Republic of Turkey

Çanakkale Onsekiz Mart University

Graduate School of Educational Sciences

Department of Foreign Language Education

English Language Teaching Programme

An Evaluation of Second Grade English Language Curriculum: Teachers'
Perceptions and Issues in Implementation

Ali ERARSLAN

(Doctoral Thesis)

Supervisor

Assoc. Prof. Dr. Ece ZEHİR TOPKAYA

Çanakkale

June, 2016

Declaration

I hereby declare that the Doctoral Thesis **"An Evaluation of Second Grade English Language Curriculum: Teachers' Perceptions and Issues in Implementation",** which was written by myself, has been prepared in accordance with the ethical scientific values, and all the sources which I have used are contained in the References.

29/06/2016

Ali ERARSLAN

Çanakkale Onsekiz Mart University

Graduate School of Educational Sciences

Certification

We hereby certify that the report prepared by Ali ERARSLAN and presented to the committee in the thesis defence examination held on 29 June 2016 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

Thesis Reference No   : 10115753

	Academic Title	Full Name	Signature
Supervisor	Assoc. Dr.	Ece ZEHİR TOPKAYA	
Member	Assoc. Dr.	Aysun YAVUZ	
Member	Assoc. Dr.	Çavuş ŞAHİN	
Member	Assoc. Dr.	Turan PAKER	
Member	Assoc. Dr.	Şevki KÖMÜR	

Date   : 12.08.2016

Signature   :

Assoc. Prof. Dr. Salih Zeki GENÇ

Director, Graduate School of Educational Sciences

i

Abstract

An Evaluation of Second Grade English Language Curriculum: Teachers' Perceptions and Issues in Implementation

This study was conducted in 2014-2015 and 2015-2016 teaching years to evaluate the 2013 2nd grade English Language Teaching Program (ELTP) from teachers' perspectives with a focus on its general characteristics, aims, outcomes, content, teaching methods and principles and materials. Additionally, the study explored teachers' perceptions related to listening and speaking skills which are heavily emphasized in the program from several angles including the outcomes, teaching and learning process, and materials. Finally, teachers' classroom practices were also under scrutiny to understand issues related to the implementation of the program.

To address these research objectives, a descriptive study design was chosen with a mixed method approach employing quantitative and qualitative methods. A combination of survey, interviews and classroom observation techniques were employed in the study.

The study was conducted in 52 state primary schools in the city center of Denizli province with 85 2nd grade English language teachers. The teachers' evaluations regarding the program features were obtained through "2nd Grade ELTP Evaluation Scale". Semi-structured, one-on-one interviews with 14 teachers were used to explore teachers' opinions regarding different aspects of the program with an additional focus on listening and speaking skills, and 15 classroom observations were conducted to understand the extent to which classroom implementations are congruent with the curriculum. The quantitative data collected through the scale were analyzed on SPSS descriptively while the data from the interviews and observations were analyzed using inductive content analysis.

The findings indicate that teachers have moderately positive opinions about the different components of the program. The findings from the interviews also show that teachers believe starting teaching English at 2nd grade is a sound decision because of the age factor and that they find the focus on listening and speaking skills appropriate. Conversely, some weaknesses were stated regarding the implementation of the program such as insufficient class hours, lack of in-service training, and physical conditions of the classrooms. The classroom observations revealed that teachers mostly use whole class interaction emphasizing listening and speaking skills using chants, songs, games and TPR through audio-visual materials and the course book.

To conclude, it could be stated that although the 2nd grade ELTP has a number of positive aspects such as focusing on communication skills, creating a desire in students to learn English, some barriers in its effective implementation such as class hours, inadequate course materials and physical conditions are detected indicating a gap between planned and experience curriculum.

Key Words: Curriculum**,** education program, evaluation, syllabus, 2nd grade ELTP

Özet

İkinci Sınıf İngilizce Öğretim Programı Değerlendirmesi: Öğretmen Görüşleri ve Uygulamadaki Hususlar

Bu araştırma, 2. sınıf İngilizce öğretmenlerinin görüşleri doğrultusunda, devlet okullarının 2. sınıflarında uygulanmakta olan 2013 İngilizce öğretim programının, genel özellikler, amaçlar, kazanımlar, içerik, öğretim yöntem ve uygulamaları ve materyal açısından değerlendirilmesi amacıyla 2014-2015 ve 2015-2016 eğitim öğretim yılı bahar dönemlerinde gerçekleştirilmiştir. Ek olarak, araştırmada programda kazanımlar, öğrenme ve öğretme süreçleri ve materyal kullanımı açılarından yoğun bir biçimde ön plana çıkarılan dinleme ve konuşma becerileri ile ilgili öğretmen görüşleri üzerinde durulmuştur. Nihai olarak, 2. sınıf İngilizce öğretim programının uygulanmasına ilişkin var olan meseleler hakkında bilgi sahibi olabilmek için öğretmenlerin sınıf içi uygulamaları da bu araştırma kapsamında ele alınmıştır.

Bu hususlar doğrultusunda, araştırma sorularının ele alınabilmesi için hem nicel hem de nitel araştırma yöntemlerini içeren karma yöntem ile birlikte betimleyici araştırma deseni kullanılmıştır. Araştırmada bu desen altında, tarama modeli, mülakat ve gözlem teknikleri kullanılmıştır.

Araştırma Denizli il merkezinde 52 devlet ilkokulunda görev yapan 85 2. sınıf İngilizce öğretmeninin katılımıyla gerçekleştirilmiştir. Öğretmenlerin 2. sınıf programının özellikleri hakkındaki görüşleri "2. Sınıf İngilizce Öğretim Programı Değerlendir Ölçeği" aracılığıyla elde edilmiştir. Ayrıca, programın dinleme ve konuşma becerilerinin özellikle ele alınarak program hakkında farklı görüşlerin elde edilebilmesi için 14 öğretmen ile yarı yapılandırılmış yüz-yüze görüşme yapılmıştır. Öğretmenlerin sınıf içi uygulamalarının programda belirtilen uygulamalarla uyumlu olup olmadığının belirlenmesi amacıyla 15 sınıf gözlemi gerçekleştirilmiştir. Çalışmada elde edilen nicel veriler SPSS 20 analiz programı ile

analiz edilmiştir. Yüz-yüze görüşme ve sınıf gözlemlerinden elde edilen veriler ise tümevarımsal içerik analizi yoluyla analiz edilmiştir.

Çalışmadan elde edilen veriler doğrultusunda, öğretmenlerin programın genel özellikler, amaç, kazanım, içerik, öğretim yöntemleri ve materyal boyutları ile ilgili ılımlı ölçüde olumlu görüşe sahip oldukları sonucu ortaya çıkmıştır. Ayrıca, öğretmenlerle yapılan yüz-yüze görüşmeler sonucunda, İngilizce öğretiminin 2. sınıflardan başlamasının yaş faktörü itibarıyla yerinde bir karar olduğu ve dinleme-konuşma becerileri üzerinde durulmasının da oldukça uygun olduğu yönünde fikre sahip oldukları ortaya çıkmıştır. Ancak, öğretmenlerin ders saati yetersizliği, hizmet içi eğitimlerin eksikliği ve yetersizliği ve sınıfların fiziki koşulları gibi hususlarda programla ilgili olumsuz görüş belirttikleri ortaya çıkmıştır. Sınıf gözlemlerinde ise öğretmenlerin sınıf içi etkileşimde tüm sınıfa yönelik ders anlattıkları, şarkılar, oyunlar ve TPR (Tüm Fiziksel Tepki yöntemi) aracılığıyla dinleme ve konuşma becerilerine odaklandıkları ve materyal olarak görsel-işitsel materyallerle birlikte ders kitabı kullanımına yer verdikleri açığa çıkmıştır.

Sonuç olarak, 2. sınıf İngilizce öğretim programının iletişim becerilerine odaklanması, öğrencilerde yabancı dil öğrenme sevgisi oluşturması gibi olumlu özelliklerinin yanında uygulama açısından ders saati, yetersiz ders materyali ve fiziksel şartların uygunsuzluğu gibi noktalardan bazı yetersizliklere sahip olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Değerlendirme, eğitim programı, müfredat, 2. sınıf İngilizce programı

vi

Table Of Contents

Chapter One

Introduction

Chapter Two

Methodology

Chapter Three

Findings

Chapter Four

Discussion, Conclusion and Suggestions

Lıst Of Tables

Abbreviations

CEFR   **:** Common European Framework of Reference

CoE   **:** Council of Europe

ELTP   **:** English Language Teaching Program

MoNE   **:** Ministry of Education

Chapter I: Introduction

This chapter begins with a brief description of the background information to the study. It then provides information about the purpose of the study and the research questions addressed. Following these sections, the chapter introduces the significance of the study, its assumptions and limitations. Important terms and related literature are presented in the subsequent sections.

Statement of the Problem

Today, due to the advents in technology and economy, globalization and interaction among societies have increased the need to communicate in a foreign language. In the modern world, this need to communicate in at least one foreign language is met in schools, namely in formal education settings. Modern education systems have the aim of assisting people to survive in the global world for the change, complexity and competition (Topkaya & Küçük, 2010). In order to assist individuals to meet the demands of the global world, education systems have systematic and planned organizations in which curricula syllabuses and teaching programs interact with each other.

Although the term curriculum was initially used to refer to a list of courses, it has gained new dimensions over time and meanings attached to the term have greatly varied (Yurdakul, 2015). In a general sense, the term curriculum is closely related with the issue of what schools teach (Eisner, 2002). However, when analyzed in detail, it is seen that curriculum includes formulating nationwide educational policies, which are influenced by economic, political, social, and scientific developments, laying out the overall plan for teaching and learning, determining the objectives to be gained during the instruction,

designing the implementation process, assessing the specified outcomes and evaluating all the components within the curriculum for different purposes.

On the other hand, syllabus is related to the issue of what to teach; that is, it is a part of the curriculum and it deals with the content to be taught in schools. As Richards (2013) states, syllabus is the enactment of the curriculum and it deals with the subject matter itself together with its related activities for teaching. The relationship between curriculum and syllabus can also be observed in the relationship between syllabus and teaching program. A teaching program is defined as a series of courses with an end product and in terms of language programs it refers to a language teaching program is "a series of foreign language courses teaching the language through some kind of methodology so as to fulfill aim/aims such as communication or passing a proficiency exam" (Topkaya & Küçük, 2010, p.53).

When these terms are considered closely, it is seen that curriculum is the umbrella term including all the components related to education from abstract to concrete from the policy, philosophy to content and outcomes and it includes syllabus by which the content to teach as well as teaching activities are documented. Likewise, syllabus includes teaching programs in it and all these keystones of educational activities are in close connection with each other and they are all affected by the demands and necessities of the changes and developments of the era in which they are developed.

In this context, in order to keep abreast with the demands of the global world and the local needs of individuals; curricula and teaching programs change constantly. Similarly in Turkey, curricula, syllabuses and teaching programs undergo restructuring and revisions and English language teaching programs (henceforth ELTP) also have their shares from these curricular reform movements.

ELTPs in Turkey went through three major changes taking place in 1997, 2006 and 2013, the last of which was a major change known as 4+4+4 education system. Causing controversies and debates, this new system introduced new dimensions to the education system and its legalization process was completed in a rush in a very short time and it was put into practice with a change in the law numbered 6287 on April 11th, 2012.

 In terms of foreign language education, 2013 ELTP has brought about three major changes compared to the previous programs. The first one is that the newly launched system lowered the starting age for learning English to 6.6 years of age and to the second grade (MoNE, 2013). Next, the new ELTP is based on the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, known as CEFR, which emphasizes fluency, proficiency and language retention on the part of the learners (MoNE, 2013; CoE, 2001). Additionally, the 2013 ELTP stresses language use in communication and thus it adopts an eclectic mix of instructional techniques, drawing on an action-oriented approach. Thus, the 2013 ELTP aims to assist students to become language users and to help them gain communicative competence in English.

Since the 2013 ELTP has been in practice for three years, there is a growing need to understand whether this program meets its intended purposes, measure its success, learn about positive and negative issues related to its design and implementation. In other words, evaluation studies need to be conducted in order to inform all stakeholders from policy makers to curriculum designers, from teachers to parents so that its effectiveness can be maximized. Thus, the initial motivation to this study stems from this need and it endeavors to make sense of this newly launched program and its components.

Evaluation is an essential part of the educational process (Musal et al., 2014). It takes different components of teaching programs under scrutiny, such as their philosophies,

epistemologies, implementation procedures and processes, intended or unintended outcomes, stakeholders' experiences, satisfaction and effectiveness of teachers, the use of teaching methods as well as materials in order to show their value, accountability and development or quality (Kiely & Rea-Dickins, 2005).

As stated by Topkaya and Küçük (2010), the aim of conducting program evaluation may differ depending on the evaluator's purpose of conducting the evaluation. Initially, evaluation gives information related to an education program's effectiveness, strengths and weaknesses in order to improve it and provide feedback for its stakeholders (Alderson & Beretta, 1992; Küçük, 2008). Thus, evaluation of a teaching program shows the significance, value and quality of it for those stakeholders who are decision makers such as policy makers, curriculum and materials designers, and teachers. Secondly, evaluation provides feedback related to both positive and negative aspects of teaching programs and in this way those stakeholders responsible for the development and implementation of programs can make necessary changes.

In Turkey, educational program evaluation has increased over the last two decades after the introduction of the 1997 education reform. With regard to the evaluation of ELTPs in the Turkish context5, the studies can be grouped under two major periods as the studies which have evaluated the 1997 ELTP and the 2006 ELTP. To the best knowledge of the researcher of this study, there are only three studies which have evaluated the 2013 ELTP until now, which indicates a gap in related literature.

After the 1997 education reform, in which eight year compulsory education was accepted and English language teaching began to be introduced from the 4th grade, İğrek (2001), Mersinligil (2002), Tok (2003) and Büyükduman (2005) conducted research in primary schools regarding the ELTPs of 4th and 5th grades including the new program's

objectives, outcomes, content, teaching-learning process, assessment and implementation. In these research studies, the results revealed that the 1997 ELTP had many shortcomings and failed to teach English, thus required redesigning.

The second evaluation period starts with the introduction of the 2006 ELTP and Zincir (2006), Öztürk (2006), Er (2006), Sak (2008), Küçük (2008), Örmeci (2009), Demirlier (2010) conducted English language program evaluation studies on different program components of 4th and 5th grades such as general characteristics, aims, outcomes, content, teaching-learning process, assessment and implementation as in the 1997 ELTP and these studies found that 2006 ELTP was not effective enough to teach English and to lead students to communicate in English. These studies also indicated a need to revise the 2006 ELTP.

In terms of the 2013 ELTP, the studies conducted so far have mainly focused on the 2nd grade ELTP since the major change made with this new program was the introduction of 2nd and 3rd grade ELTPS. The three studies undertaken by Alkan and Arslan (2014), İyitoglu and Alci (2015) and Yıldıran and Tanrıseven (2015) reveal that although the 2nd grade ELTP has brought about some considerable renovations in terms of bringing listening and speaking skills rather than grammar into prominence, it also has some drawbacks such as insufficient number of class hour, materials and physical conditions of the classrooms.

 While Alkan and Arslan (2014) utilized a quantitative methodology by collecting data using a questionnaire, the other two studies conducted by İyitoglu and Alci (2015) and Yıldıran and Tanrıseven (2015) made use of qualitative methods. It is clear that a more comprehensive study making use of both qualitative and quantitative data collection tools to evaluate all the components of the 2nd grade ELTP is needed. Thus, this study aims to fulfill this gap by evaluating the 2nd grade ELTP by using both quantitative and qualitative methods.

Purpose of the Study and Research Questions

The rapid changes experienced in the ELTPs in the Turkish education system require close monitoring to detect the strengths and weaknesses of them so that effective implementation could take place since programs shape teaching, materials production and assessment procedures and their quality is directly linked to pupils' learning and development. Therefore, this study focuses on the 2nd grade ELTP with the aim of evaluating the program from the perspectives of the first-hand users of it, i.e. the language teachers.

The general aim of this study is to analyze the 2nd grade ELTP (Key Stage I) in state primary schools focusing on program components in terms of its general characteristics, aims, outcomes, content, teaching methods and principles as well as material component in order to explore not only how teachers evaluate different components of the teaching program, but also what their perceptions are regarding listening and speaking skills that are emphasized in the 2nd grade ELTP. Additionally, this study has the goal of investigating issues regarding classroom implementation of the program.

In line with these aims, this study tries to find answers to the following research questions:

1- What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of its;

   a) general characteristics
   b) aims
   c) outcomes
   d) content

2- What are the opinions of English language teachers towards the applicability of the program in terms of 2nd grade Listening and Speaking Skills?

a) Do teachers perceive the learning outcomes of the ELTP related to listening and speaking attainable by the students?

b) What are their perceptions of the effectiveness of instructional methods and techniques used in listening and speaking skills?

c) What are their perceptions of the efficiency and availability of materials used in listening and speaking skills?

3- To what extent, are teachers' practices in implementing the program congruent with those specified in the curriculum?

Significance of the Study

Since teaching programs are dynamic and change depending on the needs of the society and global world, they have to be evaluated in terms of their effectiveness, strengths, and weaknesses in order to inform the stakeholders and increase the quality of teaching and learning. While designing language programs as well as other education programs, different variables such as students' needs, interests, ages, and language levels, teachers' perceptions and practices, parents' expectations and support, availability of materials and physical conditions are taken into account in order to set realistic program goals. Therefore, teaching programs need to be evaluated for different purposes such as making the necessary amendments and renovations to make them more effective (Küçük, 2008). Thus, this study which aims to evaluate several dimensions of the 2nd grade ELTP through the lenses of the teachers implementing the program is of great importance since it may help provide all the stakeholders such as teachers, curriculum designers, materials designers and researcher with

information about the program specifics and issues which may lead to achieve an understanding regarding the positive and negative issues arising from program design, implementation and contextual factors. In short, this study is assumed to be significant in several respects.

First of all, as Richards (2013) states, one of the basic functions of evaluation is to provide feedback to all parties concerned with the success of the program. For this reason, initially, this study hopes to provide feedback to program designers about how the 2nd grade ELTP is perceived and implemented by English language teachers. Thus, the likely differences which may be found between the planned curriculum and the experienced one through this current study may guide program designers to understand how their planned decisions are perceived and interpreted by teachers.

Secondly, this study is supposed to shed light on identifying positive and negative issues encountered by the teachers in the implementation of the 2nd grade ELTP. By realizing these strong and weak points, teachers, as one of the major stakeholders, can benefit from the findings of this study and make necessary adjustments in their implementation of the program in terms of material, teaching methods, planning and teaching.

Additionally, it may be useful to find out the likely drawbacks in reaching the goals of the 2nd grade ELTP. Therefore, the results of the study related to the difficulties which teachers face and suggestions they may offer to improve the quality of the program can provide valuable information for those responsible for the implementation of the program, namely teachers and program specialists and designers in the Ministry of Education (henceforth MoNE).

Finally, as one of the first few studies conducted related to the 2nd grade ELTP, this study intends to contribute to the program evaluation field and the related research literature. Since the program has been implemented for a very short time now, this study is especially important in that there are not sufficient numbers of academic research in Turkey. For those who would like to conduct similar research studies on the 2nd grade ELTP as well as other ELTPs which underwent restructuring with the 2013 program change, this study may also be used as a model to be conducted in a different sample in a different context.

Assumptions of the Study

This study is conducted having some assumptions in terms of data collection tools and participants.

Firstly, one of the main the data collection tools, the "2nd grade ELTP Evaluation Scale" developed to gather data related to the evaluation of the 2nd grade ELTP is comprehensive enough to include all the necessary questions to analyze the program in all its aspects, except. In this respect, following all the necessary steps and making necessary statistical analyses, the 2nd grade ELTP Evaluation Scale which was developed as the data collection instrument in the survey is valid and reliable. The items in the scale do not have a bias or cause misunderstandings on the part of the teachers. Secondly, the other data collection tool comprising semi-structured interview questions is also designed to elicit participant teachers' real opinions related to the program components. Finally, the 2nd grade ELTP classroom observation form developed to be used to collect observation data in terms of the implementation of the program is also assumed to be valid and reliable.

In terms of the participants in the study, it is also assumed that participant teachers revealed their real opinions objectively while responding the scale items. In the interviews,

teachers are assumed to have taken part willingly after taking their consents and expressed their real opinions. Regarding observations, teachers are assumed to have reflected their natural classroom atmosphere and real implementation of the 2nd grade ELTP. Apart from the participants, the researcher of this current study himself has no bias and prejudices and followed ethical rules in designing the study, developing the survey instrument and classroom observation form, collecting and analyzing the data and reporting the findings.

In short, in this study the data collection tools are assumed to have validity and reliability. Besides, the participant teachers who joined the survey took part in the interview and showed consent to the researcher in the classroom observations are assumed to retain their objectivity and reflected their real opinions. Finally, the researcher of the study followed ethical rules in research design, data collection, analysis and interpretation.

Limitations of the Study

This study has a number of limitations. Initially, this research study is limited to 52 state primary schools in the province of Denizli which were visited for data collection purposes in 2014-2015 and 2015-2016 teaching years spring terms. Since the results of the study are limited to the province of Denizli city center, the results may not be generalizable to the other cities because of the possible variables dependent on their contexts.

This study is limited to the English language teachers who were implementing the 2nd grade ELTP in Denizli in 2014-2015 and 2015-2016 teaching years spring terms. Since this study has a cross-sectional research design, the data and findings do not reflect year by year developments of the program and teachers' way of teaching the language in 2nd grade classes, so the amendments and changes undertaken in the program or teachers perceptions related to implementation after data collection may not be generalizable with the findings of this study.

All public primary schools in the city center of Denizli are included in the study and all the teachers in these schools who were teaching English to 2nd grade students at the time of data collection were given their consents to participate in the survey, interview as well as the permission to observe their classes.

