the process of learning (Cihan& Gürlen,2013).

2013 English language teaching program.

English language curriculum has undergone major changes up to now among which "recognition of English as a compulsory subject, an increase in the duration of FLE as well as the approach to teach English" (Gürsoy,et al., 2013). A recent change was observed in 2013 which requires an early start for langauge learning, namely in second grade (Damar,et al., 2013).

In 2012 MoNE has revised the education system , the new top-down change named 4+4+4 evolved to be implemented in 2012-2013 academic years , namely 4 year- primary school, 4 year-middle school and 4 year-high school (Official Gazette, 2012: 28261, Yavuz&Topkaya, 2013; Gürsoy,et al.2013; Maviş& Bedir, 2014; Damar,et al.,2013). Not only the system changed, but also the teaching programs and curriculum were considerably re-shaped. As a consequence of this reform, ELTP has been completely modified in accordance with these changes.

According to this recent reform, school starts at the age of 5,5 and language learning starts at the age of 6,6 in second grade accordingly (MoNE, 2013; Damar,et al., 2013; Gürsoy,et al.,2013). Moreover, the curriculum was re-designed in terms of insructional materails, design and assessment in order to reach communicative competence. In this sense, listening and speaking skills in everyday speech are emphasized while literacy skills are not included in the second and third grade (MoNE, 2013, Damar, et al.2013). In each grade , there are ten units in which communicative functions/ skills , suggested lexis/ language use, suggested text and activity types and assessment are described in detail.

Additionaly, the classroom activities employed are listed as follows: games, songs, stories, puppets, arts and crafts, role-play, drama / miming, drawing / coloring , any kind of total physical response (TPR) activities which raise students' motivation and positive attitudes. In activity-based teaching, children learn the language by producing and

experiencing it focusing on meaning rather than the structure (Gürsoy, et al., 2013). Daily life situations, visual, auditory and audio-visual materials and game-based learning are included in this new curriculum (Maviş, & Bedir,2014). Reading and writing activites (at most ten words) are included in learners' portfolios which are emphasized in CEFR (MoNE, 2015). In terms of assessment, a figure is presented below.

Project and Portfolio evaluation (student – teacher cooperation)

Pen and Paper tests (including listening and speaking skills)

Self and peer evaluation

Teacher observation and evaluation
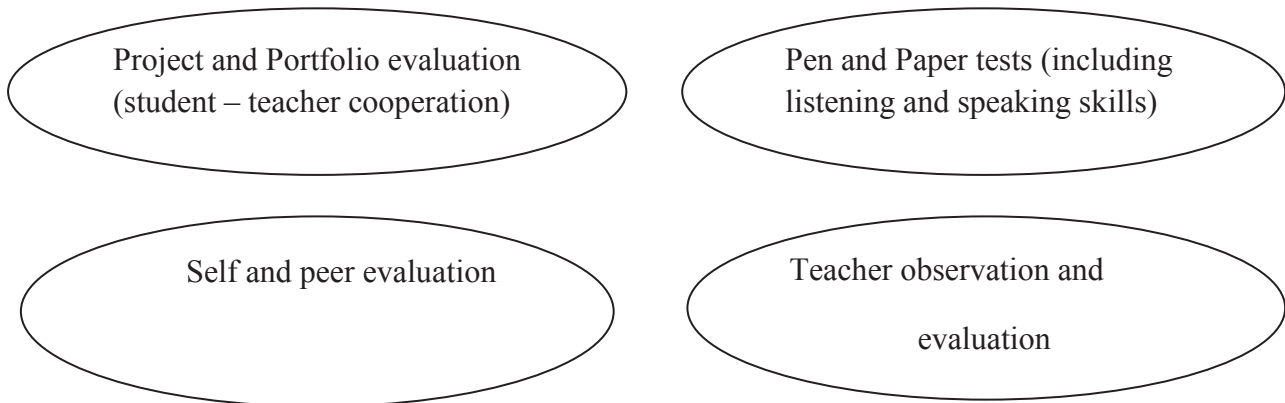
Figure 2 :   Suggested Assessment Types for All Stages

Considering assessment, MoNE suggests not only in-class but also out-of class assessment types which are process- and project oriented. It stresses the learning process and progress of learners. One of them, self- and peer evaluation which help learners monitor their own learning process and develop responsibility for their own language progress.

Another assessment tool is portfolio evaluation which is kept by learners throughout whole term and includes projects, assessment checklists, language learning achievement grades. In addition to these alternative evaluation tools, pen and paper tests including listening and speaking skills are also used and emphasized by MoNE.

A comparison of the major ELTPs in Turkey (1997, 2006 and 2013).

In order to reach a full understanding of the changes in ELTPs in Turkey, a table will be presented below in terms of the overall characteristics of each one.

Basis of Comparison	1997 ELTP	2006 ELTP	2013 ELTP
Learning Theory	Behaviorism	Constructivism	Constructivism
Teaching Methods	lecturing, question-answer, memorizing	More communicative discussion, researching, independent exercises	Game-based learning, games, songs, stories, puppets, arts and crafts, role-play, drama / miming, drawing / coloring , any kind of total physical response (TPR) activities,
Evaluation	Product-oriented	Process-oriented	Process and portfolio evaluation
Teaching hours per week	2 hours	3 hours	3 hours
Unit Structure	Function, structure vocabulary	Topic, skills, context, functions and tasks	communicative functions/ skills , suggested lexis/ language use, suggested text and activity types and assessment
Starting grade	Shifted from 6th to 4th grade	4th grade on-going	2nd grade on-going
Starting age	Shifted from 12 to 10 aged	10 aged	7 aged
Skills	Receptive (listening/ reading) and productive skills (speaking/writing)	Reading, speaking, listening and writing	Speaking and listening

Figure 3: A Comparison of the Major ELTPs

As observed in the Figure 3 above, each dimension of the ELTP has gone through many changes including the educational philosophy or learning theory, unit structures and evaluation types as well. In terms of learning theory, 1997 ELTP was based on behaviourism which strictly follows stimilus-response point of view. In this regard, lecturing, repeating and memorization techniques were employed and the product was evaluated at the end. Moreover, four skills took place in units as receptive (listening/ reading) and productive skills (speaking/writing). The positive issue regarding 1997 ELTP was that starting to learn English shifted from 6th to 4th grade.

On the contrary to the 1997 ELTP, 2006 ELTP was based on constructivism theory which supports the idea that learners construct their own meanings based on experiences and previous knowledge. Accordingly, learners are active in classrooms via more communicative discussions, drama and researching activities. Topic, skills, context, functions and tasks were included in each units and evaluation was process-oiented. Compared to 1997 ELTP , 2006 ELTP was more student-centered and attempted to provide learners with necessary skills to be independent learners.

When it comes to the recent ELTP launched in 2013, the basic learning theory that is constructivism still prevails along with more emphasis on intercultural communicative competence (ICC). In terms of classroom activities, as expected games, songs, stories, puppets, arts and crafts, role-play, drama / miming, drawing / coloring, any kind of total physical response (TPR) activities, game-based learning take place. According to many studies, game-based learning activities play a major role in language learning for young learners (Genç-İlter& Er, 2007; Kaya, 2007; Liu & Chu, 2010; Yolageldili & Arıkan, 2011; Maviş& Bedir,2014). Hence, they can have opportunity communicate and cooperate with their friends in a real life context (Maviş& Bedir,2014).

Considering unit structure, 2013 ELTP is organized around four basic titles which are communicative functions/ skills , suggested lexis/ language use, suggested text and activity types and assessment. The most outstanding change in this program is that the starting age for learning English which has shifted from 4th to 2nd grade. Another prominent issue is related to speaking and listening skills which are emphasized for 2nd and 3rd graders by supporting the idea that "younger children learn languages best through songs, games, and hands-on activities" (Cameron, 2001 cited in MoNE,2015 ,p.III). In terms of evaluation , self-and peer evaluation, portfolio and project evaluation, teacher observation and pen and paper tests (including listening and speaking skils) are mostly suggested to be used in 2013 ELTP.

A Brief Overview of CEFR

Foreign language teaching has come to the forefront remarkably as the world turns into a global village both economically, politically and culturally. As a result of this, it is a must to learn at least one language except for the mother tongue. It is significant to note here that this global world needs a common basis for learning a language in which objectives, the teaching and learning process, content and assessment criteria are defined explicitly.

As this is the case, Little points out that the aim of the CEFR is presenting a standard basis for a comprehensive study of language curricula, course materials, curriculum instructions, examinations, etc. (2006). Therefore, CEFR was developed as a result of the need   for a common framework for language learning and teaching across Europe with an aim to raise cultural awareness, and foster the development of learner autonomy. The CEFR includes different descriptors for levels of proficiency and language competencies which allow learners' progress to be measured on a life-long basis (Council of Europe, 2002). Accordingly, the main goal of the new English curriculum is stated as providing learners of English with motivating and enjoyable learning environments to help them become

effective, fluent, and accurate communicators in English.

In this respect, MoNE claims that the new English curriculum is designed to develop learner autonomy through collaboration, interaction, and communication in a safe and motivating learning environment. Additionally, learners are engaged in more reflective activities so that they can plan, monitor and assess their own learning by recognizing their own needs, strengths, weaknesses. As MoNE claims, task-based, collaborative, and project-based language activities are included in recent curriculum as well as limited focus on language structures in each unit. Accordingly, the selection of the functions for each unit is carried out in accordance with the descriptors of the the CEFR.