In terms of the participants of the study, those who may have participated in the piloting process of the survey instrument via online platforms may have also taken part in the main study although the participants in the main study were specifically asked not to participate if they took part in the piloting process.

Definitions of Terms

Curriculum, syllabus and syllabus types. As Corder states (1973, as cited in Erdoğan, 2005, p.45), in planning language education, after the foreign language teaching policy is drawn, there remains two general questions to be answered regarding "what to teach" and "how to teach it". The answer to these two questions is related to two terms, the first of which is "how language is viewed" and the second one is "curriculum"; that is, the answer to how to teach the language.

In fact, the question "how to teach" is related to the term curriculum. Curriculum serves to specify the broad ideas in practice, and it stands for the course of study or syllabus (Prideaux, 2003); however, the word curriculum has many more definitions and it seems difficult to define it in a concise and univocal manner.

Bharvad (2010, p.72) defines curriculum "as the sum of all experiences, which are to be provided in an educational institution" while Lovat and Smith (1995, p.23, as cited in Thornton & Chapman, 2000, p.3) state that:

Curriculum can best be conceived as decision-making action that integrates both intention and the manner in which the intention becomes operationalized into classroom

reality. This reality, however, must be negotiated and modified because of a range of contextual circumstance.

However, in a narrower point of view, curriculum may refer to "what schools teach" and "a specific educational activity planned for a particular student at a particular point in time" which are exactly far from each other (Eisner, 2002, p.25) or as a product or set of items for teaching, deriving materials and methodology and finally the planning for a program. As Ornstein and Levine state (2007), curriculum can be viewed from two perspectives; the first one sees curriculum as bodies of content or subject matter while the second one considers in terms of student needs and attitudes; it is most concerned with process.

As a summary of the exhausting variety of the definitions related to what a curriculum is, Su (2012) states that the key terms of different definitions of the term curriculum are goals or objectives; content and goals; teaching methods, content and goals, assessment as well as experiences in learning process. The complexity of these terms can be visualized on a continuum (see Figure 1).
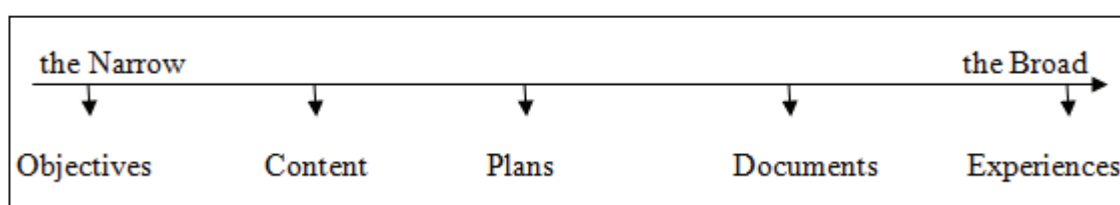
Figure 1. "Curriculum" from the Narrow to the Broad (Su, 2012, p.155).

What comes out of the related information provided about curriculum above is that it is a bridge between the abstract policy and the actualization of these policies. As could be understood, there is no consensus over what curriculum is, however it can be said that curriculum is a device which makes the intended policies become real and concrete, and enable them to be experienced with all its aspects in educational contexts from organization to implementation. Therefore, even though language policies, which are shaped according to the

needs of the governments, countries and peoples for global reasons and therefore are top-down in nature, they are abstractions. The implementation of them is adjusted to meet the needs of individual teachers and learners in relation to their specific contexts.

Reflection of all these top-down procedures requires a systematic organization for the development of curriculum. Curriculum development combines macro and micro level aspects of not only education but also the country. In macro level, country's political, economical long term plans are combined with micro level aspects such as goals and determination of the content in developing the curriculum. Countries would embed their traditional values or political views into the curriculum such as the multiculturalism ideal of Europe, democracy emphasis of the USA. In other words, a curriculum should address the prospects of the culture, society and policy where it is implemented (Erdoğan, 2005). Thus, as it is seen, curriculum builds a bridge between past and present perspectives in the ideologies of the society as well as its philosophies or expectations and involves a set of elements such as planning, implementation, evaluation, management and administration of educational programs as well as the philosophy, purposes, design and implementation of a whole program (Harmer, 2003; Dolores, 2007; Ornstein and Hunkins, 2009).

Considering the important aspects of language education for macro and micro levels, the curriculum development stage is conducted by following some crucial steps. In literature, there are some models suggested for curriculum development and the most common two of these models in language education curriculum development belong to Brown (1995) and Richards (2001).

Brown's (1995) model for curriculum development is based on Taba (1962) and includes seven steps. The first step is the diagnosis of needs in the planning stage of the curriculum development. In this step language learning requirements of the learners in their

learning environment are drawn through needs analysis. Needs analysis is conducted on the stakeholders such as learners, teachers, families of the learners, those who are in charge of curriculum development etc. Upon conducting needs analysis, objectives are formulated. In the second step, objectives are formulated as general statements concerning desirable and attainable program purposes and aims based on situation needs. Global targets around which educational programs and syllabuses are designed and requirements as particular knowledge, behaviors, or skills the learners are expected to know or perform at the end of a course or program are considered and reflected in document statements (Chunling, 2014). In the next two steps, content is selected (step 4) and organized (step 5) as units and subjects to be taught as well as topics, skills, processes, themes, facts, values, attitudes, and knowledge. While choosing the content, there are some elements to be considered such as the needs, interests, age and linguistic levels of the students. After such issues related to content are planned, they are organized in a systematic way depending on the contexts that they will be implemented in.

In the fifth and sixth steps, learning experiences are selected and organized. Upon deciding about the linguistic content/ input, important aspects with respect to teaching methods and the design of teaching activities as well as materials can be addressed. The last step of curriculum development is the determination of what to evaluate, and the means to evaluate which means the evaluation of the impact of the every single step conducted previously.

Apart from Brown's curriculum development model, Richards (2001) also proposed a model. Since Richards defines curriculum as "the range of planning and implementation processes involved in developing or renewing a curriculum", "needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching and evaluation" are the key points to focus on (Richards, 2001, p. 41). He also asserts that these elements of the curriculum can be regarded

as "forming a network of interacting systems" since changing one affects the others (p.41). In his curriculum model, each and every step applied while developing the curriculum is in a cycle (see figure 2) and closely linked to each other.
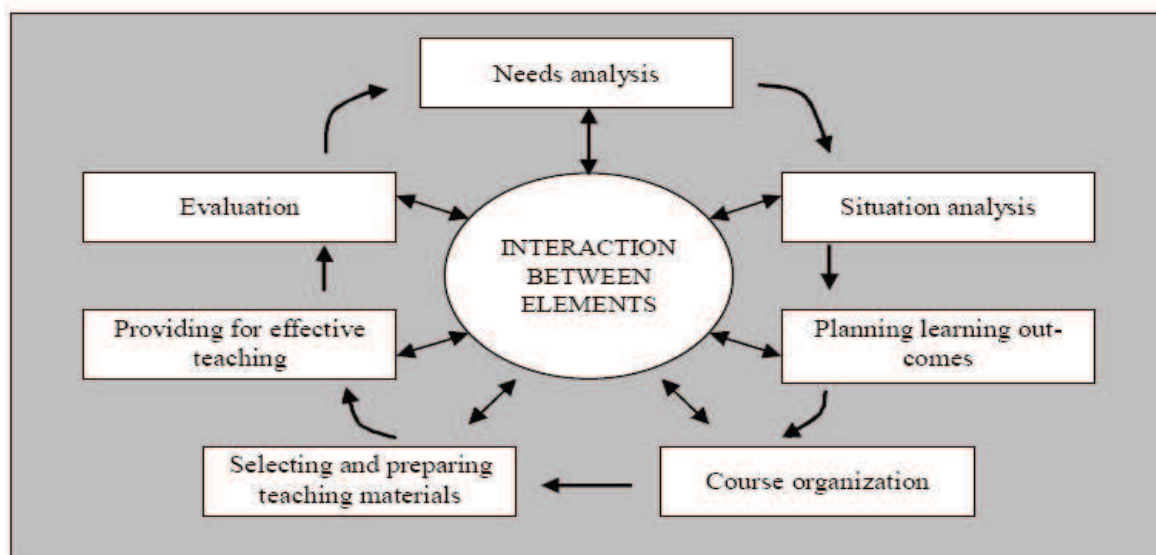
Figure 2. Richards' view of curriculum development

As can be observed, there are some similarities in both of these models proposed in that needs analysis, framing the objectives/outcomes, selecting the materials, teaching and evaluation are similar; however, according to Brown (1995), testing is crucially important in curriculum development (Brown, 1995, p. 22).

Although Richards (2001) and Brown (1995) and some other scholars specify several and mostly overlapping steps of curriculum development, it can also be visualized in being actualized in three broad levels (Colin, 2009). In this view, there are three levels of curriculum: the first level includes the 'planned curriculum' (also known as 'curricular authority'), which deals with the worth of knowledge, and it is related with goals and objectives. The second level has the 'enacted curriculum', which is about the kind of curriculum for implementation and evaluation, while the third one comprises the 'experienced curriculum', which is the actual one taking place in the classroom. Thus, this study especially

focuses on the terms "planned curriculum" and "experienced curriculum" since one of the underlying reasons for conducting the study is to get insight into what actually happens in classrooms. In other words, how the planned curriculum is reflected in the classroom and how it is experienced by the teachers and students.

In all these views, however, evaluation of the curriculum with its relevant steps and impact is always considered as an indispensable and integral part of curriculum development and implementation informing about all its steps continuously which makes curriculum development as an ongoing process (Agrawal, 2004). Curriculum may have strengths, weaknesses or success and these can be identified through evaluation. According to the emerging results, improvements, amendments and changes are carried out to get better results and to attain the purposes (Ormeci, 2009). Apart from these, evaluation of the curriculum enables making judgments so that decision might be made about the future of teaching programs, whether to retain the program as it stands, modify it or throw it out altogether (Hussain, Dogar, Azeem, & Shakoor, 2011).

Syllabus and its types. As for syllabus, Dolores (2007) states that "syllabus is the specification and ordering of content of a course or courses" (p. 275). In fact, as in the case of curriculum, the perceptions towards "what a syllabus is" also vary, so do the definitions of it. In their study, Smriti and Jha (2015) point at this variety and nicely give a summary of the meanings attached to syllabus. Their review includes definitions of syllabuses as specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. In fact, the definitions related to syllabus are centered around some aspects such as "specification, selection and grading of what is to be taught and learned", "outlining the goals and objectives of a course or a content" and "an expression of opinion on the nature of

language and learning" (Candlin, 1984; Prabhu, 1984; Pienemann, 1985; Hutchinson & Waters, 1987; Yalden, 1987; Nunan, 1988; Kearsley & Lynch, 1996; Rabbini, 2002, as cited in Smriti and Jha, 2015, p.2). As these descriptions related to syllabus show, syllabus is actually linked to what to teach, that is the content and grading of the content depending on the objectives defined in the curriculum.

Teaching different contents requires different syllabuses because each content has a unique nature which necessitates selection of a specific syllabus type. This is also the case in language education and applying a similar approach to teaching various content specific matters generally may not yield the intended outcomes. For example, in cases where the content focuses on delivering linguistic aims, the type of syllabus to be used needs to prioritize linguistic items whereas in cases where communication is the goal, the teaching of the content should center on communicative functions. For this reason, there are different types of syllabuses dealing with different content (Reilly, 1988). Depending on the nature of the content to be taught or depending on the view and approach to language teaching, a specific syllabus may serve best to teach the language.

While selecting a type of syllabus, one of the basic distinctions is based on criteria such as frequency of the content to be taught which determines the order of the lexical items for teaching (Richards, 2013). Additionally, the criteria of usefulness is also important in that the content of the language to be taught is selected based on learners need, so what they learn should be relevant to their linguistic needs; they should be simple for learning which are expressed as simplicity and learnability by Richards (2013).

As aforementioned, the selection of the syllabus is specific to the content to be taught. In terms of foreign language teaching, there are two main types of syllabuses in the literature, which are known as product-oriented syllabus and process-oriented syllabus.

Product-oriented syllabus. Product-oriented syllabus is centered on the result, that is, what knowledge and skills the learners gain as the product at the end of the instruction is the main concern. There are four different "product-oriented" syllabus types in foreign language teaching. These are structural, situational, functional/notional, and lexical syllabus.

Structural Syllabus. As Richards and Rodgers (2014) define, "structural syllabus is a list of the basic structures and sentence patterns of English, arranged according to their order of presentation" (p.43) and being the most common syllabus, it is also known as grammatical syllabus where grammatical forms are sequenced from simple to complex (Brown, 1995; Rabbini, 2002). The sequencing of the forms or the content in this syllabus type is based on the criteria of simplicity, frequency, regularity and contrastive difficulty.

The structural syllabus derives from the traditional Grammar Translation and audio-lingual methodology and it assumes that a learner can develop the functional ability from structural knowledge. And thus, it is limited to sentence and language as a complex behavior is divided into small structures and typical configurations of sentence/phrase types (Erdoğan, 2005; Knapp, Seidlhofer and Widdowson, 2009, p.310).

However, because it solely focuses on the form, structural syllabus gives no place to communication in its nature, thus, the learners are able to learn the grammatical forms without being able to use the language for communicative purposes.

Situational syllabus. The lack of emphasis on meaning in structural syllabus created a new alternative against it and situational syllabus came out of the idea that "language always occurs in a social context and the teaching of language should not be isolated from its context" (Thakur, 2013, p.210), and the organization of the content in situational syllabus is made based on possible "situations" which learners may come across. The situations in this syllabus type are generally the common situations like "at a hotel", "at the restaurant", "at a

cafe". Thus, learners learning English through situational syllabus are required to role-play and make conversations (Erdoğan, 2005).

One advantage of using situational syllabus is that it fosters real-life language use in classrooms and as stated by Smriti & Jha (2015), "the learners are expected to actively participate and perform different roles in the given situations to learn the language in a natural and faster way" (p. 4).

Functional/notional syllabus. Functional/notional syllabus appeared because of the inefficiencies of the previously existed structural and situational syllabus. According to Grigoryeva et al. (2015), functional/notional syllabus is based on functions and implications of the language use in speech organized as units to teach communicative purposes. They also state that in functional/notional syllabus, communicative functions in the language such as agreeing, apologizing, requesting, identifying, denying etc. are listed together with notions in two domains: the general notions (size, age, color, comparison, place, time, quantity, quality etc.) and specific notions ("Business and money" and "Market and customers") (p.126).

The form and function relationship in functional/notional syllabus can be shown in a figure (see Figure 3). As Figure 3 below illustrates, while form includes functions with different complexities depending on the purpose of the communication, if the teaching of structure is focused on the function, it includes various forms.

To illustrate it better, it can be explained that when syllabus is designed from structure to function, as it is shown in the figure below, functions of that specific structure is emphasized, and from function to structure, on the other hand, forms to refer to that function come to the fore.

```
┌─────────────────────────────────────────────────────────────────┐
│  ┌──────────────────┐          ┌──────────────────┐              │
│  │  Form (i.e. will)│          │  Function (i.e.  │              │
│  │                  │          │     future)      │              │
│  └──────────────────┘          └──────────────────┘              │
│           │                             │                        │
│      ┌──────────┐                  ┌──────────────┐              │
│      │ function │                  │ form (be going│             │
│      │ (future) │                  │      to)      │             │
│      └──────────┘                  └──────────────┘              │
│                                                                  │
│      ┌──────────┐                  ┌──────────────┐              │
│      │ function │                  │  form (will) │              │
│      │(promising)│                 │              │              │
│      └──────────┘                  └──────────────┘              │
│                                                                  │
│      ┌──────────┐                  ┌──────────────┐              │
│      │ function │                  │    form      │              │
│      │(prediction)│                │   (be+Ving)  │              │
│      └──────────┘                  └──────────────┘              │
└─────────────────────────────────────────────────────────────────┘
```
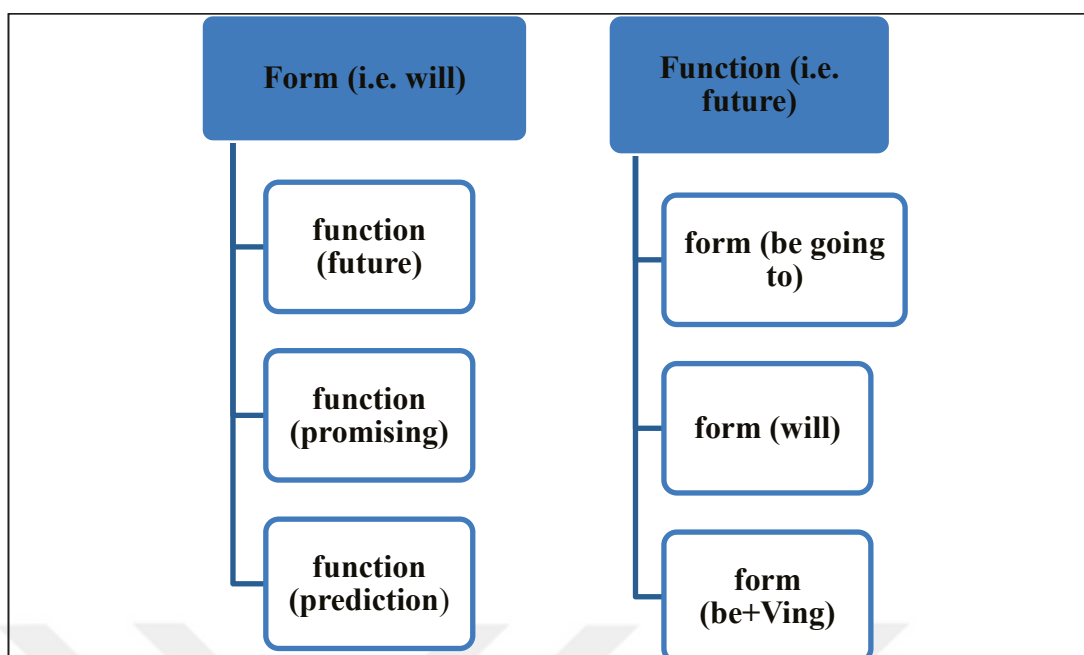
Figure 3. Form and function relationship (Krahnke, 1987, p. 31; as cited in Erdoğan, 2005, p.49)

Lexical syllabus. As in other syllabus types which came out as a reaction to the previous one(s), lexical syllabus also emerged as a result of the perceived failure of structural syllabus and it aims to teach lexical phrases (Thakur, 2013). In lexical syllabus, it is assumed that when learners start learning the language through lexis as a starting point, they will be able to identify the most common meanings and patterns in the language depending on the frequency of use and collocations. (Smriti & Jha, 2015).

Murphy (2013) criticizes that lexical syllabus has been undervalued and simplified by depicting it as a vocabulary-based syllabus and he adds that in lexical syllabus instead of teaching grammar, teaching of word/phrase use, frequency as well as generative powers implying a progressive form by creating the meaning through its generative properties is emphasized. According to Murphy (2013), lexical syllabus views words/phrases/chunks as 'lexical items', and with this syllabus it is assumed that the learners would be able recognize and use them correctly in real word contexts.

Process-oriented syllabus. Process-oriented syllabuses focus on the process through which the learners gain the linguistic knowledge and skills (Nunan, 1988). As stated previously, language teaching syllabus types emerged and changed based on the changes or trends in the existing situations or needs in line with developments in teaching curriculums. The syllabus types which focused solely on sentence forms and structures as in structural syllabus did not meet the communicative needs of learners and thus the syllabus types which focused on skills and process, against the end product, had to emerge in line with the evolution process of language teaching. Within process-oriented syllabuses fall 3 syllabus types: "Task-based Syllabus", "Skill-based Syllabus" and "Content-based Syllabus".

Task-Based Syllabus. Focusing on cognitive and communicative processes through which language learning takes place, task-based syllabus aims to meet learners' real-life language needs while helping them develop communicative competence together with linguistic, sociolinguistic, discourse, and strategic competence. Learners have to perform a sequence of purposeful tasks in the classroom with a focus on communication although language learning is not the aim but the experience learners gain through completing the tasks (Katsara, 2008). While trying to accomplish the tasks, learners use the language as the medium to do them and the tasks reflect the daily life communication. The possible types of tasks in this syllabus type are organized as reading job ads, making appointments, writing a résumé, filling out a job application, being interviewed, solving a problem, and so on (Örmeci, 2009). According to Nunan (2001), analysis of learners' real-life needs is conducted at the beginning of the design process of task-based syllabus and it shows the properties of communicative language teaching. Based on their needs, tasks are organized considering students' cognitive and linguistic readiness and sequenced from simple to complex.

Skill-based Syllabus. As another syllabus type taking the process into account, skill-based syllabus aims to teach its learners skills and to develop more general competence in language which will help them to communicate in their real life using the language. The underlying idea of skill-based syllabus is that while using a skill in language, both structural and functional aspects are combined, however they are not dependent on the specific situations. In order to teach language skills, language is divided into small bits, which are also skills, and learners are hoped to bring those bits together after the bits are taught. In using the language, each skill has its own sub-skills, on which skill-based syllabus is built, and linguistic competencies are grouped as generalized types of behavior in this syllabus. Skill-based syllabus is organized around skills such as listening for gist, listening for main idea, summarizing and paraphrasing in writing and so on so forth (Erdoğan, 2005; Katsara, 2008; Örmeci, 2009).

Content-based syllabus. Content-based syllabus aims to help learners to learn some content or information while using the language. The content instruction makes use of a series of relevant topics which are studied in detail systematically from different angles through exposing learners to the language (Jalilzadeh & Tahmasebi, 2014). Teaching the content matter is the main concern here and language learning is geared to learning the content by focusing on meaning. As Katsara (2008) states, cross-curricular lessons and activities are practical examples of content-based teaching and syllabus and they are based on communicative competence including grammatical, sociolinguistic, discourse, and strategic competences. In this syllabus type, a distinction is made between the form and function, but language is handled in the contexts of its functions and meanings. The examples of content-based syllabus are the school subjects such as science, social studies, extensive reading of literature (Örmeci, 2009). Additionally, this syllabus type is claimed to be advantageous in terms of motivating learners and it is recommended for teaching English to young learners for

the reason that it is easier to relate the lessons to the experiences and interests of the pupils. Furthermore, "children can associate words, functions, structures, and situations with a particular topic, and also works in the classroom naturally include all language skills as well as guided and free activities" (Scott and Yetreberg, 1990, p. 80-85; as cited in Erdoğan, 2005, p. 53).

The decision which syllabus to use or adopt may be affected by many different conditions such as the aim of teaching the language, the policy of education, availability of the resources and expectations from the language instruction. Jalilzadeh & Tahmasebi (2014) state that "choices of syllabuses can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language" (p.223). Thus, given the categories of syllabus types, a syllabus can fall into either category above.

In light of the information presented above, when the main focus of this study, i.e. the 2nd grade ELTP, is analyzed, it is seen that it follows a skills-based syllabus within the process-oriented syllabus type. As it is stated in the program document, the 2013 ELTP focuses on language use in authentic communicative environment and regards the language as a means of communication; therefore, at the 2nd and 3rd grade levels, speaking and listening skills are heavily taught and as the students advance reading and writing skills are incorporated to the process (MoNE, 2013).

Teaching program. As in the case of other components related to the term education such as curriculum or syllabus, "teaching program" is viewed from different perspectives, too. Uşun (2012, p.5) states that the term "program" comes from the Latin word "programma" meaning "previously written timetable" or "schedule". On the other hand, it also refers to any written document. As Lynch (1996, p.2) describes, "in general, it tends to evoke the image of a series of courses linked with some common goal or end product". In terms of language education, Lynch (1996) states that program, as linked courses, aims to help learners gain language related endeavors and the program trains them for a variety of purposes such as passing an exam for proficiency or training them to function in a context in which second language is to be equipped. Topkaya and Küçük (2010) also define a language teaching program as "a series of foreign language courses teaching the language through some kind of methodology so as to fulfill aim/aims such as communication or passing a proficiency exam" (p. 53). From a wider angle, the term program applies to any organized activity for the purpose of education on a continuous basis (Weir and Roberts, 1994), Thus, in line with these definitions and perceptions about teaching program, it seems logical to say that a teaching program is composed of interrelated courses implemented through a definite methodology to achieve course objectives in a narrow sense or curriculum goals in a wider one. When it is considered that program, curriculum and syllabus are closely interrelated with each other, program can be regarded as the smallest unit covered by syllabus first and curriculum next; thus, it is in the core of educational planning activities as Figure 4 shows. It is clear from the figure 4 below that the broadest unit the curriculum followed by syllabus having teaching program in the core.
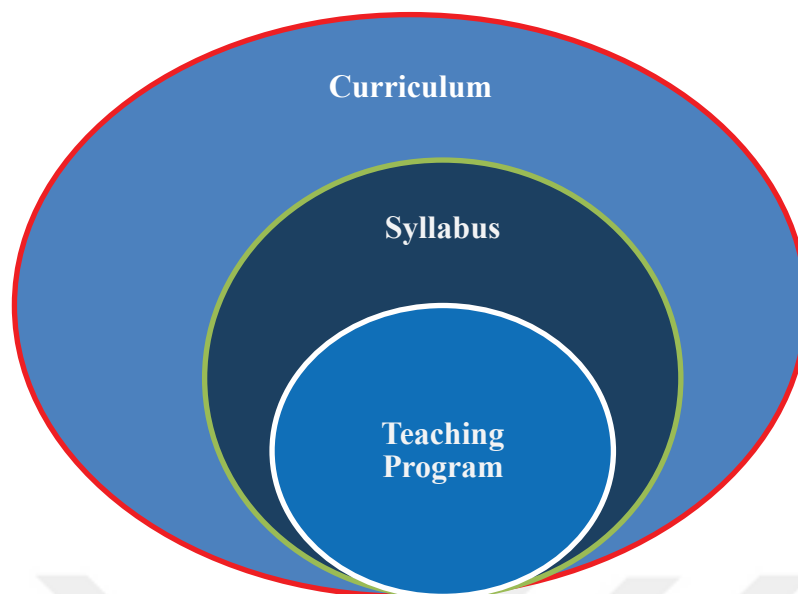
Figure 4. The relationship between teaching program, syllabus and curriculum.

As Mede and Akyel (2014) point out, a good curriculum ensures a good teaching program which have some features. First of all a good language teaching program should be consistent, efficient and effective to reach its aims and objectives. Secondly, it should meet the needs of learners and have a sound teaching philosophy since every period has its own teaching philosophy resulting in teaching methodologies changing accordingly as well as the changing definition of learning (Küçük, 2008; Mede & Akyel, 2014).

The success and failure of the curriculum depends largely on the implementation of the teaching program because the components (goals, timing, allocation and availability of the resources, physical conditions of the classrooms and schools etc.) of the program are pre-determined in the curriculum and methodology with the syllabus. The outcomes will be dependent on these factors; namely; goals of the curriculum or selection of the syllabus will affect the results. Thus, in order to gain insight into effectiveness, efficiency and cost of a program (Topkaya & Küçük, 2010, p.53), it should also be evaluated for different purposes.

Review of Literature

This part of the study focuses on policy making in language education, and gives information related to the curriculum, syllabus and syllabus types. Additionally, education programs and program evaluation including English Language program evaluation are given place together with an overview of English Language programs and English Language evaluation studies conducted in Turkey.

Policy making in language education. The place of language education within the education systems of countries is generally shaped by their language education policies. The term language education policy is defined as "a set of managed and planned interventions supported and enforced by law and implemented by a government agency" (Spolsky, 2004, p. 5). On the other hand, language policy is regarded as a set of principles enabling decision making related to teaching and learning of first and second languages in formal education systems at all levels: early childhood, primary, secondary, and the teacher education segment of the tertiary level agreed on by stakeholders (Corson, 1990; as cited in Küçükoğlu, 2012, p.1091). Additionally, language education policies of the countries make the framework of not only the first or second language, but also deals with even the third language education (CoE, 2007). Thus, language education policies involve first, second and even third language education and they are reflected in all educational levels from primary to university education as well as teacher education.

Educational policies of the countries are generally influenced by globalization, science and technology as well as industrialization. Under present conditions, the most significant driving force triggering the priority of language education is the high rate of globalization. In this context, an appreciation of a foreign and even multiple foreign languages as well as the ability to communicate effectively are regarded as crucial and becoming a global individual or

global citizen is especially emphasized. Since English language is the world's lingua franca of today (Kirkgoz, 2008; Yal, 2011), it is associated with globalization and this has made a considerable impact on language policies of countries including Turkey (Kirkgoz, 2009, p. 663-664).

Each country has its own policies for language education and one of the bodies which set standards to be applied in language education across Europe is the European Union (EU). The EU places great importance on foreign language education and has a separate body responsible for foreign language policies of the Union called "The Language Policy Division of the Council of Europe", and this body provides assistance in conducting language education policy analyses for the countries within the Union. To this aim, it provides the EU countries with guidelines and frameworks to follow similar educational procedures in their practices of foreign language teaching. The rationale behind this is "to offer an analytical tool which can serve as a reference for the formulation or reorganization of language teaching in member States (essentially in education systems) and, through it, an examination of European language policies" (Beacco and Byram, 2003, p. 7).

Since mobility of the individuals for vocational and educational needs is regarded as a must for the citizens within the EU and ability to speak at least two languages not only for economical or educational reasons, but also for the intercultural interaction is heavily emphasized when language policy of the EU is considered. Thus, in order to provide mobility for the individuals for various reasons and for the appreciation of individual cultures as well as cultural diversity, languages are regarded as the integral part of the identity and culture within the EU, and provision of this policy is under the control of a unit known as Language Policy Division Unit within the union (CoE, 2003).

The pressuring demand to teach foreign languages to the EU citizens paved the way for the "Common European Framework of Reference" known as CEFR, which aims to set standards for foreign language education across Europe. As the Council of Europe, Language Policy Unit (2007) states, the CEFR describes language teaching objectives in an explicit way and based on the objectives, related content and methods for the implementation of second/foreign language education are also elaborated accordingly. Apart from these, syllabuses, guidance for curriculum, details about implementation, assessment together with materials to be used are also provided by CEFR.

The framework can be used for various purposes and these can be summarized under four broad categories: the first of these categories is the planning of language learning program in which the objectives and the content is dealt with. After language learning programs are planned, planning of language certification takes place by which content, assessment criteria and positive achievement rather than negative deficiencies are handled. The third category is related to self-directed learning. In this category, raising the learner's awareness of his or her present state of knowledge, self-setting of feasible objectives, selection of materials, and self-assessment are planned. In the final category, it is stated that learning programs and certification can be global, modular, weighted and partial (Common European Framework of Reference for Languages: learning, teaching, assessment, 2001, p. 6).

When CEFR and its functions are considered, it is seen that CEFR aims at setting the standardization of foreign language teaching and learning in a uniform manner across Europe. Although CEFR was originally developed for European countries, today, it is used in 39 countries around the world (Council of Europe, 2015) including Turkey, which has experienced three major curriculum changes in the last three decades, the last one of which

claims to be based on the principles and descriptors of CEFR as stated in the 2013 ELTP curriculum (The Board of Education and Discipline, 2013, p. 3). In line with this, how far these policies and descriptors are reflected in the newly launched programs needs to be reviewed to shed light on whether the 2nd grade ELTP follows CEFR in terms of the principles suggested.

All in all, it is clear that education policies of countries are reflected in their education systems and language education is a central one in this process since global, political, economical as well as scientific necessities require this close interaction between policies and education systems. Turkey, as a country developing economically in the globalized world, also needs to prioritize language education in order to meet the challenges of the 21st century. Thus, its curricular reforms reflect this effort to keep up with the changes and developments of the globalization process for equipping the learners with the ability to use English for communication As the product of such efforts to educate its learners to communicate in a foreign language apart from their mother tongue, the new 2013 ELTP requires an evaluation with a scientific approach to reflect on whether this curricular reform will enable learners with the mastery of necessary language skills for communication.

Program evaluation and evaluation purposes. Evaluation has always been regarded as a central issue in any educational context. In curriculum development, for example, in every stage from planning to implementation, for any question in mind related to effectiveness of an organized educational activity or for decision making to continue or stop any particular program, evaluation plays the central role and serves as the base of all integrated educational activities.

One of the most common types of evaluation is called program evaluation. Program evaluation is defined by Worthen (1990, p. 42) as "the determination of the worth of a thing

consisting those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an educational system." Similarly, Lynch (1996, p. 2) defines program evaluation as "the systematic attempt to gather information in order to make judgments or decisions." Parallel to the definition of Lynch, Brown (1995) also states that program evaluation is systematic information gathering and analysis for improvement and for the effectiveness of any institution. As could be understood, evaluation is "systematic information gathering and analysis" through which programs or their components are evaluated to make judgments, give decisions to improve programs or program components as well as "the effectives of an institution".

The process of evaluation is comprised of setting and identification of standards of merit, worth, or value including the evaluand's performance on these standards together with integration or synthesis of the results for an overall evaluation (Scriven, 1991). As is emphasized above, merit, worth, and significance are key terms in program evaluation. According to Scriven (1991), merit has to do with the intrinsic features, characteristics, or attributes of an evaluand which is the thing being evaluated while worth is the value of something to an individual, an organization, or an institution. As the last characteristic of evaluation based on Scriven (1991), the term "significance" is regarded as the meanings or value which can be ascribed to a program that is evaluated.

Scriven's explanation related to the process of evaluation is also supported by the views of Owen (2006) and Phelps (2011). For them, evaluation is making interrelated decisions in order to make a judgment of worth, and there are four aspects of it as establishing or selecting criteria of worth, constructing standards, measuring performance and comparing this with the standards, synthesizing and integrating the evidence into a judgment of merit or worth (Owen, 2006; Phelps, 2011).

In terms of principles for a sound evaluation, Stufflebeam (1994), suggests four basic characteristics as utility, propriety, feasibility and accuracy. For the evaluation to take place in a sound manner, it is required to be grounded with the involvement of the stakeholders, be credible, informative, and timely as well as being influential as the utility standards of the evaluation. Related to propriety characteristics of the evaluation, it should follow ethical issues and be fair to the parties involved. Feasibility standards of the evaluation refer to the procedures and effort while doing the evaluation. Procedures followed and level of effort are to be affordable, viable and easy to implement. In terms of accuracy, evaluation conducted should reveal adequate information related to the program or an object being evaluated (Stufflebeam, 1994).

When all things related to program evaluation are considered, it can be said that evaluation is a systematic and a planned process in which collecting and analyzing research data about organizations and programs are made to inform stakeholders about current situation of them. Additionally, program evaluation is conducted for gaining insight into the program's effectiveness so that it can be increased or an enhancement to improve the program can be made. Finally, information about activities, characteristics and outcomes related to the program may help stakeholders to decide about whether to stop, continue or expand it.

Formative and summative evaluation. In program evaluation, different phases of a program are evaluated through different evaluation types, each of which has its own unique evaluation questions and methods (Metcalfe, Aitken, & Gaff, 2008). The most common program evaluation types are "formative evaluation" and "summative evaluation". Formative evaluation takes place during the development of a program with the purpose of collecting information to be used for the improvement of the program (Küçük, 2008; Mede & Serkan, 2014), so it requires collecting and sharing information for improvement (Tunç, 2010).

Especially during the development stages of the program, the most important objective of a formative evaluation is to find out the possible shortcomings and to produce amendments for the future. Thus, formative evaluation enables stakeholders to make changes, identify issues or correct problems about the program.

As stated by Han, Hu, & Li (2013), formative evaluation is significant in many ways. Formative evaluation enables diagnosis of the weaknesses and strengths of an education program, validation of the program's goal and ensuring that the goal is being achieved or that the program is on the right track toward achieving the goal. It can additionally provide feedback and recommendations for subsequent remediation of problematic aspects so as to promote better final outcomes as well as helping the central government measure the student turnover rate and plan budgets for the program's future needs.

In order to have a sound formative evaluation, in the development stage of the program the focus in on the formulating evaluation questions related to aims or goals relevance and consistency, however as the program continues this attention in shifted to practicality and effectiveness (Thijs & van den Akker, 2009). As for summative evaluation, it aims to find out whether a program is effective, applicable, whether the program's intended objectives have been accomplished or if they are insufficiently reached, if the resources allocated are used in an effective way and to find out the benefits of the program (Milton, Judith, & Stuart, 2008; Örmeci, 2009). It can also involve assessing the long term effects by evaluating the outcome of the program through comparison of randomized groups as experimental group and control group (Metcalfe et al., 2008). As Topkaya and Küçük (2010) state, summative evaluation may help to decide whether a program should be continued or not.

When both evaluation types are compared based on different aspects such as their purposes, uses, to what each of them addresses, evaluator's role, their characteristics etc., there are both similarities and differences (see Table 1).

When both evaluation types are compared, it is clear from Table 1 below that in terms of purpose, both formative and summative evaluation aim to determine the quality and value of a program. However, as for the function of these two types of evaluation, the data collected is used for improving the program in formative evaluation while summative evaluation aims at giving decision about the program's future.

Table 1

Comparison of formative and summative evaluation (adapted from Karl, 2001)

	Formative Evaluation	**Summative Evaluation**
Purpose	To determine the quality or value of a program	To determine the quality or value of a program
Use	To improve the program	To make decisions about the program's future.
Audience	Program administrators and staff	Program stakeholders (administrators, funding agencies)
Evaluator	Internal evaluators supported by external evaluators	External evaluators supported by internal evaluators
Characteristics	Provides feedback for program improvement	Provides information regarding whether to continue a program or for others to adopt it.
Purpose of data collection	Diagnostic	Judgmental
Measures	Sometimes informal	Valid and reliable
Sample Size	Small	Large

As seen in Table 1, another difference between formative and summative evaluation is that the former addresses program administrators and the latter addresses program stakeholders especially the ones who fund it. The next difference between formative and summative evaluation is the evaluator's role (Owston, 2008) in that in formative evaluation internal evaluator and in summative evaluator external evaluator conducts evaluation. Final differences between these two types of evaluation are related to purpose of data collection and measures in that formative evaluation is diagnostic and summative evaluation is judgmental.

Thus, when Table 1 is considered, in fact both formative and summative evaluations have considerable differences as aforementioned.

Program evaluation approaches and models. The increase in program evaluation studies during its evolution has brought about changes in evaluators' views to the evaluation and various evaluation models and approaches were employed in evaluation studies. The variety in program evaluation models resulted from the evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives (Tunç, 2010). In order to conduct an evaluation properly, upon identifying the stakeholders, and purpose of the evaluation the process of identifying the most appropriate evaluation model can start (English, Cummings, & Straton, 2002).

Fitzpatrick, Worthen and Sanders (1997) categorize the approaches to program evaluation into six groups: objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented, and participant-oriented evaluation. Each of these approaches to program evaluation has distinctive features in terms of their nature despite the similarities each shares with the others.

Objectives-oriented approach to evaluation. The objectives-oriented evaluation aims to specify the goals and objectives of a given program and determines the extent to which these goals or objectives are reached (Worthen et al., 1997; Hogan, 2007). In order to conduct this type o evaluation, first, the programs goals and objectives should be defined clearly so that they can be measured and compared. When the program objectives are divided into measurable units, the evaluator identifies the differences between the measured behaviors and specified objectives. The objectives-oriented evaluation approach, requires much time to define behavioral objectives and to develop valid measures and, even then, provides findings only at the end of a project (Candoli & Stufflebeam, 2009) . As Worthen et al. (1997) state, depending on the analysis of the evaluation in terms of program objectives or goals and whether they have been attained or not, the necessary changes in the program are made to close the gap and a new cycle of evaluation commences to check whether the recent changes in the program give the intended outcomes. The main advantage of employing objectives oriented approach is that the goals and objectives of the program have to be revived to make them attainable and clear which otherwise might be vague. On the other hand, focusing solely on the goals and the objectives of the program is also considered as a limitation for the evaluators since they may cause evaluators to narrow the focus of the evaluation neglecting important outcomes not addressed by those goals (Worthen, Sanders & Fitzpatrick, 1997).

Management-oriented approach to evaluation. The management-oriented evaluation approach aims to serve managers responsible for planning, implementing and evaluating programs by providing them the necessary information needed for decision making. In the field of education, management-oriented evaluation acknowledges to the managers, school administrations, teachers and people in education about how the program implementation is taking place.

This approach was developed by Stufflebeam and is recognized as the CIPP model, an abbreviation which stands for context, input, process and product. This model is based on two major assumptions about evaluation. These assumptions are 1) that evaluations have a vital role in stimulating and planning change and 2) that evaluation is an integral component of an institution's regular program (Stufflebeam, Madaus & Kellaghan, 2002). Stufflebeam et al. (2002) note that CIPP model is for the use of service providers, such as policy boards, program and project staffs, directors of a variety of services, accreditation officials, school district superintendents, school principals, teachers, college and university administrators, physicians, military leaders, and evaluation specialists. The model is configured for use in internal evaluations conducted by organizations; self-evaluations conducted by individual service providers, and contracted external evaluations.

Context evaluation involves an analysis of the program objectives in terms of social acceptability, cultural relativity, and technical adequacy. Input evaluation involves an examination of the intended content of the program. Process evaluation relates to implementation of the program, that is, the degree to which the program was delivered as planned. Finally, product evaluation is the assessment of program outcomes (Hogan, 2007, p.7).

Being one of the widely-known evaluation approaches, management-oriented approach to evaluation relies on a systematic way of integrating and analyzing different aspects of program components, and, thus it is possible to conclude that this approach, especially with Stufflebeam's CIPP model, enables evaluation of the programs from various angles.

Consumer-oriented approach to evaluation. The consumer-oriented approach to evaluation seeks to provide information to government agencies and consumer advocates related to the effectiveness of a program or a product. As Stufflebeam (2001, p.58) states,

> in the consumer-oriented approach, the evaluator is the enlightened surrogate consumer. He or she must draw direct evaluative conclusions about the program being evaluated. Evaluation is viewed as the process of determining something's merit and worth, with evaluations being the products of that process. The approach regards a consumer's welfare as a program's primary justification and accords that welfare the same primacy in program evaluation.

Similar to objectives-oriented evaluation, consumer-oriented approach is straightforward and easy to conduct; here the evaluator compares the program or product based on certain standards which are considered as the objectives (Worthen et al.1997). Additionally, consumer-oriented evaluations has the feature of being objective since the evaluation conducted through consumer-oriented approach provides more unbiased results because of the objective measures used in evaluation.

According to Stufflebeam (2001), consumer-oriented evaluation looks at a program comprehensively in terms of its quality and costs, functionally regarding the assessed needs of the intended beneficiaries, and comparatively considering reasonably available alternative programs, and additionally, evaluators are expected to subject their program evaluations to evaluations, known as meta-evaluation.

Expertise-oriented approach to evaluation. Expertise-oriented approach to evaluation is probably the oldest and most widely used one. They rely primarily on the opinions and expert judgments of professionals in the field being evaluated and are used extensively to

evaluate everything from hospitals and pharmacies to peer-reviewed journal articles and schools. An expertise-oriented evaluation is easy to understand and relatively easy to implement even if explicit standards do not exist as " "…committee members determine the standards for judging" the evaluand's performance, competence or preparation (Worthen et al., 1997, p.126). Thus, one criticism for expertise-oriented approach is that it heavily relies on the subjective evaluation of professional expertise and as Worthen et al. (1997) state, some critics of the approach argue that judgments made by expert evaluators reflect little more than personal bias. In fact, as Küçük (2008) states, "doctoral exams, board reviews, accreditation etc. are usually evaluated in this model and the data is gathered accordingly" (p.23). Although expertise-oriented approach to evaluation is considered to have weaknesses because of the subjectivity and bias the evaluators may have, it is commonly used in various contexts such as education institutions or in cases where expert judgments are required.