Chapter Summary

A wider perspective for ELTP in general terms, particularly in Turkish context was provided in this chapter. As intented to point out, fundamental components of the major changes occurred in the years 1997,2006 and 2013 respectively were explained in detail. Furthermore, CEFR was dealt with its basic features.

CHAPTER 4

THE METHODOLOGY

Introduction

Chapter 4 including five sub-sections presents the methodology of the current research study aiming to explain the stages of the pilot and main studies. The first section expresses the objectives and research questions of the study while section two highlights the rationale underlying the study. Pilot process including participants, settings, data collection and analysis, findings and conclusion is dealt with closely in the third section along with detailed results of factor analyses. After developing and sampling the questionnaire, main study is provided in section four along with the participants, settings, data collection and analysis. The chapter ends with an overall summary.

Objectives of the Study and Research Questions

The purpose of this study is to deal with and evaluate the primary 3rd grade ELTP (launched in 2013) through the eyes of the primary English language teachers who are the end-users of the program. The framework will be investigated by five aspects as the overall characteristics, objectives, content, teaching / learning process and assessment by taking active teachers'opinions regarding the research questions written below:

RQ1. What are the teachers' perceptions on the overall characteristics of the primary 3rd grade ELTP ?

Sub-RQ1. What are the teachers' perceptions on the content of the primary 3rd grade ELTP ?

Sub-RQ2. What are the teachers' perceptions on the objectives of the primary 3rd

grade ELTP?

Sub-RQ3. What are the teachers' perceptions on the teaching/learning process of the primary 3rd grade ELTP ?

Sub-RQ4. What the teachers' perceptions on the assessment of the primary 3rd grade ELTP ?

RQ2. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their gender?

RQ3. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their teaching experience?

RQ4. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their having participated in ELTP seminars?

RQ5. What are the participants' other concerns and opinions on the primary 3rd grade ELTP?

Rationale for the Study

A mixed-type of methodology, in other words both quantitative and qualitative research types were used in this current research study so as to explore the opininons of active primary teachers about the primary 3rd grade ELTP. A quantitative research study is accepted as objective and controlled. In this sense, it is fair to conclude that the questionnaire developed by the researcher is a right instrument to explore teachers' opinions. Additionally, to reach a comprehensive understanding about the teachers' opinions, semi-structured

interviews were employed. The reason why a semi-structured interview format was used to reach a more in-depth understanding of what participants think about the program.

As a conclusion, this is a mixed type research study as it uses both a survey methodology, namely, a questionnaire and semi-structured interviews as well. A questionnaire can be regarded as a practical instrument as it saves effort, money, and time. Semi-structured interviews, on the other hand support the quantitative data as they seek deep investigation in to the teachers' opinions.

Pilot Study

Piloting the questionnaire is implemented by applying the questionanire with a group of participants who are similar to the target population via google document link. The results of the pilot study are of crucial as they help to develop a final version of the questionnaire by excluding ambigous, too diffucult/ease, or irrelevant items and rehearsing the administration procedures, finally improving the clarity (Mackey& Gass,2011). With this purpose, a piloting study was conducted by the researcher to make necessary changes with the help of participants' views.

Setting and participants.

The piloting study was conducted with active English teachers who teach in different cities in Turkey. Table 1 presents the distribuiton of the participants in terms of their gender, education degree and teaching experience.

Table 1

The Distribution of Gender, Experience, Degree of the Participants

		Number of the Participants
Gender	Female	101
	Male	14
Degree	Bachelor	94
	Master	21
	Doctorate	_
Experience	1-5 years	66
	6-10 years	38
	11-15 years	9
	16- over	2
Seminar	Yes	82
	No	33

As shown in the Table 1, 115 teachers completed the initial version of the "Program Evaluation Scale (PES)" whose teaching experiences ranked from 1-5 years (n= 66) to 16 over (n=2). The female participants included in the study were 101 while 14 participants were male. When they were asked whether they had any seminars on the primary 3rd grade program, a total of 82 participants indicated themselves that they did not have any seminars, however 33 participants reported that they had. The ages of the participants in the piloting stage ranked from 23 to 50 at an average of 27.

Instrument development.

The questionnaire was developed by the reseacher based on the related empirical and theoretical review of the literature. Broadly speaking, the first stage of piloting was carried out with a think-aloud protocol with three friends and colleagues as well. Additionally, 4 primary English teachers were interviewed and asked to express their ideas on the primary 3rd grade ELTP in terms of its content, objectives, teaching process, assessment and general characteristics. After discussing, an item pool was designed based on the comments and feedback of them. The items related to objectives, content, learning/teaching process and assessment in MoNE are listed as items in a questionnaire. Then, a near-final version of the questionnaire was designed.

During the development of the instrument, a vast amount of literature about program evaluation and development was reviewed. With the help of similar research studies on program evaluation (Mersinligil 2001; Gömleksiz & Bulut 2007; Bayrak & Erden 2007; Küçük,2008; Erkan ,2009; Güneş ,2009; İnam ,2009; Seçkin,2010; Yaman,2010; Orakçı , 2010; Merter, et al. 2012; Alkan&Arslan, 2014; Adıgüzel & Özüdoğru, 2014) an item pool was designed. Some items were added while some were taken from other researchers' scales. Furthermore, three experts from Çanakkale Onsekiz Mart University were consulted for the content and construct validity of the instrument and the general structure of the set of statements. Based on the feedback obtained, necessary alterations were done considering their ideas.

Translating the questionnaire.

The main purposes of translating a questinnaire are to produce "a close translation of the original text so that we claim that the two versions are equivalent and to produce natural-sounding texts in the target language" (Mackey& Gass,2011,p.79). As it is expected, badly

translated questionnaires can cause a research study fails because it hinders collecting comparable data. In this sense, team-based brainstorming was also done with colleagues with an aim to back translate the target language version into the source language. The two source language versions were compared to find out if there were any problems in the target language text.

Findings of factor analyses.

Exploratory factor analysis was used for reduction and grouping of the items in addition to the reliability of the scale. In the exploratory FA, participants' responses to the 55-itemed PES (Program Evaluation Scale)(see Appendix A for the initial version of the PES) developed by the researcher herself based on the relevant literature and interviews were taken into consideration.

Before administering FA, it was investigated whether the items were suitable for this analysis. In this sense, several reliable criteria were taken into account such as KMO coefficient value. It was found that the factorability of the 55 items in the PES was reasonably possible. The results indicated that the KMO coefficient was .917 which was which was a great value to administer FA because .60 or greater is accepted as sufficient.

The initial eigen values indicated that the first factor explained 52.4 % of the variance, the second factor 6.97 % , third factor 5.14% , fourth factor 4.18 %. After determining factor loads in each component, to eliminate any problematic items from the scale, two criteria were taken into consideration. Firstly , the items which had lower factor loads than .450 were eliminated. Secondly, if the difference between two factor loads were lower than .100 , items were eliminated.

In this regard, according to the first exploratory FA, items 11, 23, 38, 33, 34, 37, 40 were eliminated because their factor loads were lower than .450. Moreover the items 2, 21,

44, 45, 25, 39, 42, 53 were dropped as the difference between two factor loads were smaller than .100.

After ignoring the items above, a principal component analysis (PCA) of the remaining 40 items was repeated. As a result, items 12, 9, 24, 7 and 22 were also dropped due to their factor loads. The third time of FA, items 29 and 3 were eliminated. The remaining 33 items was again analyzed and KMO coefficient was readministered. It was observed that there was no need to omit any items anymore with the KMO coefficient value of .926. And five components were constructed. The components , namely sub-dimensions of the questionnaire were called 'Overall characteristics', ' Objectives', 'Content', 'Teaching/learning process' and ' Assessment' respectively.

Following FA, internal-consistency reliability was computed and Cronbach's alpha coefficients were revealed for the entire set of 33 items in the PES $\alpha = .966$ which indicates that the 33 item-questionnaire is highly reliable. Similarly, the Cronbach's alpha value was computed as $\alpha = .841, \alpha = .921, \alpha = .840, \alpha = .843$ and $\alpha = .920$ for each component respectively which proved that the instrument is highly reliable.

Conclusion and implications.

To get a final version of the questionnaire by excluding and including some items , a pilot study was carried out with the help of 116 teachers from various cities in Turkey. Based on the responses from the participants of the pilot study, some statistical analyses were computed including factor analysis and reliability analysis. According to the results , the Program Evaluation Scale (PES) was found highly reliable with the value of . 966 including 33 items and 5 sub- categories among which are overall characteristics, content, objectives, teaching / learning process and assessment.

Main Study

After conducting the pilot study which was found useful for getting a reliable questionnaire for the main study, the researcher carried out the main study in the city center of Tekirdağ where twenty state primary schools take place. The following headlines explain the study in detail.

Setting and participants.

40 English teachers in the city center of Tekirdağ teaching during 2014-15 academic year spring term were selected non-randomly. The distribution of active English teachers were explained in terms of gender, teaching experience, academic degree and seminar attendance in the following Table 2.

Table 2

The Distribution of Gender, Experience, Degree, Attendance of the Participants

		Number of the Participants
Gender	Female	30
	Male	8
Degree	Bachelor	38
	Master	-
	Doctorate	_
Experience	1-5 years	14
	6-10 years	14
	11-15 years	8
	16- over	2

Seminar	Yes	3
	No	35

As demonstrated in Table 2, of the participants , 30 were female participants (n= 30) and male participants in the study were 8 (n= 8). Teaching experiences of the participants ranked from 1-5 years (n= 14) to 16 over (n=2). When they were asked whether they had any seminars on the recent program, a total of 35 participants indicated themselves that they did not have any seminars, however only 3 participants reported that they had. In terms of educational degree, all participants had bachelors degree.