The evaluators in expertise-oriented approach make recommendations based on their perceptions in which the review process can be formal or informal. According to Worthen et al. (1997) a formal review system can be structure or organization established to conduct periodic reviews; published standards; a pre-specified review schedule; a combination of several experts to judge overall value; and an impact depending on the outcome of the evaluation (p. 121).

Adversery-oriented approach to evaluation. The adversary-oriented evaluation approach makes use of a judicial process in examining a program and adapts the legal paradigm to program evaluation. While implementing the evaluation, data as pros and cons are collected and two teams which support the opposite views related to program try to support their views depending on their data. The pros and cons of an issue are examined thoroughly and at the end, the two teams come to a decision publicizing the results. The

question this type of evaluation addresses is, "What are the arguments for and against the program?" (Preskill & Russ-eft, 2005, p.102). Worthen et al., (1997) identified the central focus of adversary-oriented evaluation is to obtain results through the examination of opposing views.

Participant-oriented approach to evaluation. Participant-oriented evaluation seeks to observe and determine all the related issues and consequences of and educational activity and stresses firsthand experiences with program activities and emphasizes the importance of the participants in the process (Hogan, 2007; Tunç, 2010). Although it was considered previously that participants in programs would mainly be outsiders, participatory evaluation introduces the idea that the inclusion of participants may be useful and important (Boody, 2009). Inclusion of the program's participants into their own program's evaluation, they are considered to be a part of the evaluation by overcoming anxiety and resistance against being evaluated. Participants as decision makers taking part in the planning of the evaluation become more constructive in conducting the evaluation. As Küçük (2008) argues, participant-oriented approach emphasizes the significance of the participant in the process and involvement of stakeholders specifies criteria, values, needs and data for evaluation.

Clarificative and Interactive evaluation. Among the approaches to evaluation, clarificative evaluation is intended to clarify the rationale of a program and focuses on all elements of it (English, Cummings & Straton, 2002) while interactive evaluation mainly focuses on the process and the delivery of the program (Owen, 2006). In clarificative evaluation, the major concern is to show the logic, and the structure of the program in an explicit way so as to cover all the elements of it to link each of them together; thus, through clarificative evaluation the logic or the theory of the education program, its assumptions, objectives and teaching activities are evaluated to clarify if each of them are linked with each

other and whether they are implemented in a way to achieve the objectives of the program (Owen, 2006). Although it is conducted before the program runs, it is also made use of during the implementation stage. The key questions asked in clarificative evaluation aim to reveal the connection between intended results and if they can be achieved by the program or not as well as seeking the underlying rationale of the program. Additionally, clarificative evaluation checks if there is a need for intervention for modification to maximize the intended outcomes. All in all, clarificative evaluation asks if the program is plausible or not (Owen, 2006).

As for interactive evaluation, the emphasis on analyzing what the program is trying to achieve and if the implementation is being carried congruent with the plan. Thus, based on the evaluation results, the amendments to make the program more effective can be made. In this evaluation type, the evaluators work closely with the stakeholders to negotiate the areas of focus and in most cases the evaluator investigates all or the pre-determined program elements in the field during the delivery (Owen, 2006).

It is clear that there are a number of program evaluation approaches that can be used for the purpose of conducting educational program evaluation. In fact, there are a lot more evaluation approaches other than the ones explained here. Depending on the purpose of the evaluation and evaluation questions, the approach which may help the evaluator best in finding the answers is selected and applied in the evaluation. Among these approaches to evaluation, clarificative and interactive evaluation types fit best for this current study. Clarificative evaluation aspect of this study stems from the fact that the ultimate aim in conducting this current evaluation study is to reveal if the program is plausible and serves to achieve the intended outcomes as well as investigating rationale of the 2nd grade ELTP. Next, since the 2nd grade ELTP implementation was observed during the delivery, it also shares features of interactive evaluation.

English Language Teaching Programs. Educations programs as a series of related courses linked around a common goal are delivered through using the appropriate methodology to make the specified goal(s) attainable. ELTPs aim to teach English language to the learners as efficiently and effectively as possible by using appropriate methods, techniques, materials, etc. Thus, the components of ELTPs are;

1. Approach, Method, Techniques

2. Aims/Outcomes

3. Content

4. Materials

5. Evaluation Procedures

All these constituents of ELTPs are dependent on each other, without which the program would result in failure in terms of attaining the goals (Küçük, 2008). As Mede and Akyel (2014) state, in educational settings, the weaknesses related to any program component will affect both the outcomes (product) and the implementation (process) of the instruction.

An overview of English language teaching programs in Turkey. Since its foundation, Turkey has gone through many changes in different areas. The establishment of a new nation-state in 1923 produced profound social, economic, political and cultural changes (Gök, 2007, p. 247). It is obvious that the field of education has had its shares from these changes. Throughout its history, there have been efforts to improve the educational system in the country (Başol & Bardakcı, 2008). Especially, the last two decades have witnessed major shifts in perspectives bringing about even greater changes in the curricula. In all these curricular reform movements language education programs have also been revised, updated and changed under different language policies in terms of the approaches, teaching methods, techniques, materials and assessment procedures used allocating funds and investments as well as mandating learners to have foreign language instruction from primary to higher education (Dönmez, 2010, p.10).

Today, the foreign language taught in public schools is English and historically ELTPs have witnessed three major changes; thus, it can be analyzed within four main periods as until 1997, 1997 ELTP, 2006 ELTP and finally the recent ELTP change occurred as part of the 4+4+4 curricular reform that took place in 2013.

English language teaching programs until 1997. Before the foundation of modern Turkey in 1923, the English language was introduced into Turkish education system in Tanzimat Period (an administrative reform) in 1839. Before this period, the Arabic language was heavily taught in the education system as the second language (Dönmez, 2010; Saricoban, 2012). Tanzimat Period is generally marked as the time when westernization movements started in the Ottoman Empire (Kirkgoz, 2009). With the reform movements and the will of development towards science, the French language started to be taught in schools and it became one of the first foreign languages taught before the establishment of modern Turkey (Cebeci, 2006). In 1908, the French language became a compulsory subject for all

high schools and English together with German were elective courses (Demirel, 1999). As stated by Demirel (1999), the reason for the dominance of the French language was not only due to France's being the leading power of France in Europe at that time, but also due to the good relations between the two countries. On the other hand, military schools during Tanzimat Era were established on a French model and these schools used French as the foreign language in their curriculum. In terms of the English language, the first institution teaching through the medium of English was Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary and after the establishment of the Turkish Republic, the relationship with Europe and the USA increased almost in all aspects, which increased the dominance of English in where???   compared to the past (Kirkgoz, 2007). When the importance given to the English language education before the Republican Turkey is considered, it can be said that the English language was not as important as Arabic, which was the language of medrese (religious) schools and French.

When the modern Turkey was founded by Ataturk in 1923, as in all education areas, foreign language teaching also gained importance. The newly founded Turkish Republic aimed at modernizing the country, and in line with this goal educating the people within the borders of the republic was among the ultimate aims. As Saricoban (2012, p. 2644) states, "Ataturk, as the founder of the Republic, initialized a series of reforms after the establishment of the Republic of Turkey. He made reforms on national, social, cultural, and educational levels to establish an independent and modern nation". Foreign language teaching also had its shares from these improvements and changes made for the modernization of the country.

Although foreign language teaching gained importance the establishment of the Republic, there was not any dominance of a single foreign language. Instead various foreign languages, i.e. German, French, English and Italian, were in school curricula from 1924 to

1960. Nonetheless, the priorities given to these foreign languages in school curricula changed depending on the language policies of the governments as well as the world events, dominant political and economic powers in different years (Demircan, 1988, as cited in Dönmez, 2010, p.11).

The fall of German language after World War II and because of some other reasons such as relations with the USA and membership to NATO, English gained more popularity in Turkey and started dominating foreign language education especially after 1950s. In line with these changes, the first English Language curriculum development studies began in 1968 by the Council of Europe. In 1972, the Center of Developing Foreign Languages Teaching was founded to develop and modernize the system of foreign language teaching at secondary schools (Örmeci, 2009).

However, it was during the 1980s that several important changes were taken place in the English language education. One of the most striking steps was the "Foreign Language Education and Teaching Law", which was enacted in 1983, and "according to this law, the rules for formal training and common-public education were adjusted" (Küçükoğlu, 2013). Another significant educational change that took place after 1980s was the foundation of Anatolian High-Schools, where preparatory classes after primary school were introduced and the medium of instruction was English. Yet, it was in 1997 a major reform movement took place in the whole Turkish education system which also included the ELTPs.

1997 English language teaching program. In 1997, a huge educational reform was conducted and the MoNE, considering the importance and necessity of keeping up with the requirements of the modern era, extended the compulsory education from 5 to 8 years. After the acceptance of eight year compulsory education, which was implemented from the 1997-1998 teaching year onwards, English was offered as a compulsory course in the public

primary schools starting from 4th grades. MoNE (1997) stated the reasons for exposing the young learners to English in primary schools as:

> Turkey's political and economic ambitions and the nation's desire to keep up its relations with foreign countries using English, particularly with countries of the European Union, are the major motivating forces underlying the decision to introduce English to young learners. (p. 606)

As İnceçay (2012, p. 55) states the 1997 ELTP aimed at giving education to students on basic language skills and in line with this, the foreign language policy aimed at educating learners with the ability to communicate with foreign people from other countries together with being global citizens. In fact, the 1997 ELTP was revised to increase the quality of English language teaching in Turkey and it was framed so as to be the same with the language teaching standards of Europe to equip the learners with the necessary communication skills so as to help them become global individuals (Eskicumali & Türedi, 2010).

The 1997 ELTP was redesigned in terms of its goals, content, instructional methods and evaluation procedures (MEB, 2004). The regulations regarding the English language curriculum imposed that English courses offered at grades six, seven and eight should have integration with each other and continuity (Yanık, 2007). At these grade levels, English was offered for four hours per week, and at the end of grade eight, the students were expected to graduate from the school with pre-intermediate level of English (MEB, 2004a).

Kirkgoz (2008) argues that English language teaching which began in primary schools with educational reform in 1997 can be considered as a new phenomenon in Turkey in spite of the intense exposure of the English language due to the influence of global developments, the media, the Internet, trade and tourism. With the introduction of this educational reform in

1997, English language curricula had drastic changes in the goals, nature and methods of language teaching (Dönmez, 2010) by advocating behaviorism, which emphasizes the habit formation; a learned process of reacting through repetition of certain actions (Küçük, 2008). In relation to the contexts, functions and structures presented in the specific objectives,

According to MoNE (2004), the goals of the curriculum were to make the students understand what they have listened and read in English, and speak and write in English and to make them identify the English culture to enable them tolerate the other cultures and get interested in communicating in English.

Since the 1997 ELTP focused on teaching English based on behaviorism, in order to reach the goals of the ELTP some of the teaching methods and techniques employed were lecturing, dramatization, question-answer, memorization, role-play, drills and repetition. Additionally, structural and vocabulary-based content was dominant in the curriculum (Örmeci, 2009).

Despite being an important step, the 1997 ELTP reform could not reach the specified goals. The evaluation studies, researches and 2003 PISA reports indicated that the 1997 ELTP was not effective and did not achieve the goals of the program. According to a report presented in 2002 by Education Research Development Unit of the MoNE (EARGED), the 1997 ELTP had some major weaknesses in terms of its effectiveness and needed some revisions in all its aspects (Küçük, 2008; Örmeci, 2009). Thus, the 1997 ELTP was renewed by MoNE in 2006 and presented some new alterations in the 1997 ELTP.

All in all, as Kirkgoz (2016) states, one of the most striking features of the 1997 ELTP was that it was the first program that lowered learning English to 4th grade which had the intention to take communicative aspects of the language into the core of the teaching and

learning of English as well as the student-centered approach to teaching, which also altered the role of the teacher from being the source of the knowledge to facilitator or guide.

In fact, when all aspects related to the 1997 ELTP are analyzed, it can be stated that the 1997 ELTP was the first comprehensive curriculum reform because until that time, the book contents were written as the syllabus. Additionally, within this comprehensive reform, all the necessary components of a good teaching program were set in a scientific manner. Based on behaviorism, the 1997 ELTP was well defined in terms of behavioral objectives and had all the characteristics of a modern teaching program.

Although the 1997 ELTP was a reform in that it embedded lots of unique features in, the studies conducted showed what actually was going on in the implementation was completely opposite in that teachers employed not communicative but rather more traditional and conservative teaching in the implementation of the program. Additionally, it also came out that the program was ineffective not only for teachers' way of implementing it, but also for reasons such as classroom atmosphere caused by crowded student population, lack of materials and physical conditions as well as teacher training problems (Kirkgoz, 2016).

2006 English language teaching program. Because the 1997 ELTP was regarded as ineffective and impossible to implement by the teachers implementing it, the MoNE started a comprehensive curriculum reform in 2004 (Topkaya & Küçük, 2010) and in 2006 the Ministry of National Education made a comprehensive change in the 1997 ELTP. Based on constructivist theory of learning, rather than behaviorist approach, and bottom-up in nature (Topkaya & Küçük, 2010; Uztosun & Troudi, 2015), the 2006 curriculum reform in the ELTP was first implemented in 2005-2006 teaching year and it aimed at enabling students to communicate effectively in English in order to develop the country in science, economy and social fields (Örmeci, 2009).

In fact, the 2006 curriculum reform included not only the English program but also all other primary school subjects such as Turkish, Math and Social Sciences, and it was implemented gradually. Firstly, the changes were implemented in the Key Stage I (1-5 grades) in 2005-2006 teaching year and in the following teaching year, 2006-2007, the whole curriculum, including English lessons, was changed (Küçük, 2008).

The central learning theory of the 2006 curriculum reform, constructivism, is based on the idea that knowledge is acquired through a process of self-construction which is not external to the learner and it is discovered by him/her. In this context, knowledge is invented and reinvented through interaction with the environment. Constructivist theory of learning makes use of experiential learning or learning by doing and thus, takes individual differences into consideration. All these aspects related to constructivism were clearly reflected in the new ELTP. Therefore, the 2006 ELTP emphasized student-centered learning. 2006 ELTP had student-centered learning in its nature rather than the traditional teacher centeredness and the MoNE (2006) emphasized the importance of the learning environment in which learners discovered their abilities and potentials. Without a doubt, student centeredness is also connected to learner autonomy, and creating a student-centered learning environment is believed to have created autonomous learners who, independent of their teachers, would survive in learning English.

The 2006 ELTP also focuses on the importance of context to develop communicative skills on the part of the learners. Their past experiences together with background knowledge, skills and attitudes are all regarded as the means to develop students' communication skills within context. Thus, the MoNE (2006) suggested teachers a number of guidelines based on primary school learners' cognitive, affective and social features such as using pop music to attract students' attentions, using interesting topics to make them become interested, group

work in the classroom, promoting language learning strategies and activities to take the responsibility of their own learning etc (Seçkin, 2010). Additionally, since the 2006 ELTP focused on constructivist classroom environment, knowledge is not transferred from the teacher to the students as in traditional classes, but rather constructed through problem solving activities. In accordance with this, for example, crafts activities or tasks which required students to find out solutions to problems took place in the 2006 ELTP.

In terms of syllabus design, the 2006 ELTP made use of process-oriented syllabus emphasizing the need to switch from teacher-centeredness to learner-centered approaches within the language learning process. As Sarıca (2009, p.11) states, "the basic theoretical hypothesis in process-oriented approaches is that underlying any language behavior are certain skills and strategies which the learners use in order to comprehend or produce discourse".

As for testing and assessment, the 2006 ELTP also brought about significant changes in that traditional testing was regarded as inappropriate and performance-based assessment was proposed through implementing portfolios to assess language progress and performance of the learners (Kirkgoz, 2007).

When the 1997 and 2006 ELTPs are compared, it is seen that there are some major differences in terms of class hours, learning theory, methods and techniques and assessment techniques (See Table 2).

Table 2

Comparison of 1997 ELTP and 2006 ELTP

	1997 ELTP	**2006 ELTP**
Lesson Hours Per Week	2 hours	3 hours
Learning Theory	Behaviorism	Constructivism
Method and	Lecturing	Teacher-talk
	Dramatization	Dramatization
Techniques	Question – Answer	Student conversation
	Listening Speaking	Stories
	Memorization	Games
	Role – playing	Songs, chants and rhymes
	Repetition	Crafts Activities
Unit Plan	Function	Functions
	Structure	Skills
	Vocabulary	Context

When Table 2 is analyzed, it is seen that the 2006 ELTP, in fact, was more comprehensive in that it included some unique features such as focusing on communicative aspects of the language, being based on multiple intelligences, the introduction of communicative activities in addition to arts and craft activities and an appreciation of content and language integrated learning. Additionally, it introduced new assessment types such as portfolio and project assessment in place of traditional pen and paper exams.

Unfortunately, all these features of the new ELTP stayed on paper since the studies conducted to evaluate the effectiveness of the 2006 ELTP revealed some striking results. In the following years of the 2006 ELTP reform, teachers' opinions related to the renewed curriculum and how they implemented the program in terms of its communicative aspects

were explored. When compared to the 1997 ELTP, there was a significant difference in teachers' adopting communicative language teaching principles and an improvement in physical conditions. However, although the 2006 ELTP was renewed based on the weaknesses of the 1997 ELTP, teachers still had some complaints revealing the fact that the revision and redevelopment studies on the 1997 ELTP did not reach their aims at all (Küçük (2008) states that). The results of these studies also showed that the 2006 ELTP had little contribution in terms of teaching English to students taking the communication into the core. Although there was a slight difference towards teachers' teaching the language for communication, it was seen that they tended to make use of traditional teaching of the language more (Kirkgoz, 2016). Thus, weaknesses of the 2006 ELTP gave way to the 2013 ELTP reform.

2013 ELTP program. Following the 1997 and 2006 ELTP reform movements, a very recent change has been made with the newly launched the 4+4+4 system. To improve the quality of education and increase participation rates to basic and secondary education, legislation was introduced in 2012 to increase the number of compulsory years from eight to twelve and to redefine the education system into three levels (primary, lower and upper secondary education) of four years each (Compulsory Education for 12 years [4+4+4]) (OECD, 2013). The 4+4+4 education system has brought about radical changes and it caused controversies in public perceptions because of the debates and arguments before it was introduced.

The reform was first introduced as a legislative proposal of the government on February 20th, 2012 and it was accepted in March 11th, 2012 by the commission. It was finally became a law by making changes in the law numbered 6287 and was put into effect on April 11th, 2012. The controversy caused by the proposal of the 4+4+4 education reform accelerated

the legislation process and as it is clear the law was proposed and accepted in a very short period of time.

Having multiple dimensions, the 4+4+4 education reform came into the scene with issues such as lowering the age to start primary education, education stages and status of İmam-Hatip Schools which offer religious education in secondary and high schools. Since this system change caused polarization in public, when it was first introduced by the government, the main concern was on the focus of religious education. This was explained as "although education programs have philosophical, individual, social and economical dimensions, the 4+4+4 was heavily debated and discussed around political and religious dimensions" (Akpınar, Dönder, Yıldırım & Karahan, 2012, p.27).

From the government's perspective, the rationale for the 4+4+4 education reform in the proposal of legislation was explained as education systems of the countries have a direct effect on their economical competitive capacity, productivity, solidarity of social structure, richness and liveliness of cultural life. Additionally, richness of art, apart from economical, social and cultural aspects are all directly linked with the quality of the education system. Thus, countries periodically make regulations and revisions in the form of reforms on their educations systems. 4+4+4 education reform was initiated based on the economical, social and cultural requirements in terms of the government's lenses.

As stated previously, one of the striking features of the 4+4+4 education system was the staring age to primary education. As the MoNE (2013) explains age period for primary education is between 6-13 years of age and children who are 66 months old and above are to start primary education. Additionally, those children between 60 to 65 months old can start primary education with the consents of their parents.

The second striking feature of this system is that eight-year-compulsory education of the previous system was abandoned and divided into primary, secondary and high school education, 4-year period for each in a segmented way. Again, related to the total compulsory education length, the MoNE (2013) informs that instead of continuous 8-year compulsory education, the new system adopts 12 years of fragmented compulsory education dividing 12 years into three stages; the first is 4 years of primary education (1st, 2nd, 3rd and 4th grades), the second is 4 years of secondary education (5th, 6th, 7th and 8th grades) and the final is 4 years of high-school education (9th, 10th, 11th and 12th grades). MoNE (2013) emphasizes that especially second stage, secondary schools, provides learners with the option to choose or change their programs and they are designed so as to serve a basis for high schools. Thus, students are prepared and directed to their high-school majors in their secondary education. For example, students may choose to have religious education in secondary education and continue it in high schools (İmam-Hatip schools). What is also new in the 4+4+4 education system is that with this regulation, the life of Prophet Mohammad, Holy Quran are offered as elective courses in secondary and high-school education. Furthermore, MoNE in the legislation explains that construction of independent secondary stage İmam-Hatip schools has the priority for the ministry.

In terms of English language education, the 2013 ELTP is regarded as a curriculum reform and the reason for designing the 2013 ELTP has been explained by MoNE (2013, p. 2) as follows:

In order to continue to provide a high-quality public education for Turkey's elementary and secondary students, periodic revision of course syllabuses in all subject areas is necessary to maintain an up-to-date and effective curriculum that is in line with contemporary educational research and international standards for learning.

Furthermore, the recent changes to the Turkish educational system, which entail a transition from the 8+4 educational model to the new 4+4+4 system, have led to an immediate need for the redesign of current teaching programs.

In fact, the newly launched 4+4+4 system in 2013 has also some leading features related to language teaching. The first one is that primary school students start learning English at 2nd grade, which also means that the age to start learning English was lowered to 6-6.5 years of age (MoNE, 2013). Additionally, it also highlights communication and developing language skills on the part of the student; thus, communicative aspects of English are again emphasized in the new system (MoNE, 2013). The third is that although the 2006 ELTP was framed around benchmarks of the EU, with the 2013 ELTP, CEFR was taken into core of English language education and some terms such as learner autonomy, self-assessment and student tasks are heavily emphasized (Kirkgoz, 2016).

The first distinctive feature of the 2013 ELTP is the age to start English language education and the MoNE (2013) explains that the decision for lowering both the age of language education and general education was based on world-wide education applications in that most countries in the world have their citizens start formal education at the age of 6 and even earlier. In terms of language education, as Kirkgoz (2016) states, early foreign language education as a compulsory course is a common practice in many countries around the globe as well as in the EU countries and in 2002 the Council of Europe decided to start compulsory foreign language at the age of six.

The second feature of the 2013 ELTP is that it focuses communication rather than traditional, grammar-based language teaching. Thus, communicative aspects of English are emphasized (MoNE, 2013) by making contact with the real life. For this reason, the 2nd and 3rd grade ELTPs focus mainly on listening and speaking skills and other language skills -

reading and writing- are given place in higher grades. More specifically, developing listening and speaking skills plays an important role in the language learning process and these skills are heavily emphasized in the program content. Therefore, it is vital to see whether the students reach the levels described on these skills. In connection to this highly emphasized program feature, this study also investigates this aspect of the program and therefore the results may be helpful for different stakeholders such as teachers and curriculum planners to make informed decisions to improve students' listening and speaking competencies and improvements in the program.

The next new feature of the 2013 ELTP is that in its design the principles and descriptors of the CEFR were closely followed, which particularly stresses the need for students to put their learning into real-life practice in order to support fluency, proficiency and language retention (CoE, 2001); accordingly, the new curricular model emphasizes language use in an authentic communicative environment. In order to meet the needs of learners and to address a wide range of learning styles on the part of the learners, the 2013 ELTP makes use of an eclectic mix of instructional techniques and an action-oriented approach. The aim of adopting eclectic teaching is to allow learners to experience English as a means of communication. Therefore, in the 2013 ELTP, use of English is emphasized in classroom interactions of all types, supporting learners in becoming language users, rather than students of the language, as they work toward communicative competence (CoE, 2001; MoNE, 2013).

The 2nd grade ELTP is founded upon the aim to make children who start to learn English for the first time, love learning the foreign language and make them feel language learning is an easy and enjoyable process (MoNE, 2013; Kirkgoz, 2016). Thus, the 2nd grade ELTP ultimately aims to create a positive attitude towards language learning. For this purpose, it focuses on creating a joyful classroom atmosphere in which students can

participate in game-based and enjoyable activities. Accordingly, the learning materials and language functions to be taught have been selected to reflect the types of activities appropriate to each learning phase. At stages 1 and 2, comprising the 2nd to the 4th and the 5th to the 6th grades, similar material types and language functions are given which are expected to be adapted to suit the activities specified for each level. This design will permit classroom teachers to choose from the learning applications they feel are best suited to the specific needs of their students (MoNE, 2013). According to the MoNE, teachers can make use of different materials in implementing the program for the 2nd graders. What is striking here is that unlike previous ELTP programs, the new ELTP program does not make use of course books for these grades and students are advised not to use notebooks since the focus of the program in terms of language skills is based on listening and speaking. Suggested materials to be used by the teachers implementing the program are divided into three categories as follows (MONE, 2013, p. 3):

- Narrative Materials (e.g., cartoons, fairy tales)

- Informative Materials (e.g., charts, maps, picture dictionaries, posters)

- Interactive Materials (e.g., cards, notes, memos)

As one of the important components of education programs, materials also needs evaluation, and thus the feasibility of the suggested materials and the perceptions of teachers regarding them can inform the material developers planning the program about the efficiency of these materials. In line with these aspects of the new ELTP curriculum, the study to be conducted, thus, seeks to examine the specified aims and outcomes, the implementation of the program (as emphasized for communicative competence) and materials used through collecting data from the teachers implementing the program in the 2nd grades. The evaluation

of the ELTP program will be based on process evaluation. While designing this study, other studies conducted for evaluating primary school English language programs were carefully analyzed.

Studies conducted for evaluating primary school ELTPs. The studies investigating the English language curriculum of public primary schools in Turkey can be classified under three main domains as studies conducted after the 1997 ELTP change, after the 2006 ELTP change, and finally after the recent ELTP change following the 4+4+4 education reform.

After the 1997 education reform in which eight year compulsory education was accepted, İğrek (2001), Mersinligil (2002), Tok (2003) and Büyükduman (2005) conducted research in primary schools towards the English Language Teaching Programs of 4th and 5th grades since English started to be implemented in the 4th grades and 5th grades in primary schools. In these studies conducted, İğrek (2001) collected data from 78 primary school English language teachers teaching at 4th and 5th grades in the city of Kırşehir focusing on teachers' opinions to evaluate the curriculum and used a five-point Likert-scale questionnaire to collect data from the teachers. The questionnaire comprised opinion statements about the goals, content, instructional strategies and evaluation procedures of the curriculum. The descriptive analysis of the data showed that teachers had neither positive nor negative opinions (undecided) related to the curriculum purposes and goals, the content, the instructional strategies and instructional tools and equipment which indicate that the results were not conclusive enough for the 1997 ELTP. In another study, Mersinligil (2002) evaluated the curriculum focusing not only on the opinions of teachers, but also students and administrators. She conducted her study in Adana with the participation of 278 teachers, 152 administrators, and 705 5th grade students. In order to collect data from these stakeholders, Mersinligil (2002) made use of questionnaires, interviews and observations and investigated the participants' perceptions related to the goals, content, instructional strategies and

assessment procedures of the program. For the data collected through questionnaires and observations, Mersinligil (2002) used descriptive and inferential statistics and for the interviews qualitative analysis was used. The results related to the goals of the curriculum showed that although the students believed that the goals were attained, the teachers differed significantly with the students in that they stated goals and purposes of the curriculum were not attained by the students, which was also the case as for the content of the curriculum. Related to the content of the 1997 Key Stage I English curriculum, the participant teachers stated the content was ineffective and did not help the learners to use the language effectively. On the other hand, the students were positive about the content. In terms of instructional strategies, lecture together with question and answer and whole class activities appeared as the common instructional strategies. Regarding material use, the course book was used as the main material to teach the language and the teachers stated about the inadequacy of the supplementary materials and activities in the book. Finally, the results showed that traditional paper based tests were commonly used in the assessment of the students in English. In terms of the administrators, the lack of communication between the English language teachers and administrators as well as between the teachers and families caused problems on the part of the implementation of the program. These findings indicate that the 1997 ELTP was ineffective in teaching the language to the students for the purpose of communication and had weaknesses in that it was implemented in a more traditional manner than suggested by the program designers.

Tok (2003) also studied the English programs of 4th and 5th grades by comparing private schools and public schools in the city of Malatya with regard to the purposes, goals, content, instructional strategies and assessment by collecting data from the students. 589 students both from state schools and private sector primary schools participated in the study and as the data collection tool, a questionnaire was employed. The data were analyzed using

statistical methods and results revealed that in both school types, aims of the programs were identical with regard to student motivation and the same was true also for the content. On the other hand, in terms of outcomes, results differed significantly in that private school students attained language skills far better than the students in the state schools. The study also focused on the efficiency and the availability of instructional materials, and again as most of the previous studies revealed, the course book was the most commonly used course material. With respect to teaching method, lecturing and question and answer were also common in both school types and traditional paper-based tests were used in these schools for the assessment. Apart from Tok, Büyükduman (2005) also conducted a study on the 1997 ELTP. Büyükduman's study (2005) focused on public primary schools' 4th and 5th grade English program from teachers' views in terms of curriculum goals, content; teaching method and assessment principles and the study was conducted in İstanbul. 54 teachers teaching in different schools in the city were selected randomly and participated in the study. Büyükduman (2005) used a questionnaire as the data collection tool and analyzed the data descriptively. The results showed teachers had positive opinions related to program goals and students had positive attitudes towards learning English in 4th and 5th grades. In terms of outcomes of the curriculum, Büyükduman's study (2005) revealed that students could not attain communicative skills except for reading. On the other hand, teachers had also positive opinions for the course book as the material provided. Because of the crowded classroom environment and inadequate class hour, teachers stated there was no time for each student for the activities suggested in the course book.

Although not focused on primary schools, Yanık (2007) also conducted a research to evaluate the 6th, 7th and 8th grades English curricula evaluation and assessment as well as the problems during the implementation of the curriculum. Yanık (2007) conducted this study on a large scale and 7 regions, 21 cities and 42 sub-provinces involved in the study and a total of

368 teachers and 1235 students participated. Data was collected through questionnaires mainly. The study showed that the goals of the curriculum were moderately attained and it also came out that content was reported to have a number of deficiencies in terms of selection and ordering. Depending on the language skill or area taught, teachers employed teacher-centered or student centered strategies. It also came out that a number of factors such as materials, the course book used, students' attitudes towards English lessons, classroom environment and the curriculum affected the attainment of the goals. Additionally, location of the school also had an impact on the teachers' perceptions related to the 1997 ELTP.

When all these studies are considered, it is seen that the 1997 ELTP, as the first comprehensive curriculum reform because having a scientific approach to education and the necessary components of a good program, had some weaknesses and program components either partly or the program as a whole needed revision.

The second evaluation period starts with the introduction 2006 ELTP and after its introduction, Zincir (2006), Öztürk (2006), Er (2006), Sak (2008), Küçük (2008), Örmeci (2009), Demirlier (2010) conducted English language program evaluation studies.

One of the first studies to evaluate the 2006 ELTP was conducted by Zincir (2006). Zincir (2006) wanted to find out how the 5th grade English language teachers viewed the 5th grade English course curriculum considering the qualities of the objectives. The data was gathered through a questionnaire which was applied to 86 teachers and through semi-structured interviews with 5 teachers on curriculum objectives The analysis of the data gathered demonstrates that only some certain objectives namely the 2nd, 3rd, 11th, 26th objectives are regarded by the participant teachers as meeting the requirements while the others are thought to be amended. In addition, as for the interview results specifically, it is understood that classrooms differ in their application of seventeen objectives because of the

difference in the understanding of outcomes related to these objectives. Another highlight of the study, on the other hand, is the fact that the planning of the lessons and activities were not centered on the curriculum objectives but instead they were grounded on the course book. It is seen that the teachers implementing the 2006 ELTP relied heavily on the course book and did not take the curriculum objectives into consideration which share similarities with the findings of the studies to evaluate the 1997 ELTP.

Apart from Zincir (2006), Öztürk (2006) also carried out a study with 261 ELT teachers of 4th and 5th grade to have an insight on the problematic areas regarding English language teaching in elementary schools. Öztürk (2006) found through the questionnaire consisting of 45 questions that these participant teachers were not content with the language education because of some reasons such as lack of in-service training, competence of English teachers and too much work load, which teachers thought to affect themselves as well as students. Moreover, there was a common belief by most of the teachers that the number of the teachers receiving an education on teaching young learners was few. Another point that the teachers were not satisfied was the fact that the course book was the only source that students could reach. They were especially concerned about their students' low level of success. When it comes to the language education process, it was seen that language skills were not given equal importance, reading having the highest rank and speaking having the lowest.

In another study whose sample consisted of 593 teachers and 535 inspectors from 7 geographical regions in Turkey, in which the curriculum objectives of the 4th and 5th grades were analyzed, Er (2006) found out some questionable areas in the quality of objectives in terms of the content which is not efficient in providing culture and a positive learning atmosphere, insufficient class hour, lack of material, difficulty in reaching the material and evaluation that is lack of necessary guidance and information for teacher.

In the study conducted by Sak in 2008, the curricula of the 4th and 5th grades were examined with the participation of 50 teachers from 28 schools in Bolu. According to the results of the study, it was found that while the teachers stated a general contentedness towards the curriculum, they specified some certain problematic areas in social and behavioral perspectives of the objectives; in other words, objectives are not fully satisfying to meet students' needs in social environment and behavioral outcomes are not clear enough. Also, it is believed by the teachers that objectives don't fit the content and teaching-learning processes and assessment is regarded as unsatisfactory.

Another study was conducted by Küçük (2008) to investigate the general characteristics, aims/outcomes and content of the 2006 English Language Teaching Program of Key Stage I (4th and 5th graders) in primary state schools, obtained data through 'Teachers' Opinions Questionnaire' developed by the researcher with the aim of gaining insight about practicing English language teachers' opinions and analyzed it using SPSS 20. Statistical analysis of the data indicates that participant teachers are fairly pleased with the general characteristics, aims/outcomes, and content of the new program while some certain points are thought to be revised and amended, which leaded this study to deduce the fact that teachers should be referred to get some information about the questionable aspects of the program considering the general characteristics through feedback sessions while a revision is supposed to be done regarding the aims/outcomes. On the other hand, as the study suggested, the content should be enhanced with communicative and creative aspects.

Örmeci (2009) also studied the English Language Curricula implemented at the 4th, 5th, and 6th grades of Key Stage I and II and so 70 teachers of 4th, 5th, and 6th grades were implemented a questionnaire so as to obtain their opinions in terms of general characteristics, goals and objectives, content, teaching/learning process, and evaluation regarding the

curricula. The results of the study that was also supported with teacher interviews reveal a moderate level of satisfaction with the curricula in spite of some deficiencies stated by the teachers on insufficient teacher guidance and class hours per week, some unachievable goals and objectives, intense content, some methods and techniques which are above the students' age and linguistic levels, and insufficient evaluation explanations and examples.

Apart from Örmeci (2009), Demirlier (2010) also carried out a study in which she evaluated the opinions of English language teachers and the 6th, 7th and 8th grade students on the curriculum implemented recently. The results of the study that were obtained through questionnaires applied both to the teachers and students show that the participant students were content with the new curriculum especially because of the more interesting topics in units and alternative assessment tools such as performance tasks, projects and portfolios. Based on the questionnaire data applied to the teachers, the students were actively engaged in the activities. However, they believed that some of the topics were not suitable for students' level. Another important finding of her study was that the vocabulary items in the program were too difficult for the students to learn and needed revision.

Related to the 2013 ELTP, there are only a few studies conducted, and they all focused on the evaluation of the 2nd grade ELTP, and this current study is one of the most comprehensive studies conducted to evaluate the 2nd grade ELTP. With the purpose of evaluating the 2013 ELTP 2nd grade ELTP, Alkan and Arslan (2014), İyitoglu and Alci (2015), Özüdoğru and Adıgüzel, (2015) and finally Yıldıran and Tanrıseven (2015) conducted studies.

Being one of the earliest studies to evaluate the 2nd grade ELTP, Alkan and Arslan (2014) aimed at evaluating the 2nd grade ELTP based on the opinions of English teachers implementing the program. As the evaluation model, they made use of component oriented

approach to evaluation since they focused on different components as objectives, content, teaching and learning process of the program in their study. 163 English language teachers participated in the study and data was collected through an online survey. Results of the study revealed that teachers had positive opinions about the objectives and content of the 2nd grade ELTP. However, in relation with the content, it came out that participants hold negative opinions in that the topics are not graded from simple to difficult and course books are not appropriate for the 2nd grades. In terms of teaching and learning process of the program, teachers also have positive opinions and the activities used in teaching the content such as games, songs and poems were regarded as positive. On the other hand, assessment principles, lack of information about the new curriculum, class hour and physical capacities were found as the negative factors for the implementation of the program.

Another study conducted was by İyitoglu and Alci (2015) and this study aimed at evaluating the 2nd grade ELTP based on teachers' views of the curriculum. The researchers adopted a qualitative approach to study and used ethnographic design; in order to gain data; they made use of interview protocol. Thus, İyitoglu and Alci (2015) interviewed 14 English teachers teaching English in ten different primary schools in different cities around Turkey. In the semi-structured interview, teachers were asked 20 pre-determined questions and data were analyzed in a qualitative manner through content analysis. Results showed that participant teachers had positive opinions about the 2nd grade ELTP in terms of needs analysis, evaluation and assessment, age and level relevance, teaching techniques and vocabulary teaching; on the other hand, insufficient materials, class size, lack of necessary learning techniques and lower student and parent motivation were regarded as the negative issues in implementation.

One of the most comprehensive studies which evaluated the 2nd grade ELTP was conducted by Özüdoğru and Adıgüzel (2015). In their studies, Özüdoğru and Adıgüzel (2015) made use of illuminative curriculum evaluation model and collected data using a scale from 768 teachers in 14 cities of seven regions. While choosing the sample, they made use of stratified sampling in the study. The results of the study showed that teachers had positive opinions related to aims, content, teaching and learning process of the 2nd grade ELTP. On the other hand, teachers found assessment component of the program insufficient. Another significant finding of their study was that the teachers' opinions related to the 2nd grade ELTP different significantly from region to region. The teachers in the Eastern parts of Turkey had negative opinions for the program when compared to the teachers in other parts of the country.

Yıldıran and Tanrıseven (2015) in their studies also evaluated the 2nd grade ELTP based on teachers' perspectives. In the study, Yıldıran and Tanrıseven (2015) adopted qualitative method of research and in line with this, focus group discussions and interviews were used to gather data. Seven teachers from six primary schools participated in the study which took place in the city of Mersin. The data gathered were analyzed descriptively and results indicated that participant teacher in the study had positive opinions related to the 2nd grade ELTP and they believed program was appropriate to students' level and students have positive attitudes to language learning as one of the main aims of the program. Teachers, however, find course book, class size, class hour and in-service training as negative for the implementation.

These studies which evaluated the 2nd grade ELTP, it is seen that the participant teachers in these studies had positive opinions related to the program and it was found that the students were quite motivated to learn the language. On the other hand, findings of these

studies revealed that the 2nd grade ELTP also had some weaknesses especially related to lack of in-service training, class hour, course book and physical conditions of the classrooms in terms of material use. As another aspect related to these studies which evaluated the 2nd grade ELTP, it is seen that they employed either qualitative or quantitative method in their studies which indicate the need to a more comprehensive study.

When these studies related to the 2nd grade ELTP, scarce in number, are considered, this study is comprehensive in that it makes use of both qualitative and quantitative means of data collection using a mixed method approach. As with these studies, this current study also tries to gather data on curriculum components as general features, aims, outcomes, content, material and teaching methods. The details of the methodology and analysis of the data as well as findings of the study will be discussed in next part.

Studies conducted abroad to evaluate primary education English curriculum. As in Turkey, there are also studies to evaluate the primary education English curriculum abroad and it is clear that majority of these studies are mainly held in Asian countries such as China, Korea, Taiwan and Iran as well as other countries in Africa and Europe (Anghel, Cabrales & Carro, 2012; Chen, 2013; Hammad, 2014, Min, 2007; Qi, 2016).

Of these studies, Min (2007) evaluated the English language teaching curriculum implemented in primary education schools from two points; the first as an overview of the country's language teaching history based on curriculum changes, and the second as the implementation of English language teaching in primary schools. From the point of the need to several curriculum changes in Korea, Min (2007) states that the basic reason of these curriculum changes of Korea was to improve the quality of English education and he further explains that the mid-1990s English curriculum shifted from grammar-focused to communication-focused; from knowledge-based to skill-based; and from teacher-centered to

learner-centered. Since then, Korea's English education has focused on communication-oriented and learner-centered approaches. Secondly, similar to this current study, Kim (2007) investigated the differences and similarities between the planned and experienced curriculum and found that English classes in primary education did not adopt all the components described in the curriculum. Additionally, oral language was not emphasized at all and reading remained the dominant language skill taught in the classroom. Although communicative activities were recommended in the English Curriculum, grammar knowledge was still the major content of many English lessons. The implementation of the English curriculum in schools was not carried out in the classroom as it was designed (Kim, 2007).

With regard to studies conducted in Europe, one specific example is the study conducted by Anghel et al. (2012) who evaluated a bilingual primary education program offering both English and Spanish education in some public schools in Madrid, Spain. Within the given program students learned English as a foreign language and additionally some subjects such as Science, History and Geography were taught in English. Evaluating the attainability of the curriculum outcomes in English curriculum, and the effect of English instruction on the other school subjects, Anghel et al. (2012) used a standardized test for all primary education students and found that the most of the outcomes specified in the curriculum were not attained. They further revealed that there was a clear negative effect on learning the subject taught in English for children whose parents had less than upper secondary education, and no clear effect for anyone on mathematical and reading skills, which were taught in Spanish.

Evaluating the Taiwanese primary English education from the perspective of language policy, Chen (2013) stated that the English language was introduced at Grade 5 with the elementary school curriculum started in 2001. The aim of introducing English language

education in primary schools was fourfold. The first aim was to instill students with an international perspective; the second to utilize students' "critical period" in language learning most effectively; the third aim was to optimize the timing of the implementation of the new curriculum; and finally to follow the trends of the new era and to fulfill parents' expectations (Chen, 2013). In her evaluation of the curriculum with respect to language policy, Chen (2013) found that there remained a lot of challenges for all policy implementation levels to work on. The results of her study indicated that there were concerns that the Taiwanese government needed to re-examine in the area of primary English education policy and related curricular initiatives. One of the most critical challenges that the primary English education policy in Taiwan faced was relate to issues of equity and growing diversity. Chen (2013) stated that this challenge stemmed from the substantial diversity in access policy, personnel policy, material policy and resource availability across the local districts. The issue of the equality of English language teaching education was problematic due to lack of sufficient professional guidance for teachers and governments' financial abilities. She also revealed that there was no uniformity in the quality of primary English education across Taiwan and a level of consistency in practice. Finally, Chen (2013) stated that there were differences between the planned and experienced curriculum, and failures in various micro level situations.

Focusing on the English language teachers' opinions related to material aspect of the primary school English language curriculum, Hammad (2014) conducted an evaluation study. In his study, Hammad aimed at exploring different aspects of the materials used in the first three grades of elementary school in Gaza, and collected data from 70 English language teachers using questionnaire. Apart from the questionnaire, he also interviewed 12 of these teachers. Hammad (2014) found in his study that English language teachers had positive opinions about the English materials with respect to topics' suitability of students' cultural background and needs, in spite of having problems related to difficulty of the vocabulary

items in the textbooks used in addition to inadequacy of the time devoted to delivering the materials.