Instrument.

The data were collected via two-part questionnaire. The first part included some demographical information such as gender, academic degree, teaching experience of the participants and whether they attended any seminars on the new program. The second part questioned the issues related to objectives, content, teaching/learning process, assessment and overall characteristics of the primary 3rd grade ELTP implemented by the participants.

Having been tested, the "Program Evaluation Scale" developed by the researcher was found a well-established instrument with the the reliability value of $\alpha = .966$ which indicates that the questionnaire is highly reliable. It consists of 33 items in which there are 5 choices ranging from "strongly disagree" to "strongly agree" for each item. Additionally, it includes 5 sub-dimensions, to name overall characteristics, objectives, content, teaching /learning process, assessment. For each dimension, the reliability values were computed and found as $\alpha = . 841, \alpha = . 921, \alpha = . 840, \alpha = . 843$ *and* $\alpha = . 920$ respectively which proved that the instrument is highly reliable.

Additionally, four open-ended questions were asked to the six participants during

semi-structured interviews which lasted approximately 5- 10 minutes. They were recorded and transcribed later on. The interview questions were reported below :

1- What are the positive aspects of the primary 3rd grade ELTP?

2- What are the negative aspects of the primary 3rd grade ELTP?

3- Have you faced any problems while implementing the program? If yes, what are they?

4- What are your suggestions to develop and make the program more effective?

Procedures for data collection.

To conduct this current research study, necessary official permission is compulsory as the study is implemented in the primary state schools. Initially, a permission form including the aim, setting and participants of the questionnaire along with an application letter signed by the supervisor and foreign language department headmaster is given to Çanakkale 18 Mart University Social Sciences Institute. The research proposal of the study, the questionnaire and a pettition are attached to the application form and sent to City Education Directorship in Tekirdağ.

When the written permission was taken, 18 primary state schools in Tekirdağ were visited. With the help of the school headmaster's permission to implement the questionnaire, English teachers were asked to answer the questionnaire and the detailed instructions to complete it within sufficient time. It was stated that their participation was entirely voluntary; their answers would be used only for academic purposes and kept confidential as anonymous. Only two state schools which were in villages were sent the questionnaire via e-mail. Accordingly, 4 of the English teachers filled out an on-line version of the questionnaire. Additionally, six of the participants took place voluntarily in semi-structured interviews including four open-ended questions which were recorded and transcribed.

Analysis of the data

The obtained data of the research were analysed with the help of the Statistical Package of Social Science (SPSS, version 20). Descriptive statistics, including frequencies, means, standard deviations were used to explore the demographic data. Additionaly, independent samples t-tests were used to explore any statistically significant differences between participants in terms of their gender , and attendance to a seminar. Besides, ANOVA statistics were done in order to determine the differences among the participants in terms of their teaching experiences. In addition, the .05 level of statistical significance was set at all statistical tests.

Considering the qualitative data, as a first step the raw data were read to reach a general sense of the information which was based on the responses to 4 open-ended interview questions. Later on, the data were organized into logical and meaningful categories. Moreover, open coding was applied which helps to identify the similar and common themes emerged from the data. During this process, identification and naming the categories were done by putting the similar words, notions and basic ideas into the same category. As a result, a set of categories were developed which reflect the underlying ideas of teacher participants on the primary 3rd grade ELTP.

Chapter Summary

In this chapter, the methodology process was dealt with closely by emphasizing the phases step by step in both pilot and main study. The pilot study involving the participants, settings, data collection and analysis, findings and conclusion were presented . Developing and sampling the questionnaire processes were explained in detail. Moreover, the participants of the main study and the final version of the questionnaire were dealt with. Lastly the analyses of both qualitative and quantitative data were explained in this chapter.

CHAPTER 5

FINDINGS

Introduction

Chapter five is presented to highlight the findings of the current research study by answering each research question in detail. 'Program Evaluation Scale' is to be focused on part by part deeply, besides demonstrating the perspectives of teachers.

Objectives and Research Questions

The purpose of this study is to deal with and evaluate the primary 3rd grade ELTP (launched in 2013) through the eyes of the primary English language teachers who are the end-users of the program. The framework will be investigated by five aspects as the overall characteristics, objectives, content, teaching / learning process and assessment by taking active teachers'opinions regarding the research questions written below:

RQ1. What are the teachers' perceptions on the overall characteristics of the primary 3rd grade ELTP ?

Sub-RQ1. What are the teachers' perceptions on the content of the primary 3rd grade ELTP ?

Sub-RQ2. What are the teachers' perceptions on the objectives of the primary 3rd grade ELTP?

Sub-RQ3. What are the teachers' perceptions on the teaching/learning process of the primary 3rd grade ELTP ?

 Sub-RQ4. What the teachers' perceptions on the assessment of the primary 3rd grade ELTP ?

RQ2. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their gender?

RQ3. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their teaching experience?

RQ4. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their having participated in ELTP seminars?

RQ5. What are the participants' other concerns and opinions on the primary 3rd grade ELTP?

Findings of RQ1

In this section of the study, the research questions are answered one by one with the light of the findings.

RQ1. What are the teachers' perceptions on the overall characteristics of the primary 3rd grade ELTP?

In order to answer the first research question, descriptive statistics were calculated to identify the most favoured statements by participants regarding overall characteristics of the 3rd grade ELTP along with the mean values. Table 3 displays the mean scores of the opinions of the teachers.

Table 3

The Mean Scores of Teachers' Opinions Regarding Overall Characteristics of the Program

Overall Characteristics	Mean	SD
In-service training is essential to understand and implement the program (item5)	3.95	.783
It is possible to make learners develop positive attitudes to English by implementing the program (item3)	3.90	.841
It is possible to make learners enjoy English by implementing the program (item2)	3.85	.893
The program is student-centered (item1)	3.75	.954
The program guides teachers well(item4)	3.37	1.17

As demonstrated in Table 3, the participants were found as moderately positive about the overall features of the program in general terms with the mean value of 3.76 (*SD*= .605). When the mean values are concerned item by item, it can be observed that the most reported item is "In-service training is essential to understand and implement the program (item5)" which implies that teachers strongly need an in-service training on the program to reach a better understanding *(M*= 3.95*, SD*= .783*)* . Secondly teachers believe in the possibility of developing positive attitudes towards English and enjoying it by implementing the program with the mean values of 3.90 and 3.85 respectively showing that learners have fun while learning English. The least favoured item by teachers was "The program guides teachers well (item4)" which reveals the fact that teachers do not find useful enough the guidance the program provides.

Findings of Sub-RQ1

Sub-RQ1. What are the teachers' perceptions on the content of the primary 3rd grade ELTP?

Considering the first sub- research question related to the content of the program, participants were asked about their opinions through five likert scale. And the results were demonstrated in the following Table 4.

Table 4

The Mean Scores of Teachers' Opinions Regarding Content of the Program

Content of the Program	Mean	SD
The content provides learners with an enjoyable, stress-free learning environment (item13)	3.80	1.04
The content attracts the students' attention and curiosity (item14)	3.60	1.00
Listening skill is adequately covered in the content (item17)	3.47	1.10
The topics in units support each other (item15)	3.40	1.15
The content is suitable for learners' readiness level (item19)	3.23	.974
The content of the program allows to use different methods and techniques (item20)	3.08	1.22
Speaking skill is adequately covered in the content (item16)	2.95	1.06
The number of words suggested to be taught in each unit is inadequate (item18)	2.65	.975

As Table 4 reveals that the teachers regarded themselves as slightly positive about the content of the program with a mean value of *M*= 3.27 (*SD*= .708). When investigated item by item, it was seen that , the participant teachers mostly reported that "The content provides learners with an enjoyable, stress-free learning environment" showing that game-based learning and the content itself make learners feel comfortable and motivated (*M* = 3.80 , *SD* = 1.04). Similarly, "The content attracts the students' attention and curiosity" was favoured by the most of the teachers with a mean value of 3.60 (*SD* = 1.00) which reveals that teachers find the content attractive enough for young learners.

On the other hand, teachers have some negative concerns related to the content of the program. Item 16 "Speaking skill is adequately covered in the content" was not supported by the teachers revealing that speaking activities are not performed in their classrooms on the contrary to the claim of MoNE which strictly emphasizes the speaking and listening activities ($M = 2.95$, $SD = 1.06$).

Findings of Sub-RQ.2

Sub-RQ2. What are the teachers' perceptions on the objectives of the primary 3rd grade ELTP?

The second sub- research question aims to explore the opinions of the participants on the objectives of the program. For this aim, the mean values item by item were calculated as shown in Table 5.

Table 5

The Mean Scores of Teachers' Opinions Regarding the Goals of the Program

Goals of the Program	Mean	SD
The goals of the program are in accordance with the content (item12)	3.95	.783
The goals are suitable for learners' age (item8)	3.90	.841
The goals support and complete each other (item7)	3.85	.893
The goals are clearly and explicitly stated (item6)	3.75	.954
The goals of the program are attainable by learners (item11)	3.37	1.17
The goals are suitable for learners' emotional development (item10)	3.52	1.01
The goals are suitable for learners' cognitive development (item9)	3.48	1.06

As it can be observed in Table 5, the participant teachers have a positive tendency towards the goals of the program with a mean value of $M = 3.60$, $SD = .754$. Regarding each item, the participants generally find the goals of the program concordant to the content ($M = 3.95, SD = .783$). Accordingly, the goals were found suitable for the learners' age by the participant teachers ($M = 3.90, SD = .841$).