A very recent study conducted by Qi (2016) examined China's current primary school English language education policy and the implementation of the primary school curriculum from the lenses of the students. Qi (2016) in her evaluation study used a qualitative research design, and conducted focus group interviews with six primary school students to investigate the attitudes of these students toward the learning of English in the primary schools. Conducting the study in three different government schools with varied socio-economic status, Qi (2016) revealed that the participant students had positive opinions about English education with respect to the early introduction of English. On the other hand, findings showed that some of the students thought English was not as important as Chinese. Students paid special attention to English lessons not because of its importance for communication, but to get higher grades in the examinations. Findings also showed that families had greater expectations from these students in term of learning English for professional opportunities gained by ability to speak English.

All in all, it is clear that each of these studies focused on different aspects of primary school English language teaching programs such as evaluation of the language policy, aims, outcomes, material use and implementation. Additionally, each of these studies collected data from various stakeholders such as teachers and students, and used various data collection tools depending on the methodologies such as document analysis, questionnaires as well as interviews, which are all combined within this comprehensive evaluation study.

Chapter Two

Methodology

Overview of the Chapter

This chapter is composed of six sections. The first section explains the general objectives of the study and research questions. The second section provides information on the rationale of the study while section three explains the piloting process of the study including the setting, participants, instruments, findings, conclusions and implications. In the fourth section, necessary information on the main study involving the setting, participants, instruments and procedures for data collection are presented and the final section explains the analysis of the data.

Research Problem and Research Questions

From primary school to tertiary education, the English language has been taught in all education institutions in Turkey and especially since the 1980s, a number of considerable changes and reforms have taken place in English language teaching policies of Turkey. The most recent change in terms of English language teaching took place in 2013 under the title known as 4+4+4, which started to be implemented from 2013 onwards.

Since the 2nd grade ELTP has been implemented for only 3 years, how the program is perceived and implemented, whether the program has the intended effect, and what effect it has had need to be evaluated in order to identify areas of improvement, to bring out changes, amendments, additions to or subtractions from the program (Alderson & Beretta, 1992; Küçük, 2008, p.3). Thus, a continuous and systematic evaluation for such education programs is necessary.

Besides, as it is obvious from the related literature, the number of studies conducted on the evaluation of the 2nd grade ELTP is scarce. Therefore, it may be assumed that the evaluation of this newly launched program will contribute to the research area dealing with ELTP evaluation. With these underlying reasons, this study firstly seeks to explore the perceptions of English language teachers related to the general characteristics, specified aims and outcomes, teaching methods, materials of the 2nd grade ELTP. Secondly, it aims to investigate the opinions of teachers with regard to the listening and speaking skills. Finally, the study tries to understand the implementation process of the new program in the language classrooms. To be specific, the study tries to find answers to the following research questions:

1- What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of its;

a) general characteristics

b) aims

c) outcomes

d) content

2- What are the opinions of English language teachers towards the applicability of the program in terms of 2nd grade Listening and Speaking Skills?

a) Do teachers perceive the learning outcomes of the ELTP related to listening and speaking attainable by the students?

b) What are their perceptions of the effectiveness of instructional methods and techniques used in listening and speaking skills?

c) What are their perceptions of the efficiency and availability of materials used in listening and speaking skills?

3- To what extent, are the teachers' practices in implementing the program congruent with those specified in the curriculum?

Research Design of the Study

This research study investigated the opinions of state primary English language teachers about the 2nd grade ELTP's general characteristics, aims, outcomes, teaching methods and materials in order to gain insight into how the planned program is perceived by the program implementers, to reveal issues related to the implementation of the 2nd grade ELTP and to inform stakeholders about the current situation of the program. Thus, a descriptive study design was utilized to conduct the research. As known, a descriptive study aims to describe current or past situations or events considering the conditions and features of those events or situations, and if exists, the relationship between them (Kaptan, 1995; Karasar, 1998). Therefore, in this descriptive study, which aims to evaluate the 2nd grade ELTP, a mixed method approach is used employing both quantitative and qualitative approaches (Creswell, 2008; Meissner, Creswell, Klassen, Plano & Smith, 2011).

Johnson, Onwuegbuzie and Turner (2007, p.120) define mixed method approach as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set of related studies". Mixed methods research is more than simply collecting qualitative data from interviews, or collecting multiple forms of qualitative evidence (e.g., observations and interviews) or multiple types of quantitative evidence (e.g., surveys and diagnostic tests). It involves the intentional collection of both quantitative and qualitative data and the

combination of the strengths of each to answer research questions. Mixed methods analysis have generally been used by researchers to strengthen and cross-check the data before conclusions are made (Lim and Shen, 2006; Trinder 2002; cited in Genç, 2012). As Creswell (2003) states, the researcher may want to elaborate on or expand the findings of one method with another and thus start data collection with a qualitative interview and continue with quantitative survey method or vice versa to generalize the results to a population. Furthermore, according to Johnson, Onwuegbuzie and Turner (2007), by making use of mixed methods, the bias inherent in any particular data source or a particular method will be canceled out when used together with other data sources and methods. Additionally, the use of mixed method in research studies enables triangulation (Salihoglu, 2012) which increases the 'persuasiveness' of evidence (Douglas, Douglas, McClelland & Davies, 2015).

In line with these views, survey methodology, semi structured, one-on-one interviews and classroom observations were combined to collect data in this current study. Within survey methodology, a scale was developed for the purpose of collecting the opinions of the participants with regard to the research questions under investigation. Interviews and classroom observations were undertaken to find answers to the questions as well as to provide variation and triangulation of the data collected. Thus, for three research questions to which answers are sought throughout this study, either quantitative or qualitative approach, and also a combination of both were employed.

The following table explains the mixed method approach and qualitative and quantitative data collection techniques used in this study (see Table 3). As can be understood from the table, quantitative and qualitative approaches are combined to gain in-depth understanding of the questions posed at the onset of the study. As it is known, quantitative methods of research is a means for testing objective theories by examining the relationship

among variables which can be measured so that numbered data can be analyzed using statistical procedures (Creswell, 2009).

Table 3

Research design of the study

Research questions	Research Approaches	Data collection methods
1. Opinions of the teachers related to general characteristics, aims, outcomes, and content of the 2nd grade ELTP.	Quantitative & Qualitative	Survey Semi-structured interview
2. Opinions of the teachers related to the attainability of the 2nd grade listening and speaking skills, effectiveness of the instructional methods and efficiency of the materials in attaining these outcomes.	Qualitative	Semi-structured interview
3. Congruence of classroom practices with the ones specified in the program	Qualitative	Classroom Observation

From a broader perspective, quantitative method of research can be defined as a type of empirical research into a social phenomenon or human problem, testing a theory consisting of variables which are measured with numbers and analyzed with statistics in order to determine if the theory explains or predicts phenomena of interest. As Yılmaz (2013) states, quantitative research assumes that the research phenomena have an objective reality which is independent of the subjects being studied where the researcher and the subjects being studied are relatively separate and independent, and the variables in the study are measured and yield numeric data that can be analyzed statistically. According to Creswell (2012), some important characteristics belonging to quantitative research are that researchers describe and explain the relationships among variables, justify the research problems, collect numeric data and analyze, compare or relate variables using statistical analysis prior to interpreting the results.

Quantitative data have the potential to provide measurable evidence, to help establish (probable) cause and effect, to yield efficient data collection procedures, to create the possibility of replication and generalization to a population, to facilitate the comparison of groups, and to provide insight into a breadth of experiences (Bryman, 2006; Creswell, 2003; Meissner et al., 2011). In this study, the primary reason for the use of quantitative approach is gather data from a vast group of teachers as a survey study and obtain their opinions related to the 2nd grade ELTP so that the findings to be presented can be generalizable.

On the other hand, this study utilized qualitative approach to data collection as well. One of the strengths of qualitative research is that it focuses on the contexts and meaning of human lives and experiences for the purpose of inductive or theory-development driven research and it makes use of in-depth interviews, ethnographic observation, and review of documents (Creswell, Klassen, Clark & Smith, 2009). In this study, for the purpose of collecting in-depth and detailed data set related to the teachers' perceptions about the strengths and weaknesses of the 2nd grade ELTP, and gain insight into their experiences in the implementation of the curriculum, qualitative approach was employed in addition to using quantitative approach. Additionally, qualitative approach was also chosen because of its suitability in the observation of the teachers' classroom practices to examine the implementation of the curriculum in the naturally occurring situations in the schools.

Research instruments. Educational evaluation has been used as inquiry and judgment method in order to optimize the evaluation object, in relation to its intended purposes or to help stakeholders determine whether the evaluation object is worthy of adoption, continuation, or expansion (Fitzpatrick et al., 2004). Brown (1995) suggests that tests, observations, interviews, meetings and questionnaires can be used as instruments for evaluation.

As Creswell (2011) emphasizes, the choice of methods by a researcher turns on whether the intent is to specify the type of information to be collected in advance of the study or to allow it to emerge from participants in the project. Thus, employing a mixed research design, this study makes use of documents, observation, semi-structured personal interview and a program evaluation questionnaire as the data gathering instruments. In order to gain insight into the implementation of the 2nd grade ELTP in order to explore the strengths and weaknesses that teachers face, interviews and observations would suit best to this study. It is clear in that sense that the use of in-depth observations and interviews in evaluation studies may report multiple indicators related to various program effects (Stufflebeam, Madaus & Kellaghan, 2002) together with questionnaires. The instruments developed and used in this evaluation study are explained in detail in the subsections below.

2nd grade ELTP evaluation questionnaire. In quantitative studies, questionnaire is the most often used data collection instrument (Cohen, Manion & Morrison, 2000; Ekiz, 2003; Nunan, 2005; Kuş, 2007) and it is defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (Brown, 2001; as cited in Mackey and Gass, 2005, p.92). As Taylor-Powell (1998) states, "a questionnaire provides a tool for eliciting information which you can tabulate and discuss and in many evaluations, a questionnaire serves as the major source of information". Questionnaires in evaluation studies prove to be useful especially when data are needed from many people and when the researcher wants to obtain data related to participants' knowledge, beliefs, attitudes, behaviors and opinions. Additionally, as well as enabling the researchers to gather data from a large population of individuals, questionnaires also have some other advantages such as being cheaper and cost-efficient and allowing wider sampling providing anonymity in addition to being easy to analyze (Creswell, 2003; Weir and Roberts, 1992).

In this study, a questionnaire is used to determine the participant teachers' demographic characteristics and job related information and to reveal the participant teachers' opinions about the 2nd grade ELTP. Therefore, the questionnaire has two parts. The aim of the first part is to collect demographic data about the participants. The second part includes a 41-item 2nd grade ELTP Evaluation Scale related to general characteristics, aims, content, teaching methods and materials of the program, which is developed by the researcher.

Steps of construction of the program evaluation scale. Scales have different types depending on the nature of questions and Likert-type scales are one of the most used types of them. In constructing Likert-type scales and questionnaires, there are a number of steps to be followed. The general steps in the construction of Likert-type scales, although they may aim to measure different features such as attitudes or opinions etc, are applicable for most scales. In his article in which constructing attitude scales was explained in detail, Tezbaşaran (1997, p.41; 2008, p.10) draws the framework of the steps to be followed and in the first step the attitude, namely the content to be measure is defined. In the second step, the statements in a tryout scale are combined and responds are gathered. Next, after the tryout application, data collected have to be analyzed and the process is completed with the fourth step in which item analysis is conducted.

Together with the framework of Tezbaşaran (1997, 2008), a more general framework of the steps to be followed was also drawn by Topkaya and Yalın (2007) and during the construction of the scale for this research; we followed these frames which also overlap with each other. The framework of steps explained by Topkaya and Yalın (2007, p.17) is composed of five steps as constructing an item pool in the first stage, consulting expert opinions, conducting factor analysis, reliability measurement and confirmatory factor analysis.

Constructing an item pool.   In order to have an item pool for the scale, document analysis of the 2nd grade ELTP and literature review were conducted in the initial stage. First of all, in the document analysis stage, two researchers worked together and the philosophy of the program features, aims, outcomes, content, teaching activities and materials suggested to be used in the implementation of the 2nd grade ELTP were carefully analyzed. Next, depending on the purpose of our study, the important statements were itemized.

According to Bowen (2009), document analysis is a systematic procedure for reviewing or evaluating documents to elicit meaning, gain understanding, and to develop empirical knowledge. As Lynch (1996) points out, in most program evaluation studies, one of the data gathering techniques is to collect available documents for the program, and it is stated by Lynch (1996, p.139) that the variety of materials and relevant documents such as program brochures, official press releases, articles concerning the program, curriculum description, policy statements etc. give the evaluator or the researcher basic information about the program activities and processes which in turn yield important evaluation questions using other data collection techniques. As summarized by Bowen (2009, p. 30), there are some main advantages of document analysis since they serve a variety of purposes as part of a research undertaking. First, they can provide data on the context where the researcher operates in and the information contained in documents can suggest some questions that need to be asked and situations that need to be observed as part of the research. Apart from these, documents provide supplementary research data because information and insights derived from documents can be valuable additions to a knowledge base. In fact, documents provide a means of tracking change and development. Where various drafts of a particular document are accessible, the researcher can compare them to identify the changes. Finally, documents can be analyzed as a way to verify findings or corroborate evidence from other sources.

Since the 2nd grade ELTP curriculum is an official document led by the Ministry of Education, which serves as a framework or a set of guidelines for the teaching of English language in a broad and varied contexts across the country, for the purpose of this research, the ELTP documents for public primary schools were used as the first step in the construction of the scale.

While analyzing the program documents, the ELTP for primary schools published by MoNE (2013) was made use of and five sections from the ELTP were chosen. All the parts in the 2nd grade ELTP were included in the study except for assessment since the 2nd grade ELTP suggests teachers not to test students but to assess them based on their classroom performances. Each part of the program was carefully analyzed and a total of 33 statements from 5 sections as "general features", "general aims", "outcomes", "content", "teaching activities", and "material" were itemized. After itemizing the statements in the 2nd grade ELTP, related literature was reviewed carefully and recent ELTP evaluation studies conducted from 2005 onwards were taken into consideration for analyzing the data collection instruments used in those studies. As for this study, the questionnaire items in the studies conducted by Erdoğan (2005), Er (2006), Yanık (2007), Küçük (2008), Sak (2008) and Seçkin (2010) were analyzed and cross-checked in terms of their appropriateness to the context of this study.

Following these steps, to incorporate practicing teachers' opinions, a semi-structured questionnaire was conducted with the participation of 15 teachers. In this step, participants were required both to choose among the Likert-type options and were especially asked to write down their opinions related to program items components taken from the 2nd grade ELTP published by MoNE (2013). The data were then analyzed and itemized especially for the written section where they wrote their opinions related to the 2nd grade ELTP.

After applying the above mentioned semi-structured scale to 15 participants, 5 teachers were interviewed using the questions in that questionnaire. The sampling of the interview was based upon the scale since the respondents were asked if they volunteered or not in taking place in the interview sessions following the scale data collection. This allowed the researcher to conduct interview sampling based on the consents of the participants.

The interview data were then transcribed and teachers' opinions based on the scale and the interview were gathered together and the related ones were itemized through content analysis (See Appendix). Finally, an item pool was formed based on;

1- Items constructed from the 2nd grade ELTP as a result of document analysis,

2- Literature Review (questionnaires in the studies by Erdoğan , 2005; Er , 2006; Yanık, 2007; Küçük, 2008; Sak, 2008; Seçkin, 2010),

3- The scale applied by the researcher to 15 teachers

4- Interview
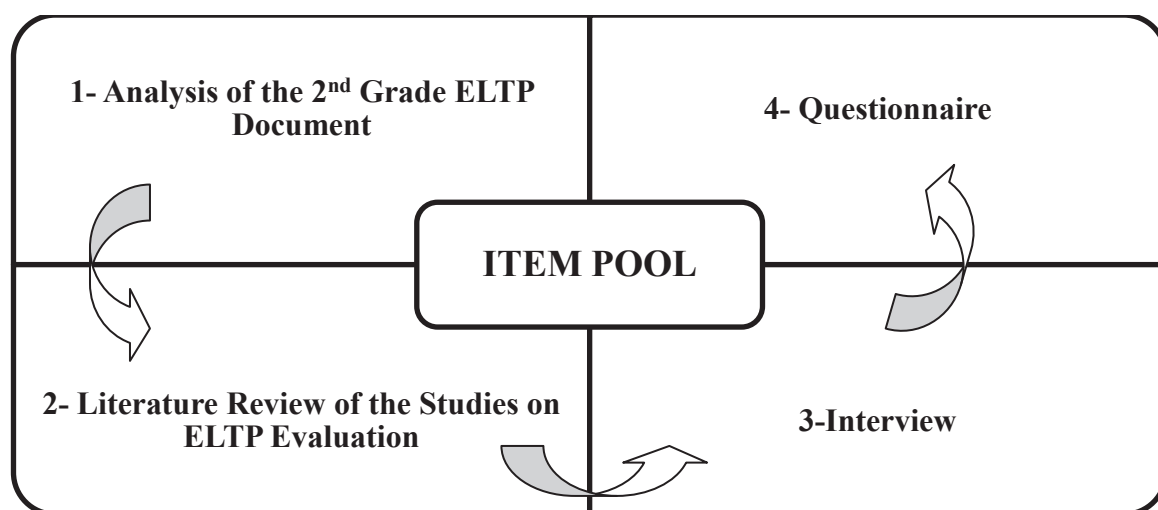
Figure 5. Steps followed in the item pooling stage

As a result of these steps in constructing an item pool, the first version of the evaluation scale consisting of 85 items was developed by the researcher following the advisor's approval and five expert ideas.

This evaluation scale was divided into five sub-sections which had questions related to "General Characteristics of the 2nd grade ELTP", "Aims of the 2nd grade ELTP", "Outcomes of the 2nd grade ELTP", "Content of the 2nd grade ELTP", "Teaching Methods and Techniques and Materials of the 2nd grade ELTP". The scale had 85 questions in total aiming at gathering responds about the opinions of the teachers related to 2nd grade ELTP. The number of items of each section of Part B is shown in Table 4 below.

Table 4

Item numbers and their initial distributions according to different aspects of the program

Parts of the scale	Number of Items
A- General Characteristicss of the 2nd grade ELTP	18 Items
B- Aims of the 2nd grade ELTP	10 Items
C- Outcomes of the 2nd grade ELTP	18 Items
D- Content of the 2nd grade ELTP	19 Items
E-Teaching Methods and Techniques and Materials of the 2nd grade ELTP	20 Items

In the evaluation scale, the options were provided in six point Likert type ranging from "Strongly Disagree", "Disagree", "Partially Agree", "Agree", "Strongly Agree" and "No Idea".

Piloting of the Scale

Setting and participants. To test data collection tools, procedures during the data collection process and validity of these tools, a pilot study was conducted. As all the 2nd grade English teachers implementing the program in the research site were selected for the sampling

of the main study, the scale had to be conducted not in the research site of the main study, but in another city or in another platform where the sample size for the pilot study would be big enough. Because of the difficulties in piloting the study on 2nd grade English teachers in another city for the reasons such as sample size or time restriction, the idea of conducting the pilot study on the web as an online study was accepted and the scale developed for this evaluation study was piloted online. As stated by Bidernikl and Kerschbaumer (2007), World Wide Web has become popular in social research and its practicality offers a number of advantages especially for online surveys.

Following the expert ideas, the necessary corrections on the scale were made based on their recommendations and the scale was transferred into an online scale using Google docs. Then, the online form was sent to the advisor of the researcher and following her approval, Turkish English teachers' groups on social network (Facebook) were chosen to publicize the pilot study and the data collection instrument. These groups use their pages on social network to share their experiences, education materials, to announce important events related to their profession and to get in close contact with each other. Additionally, these sites help researchers access larger communities for their research. Thus, for piloting the study, the most commonly used English teachers' pages in Turkey on the social network sites were searched and after becoming a member of them, the sites having the highest number of members were selected. These pages had, in fact, a great many number of the members ranging from 19229 to 5041 which would make the collection of pilot data easy for the researcher.

Upon forming the online questionnaire and deciding on the English teachers' Facebook groups where the pilot study was publicized and where data were collected from are shown in Table 5 below. As it is seen from Table 5, the online questionnaire was publicized

in five groups majority of whose members were composed of English teachers implementing English teaching in primary schools.

Table 5

Distribution of the number of teachers on teachers' groups on Facebook

Facebook Groups	Number of Members
1- ELT TURKEY	19229
2- Türkiye ELT	16734
3- İngilizce Öğretmenleri	12385
4- İlköğretim İngilizce Öğretmenleri Platformu	11935
5- ELT Primary	5041

The pilot study took place four weeks on the net and a total of 118 2nd grade English language teachers participated in the pilot study. The demographic information about the participants is given in Table 6 below.

As Table 6 shows, among the participants of the pilot study 83.1% of them was female while 16.9% was male. As for participant variables, apart from gender, their age ranges varied and the highest percent of age range was between 25-27 (31%) and the lowest was between 43-45 (%2). In terms of working experience, nearly half of the teachers (40%) were the ones who started working quite recently (1-3 years of experience) and 17.8% of them had more than 10 years of working experience. It is clear from Table 6 that majority of these teachers are new teachers in terms of implementing the 2nd grade ELTP. As for the department of graduation, a great majority of these teachers (78%) studied English Language Teaching. On

the other hand, only a small proportion of the teachers graduated from departments unrelated to English language teaching.

Table 6

Demographics of the participants

Categories	Label	*f*	*%*
Gender	Female	98	83.1
	Male	20	16.9
Experience	1-3	47	39.8
	4-6	28	23.7
	7-9	22	18.6
	10-12	11	9.3
	13-15	8	6.8
	16+	2	1.7
Graduation	ELT*	92	78
	ELL **	17	14.4
	ALL ***	4	3.4
	Other	5	4.2
Seminar Attendance	Yes	3	2.5
	No	115	97.5

* English Language Teaching

** English Language and Literature

*** American Language and Literature

Almost all of the teachers did not attend to a seminar, conference or workshop related to the new ELTP and only 2.5% of them stated having participated in a seminar. This shows that teachers did not take any professional training related to the 2nd grade ELTP and it is also true that they need training about professional development.

Analysis of the piloted form of the evaluation scale. The data collected in the pilot study were analyzed using SPSS 20 for factor analysis for validation of the scale's structure and reliability. As Yong & Pearce (2013) state, factor analysis is based on the fact that measurable variables can be reduced to fewer latent variables under a common variance. Initially, Exploratory Factor Analysis (EFA) with Maxiumum Likelihood extraction method was conducted for structural validity, and the reliability was assessed by using Cronbach Alpha technique. Initially, KMO and Bartlett's Test was conducted to check the sampling adequacy, and following this test, factor analysis was conducted on the data collected in the piloting of the scale for determining "components that underlie performance on a group of variables" (Hatch and Lazaraton, 1991, p.491, as cited in Erten, Topkaya & Karakaş, 2010, p.189). As also suggested by Erten et al. (2010), to reduce the number of the items, the items with a factor loading of .40 should be only in one factor and in case items fall into more than one factor, the difference between the two loadings should be at least 0.10.

Table 7

Kaiser Meyer Olkin (KMO) and Bartlett's Sphericity test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.934
Bartlett's Test of Sphericity	**Approx. Chi-Square**	4.0913
	df	861
	Sig.	.000

According to KMO, sampling adequacy in the study is .934 and it is in the accepted level since the world-over accepted index is over 0.6. In addition, the Bartlett's Test of Sphericity relates to the significance of the study and it is seen that the Bartlett's test of sphericity is significant which means that the correlation matrix is not an identity matrix.

Next, 44 items with initial communalities less than .40 were removed and the remaining 41were further analyzed to determine the number of significant factors (see Table 8).

Table 8

Results of the rotated factor analysis and factor loadings

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
E20	.820				
E10	.771				
E3	.36				
D19	.602				
E14	.584				
E9	.572				
E11	.533				
D2	.475				
E1	.474				
D6	.466				
E5	.448				
E6	.419	.419			
A6		.815			
B2		.683			
B7		.594			
A10		.509			
D11		.463			
A2		.425			
D4		.418			
A17			.935		
A16			.854		
C3			.608		
A18			.506		
C16				.318	
C13				.668	
C7				.657	
B1				.556	
C10				.553	
B5				.525	
C11				.511	
A13				.490	
C2				.457	
C8				.326	
D13					.954
D15					.495
A15					.477
C17					.432
D1					.390
D12					.358
D8					.354

C5					.339
Total Variance	49.952 %	2.958 %	3.060%	2.592%	2.636 %

Factor structure yielded five factors after the maximum likelihood extraction method, which accounted for 61.197 % of the total variance. The first factor with 12 items was the largest factor, which accounted for 49.952% of the variance. The items in this factor mainly referred to the 2nd grade ELTP Teaching Method and Material and thus were labeled as "Method and Material". The second factor with 5 items explained 2.958 % of the variance and was named as "Program Outcomes" in which the items tried to find out teachers' reflections of the program outcomes. The third factor with 5 items accounted for 3.060% of the variance and the items under this factor sought teachers' reflections towards the "Program General Characteristics". The fourth factor with 10 items accounted for 2.592% of the variance. The items in this factor mainly referred to "Program's Aims" and thus were labeled as "Program Aims". The fifth and the final factor with 9 items accounted for 2.636 % of the variance and was labeled as "Program Content" since items in this factor were all related to the content of the 2nd grade ELTP.

Thus, as a result of the data reduction processes, the final factors for the scale and the distribution of the items were shown in Table 9.

As Table 9 shows, the factor having the highest number of items is "Method and Material", and the one with the least number of items in the scale is the factor called "Program General Characteristics.

Table 9

Factors of the 2nd grade ELTP evaluation scale and item distribution

Factor Labels	Items
Method and Material	E20, E6, E5 ,E3, E9, E1, E10, E14, E11, D19, D4, D11
Program Outcomes	A17, A16, A 18, C3, C16
Program General Characteristics	A6, A10,A2, B2, B7,
Program Aims	D6, B5, B1, C10, C7, C 13, C11, A13, C2, C8
Program Content	D13, D15, D12, D8, D1, A15, C17, C5, D2

As seen in Table 9, the factor having the highest number of items is "Method and Material", and the one with the least number of items in the scale is the factor called "Program General Characteristics. Since variables in the scale should have a load which fall into only one factor, discriminant validity had to be examined by checking factor correlation matrix to see how each factor is correlated with each other (see Table 10).

Table 10

Distribution of factors to their correlation

Factor	1	2	3	4	5
1	1.000	.686	.640	.644	.656
2	.686	1.000	.661	.627	.613
3	.640	.661	1.000	.643	.643
4	.644	.627	.643	1.000	.609
5	.656	.613	.643	.609	1.000

As a result of the data reduction conducted, the scale piloted with 85 items reduced to 41 (for the items removed, see Appendix) and the items for the scale developed to be used for

data collection in the main study was analyzed for reliability using Cronbach Alpha technique (see Table 11).

Table 11

Reliability values for the factors and the total scale

Factor label	Cronbach's Alpha	N of Items
Method and Material	.923	12
Program Outcomes	.859	5
Program General Characteristics	.885	5
Program Aims	.929	10
Program Content	.926	9
Total scale	.975	41

As a result of factor analysis, as it is shown in Table 11, scale items in the pilot study got together under five factors and the internal consistency of the scale is .975 and the instrument is quite reliable for data collection since the values are in the accepted level of reliability (Pallant, 2002).

Reliability was also checked for each factor within the scale and Cronbach's Alpha values ranged from .859 lowest to .926 highest which indicated a high reliability score for each and every factor in the scale.

In the final version of the scale, there were 41 items left, and it had two parts as "Part A" and "Part B". Part A included 12 questions to gather demographic and professional information about the participants. In this part, there were questions related to "gender", "age", "educational background", "years of seniority in teaching", " length of teaching in the 2nd grade classrooms ", "average number of students in 2nd grade classrooms", and "whether they participated in a training, conference, seminar". Additionally, a question to find out if

teachers wanted to take part in the interview or not was also added to the PART A of the scale and apart from this, at the end of the scale was left some spaces for the teachers in case they had some other aspects to express related to the 2nd grade ELTP. As the final process, the scale was named as "the 2nd grade ELTP Evaluation Scale" and it was ready for the main study.

After all these analyses, the final form was given to the evaluation scale and the questionnaire (see appendix).

Interview. Apart from the observations, the other most commonly used qualitative research inquiry is "interviewing". According to Cohen, Manion and Morrison (2000, p.267), "an interview is an interchange of views between two or more people on a topic of mutual interest for knowledge production". In terms of research context, as Rubin and Rubin (2012) state, interviewing lets researchers see that which is not ordinarily on view and examine that which is often looked at but seldom seen and by talking or asking questions to those who have knowledge of or experience with the problem of interest, researchers explore in detail the experiences, motives and opinions of others and learn to see the world from perspectives other than their own. In program evaluation studies, interviews or usually in-depth interviews involve conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea or program by asking participants or stakeholders associated with the program about their experiences and expectations and thoughts they have concerning program implementation, processes, and outcomes (Boyce & Neale, 2006). In-depth interviews are useful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why. The primary advantage of interviews is that they

provide much more detailed information than what is available through other data collection methods. They also may provide a more relaxed atmosphere in which to collect information—people may feel more comfortable having a conversation with you about their program as opposed to filling out a survey (Boyce & Neale, 2006). Together with these aspects, "the research interview may serve three purposes; first, it may be used as the principal means of gathering information having direct bearing on the research objectives. Second, it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships. And third, the interview may be used in conjunction with other methods in a research undertaking" (Cohen, Manion & Morrison, 2003, p.268). Mackey and Gass (2005) also view interviews advantageous in that they allow researchers to investigate phenomena which are not directly observable as well as being interactive and providing respondents comfort for eliciting additional data. One of the striking reasons why interviews are used in evaluation studies is that interviews feature flexible use of prepared protocols to maximize both issue-driven and emergent information gathering and together with other data collection tools, they provide another and more unobtrusive means of triangulation by both method and data source to strengthen data quality and descriptive validity (Mabry, 2003).

In the interviews, researchers can ask various types of questions which generate different types of data. Depending on the nature of the questions as closed ended or open ended, interviews are divided into three categories based on structure, that is, they can be structured, semi-structured or unstructured (open-ended) (Ekiz, 2003).

Structured interview is known as "standardized interview", and it has a relatively tight format and set of assumptions and it also has preplanned questions given in a fixed order almost like a checklist (Statistik, 2014). Structured interview is mainly used in survey studies and "the aim of conducting structured interviews is to give all interviewees exactly the same

context of questioning, which means that each respondents receives the same interview stimulus and the goal of this style is to ensure that replies can be aggregated" (Bryman, 2012, p.210). Additionally, there is no flexibility on changing or rearranging the questions because only the interviewer has the role of controlling. According to Nunan and Bailey (2008), structured interviews are just different from questionnaires in that the former is conducted orally rather than being in written form. The advantage of using structured interviews is that they provide detailed data that is comparable across informants (Nunan & Bailey, 2008, p.313).

Semi-structured interviews have set of guidelines in no fixed order and allows extensive follow-up (Hyland, 2003) and the participants have the right to change or make adjustments on the questions depending on the nature of the inquiry. Because it is the aim of the study that determines which type of interview questions are needed, both open- and close-ended questions can be used in semi-structured interviews and not only the interviewer but also the participants have control over the interaction (Ekiz, 2003). Thus, semi-structured interviews enable the researcher to feel confident about gathering comparable data across subjects (Bogdan and Biklen, 1997), so the strength of employing semi-structured interviews in researches is that it provides flexibility (Nunan, 1992).

Unstructured interviews depend entirely on the spontaneous generation of questions in the natural flow of an interaction during the interviewing. Here, the researcher does not ask any specific types of questions, but rather relies on the interaction with the participants to guide the interview process (McNamara, 2009). Therefore, these "open" interviews that lack a pre-planned agenda of what will be asked provide the interviewee with broad freedom of expression and elaboration (Cohen, Manion & Morrison, 2003). Because of its feature of providing the researcher a chance to tailor the questions according to the responds given by

the interviewee as in open-ended interviews (Gass and Selinker, 2008), unstructured interviews may be useful for the researchers to go deeper in the research problem.

The semi-structured interview was considered to be the most appropriate instrument to be used in the present research. The questions which were used in the interviews were devised by the researcher based on the literature review and the official ELTP documents. Before being used for the interviews, the questions were reviewed by the researcher's supervisor to ensure validity and clarity following 5 expert opinions from the field. And finally the final form was given to the interview instrument (see the appendix).

Observation and development of classroom observation form. In recent years, there has been a rise in the use of observation as a way to gather data in qualitative studies and qualitative methods of data collection. According to Ekiz (2003), observation is one of the most significant and even the most common way of data collection methods in qualitative research. Creswell (2005, p.211) defines "observation as the process of gathering open-handed, firsthand information by observing people and places at a research site". As Patton (2015) states, one of the main strengths of observation is that the researcher has the chance to see at firsthand what is going on rather than assuming what is known. Besides, by observing the what is taking place *in situ* (Patton, 2015), researchers gain insight into context of programs, see things which would otherwise be missed, discover things participants might not freely talk about in interviews and move beyond perception-based data (Cohen, Manion & Morrison, 2003).

One of the characteristics of observation is its role of noninterventionism and the researcher or the observer does not manipulate, stimulate the subjects being studied or ask them questions as in interviews (Adler & Adler, 1994). Above all, having a noninterventionist feature, observations in educational settings enable the observer to collect data on the physical

data (physical environment and its organization), the human setting (the organization of people, the characteristics and make up of the groups or individuals observed), the interactional setting (the interactions taking place, formal, informal, planned, unplanned, verbal, non-verbal etc), the program setting (resources and their organization, pedagogic styles, curricula and their organizations) (Cohen, Manion & Morrison, 2000, p.305).

Given the general features of observation as a way to collect onsite data in research studies, an observer may choose to conduct observation depending on roles and types which are characterized as, natural, participant and nonparticipant observation and structured and unstructured observation.

Natural observation, which is also called as field observation, involves observing individuals in their natural setting, and as Fraenkel and Wallen (2007) state, in natural observation, the observer has no controlling or manipulating effect over the subjects and tries not to affect the observed situation in any way. According to Jackson (2007), one of the advantages of natural observation is that the subjects observed in their natural setting display more realistic and natural behaviors.

There are different types of observations as participant or non-participant and structured or non-structured (McMillan & Schumacher, 1993; cited in Satıcılar, 2006, p.67). In participant observation studies, the researcher stays with the participants for a substantial period of time to reduce reactivity effects (the effects of the researcher on the researched), recording what is happening, whilst taking a role in that situation (Cohen, Manion, Morrison, 2000, p.311). As Satıcılar (2006) points out, in participant observation, the researcher becoming a part of the context in which the observation takes place sees what is happening.

As for non-participant observation, the researcher takes part in the activities of the study as an outsider observer "who visits a site and records notes without becoming involved in the activities" (Creswell, 2012, p.214) and additionally, one of the dangers of participant observations which is stated as "going native" (Cohen, Manion, Morrison, 2000, p.314) is eliminated in non-participant observations since the researcher detaches himself or herself from the group and activity. Additionally, data obtained from these types of observations will also be different in form in that in structured observations data will mostly be in the form of checks, tallies, frequencies and rating, however, in unstructured observations data will be in the form of impressions, field-notes and transcripts (Seliger and Shohamy, 1989).

When it comes to structured observation, it is conducted based on a plan and seeks specific information recorded using a specific data collection instrument structured previously just for the purpose of the observation of the site or the educational environment. In unstructured observation, the researcher just sits and speculates on the activities taking place without a specific focus in mind contrary to structured observation (Lynch, 1996). In such observation, observer has the opportunity to record what he or she feels is correct and relevant to the point of study.

As for this study, as a result of the careful analysis of the 2nd grade English Language Program published by MoNE (2013) explaining the theoretical background, aims, outcomes, content, teaching activities and classroom materials together with reviewing the related literature based on research design and data collection, an observation form was developed by the researcher. In fact, there are many readily available observation schemes for language classrooms (e.g. Moskowitz, 1970; Fanselow, 1977; Bialystok et al. ,1979; Ullman and Geva, 1982; Allen et al., 1984; Nunan, 1989; Allwright and Bailey, 1991) and these schemes have various dimensions in terms of their organization and complexity ranging from low-

inference to high-inference observation schemes. One particular dilemma of the classroom observation stems from the variables which require judgment and which do not on the part of the observer, and those in which the observer merely records an event without judgment or without much analysis of the behavior are called "low-inference observation" while the high-inference ones must be analyzed subjectively by the observer (Peterson, 2000, p.189). Lynch (1996, p.124) argues that "the issues of structured versus unstructured observation, participant versus non participant observation, and observational focus ultimately leave us to consider sampling". According to Lynch (1996), sampling necessitates decisions about the observation focus followed by more decisions concerning "who, when, and how often to observe".

Of the aforementioned readily available observation schemes, the two most frequently used for observing language classrooms are "Communicative Orientation of Language Teaching" (known as COLT; Allen, Fröhlich & Spada, 1984) and "Target Language Observation Scheme" (known as TALOS; Ullman & Geva, 1985). As Warhol (2011, p.12) states, the Communicative Orientation of Language Teaching Observation Scheme (COLT) and the Target Language Observation Scheme (TALOS) were developed to aid researchers in their classroom observation practices such as use of the target language, use of the first language, teacher talk time, questions, positive and negative reinforcement, evaluation, pacing, gestures, etc. Among the structured observation schemes, one which was developed by Allen et al. (1984) is the Communicative Orientation of Language Teaching (COLT) and it has two sections (Lynch, 1996). The first section of COLT makes use of real-time coding together with using classroom events or activities as a basis of analysis and the first section of this scheme has mixed low and high inference categories as "Participant Organization"(low-inference) and "Content" (high inference). In the second section, for coding categories a time sampling approach is employed and categories in this section range from mixed low to high inference within "Teacher Verbal Interaction" (low-inference) and "Student Verbal

Interaction" (high inference). As Allen, Fröhlich and Spada (1983) state, COLT mainly deals with communicative competence in the classroom and according to them, "language proficiency has at least three components as grammatical component, discourse and sociolinguistic (that is, knowledge of the formal system of lexis, morphology-syntax, and phonology)" and they continue by stating that "the instructional variables selected for COLT scheme have been motivated by a desire to describe as precisely as possible some of the features of communication which occur in second language classroom" (p.233).

The other classroom observation scheme called Target Language Observation Scheme (TALOS) was developed by Ullman and Geva (1985; as cited in Lynch, 1996) with a purpose of observing live classroom activity (real-time coding) and it had two parts. The first part is intended for observing live classroom activities (e.g., drills, dialogues), linguistic content (e.g., sounds, words, phrases) and skill focus (e.g., listening, speaking etc.) as well as teaching bevaiours (narrations, explanations, discipline) together with student actions (Lynch, 1996; Mackey and Gass, 2005). The first part of TALOS makes use of low-inference checklists to describe the events in the classroom. The second part, however, is a "high-inference rating scale to be completed after observation and the categories in the second part are enthusiasm, humor, negative and positive reinforcement" (Mackey and Gass, 2005, p.191). As Lynch (1996, p.110) states, "in both low- and high-inference sections of the TALOS, the categories were developed to reflect aspects of second language program implementation".

TALOS was specifically suitable for this study to collect observational data in schools where the 2nd grade ELTP was being implemented. Having a structured and low-inference observation feature, TALOS, as was previously stated, aims at capturing the naturally flowing real time data based on events occurring in the classroom setting during the observation.

Since this study aims at collecting data in terms of reflecting the classroom implementation of the 2nd grade ELTP, a classroom observation form based on TALOS was developed for the evaluation of the 2nd grade ELTP. First of all, after reviewing the literature and comparing other observation schemes (such as COLT), it was assumed that the scheme had to be low-inference in nature since the aim was just to record live data in terms of the implementation of the program rather than bringing explanations and making judgments about the events. Thus, TALOS was suitable for its low-inference feature and for this purpose, the first part of TALOS which required low-inference reflection of the classroom activities was used only while making the adaptation for this study. On the other hand, unlike COLT which mainly focused on communication in the classroom (Lynch, 1996; Mackey & Gass, 2005), TALOS was also suitable for our study since it mainly reflected the natural classroom events which was also the domain of this evaluation study. Although TALOS was developed based on time intervals, while making the adaptation, a tally system was used for our study. Lynch (1996, p.110) states that more structured and tally- or counting-oriented observation instruments may be able to tell us how often something occurred. Additionally, TALOS was developed for reflecting live classroom events and activities together with reflecting aspects of second language program implementation; thus, in order to get insights into what actually happens in 2nd grade English Language classes, it was necessary to get how many times a classroom event occurred to make better comparisons between the activities suggested in the program and teachers' implementation.

After expert opinions and advisor's confirm was taken, the observation form for the main study was developed (see the appendix for the observation form developed) and it was piloted in two classes in the first term of 2014-2015 education year.

Conclusion and implications for the main study. Before the main study, because all the data collection tools were specifically developed for this evaluation study, a pilot study of scale, interview and observation form was conducted in Denizli to reveal the strong and weak points of these data collection tools, to overcome any possible problems resulting from these tools, to avoid, if there are any, misunderstandings resulting from wording or sentence meanings and finally to make necessary changes by getting feedback from the teachers. Following the piloting, data reduction and reliability analysis of the scale was carried out and it was found out that all parts of the 2nd Grade ELTP Evaluation Scale were reliable and was ready to be used in the main study.

Apart from the scale, for the validity of the interview questions and the observation form, similar procedures as in the scale development were also followed and upon having expert opinions for the interview questions and the sections in the observation from, they were tested in the pilot study. Thus, making the necessary changes, the data collection tools were ready for the main study.

Main Study

Setting and participants. This program evaluation study was conducted in Denizli to the practicing Key Stage I English language teachers working in primary state schools in 2014-2015 and 2015-2016 education year. Following the permission granted by MoNE for the study (see Appendix), initially the scale was delivered to the teachers who were teaching to 2nd grades in 52 primary state schools in the city centre.

85 participants from 52 schools in Denizli attended the study. The following table reveals the general characteristics of the participants.

According to Table 12, 76.5% of the teachers in the study were female, and 23.5 % of them were male. Among the participants, only a very small percent of them were between the

ages of 25 and 27 (4.8%), and more than half of the teachers (67.1%) were between 28 and 36. For the rest, 15.3 % of them were between 37-39 and 11.1 % were over 40. The average age for the participants in the study was between 25-30. In terms of the participants' majors, a great majority of the teachers (nearly 80 %) graduated from English Language Teaching (ELT) departments of the universities. This was followed by English Language and Literature with a percentage of 7.1 and only one of the participant teachers was graduated from the department of American Language and Literature (1.2 %). It is worth emphasizing here that the rest 10 % of the teachers in this study had a major other than English. In order to clear this out, based on the implications of the pilot study, teachers were specifically asked whether they had a major other than English language.