Nothwithstanding, teachers do not find the goals sufficiently suitable for learners' emotional development and cognitive development with the mean values of 3.52 and 3.48 respectively which reveals that the participant teachers are slightly positive towards the mentioned items 10 and 9.

Findings of Sub-RQ.3

Sub-RQ3. What are the teachers' perceptions on the teaching/learning process of the primary 3rd grade ELTP?

To demonstrate the results of the opinions of teachers regarding the teaching/learning process of the primary 3rd grade ELTP , mean values were calculated.

Table 6

The Mean Scores of Teachers' Opinions Regarding Teaching/Learning Process of the Program

Teaching/Learning Process	Mean	SD
The classroom activities are suitable to learners' physical development (item24)	3.60	1.12
The teaching techniques suggested in the program are suitable for the level of classroom (item22)	3.43	1.05
The teaching and learning process is suitable for using an eclectic mix of instructional techniques simultaneously in classroom (item21)	3.00	1.19
The classroom activities are designed by taking learner differences into account (item23)	2.87	1.15

As demonstrated in Table 6, the participants were found as moderately positive about the teaching and learning process of the program with the mean value of 3.22 (*SD*= .909). Considering each item related to the teaching and learning process**,** teachers find classroom activities suitable to learners' physical development (*M* = 3.60 , *SD* = 1.12) showing that the activities they employ in the classrooms are in accordance with learners' physical conditions. Additionally, they believe that "The teaching techniques suggested in the program are suitable for the level of classroom (item22)" with the mean value of 3.43 which reveals that the level of classroom is taken into account while practising the teaching techniques.

On the contrary, teachers do not think that learner differences are taken into account during the teaching / learning process with the least mean value of *M* = 2.87 (*SD* = 1.15). It can be concluded that different learning styles and strategies as well as intelligence types are not taken into consideration in classroom activities.

Findings of Sub-RQ.4

Sub-RQ4. What the teachers' perceptions on the assessment of the primary 3rd grade ELTP?

The fourth sub RQ investigates the opinions of the participants on the assessment of the program. For this aim, the mean values item by item were calculated as shown in Table 7.

Table 7

The Mean Scores of Teachers' Opinions Regarding Assessment of the Program

Assessment	Mean	SD
Portfolio evaluation is useful (item31)	3.70	1.01
Assessment types are in accordance with the goals of the program (item30)	3.23	.920
Assessment is in accordance with the content (item29)	3.20	1.04
Evaluation is able to show whether the goals are achieved by learners	3.18	1.05

(item28)

Not only in-class but also out-of class assessment types are used (item25)	3.13	1.01
Evaluation fosters learners to self-evaluate themselves (item26)	3.03	1.09
Evaluation and assessment is explained in detail in the program (item 27)	3.00	1.10
It is possible to evaluate listening skills in the program (item32)	2.53	.877
It is possible to evaluate speaking skills in the program (item 33)	2.45	1.06

As Table 7 reveals that the teachers regarded themselves as slightly positive about the assessment of the program with a mean value of *M*= 3.04 (*SD*= .707). When item by item analysis is concerned, it was seen that the participant teachers mostly reported that "Portfolio evaluation is useful" which shows that portfolios provide learners with a chance to produce language by keeping dossiers and portfolios in which they put their projects during the whole term (*M* = 3.70, *SD* = 1.01). Similarly, teachers think that "Assessment types are in accordance with the goals of the program (item30)" with a mean value of 3.23 (*SD* = .920) which reveals that teachers find the assessment types such as portfolio evaluation, observation concurrent with the goals of the program.

On the other hand, teachers have some negative concerns related to the assessment of the program. Item 33 "It is possible to evaluate speaking skills in the program (item 33)" was not supported by the teachers which implies that speaking ability of learners is not evaluated adequately (*M* = 2.45, *SD* = 1.06). In addition to the speaking skill, listening skill of each learner was also found imposssible to evaluate by participants with a mean value of 2.53 (*SD* = .877) showing the fact that participants do not evaluate their students in terms of their listening abilities.

Findings of RQ.2

RQ2. Is there a difference between the active teachers' perceptions related to the overall

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characteristics, content, objectives, teaching/learning process and assessment in terms of their gender?

Regarding the second research question, independent-samples t-test was conducted to explore the difference between female and male participants in terms of their opinions about the primary 3rd grade ELTP.

Table 8

Independent-sample T-test for The Gender differences

	Gender	N	Mean	SD	t	df	p
Overall characterisitcs	female	30	3.94	.490	1.056	36	.297
	male	8	3.70	.636			
Objectives	female	30	3.65	.697	.256	36	.799
	male	8	3.58	.783			
Content	female	30	3.35	.432	.398	36	.693
	male	8	3.24	.783			
Teaching learning process	female	30	3.35	.966	.497	36	.622
	male	8	3.18	.902			
Assessment	female	30	2.97	.566	-.355	36	.725
	male	8	3.07	.755			

As demonstrated in Table 8, the results revealed no statistically significant differences between female participants' overall mean value for overall characteristics (M = 3.94, SD = .490) and male participants' (M = 3.70, SD = .636), t (36) = 1.056, p = .297 . In terms of objectives, female participants' overall mean value (M = 3.65, SD = .697) was not significantly different from male participants' mean values (M = 3.58, SD = .783), t (36) = . 256, p = .799. As for content , teaching and learning process and assessment, while the mean

value of female participants were calculated as 3.35 , 3.35 and 2.97 respectively , male participants' overall mean value were 3.24 , 3.18 and 3.07 respectively which indicates that the opinions of participants regarding the of the program all sub- dimensions do not differ in terms of gender differences.

Findings of RQ.3

RQ3. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives, teaching/learning process and assessment in terms of their teaching experience?

Regarding the third research question, one-way ANOVA was performed to determine the differences among the participants' opinions about the primary 3rd grade ELTP in terms of their teaching experiences.

Table 9

Results of the ANOVA on Group Differences

Total scores	Sum of Squares	df	Mean Square	F	p
Between Groups	1707.06	4	569.02	3.65	.069
Within Groups	6846.41	34	155.60		
Total	8553.48	38			

As shown in Table 9, one-way analysis of variance was conducted to explore any differences among groups in terms of their teaching experiences, the results did not indicate any significant differences, $F (4, 34) = 3.65$, $p = .069$. Therefore, it can be concluded that both experienced and less experienced teachers have approximately the same opinions on

each category of the program.

Findings of RQ.4

RQ4. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives, teaching/learning process and assessment in terms of their having participated in ELTP seminars?

Regarding the RQ4, independent-samples t-test was conducted to explore the difference between the participants' opinions about the primary 3rd grade ELTP in terms of their having been attended an in-service training on the program.

Table 10

Independent-sample T-test for The Attendance of Seminar differences

	seminar	N	Mean	SD	t	df	p
Overall characterisitcs	Yes	3	3.75	.614	-.299	36	.767
	No	35	3.86	.577			
Objectives	Yes	3	3.56	.754	-1.061	36	.295
	No	35	4.04	.733			
Content	Yes	3	3.23	.726	-1.004	36	.322
	No	35	3.66	.190			
Teaching learning process	Yes	3	3.17	.923	-1.212	36	.233
	No	35	3.83	.381			
Assessment	Yes	3	3.03	.729	-.535	36	.596
	No	35	3.25	.320			

To compare participants' overall mean values of the sub- dimensions of the program, an independent samples t-test was conducted. As demonstrated in Table 10 the results

revealed no statistically significant differences among participants in terms of their attendance to seminars on the recent program. It can be comprehended that because the majority of teachers (n= 35) stated that they did not have any seminar and only 3 teachers reported that they had a seminar, this situation did not make a difference.

Findings of RQ.5

RQ5. What are the participants' other concerns and opinions on the primary 3rd grade ELTP?

To answer the fifth research question, qualitative data including responses to the open-ended questions was interpreted via open coding and content analysis**.** Hence, four open-ended questions took place in the interviews as reported below:

1- What are the positive aspects of the primary 3rd grade ELTP?

2- What are the negative aspects of the primary 3rd grade ELTP?

3- Have you faced any problems while implementing the program? If yes, what are they?

4- What are your suggestions to develop and make the program more effective?

Six teachers who were interviewed work in state primary schools in the city center of Tekirdağ whose teaching experiences rank from 1-5 years to 11-15 years. The data set obtained from the interviews were analyzed by content analysis method through open coding.

At the first place, considering the qualitative data, the raw data were read to reach a general sense of the information which was based on the responses to 4 open-ended interview questions. Later on, the data were organized into logical and meaningful categories. Moreover, open coding was applied which helps to identify the themes emerged from the data. During this process, identification and naming the categories were done by putting the similar words, notions and basic ideas into the same category. As a result, a set of categories

were developed which reflect the underlying ideas of teacher participants.

Thematically coded data were demonstrated in the following Figure 4.

Category	Themes
Positive Aspects	Early start, game-based learning,
Negative Aspects	Lack of visual and audio materials, content of coursebook, less-even no writing skill, different application of teachers, lack of technological equipment(cd, cd recorder, computer, speakers, headphones, projection) , lack of clear borders for assessment,
Problems	Classrooms without necessary technological equipments, parents' complaints regarding the absence of writing skill, different application of the program by teachers, teachers' readiness level,
Suggestions	In service training for teachers, necessary technological equipments, physical conditions of classrooms, special training for teachers on 'teaching English to young learners (TEYL)'

Figure 4   Summary of themes of interviews

As shown in Figure 4, teachers only found an early start for second graders positive about the recent program and game- based learning for young learners. However, even though this was a positive aspect of the program, when they were asked whether they had any training or courses regarding " Teaching English to Young Learners (TEYL) " , it was clearly seen that they did not have any. Therefore, even if an early start is regarded as positive, the teachers themselves are not ready for this experience and do not have sufficient practical knowledge and experiences about TEYL. In this respect, one of the teachers noted:

Teachers do not have readiness level for teaching young learners, so some of

them still make students write the words ten times in their notebooks (T1).

It can be clearly seen that it is an advantageous to have TEYL course in the following comment of another teacher.

I have personally had teaching English to very young/ young learners courses,

so I am lucky that I have a lot of materials and games for them (T5).

Another recurrent theme in the data set regarding positive aspects of the program was game based learning. One of the teachers noted : " It is important for young learners to learn English in an enjoyable way through songs, games, theatral drama " .

When it is concerned with nagative aspects of the program, the comment below was characteristic of an important number of participants' views.

The program lacks necessary materials such as teacher book, CD of the book, any kind of extra video or audio materials for young learners, computers (T1,T2, T3, T5,T6)

This implies that physical conditions of schools like classrooms equiped with computers, speakers, projection device are not suitable to implement the program effectively. Additionally, the program mostly claims to put emphasis on listening and speaking skill, however it is not possible without the CDs of coursebook and video –audio materials which is widely criticized by teachers during the whole interview process.

It is important to note here that one of the teachers noted : " I have difficulty in assessing my students as there are no clear borders in terms of assessment. So not to make them demotivated I give high marks " (T1). Therefore, it can be concluded that assessment is

not an easy task for teachers especially in terms of speaking and listening skill because there is no written exam for second and third graders.

Another issue identified as negative side of the program was interestingly the less emphasis on writing skill. Some of the teachers complained : " Students only see the picture of an apple, for example but they do not see the written form of it, the word itself. I just read the word loudly or they listen from the CD "(T2). But here it is significant to note that teachers do not have the same applications as some of them pointed out that they make students write the words in their notebooks but some of them do not.

Regarding the problems while implementing the recent program, most of the teachers reported again different applications of teachers, classrooms without necessary technological equipments, parents' complaints regarding the less emphasis on writing skill, teachers' readiness level. In this respect two of the teachers explained:

> Some parents complain about not having homework of their kids and writing
>
> English (T5).
>
> Students only see the picture of an apple, for example but they do not see the
>
> written form of it, the word itself , I just read the word loudly or they listen
>
> from the CD (T2).

This implies that the underlying philosophy of the primary 3rd grade ELTP was not adopted and understood by the active users of the program. Because the program strictly supports the idea that " Students should not have notebooks at the 2 nd and 3rd grade levels, as the focus is on listening and speaking only" (MoNE,2015, p.IX) . That shows in-service training on the program is to be organized as soon as possible.

Regarding the last interview question which was suggestion of the participants to develop the program, most teachers identified as crucial was in-service training on the primary 3rd grade ELTP as mentioned earlier. One of the teacher acknowledged:

> The program is not implemented in the same way by teachers as we did not have a seminar. Some of us just follow the coursebook, but I personally use extra materials and games (T5) .

> Teachers must have in-service training before the schools start about the coursebook, program, class she is going to teach (T1) .

> High school teachers do not teach 2nd or 3rd graders as they do not have any experience with young learners. So they have to attend seminars (T6).

As noted above, most of the participants strongly suggest that they need an in-service seminar on the program in which they can share ideas and discuss the application of the program as well as finding solutions for possible problems during implementation process. Additionally they wanted to be provided with extra materials such as games, songs, drama activities regarding young learners.

In sum, in depth interviews showed that teachers generally support an early start for learning English to achieve effective language learning, however they have many concerns about the coursebook, lack of materials, physical conditions of classrooms. But they have further suggestions to enhance and make the program more effective which is the need for an in-service seminars on the program in Tekirdağ to fully understand how to implement it.

Chapter Summary

Findings of the study as well as objectives and research questions were focused on in

this chapter. Each research question was answered in detail by giving statistical results for each part of the questionniare, to name the overall characteristics, objectives, content, teaching / learning process and assessment of the 2013 ELTP. Regarding the teachers' perspectives, the results were demonstarated via tables. Moreover, qualitative data which support the quantitative one are presented in detail in this chapter.

CHAPTER 6

DISCUSSION AND CONCLUSION

Introduction

This chapter provides a brief summary of the whole study including five sub-sections. Section one presents the summary of the main study focusing on the methodology, findings and discussions as well. The second section explains the conclusions of the research study while the third section handles with the implications of the study. The suggestions for further research are dealt with in the fourth section. Finally, an overall chapter summary is presented in the last section.

Summary of the Study

This section presents a brief overview of the study summarizing the purpose, methodology, findings of the study as well as the main study itself.

Aim of the study.

It was aimed to evaluate the primary 3rd grade ELTP in all aspects through active primary English language teachers' point of views asking the research questions below:

RQ1. What are the teachers' perceptions on the overall characteristics of the primary 3rd grade ELTP ?

Sub-RQ1. What are the teachers' perceptions on the content of the primary 3rd grade ELTP ?

Sub-RQ2. What are the teachers' perceptions on the objectives of the primary 3rd grade ELTP?

Sub-RQ3. What are the teachers' perceptions on the teaching/learning process of the primary 3rd grade ELTP ?

Sub-RQ4. What the teachers' perceptions on the assessment of the primary 3rd grade ELTP ?

RQ2. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their gender?

RQ3. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives, teaching/learning process and assessment in terms of their teaching experience?

RQ4. Is there a difference between the active teachers' perceptions related to the overall characteristics, content, objectives , teaching/learning process and assessment in terms of their having participated in ELTP seminars?

RQ5. What are the participants' other concerns and opinions on the primary 3rd grade ELTP?

Summary of the methodology.

This research study employs a mixed- research design as it includes both a questionnaire and semi-structured interviews. For this reason, to obtain information about the teachers' opinions on the overall characteristics, objectives, content, teaching/ learning process and assessment of the primary 3rd grade ELTP in addition to the 33-itemed questionnaire, open-ended questions were asked to teachers.

The data gathered were analyzed by using Statistical Package for Social Sciences (SPSS) 20. To reach a full understanding about the results and findings of the study,

frequency analyses, percentage of the items, one way ANOVA and independent samples t-test analyses were calculated and demonstrated by tables along with content analysis of qualitative data.

Summary of the main study.

This current study was applied in the city center of Tekirdağ to the active primary English language teachers teaching the 3rd graders. 38 participants attended the study, including 30 female and 8 male English language teachers. "Program Evaluation Scale (PES)" is prepared by the researcher herself based on the relevant literature, similar reearch studies and interviews conducted with a few primary English language teachers so as to explore the participants' opinions on the primary 3rd grade ELTP in terms of its overall characteristics, objectives, content, teaching/ learning process and assessment.

Summary of the main findings and discussions.

RQ1 aimed to explore the opinions of the participants on the overall characteristics of the primary 3rd grade ELTP and the participants self reported themselves as moderately positive with a mean value of 3.76 (*SD*= .605). Item analysis of the study supports the previous findings of Küçük's study on the Key stage 1 ELTP evaluation (2008) in which participants reported students' enjoying English through the program. Similarly, the guidance the program provided for teachers was not found sufficient by the participants in Küçük (2008) and Büyükduman's (2001) studies as well as in the present study. This shows that not only 1997, 2006 but also the recent program (2013) were criticized in terms of its lack of guidance and familiarization to teachers revealing that the program developers should explain the leading procedures for teachers in detail along with the sample implementation cases. Moreover, the study has similar findings with Meral & Semerci (2013) and Gürsoy, Korkmaz & Damar (2013)'s studies in that they strongly suggest in-service trainings on the recent

program to help teachers reach a full understanding of it.

Sub-RQ1 investigated teachers' opinions on the content of the primary 3rd grade ELTP and it was found out that the participants were slightly positive having a mean value of 3.27 (*SD*= .708). They stated their satisfaction with the enjoyable, stress-free learning environment in which young learners enjoy English via game-based learning. Similarly, in a study carried out by Alkan & Arslan (2014) on the 2nd grade ELTP evaluation, it was found that learners had an enjoying learning environment. Moreover, the content was found attractive enough appealing to young learners' interests both in Alkan & Arslan (2014)'s study and Erbilen-Sak's study (2008). However, it was found that speaking activities were not adequately covered in the content.

Sub-RQ2 questioned teachers' opinions on the objectives of the primary 3rd grade ELTP and the results showed that teachers had a positive tendency towards the objectives of the program with a mean value of 3.60 (*SD* = .754). The findings of the present study overlap with the findings of a number of significant studies such as Cihan and Gürlen (2013), Büyükduman (2005), Er (2006) in that they all found the objectives of the program were in accordance with the content and suitable for learners' age. Additionally, objectives were also reported as clear and explicit as well as attainable by learners likewise Alkan and Arslan (2014) stated in their own studies. On the contrary what mentioned studies suggested, Arı (2014) reported in his study that the goals were not found attainable by the participants. Moreover, Cihan and Gürlen (2013) pointed out that the goals regarding speaking ability was not attainable.

Sub-RQ3 asked about the participants' ideas about the teaching / learning process of the program. It was found that teachers were slightly positive with the mean value of 3.22 (*SD*= .909). The classroom activities during the teaching and learning process was found

suitable for learners' age and physical development in the present thesis study. This was supported by Cihan and Gürlen (2013)' s study in which they revealed the materials and the activities were appropriate for learners' age and developmental levels. It is crucial to note here, a number of studies placed teachers' complaints on the lack of materials and technical equipments such as Cds, visual and audio materials, computers, projection, etc. (Cihan & Gürlen ,2013; Alkan & Arslan,2014 ; Topkaya & Küçük, 2010) which was supported by the current study as well.

Sub-RQ4 questioned the participants' opinions on the assessment aspect of the program and it was found that participant teachers were slightly positive with a mean value of 3.04 (*SD*= .707) revealing that the assessment dimension of the program needs to be explained in detail. The study has similarities with Alkan and Arslan (2014) 's study in that the assessment tools were found in accordance with the goals and content of the program. Additionally, portfolio evaluation was found useful for learners' development both in Cihan and Gürlen (2013) and Alkan and Arslan (2014)' studies. The findings of both studies shed light on the fact that teachers agree on the project-based learning through which learners can monitor and self-evaluate their own learning process. However, evaluation of speaking and listening abilities were identified as impossibble by the participants of the current study. Likewise, Cihan and Gürlen (2013) reported that listening skill was not adequately evaluated by teachers.

RQ2 tried to find out whether there was a difference between female and male participants in terms of their ideas on the primary 3rd grade ELTP taking five dimensions, namely overall characteristics, content, objectives, teaching / learning process and assessment into account. The results revealed no statistically significant differences between female participants and male participants' opinions and they were found to have approximately

similar ideas on the dimensions of the program. Therefore, this reveals the fact that gender has no effect on the teachers' opinions in a positive or negative way.

RQ3 aimed to explore the differences among participants' opinions in terms of their teaching experiences. The results did not reveal statistically significant differences. Therefore, the findings of the study contradict with the findings of Topkaya and Küçük (2010)'s study in which experienced teachers were reported more positive about the Key stage 1 2006 ELTP than less experienced teachers. In other words, teaching experiences of the participants in the current study does not any effect on their opinions regarding the 3rd grade ELTP.

RQ4 aimed to find out whether the attendance of the participants to in-service training on the program makes a difference among participants. However, the findings yielded no significant results. The reason might be the fact that only three of the participants reported to have attended to a seminar. As the number was very low, no big difference was observed. Likewise, Alkan and Arslan (2014) reported that the majority of the participants (93%) did not have ant in-service seminar and concluded that it was an urgent to organize such a seminar for the familirization of the program. Because, Küçük (2008) found that the attendant teachers had more positive opinions on the program.

RQ5 asked about other concerns of the participants via interview questions. The results revealed that most of them supported an early start for learning English of young learners. However, negative aspects and deficiencies of the program were also reported among which are lack of visual and audio materials, less-even no emphasis on writing skill, different application of teachers, lack of technological equipments (cd, cd recorder, computer, speakers, headphones, projection), lack of clear borders for assessment of learners.

Conclusion

In general, some of the results revealed significant points about participants' opinions

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concerning the primary 3rd grade ELTP. The most surprising result can be stated as teachers' positive attitude towards the program in spite of several deficiencies reported. In terms of general characteristics, they reported that the guidance the program provides is not sufficient. As a result, they insist on the need for an urgent familiarization seminars on the 3rd grade primary ELTP. Needless to say, nothing is valuable until it is put into practice, hence teachers have the responsibility to apply the program and they need more in-service training for their professional development where they can share thier experinces and develop reflective thinking skills as well.

Another conclusion of this study is related to the objectives of the program. They think that the goals regarding speaking and listening abilities are not attainable by learners. Learning to learn and use the language effectively are among the main goals of the program, however teachers think that these goals can not be reached by learners due to crowded classrooms, insufficient equipment at schools etc. Therefore, it is of vital importance to find ways to make the goals achieved.

One another conclusion drawn from the study is concerned with the content of the 3rd grade ELTP according to which teachers were found moderately positive. The main purpose of MoNE is to provide learners an enjoyable and stres-free learning environment in addition to developing positive attitudes towards English. Considering teachers' opinions, it can be concluded that this purpose has been reached which can be regarded as a success.

In terms of teaching / learning process, significant opinions are concluded among which are the activities used in classroom settings are appropriate for learners' age and developmental levels. However, most of the participants complain about lack of materials and equipments during the process which makes impossible to apply the procedures and activities effectively. Therefore, it is urgent to modify and reshape the teaching / learning

process of the program with the help of extra materials and documents for teachers.

Concerning assessment aspect of the program, the study reports several significant issues. Firstly, self- evaluation assessment tools such as self and peer-evaluation or out of class assessment such as project evaluation are not effectively employed even though portfolio and other alternative assessment ways are favoured by the teachers. Additionally, teachers strictly criticized evaluation of speaking and listening skills as it was found impossible to evaluate them in their classrooms because of various reasons including lack of equipment, crowded classrooms and unclear evaluation criteria.

When differences among participants such as gender, teaching experience and their attendance to seminar are taken into account, some conclusions can be drawn. Firstly, both female and male participants self reported moderately positive attitudes towards the 3rd grade ELTP in terms of the overall characteristics, objectives, content, teaching / learning process and assessment aspects.

Secondly, experienced teachers or less experienced teachers do not have totally different ideas on the program. The reason might be the fact that all participants are not enough knowledgeable about the program and its underlying philosophies including all aspects from objectives to assessment criteria.

Lastly, teachers having attended to an in-service training about the new program do not have totally different opinions on the program as their number is only 3. Therefore, this variable does not cause a difference among participants because the majority of them stated that they did not have any seminars.

Suggestions for Further Research

Concurrent with the findings of the present study, relevant literature and discussions

afterwards, the following suggestions for further research studies could be stated.

1. The present study focused on the evaluation of 3rd grade ELTP with participants in Tekirdağ. Hence, further evaluative research studies should be conducted on 2nd or 4th grade ELTP with different participants all over the country.

2. The current study asked only primary teachers' opinions regarding the 3rd grade ELTP. Therefore, further studies should be carried out to explore teacher educators, students, parents and administrators' ideas as well.

3. This study is significant as it deals with every aspect of a teaching program, such as overall characteristics, objectives, content, teaching/learning process and assessment of the 3rd grade ELTP by taking teachers' opininons into account employing both qualitative and quantitative data design. So the design of this study can be effectively implemented for other ELTPs at secondary school, high school, and university levels.

4. During the planning process, a large scale needs analysis which helps to set clear and attainable objectives can be done, defining the deficiencies of the previous program, necessary changes on the current program, the philosopy to be followed. Employing systematic and continuous evaluations are crucially invaluable with an aim to provide necessary information on weaknesses, strengths, and outcomes of the program.

5. Teachers' beliefs about the reasons and theoretical considerations underlying the changes are prominently important as they apply it according to their beliefs. For this reason, it would be fair to collect more detailed data via semi-structured interviews, observations, diaries and field notes from teachers and students as well through triangulation as it is necessary to explore or identify any concerns or potential problems within the current program.

6. For an effective teaching-learning process in the program, it is strongly suggested to develop suitable materials to meet the language needs of the learners. Thus, classroom-based research studies can be carried out on the applications of the program considering the materials and activites in particular.

7. Action research, classroom-based research should be structured to explore the practices within classrooms.

8. Furthermore, a sample curriculum model could be developed by a study with all dimensions clearly defined from objectives to the assessment process.

Implications

A number of implications as indirect suggestions can be drawn from this present study to improve the program for teachers, teacher educators and program developers.

Implications for teachers.

1. Most crucially, even though the program has a well-defined philosophy, the end-users of the program, namely active teachers need to adopt their own way of teaching in line with the theory. For this reason, in-service training programs for teachers as part of their professional development is to be structured within country particularly in Tekirdağ to introduce the primary 3rd grade ELTP as they are "mediators" to put the change into practice in classroom settings (Fullan, 1993).

2. Reflective practice which enables teachers to analyze their own and their colleagues' practices and the effects on learners should be emphasized via a common teacher union or any kind of teacher communities in which they can discuss and share ideas. Instead of waiting a total change on the program, teachers have the responsibility to improve and adapt the program in their classrooms as

they know their students, classroom conditions better than anyone. This is a duty for the teachers who always have an eye on learners' needs and interests.

3. Information and CommunicationTechnology (ICT) tools, more visual-auido materials should be used more in the classroom so as to raise the effectiveness of the program and appeal all students with different learning styles and strategies. It could be argued that speaking and listening activities ought to be maximized in the program.

4. Alternative assessment tools need to be used widely by teachers as process-oriented evaluation is emphasized in the program.

5. For an effective teaching-learning process, it is strongly recommended that more communicative activities should be employed to help learners actively use the target language.

Implications for teacher educators.

1. Not only teachers but also teacher educators and prospective teachers as well should have a say regarding the planning, designing and implementation process of the program as they directly use, practice and experience the program.

2. To help pre-service teachers understand the necessities of the program, new courses related with young learners' pedagogy should be included in the curriculum of English language teacher education programs to keep up with these changes.

Implications for program developers.

1. In addition to conducting seminars and getting feedback from teachers, some amendments are also necessary for the elements of the program. First of all, a large

scale needs assessment should be conducted at the first stage when designing or revising the ELTP as identifying the needs and expectations of the students and teachers will help to increase motivation and set clear and attainable objectives.

2. The materials and course books should be redesigned according to students' interests and needs as well as objectives. It is also recommended that the course books should be supplemented with extra materials including visual and audio ones and activity packs including more technological equipments like video, smart boards, pictures, games so as to appeal to young learners' needs.

3. To help teachers put the program effectively into practice, sample lesson plans and implementation process are needed in this mentioned pact. Communicative activities are to be included in the program for young learners to help them develop communication skills in target language. Culture-specific units should take much more place for intercultural communicative comptetence purposes.

4. While making all necessary renovations, it is significant to note that physical conditions and local classroom contexts (technological equipments, crowded classrooms, lack of teachers etc.) are also to be taken into account as the real classroom settings differ from each other all around the country.

Chapter Summary

An overall summary including the methodology, main study and main findings along with discussions, conclusion and implications was presented in this chapter. Additionally, some suggestions for further research studies and implications were provided.

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PROGRAM EVALUATION SCALE (PILOT STUDY)

Dear Collegue,

This questionnaire has been prepared to serve as a research material to an academic study and aims to find out your opinions on 3rd grade English Language Teaching Program that has started to be applied in 2013-2014 education terms in state school in Turkey.Frank and sincere answers that you are going to mark will affect the results of the study positively.Thanks for your help.

Gender: Female ( )   Male ( )

Education Degree: Bachelor ( )   Master ( )   Doctorate ( )

Teaching Experience : 1-5 year ( )   6-10 year ( )   11-15 year ( )   16- over ( )

Which city are you working in ? ⎯⎯⎯⎯⎯

Which class are you teaching English ? 2.Grade ( )   3.Grade ( )   4.Grade ( )

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The program is student-centered.	1	2	3	4	5
2.	The program allows learners to have an active role in class.	1	2	3	4	5
3.	Time allocated to each unit is sufficient.	1	2	3	4	5
4.	It is possible to make learners enjoy English by implementing the program.	1	2	3	4	5
5.	It is possible to make learners develop positive attitudes to English by implementing the program.	1	2	3	4	5

6.	The program guides teachers well.	1	2	3	4	5
7.	It is easy to understand and implement the program.	1	2	3	4	5
8.	In-service training is essential to understand and implement the program.	1	2	3	4	5
9.	The program provides a bridge between the known to the unknown (constructivist theory).	1	2	3	4	5
10.	The goals are clearly and explicitly stated.	1	2	3	4	5
11	Common Euorepean Framework of Languages (CEFR) is strictly followed by the program.	1	2	3	4	5
12.	The program forms a basis for the students' future needs related with English.	1	2	3	4	5
13.	The goals support and complete each other.	1	2	3	4	5
14.	The goals are suitable for learners' age.	1	2	3	4	5
15.	The goals are suitable for learners' cognitive development.	1	2	3	4	5
16.	The goals are suitable for learners' emotional development.	1	2	3	4	5
17.	The goals of the program are attainable by learners.	1	2	3	4	5
18.	The goals of the program are in accordance with the content.	1	2	3	4	5
19.	The content provides learners with an enjoyable, stress-free learning environment.	1	2	3	4	5
20.	The content attracts the students' attention and curiosity.	1	2	3	4	5
21.	The content allows learners to use English as a means of communication in real life.	1	2	3	4	5
22	The content is ranked from simple to complex items.	1	2	3	4	5
23	The content is ranked from concrete to abstract items.	1	2	3	4	5
24.	The content is chosen from learners' daily life.	1	2	3	4	5
25.	The content is in accord with the goals.	1	2	3	4	5
26.	The topics in units support each other.	1	2	3	4	5
27.	Speaking skill is adequately covered in the content.	1	2	3	4	5
28.	Listening skill is adequately covered in the content.	1	2	3	4	5

29.	Time allocated to each unit is in consistent with the degree of diffculty.	1	2	3	4	5
30.	The number of words suggested to be taught in each unit is inadequate.	1	2	3	4	5
31.	The content is suitable for learners' readiness level.	1	2	3	4	5
32.	The content of the program allows to use different methods and techniques.	1	2	3	4	5
33.	The content is enriched with enjoyable visual, audio, auido-visual materials.	1	2	3	4	5
34.	Both the target culture and international cultures are presented in a positive and non-threatening manner in the content.	1	2	3	4	5
35.	The teaching and learning process is suitable for using an eclectic mix of instructional techniques simultaneously in classroom.	1	2	3	4	5
36.	The teaching techniques suggested in the program are suitable for the level of classroom.	1	2	3	4	5
37.	The teaching and learning process of the program is in accordance with the content.	1	2	3	4	5
38.	The classroom activities are organized based on learners' needs and interests.	1	2	3	4	5
39.	The classroom activities have relevance in students' daily lives.	1	2	3	4	5
40.	The classroom activities are in accordance with the goals of the program.	1	2	3	4	5
41.	The classroom activities are designed by taking learner differences into account.	1	2	3	4	5
42.	A wide range of learning styles are addressed by this new program.	1	2	3	4	5
43.	The classroom activities are suitable to learners' physical development.	1	2	3	4	5
44.	The classroom activities are suitable to learners' emotional development.	1	2	3	4	5
45.	The classroom activities are suitable to learners' mental development.	1	2	3	4	5
46.	Not only in-class but also out-of class assessment types are used.	1	2	3	4	5
47.	Evaluation fosters learners to self-evaluate themselves.	1	2	3	4	5

48.	Evaluation and assessment is explained in detail in the program.	1	2	3	4	5
49.	Evaluation is able to show whether the goals are achieved by learners.	1	2	3	4	5
50.	Assessment is in accordance with the content.	1	2	3	4	5
51.	Assessment types are in accordance with the goals of the program.	1	2	3	4	5
52.	Portfolio evaluation.is useful.	1	2	3	4	5
53.	The goals of the program are able to be evaluated.	1	2	3	4	5
54.	It is possible to evaluate listening skills in the program.	1	2	3	4	5
55.	It is possible to evaluate speaking skills in the program.	1	2	3	4	5

PROGRAM DEĞERLENDİRME ANKETİ

Değerli öğretmenler,

Bu anket akademik bir çalışma kapsamında hazırlanmış olup sizlerin 2013-14 eğitim öğretim yılında uygulamaya konan ilkokul 3.Sınıf yeni İngilizce öğretim programına ilişkin görüşlerinizi belirlemek üzere düzenlenmiştir. Ankette 2 bölüm bulunmaktadır. Birinci bölümde, araştırma kapsamında önem taşıyan, sizlerin kişisel ve mesleki profilinizi öğrenmeyi, ikinci bölümde ise yeni öğretim programına ilişkin görüşlerinizi belirlemeyi içeren sorular bulunmaktadır. Vereceğiniz içten ve samimi cevaplar çalışmanın sonuçlarını olumlu yönde etkileyecektir. Lütfen her bir soruyu okuduktan sonra size en uygun seçeneği (X) ile işaretleyiniz.

Yardımlarınız için teşekkür ederim.

KİŞİSEL BİLGİLER

Cinsiyet :   Kadın (   )   Erkek (   )

Eğitim Durumu: Lisans (   )   Yüksek Lisans (   )   Doktora (   )

Öğretmenlik Tecrübe :

Hangi İlde çalışıyorsunuz:

Kaçıncı sınıflara İngilizce öğretiyorsunuz? 2.sınıf (   )   3.sınıf (   )   4.sınıf (   )

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.	Program öğrenci merkezlidir.	1	2	3	4	5
2.	Program öğrencilerin aktif rol almasına olanak sağlar.	1	2	3	4	5
3.	Programda her ünite için ayrılan zaman yeterlidir.	1	2	3	4	5

4.	Ögrencilere, bu programla, İngilizce`yi sevdirerek ögretmek mümkündür.	1	2	3	4	5
5.	Ögrencilere, bu programla, İngilizce ögrenmeye karşı olumlu tutum kazandırmak mümkündür.	1	2	3	4	5
6.	Program, ögretmene yeterince rehberlik etmektedir.	1	2	3	4	5
7.	Programı anlamak ve uygulamak kolaydır.	1	2	3	4	5
8.	Programı anlamak ve uygulamak için hizmet içi eğitime ihtiyaç var.	1	2	3	4	5
9.	Program bilinenle bilinmeyen arasında bir köprü sağlar (Yapılandırmacı teori)	1	2	3	4	5
10.	Programın amaçları açık ve anlasılır bir dille ifade edilmistir.	1	2	3	4	5
11.	Ortak Avrupa Dil Çerçevesi(CEFR) sıkı bir şekilde takip edilmektedir.	1	2	3	4	5
12.	Program öğrencilerin İngilizceyle ilgili gelecek ihtiyaçlarına altyapı oluşturur.	1	2	3	4	5
13.	Programın amaçları birbirini desteklemekte ve tamamlamaktadır.	1	2	3	4	5
14.	Programdaki kazanım ifadeleri, öğrencilerin yaşlarına uygundur.	1	2	3	4	5
15.	Programın amaçları öğrencilerin bilişsel gelişim düzeylerine uygundur.	1	2	3	4	5
16.	Programın amaçları öğrencilerin duygusal gelişim düzeylerine uygundur.	1	2	3	4	5
17.	Programın amaçları öğrencilere kazandırılabilecek niteliktedir.	1	2	3	4	5
18.	Kazanım ifadeleri içeriğe uygun yazılmıştır.	1	2	3	4	5
19.	İçerik, öğrencilere eglenceli, stresten uzak bir egitim ortamı sunar.	1	2	3	4	5
20.	İçerik, öğrencilerin ilgi ve meraklarını uyandıracak niteliktedir.	1	2	3	4	5
21.	İçerik, öğrencileri gerçek yasamda İngilizce kullanmaya teşvik eder niteliktedir.	1	2	3	4	5
22.	İçerik, basitten karmasıga dogru sıralanmıstır.	1	2	3	4	5
23.	İçerik somuttan soyuta göre sıralanmıstır.	1	2	3	4	5
24.	İçerik, öğrencilerin günlük yasamından seçilmistir.	1	2	3	4	5
25.	İçerik, hedefleri gerçeklestirecek niteliktedir.	1	2	3	4	5

26.	Dersin içeriğinde yer alan konular birbirini destekler niteliktedir.	1	2	3	4	5
27.	Dersin içeriğinde konuşma becerisine yeterli düzeyde ağırlık verilmektedir.	1	2	3	4	5
28.	Dersin içeriğinde dinleme becerisine yeterli düzeyde ağırlık verilmektedir.	1	2	3	4	5
29.	Programda her ünite için ayrılan zaman, ilgili ünitenin güçlük derecesi ile uyumludur.	1	2	3	4	5
30.	Programda öğretilmesi önerilen sözcük sayısı yetersizdir.	1	2	3	4	5
31.	Öğretim programının içeriği öğrencilerin hazır bulunuşluk düzeyine uygundur.	1	2	3	4	5
32.	Öğretim programının içeriği farklı yöntem ve teknikleri kullanmaya elverişlidir.	1	2	3	4	5
33.	İçerik eğlenceli,görsel işitsel ve görsel-işitsel araçlarla zenginleştirilmiştir.	1	2	3	4	5
34.	Hem hedef kültür hem uluslararası kültürler içerikte olumlu bir şekilde yer alır.	1	2	3	4	5
35.	Egitim durumu, sınıf ortamında farklı etkinliklerin aynı anda uygulanmasına uygundur	1	2	3	4	5
36.	Programda ingilizce öğretimi için önerilen yöntem ve teknikler, sınıf düzeyine uygun niteliktedir	1	2	3	4	5
37.	Programda yer alan egitim durumları içerikle tutarlıdır.	1	2	3	4	5
38.	Ders etkinlikleri öğrencilerin ilgi ve ihtiyaçları dikkate alınarak düzenlenmiştir.	1	2	3	4	5
39.	Ders etkinlikleri günlük yaşamla ilişkilidir.	1	2	3	4	5
40.	Etkinlikler kazanımlara uygun olarak tasarlanmıştır.	1	2	3	4	5
41.	Etkinlikler bireysel farklılıkları gözetecek niteliktedir.	1	2	3	4	5
42.	Programda birçok örenme stiline yer verilmiştir.	1	2	3	4	5
43.	Etkinlikler öğrencilerin fiziksel gelişim özelliklerine uygundur.	1	2	3	4	5
44.	Etkinlikler öğrencilerin duygusal gelişim özelliklerine uygundur.	1	2	3	4	5
45.	Etkinlikler öğrencilerin zihinsel gelişim özelliklerine uygundur.	1	2	3	4	5
46.	Degerlendirme sadece sınıf içi degil sınıf dısı çalısmalara da dayanmaktadır.	1	2	3	4	5

47.	Degerlendirme, ögrencilere kendilerini degerlendirme alıskanlıgı kazandırmaktadır.	1	2	3	4	5
48.	Programda ölçme ve degerlendirmeye ayrıntılı olarak yer verilmistir.	1	2	3	4	5
49.	Degerlendirme, ögrencilerin amaçlara ulasıp ulasmadıklarını ortaya çıkaracak niteliktedir.	1	2	3	4	5
50.	Degerlendirme içerik ile tutarlıdır .	1	2	3	4	5
51.	Değerlendirme türleri programın amaçları ile uyumludur.	1	2	3	4	5
52.	Portfolio değerlendirmesi yararlıdır.	1	2	3	4	5
53.	Programda yer alan kazanımlar ölçülebilir niteliktedir.	1	2	3	4	5
54.	Programda yer alan dinleyip anlamayla ilgili becerilerin degerlendirilmesi mümkündür.	1	2	3	4	5
55.	Programda yer alan konusmayla ilgili becerilerin degerlendirilmesi mümkündür	1	2	3	4	5

APPENDIX C

PROGRAM EVALUATION SCALE (FINAL VERSION)

Dear Colleague,

This questionnaire has been prepared to serve as a research material to an academic study and aims to find out your opinions on 3rd grade English Language Teaching Program that has started to be applied in 2013-2014 education terms in state school in Turkey. Frank and sincere answers that you are going to mark will affect the results of the study positively. Thanks for your help.

Gender: Female ( )   Male ( )

Education Degree: Bachelor ( )   Master ( )   Doctorate( )

Teaching Experience : 1-5 year ( )   6-10 year ( )   11-15 year( )   16- over ( )

Which school are you teaching in Tekirdağ ?   _____

Which class are you teaching English ? 2.Grade   3.Grade   4.Grade

Have you had any seminars on the new program? Yes (   )   No (   )

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The program is student-centered.	1	2	3	4	5
2.	It is possible to make learners enjoy English by implementing the program.	1	2	3	4	5
3.	It is possible to make learners develop positive attitudes to English by implementing the program.	1	2	3	4	5
4.	The program guides teachers well.	1	2	3	4	5
5.	In-service training is essential to understand and implement the program.	1	2	3	4	5
6.	The goals are clearly and explicitly stated.	1	2	3	4	5
7.	The goals support and complete each other.	1	2	3	4	5
8.	The goals are suitable for learners' age.	1	2	3	4	5

9.	The goals are suitable for learners' cognitive development.	1	2	3	4	5
10.	The goals are suitable for learners' emotional development.	1	2	3	4	5
11.	The goals of the program are attainable by learners.	1	2	3	4	5
12.	The goals of the program are in accordance with the content.	1	2	3	4	5
13.	The content provides learners with an enjoyable, stress-free learning environment.	1	2	3	4	5
14.	The content attracts the students' attention and curiosity.	1	2	3	4	5
15.	The topics in units support each other.	1	2	3	4	5
16.	Speaking skill is adequately covered in the content.	1	2	3	4	5
17.	Listening skill is adequately covered in the content.	1	2	3	4	5
18.	The number of words suggested to be taught in each unit is inadequate.	1	2	3	4	5
19.	The content is suitable for learners' readiness level.	1	2	3	4	5
20.	The content of the program allows to use different methods and techniques.	1	2	3	4	5
21.	The teaching and learning process is suitable for using an eclectic mix of instructional techniques simultaneously in classroom.	1	2	3	4	5
22.	The teaching techniques suggested in the program are suitable for the level of classroom.	1	2	3	4	5
23.	The classroom activities are designed by taking learner differences into account.	1	2	3	4	5
24.	The classroom activities are suitable to learners' physical development.	1	2	3	4	5
25.	Not only in-class but also out-of class assessment types are used.	1	2	3	4	5
26.	Evaluation fosters learners to self-evaluate themselves.	1	2	3	4	5
27.	Evaluation and assessment is explained in detail in the program.	1	2	3	4	5
28.	Evaluation is able to show whether the goals are achieved by learners.	1	2	3	4	5
29.	Assessment is in accordance with the content.	1	2	3	4	5

30.	Assessment types are in accordance with the goals of the program.	1	2	3	4	5
31.	Portfolio evaluation is useful.	1	2	3	4	5
32.	It is possible to evaluate listening skills in the program.	1	2	3	4	5
33.	It is possible to evaluate speaking skills in the program.	1	2	3	4	5

APPENDIX D

THE LIST OF PRIMARY SCHOOLS IN TEKİRDAĞ

1- TEKİRDAĞ - MERKEZ - Safıye Osman Çeliker İlkokulu
2- TEKİRDAĞ - MERKEZ - Ticaret Borsası İlkokulu
3- TEKİRDAĞ - MERKEZ - Kamil Korkmaz Zafer İlkokulu
4- TEKİRDAĞ - MERKEZ - Aydoğdu İlkokulu
5- TEKİRDAĞ - MERKEZ - Hüseyin Pehlivan İlkokulu
6- TEKİRDAĞ - SÜLEYMANPAŞA - 13 Kasım İlkokulu
7- TEKİRDAĞ - SÜLEYMANPAŞA - Atatürk İlkokulu
8- TEKİRDAĞ - SÜLEYMANPAŞA - Barbaros İlkokulu
9- TEKİRDAĞ - SÜLEYMANPAŞA - Mehmet Akif Ersoy İlkokulu
10- TEKİRDAĞ - SÜLEYMANPAŞA - Nurettin Ekmekçioğlu İlkokulu
11- TEKİRDAĞ - SÜLEYMANPAŞA - Cumhuriyet İlkokulu
12- TEKİRDAĞ - SÜLEYMANPAŞA - Murat Hüdavendigar İlkokulu
13- TEKİRDAĞ - SÜLEYMANPAŞA - Namık Kemal İlkokulu
14- TEKİRDAĞ - SÜLEYMANPAŞA - Cafer Tayyar ilkokulu
15- TEKİRDAĞ - SÜLEYMANPAŞA - Tekirdağ İlkokulu
16- TEKİRDAĞ - SÜLEYMANPAŞA - Ticaret ve Sanayi Odası İlkokulu
17- TEKİRDAĞ - SÜLEYMANPAŞA - Süleymanpaşa İlkokulu
18- TEKİRDAĞ - SÜLEYMANPAŞA – 80. Yıl Cumhuriyet İlkokulu
19- TEKİRDAĞ - SÜLEYMANPAŞA - İnecik İlkokulu
20- TEKİRDAĞ - SÜLEYMANPAŞA - Karacakılavuz İlkokulu
21- TEKİRDAĞ Aka Koleji
22- TEKİRDAĞ Mektebim İlkokulu

APPENDIX E

PERMISSION OF CITY EDUCATION DIRECTORSHIP OF TEKIRDAĞ