Table 12

Participant teachers in the questionnaire

LABEL	CATEGORIES	f	%
Gender	Female	65	76.5
	Male	20	23.5
	1-3	3	3.5
	4-6	9	10.6
	7-9	28	32.9
Experience	10-12	12	14.1
	13-15	15	17.6
	16-18	7	8.2
	19+	5	5.9
	ELT*	68	79.8
	ELL**	6	7.1
Graduation	ALL***	1	1.2
	Other	10	11.8
Seminar Attendance	Yes	24	28.2
	No	57	67.1

* English Language Teaching

** English Language and Literature

*** American Language and Literature

The reason for this was that teachers in 4+4+4 education system became redundant in some majors such as classroom teachers or computer/technology teachers and, similarly, because English was started to be taught from 2nd grade onwards, more teachers were needed to teach English especially in primary school came out. In order to balance the redundancy and the need for teachers in some majors, MoNE enabled teachers to teach in other majors (MoNE, 2013). Thus, in the main study, 10 teachers among the participants (11.7 %) were actually not English teachers. In terms of professional development, only 28.2 % of them stated having participated in a seminar and the rest of them 67.1 % had no support in terms of the 2nd grade ELTP.

Table 13

Participant Teachers in the Interview

Interviewee code/gender	Age	Department	Length of teaching experience	In-service training	Date of interview/duration
T1/F	32	ELT	11 years	No	11.05.2014 16m 28s
T2/F	31	ELT	7 years	No	12.05.2014 15m 35s
T3/F	29	ELT	7 years	No	04.06.2015 8m 18s
T4/F	29	ELT	4 years	Yes	29.05.2015 8m 17s
T5/M	31	ELT	4 years	No	04.06.2015 11m 54s
T6/M	35	Economics	11 years	No	04.06.2015 9m 39s
T7/F	38	ELT	15 years	Yes	01.06.2015 13m 39s
T8/M	38	ELT	17 years	No	27.05.2015 13m 5s
T9/F	30	ELT	5 years	No	04.06.2015 12m 25s
T10/F	33	ELT	8 years	No	14.05.2014 19m 58
T11/M	29	ELT	5 years	No	29.05.2015 12m 07s
T12 /F	32	ELT	6 years	No	05.06.2015 13m 43s
T13/F	36	ELT	11 years	Yes	04.06.2015 15m 43s

T14/F	28	ELT+ PhD in Classroom Teaching	5 years	No	28.05.2015 14m 19s

As for the participant teachers in the interviews, after having their consents, 14 teachers participated in the face-to-face interviews and demographic information related to the participants in the interviews are presented in Table 13 above. Among the participants of the interview, 10 were female and 4 were male and their age mean is 33. It is clear From Table 13 that among the participant teachers a great majority of them graduated from English Language Teaching Department and only one of them (T6) graduated from another major as Economics. In terms of teaching experience, the mean score is 8 years for the participant teachers. Finally, among the participant teachers in the interview, only three of them (T4, T7, T13) participated in seminars, conferences, however they were not specific to the 2nd grade ELTP. The rest of the participants had no in-service training related to the 2nd grade ELTP.

As for classroom observations, in order to observe their classes, fourteen teachers who participated in the interviews were asked for their consent for the observation of implementation of the 2nd grade ELTP. Therefore, all the teachers interviewed were also observed during their classroom teaching. One of the teachers allowed the researcher to observe two different classes, thus, a total of 15 classes were observed.

Data collection procedures. The data collection procedure for the main study was conducted in the city centre of Denizli and all the state primary schools were included. Although there are a total of 87 primary schools under the governance of Ministry of Education in Denizli province, a total of 52 primary schools were included into this study since the rest were in the villages near the city center and private schools. Thus, in the city center of Denizli, 52 primary schools were visited for the purpose of data collection in the 2014-2015 teaching year. For the list of schools participated in the study, see the appendix.

The data collection procedure was completed in three steps as for the scale, the interviews and the observations.

Initially, the schools were grouped according to their location and a total of seven regions were determined based on the neighborhood of the schools. Then, each of the schools in each region was visited and all the English teachers teaching the 2nd grades were given the scale. Each teacher was requested to fill in the scale and asked if they were volunteer for the observation. The school visits for the scale took 4 weeks in total. The scales were left till a week later. A week later, researcher visited the schools again in order to get the scale back or sometimes schools had to be visited more than twice because of some delays in collecting the scales back.

In the second step, interview data were collected. In the scale, teachers' consent was taken for the interview related to the 2nd grade ELTP and after the data in the scales were analyzed it was seen that 16 volunteering teachers agreed to take part in the interview. In the second step of the data collection, 14 teachers participated in the face-to-face interviews. Two of the teachers, although agreeing previously in the scale, rejected the interview. Thus, a total of 14 teachers were interviewed after the data collection of the scale. The interviews were conducted in teachers' schools in their free time or in the free class hours. The researcher paid special attention that the teachers felt comfortable to express their views freely. Thus, before starting the interviews, they were informed that their answers would be confidential and all interviews were audio-recorded and transcribed. In terms of duration, the interviews varied from 8:18 minutes to 19:58 minutes with a mean time length of 13:2 minutes.

In terms of the observation procedure, each teacher's class was observed after the consent of the school administration and totally 15 classes were observed. Although there were 14 teachers who invited the researcher for the observation, 15 classes were observed

since one of the teachers asked the researcher to observe his two classes. All these data collection steps were completed in two years in the second semesters of 2014-2015 and 2015-2016 education years.

Analysis of the data. In the process of data analysis, the questionnaires collected from the participants were numbered at the beginning and the data gathered by using "The 2nd Grade ELTP Evaluation Scale" was analyzed by using Statistical Package for Social Sciences; SPSS.20. Frequencies, percentages, mean values, and standard deviation were calculated and put into tables to make the understanding clearer. While revealing the results, the means of the data were interpreted using the participation levels as 1.00-1.79 = Very Low; 1.80-2.59 = Low; 2.60-3.39 = Moderate; 3.40-4.19 = High; 4.20-5.00 = Very High.

Content analysis was conducted for interviews. After transcribing the interviews, an initial analysis where irrelevant responses given to questions and repetitions were removed so that the focus in the analysis would be solely on the related responses in an inductive way. Similarly, the responses of the teacher in the interviews and their implementation of the 2nd grade ELTP in the observations were put together in a table format to ease the data management. In this way, elimination of the irrelevant statements and the unnecessary parts in the observations, the ones which had no direct effect on the implementation of the program such as greeting the class, or controlling the attendance etc, enabled the data analysis easier. Following the initial analysis of both the interviews and observations, the transcriptions were coded in order to label the data and common themes were identified. As stated by Rubin and Rubin (1995), coding enables grouping the responses given into categories where there are identical ideas, concepts or themes shared. While identifying the common themes, another researcher, who was given information about the background and aim of the study, also took place in the analysis. In order to decrease the subjectivity of coding in the interviews, initially the researcher himself conducted content analysis for the interview data and created the

recurring themes. In the next stage, the other researcher also applied the similar procedure on the interview data and the themes found were compared and contrasted to see how congruent they were to each researcher's analysis. The differences in the thematic content were discussed and the final version of the themes was set up. In order to have a higher reliability in the analysis, Cohen's Kappa was applied. As McHugh (2012) states, the kappa is a frequently used statistic for the reliability between the interraters and it provides the correct representations of the variables measured. She also argues that the extent to which raters give similar scores to the same variables provides a higher consistency in terms of inter-rater reliability. In the analysis of the interview data, first themes were identified separately by the researchers, and the themes found were compared and discussed. Next, they worked on three other transcriptions and the consistency between the raters was found as 0.70 which was above the accepted level showing that there was a good agreement between the raters. McHugh (2012) states a score above 0.41 might be acceptable in kappa. As a result of the coding process, a total of 21 themes were identified for the interviews.

The list of the common themes is as follows:

Motivational aspect of the program

Cognitive/affective/psychomotor development

Motivational aspects of the program

Psychomotor/cognitive/affective development

The sufficient number of aims

Program's matching to students' willingness to communicate

Practice opportunity

Order of the content

Vocabulary Content

Cognitive maturity

Lack of inhibition

Willingness to communicate

Weekly class hour

Teacher factor

The number of listening and speaking outcomes

Appropriateness of the methods and techniques to Kinesthetic and musical intelligences of children

Fun Nature of the activities

Appropriateness of the methods and techniques to the attention span of the students

Novelty of a new language

Classroom Management

Ineffective material (coursebook) materials with regard to listening and speaking activities

Limited or no use of English in activities

Appropriateness of the Audio-Visual Materials

Ineffective aspects of the course book provided

Unmotivating effect of listening materials

Physical Conditions of classrooms

The themes found were used as the categories for the analysis and the researcher analyzed the interviewees' responses based on these categories.

Likewise, the aim of observation in the study was to gain a deeper insight into the implementation of the 2nd grade ELTP and also to triangulate the data collected from the scale and the interviews. In order to observe how the program was being implemented, an observation form was developed, as was explained in detail previously, and what took place actually in the classroom was correlated with what was suggested in the program itself. In the analysis of the observation data, first the program activities for each course and second, the extent to which teachers' way of teaching in the classroom was matched with the program guide for suggested activities to see the proximity of correlation were analyzed thoroughly.

For this, as was done in the interview, the tallies in the observation form were seen as the core of the observation and common activities were identified.

Chapter Three

Findings

Introduction

This chapter aims to state findings of the study. In the light of the research questions, the data collected through the 2nd Grade ELTP Evaluation Scale, interviews, and observation form are examined so as to gain insight into the 2nd grade ELTP.

Objectives and Research Questions

The aim of conducting this study is to evaluate, analyze and have an insight into the newly launched state primary school 2nd grade ELTP in terms of its general characteristics, aims, outcomes, content, teaching method and materials by taking participant English language teachers' opinions into account in the light of the questions below;

Research Question 1- What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of;

a) general characteristics

b) aims

c) outcomes

d) content

Research Question 2- What are the opinions of English language teachers about the applicability of the program in terms of 2nd grade Listening and Speaking Skills?

a) Do teachers perceive the learning outcomes of the ELTP related to listening and speaking attainable by the students?

b) What are their perceptions of the effectiveness of instructional methods and techniques used in listening and speaking skills?

c) What are their perceptions of the efficiency and availability of materials used in listening and speaking skills?

Research Question 3- To what extent, are the teachers' practices in implementing the program congruent with those specified in the curriculum?

Findings of the Study

The findings will be presented under each related research question posed.

Findings of research question 1. What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of;

a) general characteristics

b) aims

c) outcomes

d) content

In order to find out teachers' opinions related to the general characteristics, aims, outcomes, and materials in the 2nd grade ELTP, the 2nd Grade ELTP Evaluation Scale and interview questions were used. To do this, means were calculated in the scale for each related factor. Additionally, related statements from the interviews with the teachers were identified and extracted.

Before moving onto the detailed analysis of the research questions, below is given the overall score of the participant teachers' opinions for the whole program including the elements of general characteristics, aims, outcomes, content and methods and materials.

When the mean value for all the components of the whole program (M= 3.39) is analyzed, it is seen that the teachers have positive opinions about the 2nd grade ELTP. After this initial analysis, all the components of the ELTP is separately analyzed, the findings for which are shown in the following table (see Table 14).

Table 14

Teachers' perceptions regarding the components of the 2nd grade ELTP

	N	Mean	SD
Method and Material	85	3.64	.68
Program content	85	3.54	.77
Program aims	85	3.48	.73
General Characteristics	85	3.16	.85
Program Outcomes	85	3.15	.75

As can be seen in Table 14, in terms of method and material, program content, and program aims as the program components, the participant teachers expressed quite positive opinions in other words, they think that program included the features it claims to include in terms of Method and Material (M=3.64), Program Content (M=3.54), Program Aims (M=3.48) and they are appropriate for the age and class level. As for general characteristics and program outcomes, the participant teachers had a moderately positive opinion, which means that the teachers have less positive opinions related to these program components.

Findings of RQ1-A. What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of its general characteristics?

The teachers who participated in the study have moderately positive opinions about the general characteristics of the 2nd grade ELTP with a mean value of 3.16 (SD= .85) and to better understand the participant teachers' evaluation of this particular component of the ELTP, an item by item analysis was also conducted. The findings are given in Table 15 below. When the items within this factor labeled as "general characteristics" are analyzed, it can be seen that the teachers' opinions vary. Teachers have highly positive opinions towards the 2nd grade ELTP in that the students build self-confidence in learning the language (M= 3.42; SD= 1.00). Also, the participants believe that they can plan their lessons by taking the new program into account (M= 3.32; SD=.95). They also believe that the aims of the 2nd grade ELTP fit the readiness levels of the 2nd grade students (M= 3.21; SD=.98) and this shows that the students are ready to learn English language at this level and the program's aims are designed considering the students' readiness level.

Table 15

Item by item analysis of the teachers' opinions about General Characteristics of the 2nd grade ELTP

Item No	Item Statement	Mean	SD
22	2nd grade ELTP aims the students to learn English with self-confidence.	3.42	1.00
20	2nd grade ELTP makes it easy for the teachers to plan the lessons.	3.32	.95
21	The aims of the 2nd grade ELTP overlaps with the readiness levels of the students.	3.21	.98
19	The program guide book adequately directs the teachers in implementing the program.	3.09	1.16
18	2nd grade ELTP is appropriate for teaching all over the country.	2.76	1.16

The participant teachers also think that they can implement their lessons easily by following the program guide for teachers in which program book guides the teachers in terms of methods and techniques to use for each separate unit together with material use and assessment (M= 3.09; SD=1.16). Among the items under the "general characteristics" factor, the one with the lowest mean score was the question which sought to gather data in terms of the applicability of the program all over the country. Teachers who participated in the study less moderately believe that the 2nd grade ELTP is applicable in every school in Turkey considering the location.

Apart from the data collected through the 2nd grade ELTP Evaluation Scale, a total of 14 teachers involved in the face-to-face interview were asked to report their opinions related to the general characteristics of the 2nd grade ELTP as well. Conducting the content analysis of the interview data, two themes, as listed in Table 16 below, were identified which also support the findings of the scale data in terms of the general characteristics.

Table 16

Themes about General Characteristics of the 2nd grade ELTP

Theme	Participant Code
Motivational aspect of the program	T2,T3, T4, T5,T8,T9,T10,T11,T14
Cognitive/affective/psychomotor development	T2,T5,T10,T12

When the interview data related to the general characteristics of the 2nd grade ELTP were analyzed, the theme which came out most frequently was motivational aspect of the program, which is one of the most striking findings of this current study. The participant teachers stated that the 2nd grade ELTP has features which make students motivated to learn

English. This feature also matches the 2nd grade students' motivation to learn English, and it came out that students love and enjoy English lessons. A majority of the teachers (T2,T3, T4, T5,T8,T9,T10,T11 and T14) emphasized that the 2nd grade students enjoyed the lessons and showed interest in participating in the activities which have fun nature such as games or singing songs. In this respect, of the teachers interviewed, T2 emphasized that students loved and enjoyed English lessons by stating "… *children at this age love learning English"*. Additionally, T3 also emphasized the age characteristics of the learners with regard to children's being open to learn English. He added that these features are boosted through the 2nd grade ELTP by saying that *"the program is especially useful for the children… So the 2nd grade ELTP triggers children's motivation and curiosity"*. At the same time, the last two participant teachers who emphasized that the 2nd grade students had motivation to learn English were T10 and T14. T10 claimed "*2nd grade students have enthusiasm towards English"* and T14 said "*children are so interested, eager and curious in English".*

For the first emergent theme motivational aspect of the program, all interviewees underlined the age specific characteristics of the students at the 2nd grade such as curiosity, interest and low self-consciousness (T2, T4, T11, T8). Therefore, they stated that the program taps to these characteristics very well. Similarly, T8 and T9 also focused on the program's motivating effect on the students and usefulness emphasizing that this program would help them learn English

In relation to the general characteristics of the 2nd grade ELTP, the next recurring theme in the interviews was related to the program's suitability to the cognitive, affective and psychomotor developments of the 2nd grade students. As can be seen in Table 16, four teachers have the opinion that the 2nd grade ELTP was designed considering the students' developmental characteristics (T2, T5, T10 and T12). While three of the teachers (T2, T5 and

T10) emphasized that the program was suitable for the learners to learn the language based on their cognitive and affective developments, only one of them (T12) stated students had difficulty in writing which may be attributed to their psychomotor development. In this respect, for example, T5 stated "*children could easily remember what they learned and, thus, develop sense of involvement in the lesson"*. Similarly, T10 claimed "s*econd graders are very good at understanding the content"*. However*,* T12 pointed out that students in this grade forget what they have learned. This might suggest a problem with the program's recycling vocabulary and structures learned in different units regularly.

In general, it seems clear from the statements of the participant teachers that 2nd grade students' cognitive and affective developments are appropriate to learn English at this grade. Although it will be discussed later in RQ2, teachers stated students had difficulty in writing which may be linked to the psychomotor development of the students. In relation to interview findings about general characteristics, two aspects of the program were heavily emphasized by the participant teachers. As in quantitative data related to general characteristics of the 2nd grade ELTP, the themes which came out frequently in the interviews were related to motivation and appropriateness of the program to the students' psychomotor, cognitive and affective developments. Additionally, it is worth noting here that, in the interviews, contrary to scale data, no opinions related to the program book and applicability of the program all over the country were stated by the participants.

When the opinions of the teachers about the general characteristics of the 2nd grade ELTP are considered, it can be concluded that they find the program effective in that students start learning English at a very early age and they enjoy learning in the class. Additionally, it is clear from the interviewees' expressions that they believe focusing on communicative aspect of the language rather than grammar may help students increase their motivation

levels. Additionally, to draw a framework of the data collected both from the scale and the interview protocol related to general characteristics of the 2nd grade ELTP, the participants have moderately positive opinions (M=3.16) and interview data also revealed that the participant teachers think 2nd grade ELTP may trigger learning English in that the age to learn English is of advantage for the teachers since children are interested and curious about learning English which also increase with games and songs in the classroom.

Findings of RQ1-B. *What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of its aims?*

After general characteristics, the second program component about which teachers' opinions were asked was related to the aims of the 2nd grade ELTP. The participant teachers in the study have highly positive opinions about the aims of the 2nd grade ELTP with an overall mean value of 3.48 (SD= .73). To have a better insight into the participant teachers' opinions related to "aims" component of the ELTP, an item by item analysis was conducted and the findings are given in Table 17 below.

Table 17

Item by item analysis of the teachers' opinions about aims of the 2ⁿᵈ grade ELTP

Item No	Item Statement	Mean	SD
25	The aim of the 2ⁿᵈ grade ELTP is to make students love English language.	3.88	.76
23	Content of the 2ⁿᵈ grade ELTP provides a play-art based learning atmosphere (to enjoy and to play games) for the students.	3.67	.89
24	The aim of the 2ⁿᵈ grade ELTP is to increase students' learning motivations related to foreign language.	3.62	.91
28	Outcomes of the 2ⁿᵈ grade ELTP are appropriate to affective developments (interest, desires, positive attitude etc) of the students.	3.54	.83
31	Outcomes of the 2ⁿᵈ grade ELTP are observable.	3.54	.89
32	Outcomes of the 2ⁿᵈ grade ELTP are appropriate to the student centered teaching principles.	3.48	.98
29	Outcomes of the 2ⁿᵈ grade ELTP could provide the students to use basic sentence structures in their daily communication.	3.37	.96
30	2ⁿᵈ grade ELTP enables the students, who learn English for the first time, to place communication into the core.	3.27	1.00
27	Speaking skill outcomes of the 2ⁿᵈ grade ELTP are reachable by the students.	3.25	.91
26	Speaking skill outcomes of the 2ⁿᵈ grade ELTP can develop students' speaking skill.	3.18	.95

In relation to the aims of the 2ⁿᵈ grade ELTP, the scale had 10 items which asked the participants about the aims of the program. Item by item analysis of the factor related to the aims of the 2ⁿᵈ grade ELTP shows that participant teachers find the aims of the program highly favorable.

According to Table 17, the item which had the highest mean score under the factor "aims of the 2ⁿᵈ grade ELTP" is the one in which participant teachers had the opinion that 2ⁿᵈ grade ELTP makes students love English language (M=3.88; SD= .76), which indicate that

the teachers think the program has a positive influence on the students in terms of making students love the language. Similarly, except for making students love English, play-art-based learning atmosphere is provided by the aims of the 2nd grade ELTP as believed by the teachers with a mean value of 3.67. This reveals the fact that students love English and learn it in a classroom atmosphere where they play games as well as enjoying the lessons. Additionally, scale data shows that 2nd grade ELTP provides an increase in the motivation levels of the students related to learning English (M=3.62; SD= .91). These three items overlap with each other in that they are all correlated. Similarly, it was also indicated by the participant teachers that program's outcomes were parallel with the students' affective conditions in terms of arousing interest, desire or making them have positive attitudes towards learning English (M=3.54; SD= .83). From Table 17, it is also seen that teachers are of the opinion that outcomes of the 2nd grade ELTP are observable (M=3.54; SD= .89). One of the striking features of the 2nd grade ELTP was that traditional teacher centered teaching was abandoned and student-centered teaching was adopted. Related to this feature of the program, participant teachers have highly positive opinions, which indicates that students are active in learning process in 2nd grade ELTP (M=3.48; SD= .98).

The mean score for the items related to affective conditions such as desire to learn English, providing interest, or creating an enjoyable classroom atmosphere etc. indicated highly positive opinions on the part of the teachers. However, the item "outcomes of the 2nd grade ELTP could enable the students to use basic sentence structures in their daily communication" had a mean score of 3.37, which was moderate. This may indicate that teachers believe students can use the language for communication with basic structures in the moderate level. Additionally, participant teachers also think that students who learn English for the first time may regard the language as a tool for communication and the mean score for this item also fell into moderate level as 3.27 (SD=1.00). The items about speaking outcomes

had the lowest mean scores. The former asked the participants if the speaking skill outcomes were reachable by the learners and teachers had less moderate opinions (M=3.25; SD= .91). The last item "Speaking skill outcomes of the 2nd grade ELTP can develop students' speaking skill" had the lowest mean score revealing that students can develop their speaking skills, however this is in the moderate level (M=3.18; SD= .95).

These findings related to the aims of the program indicate that the major aim of the 2nd grade ELTP is achieved with respect to creating love to learn English on the part of the students and one of the reasons for this affective condition is caused by the atmosphere created based on play- art activities as suggested by the program which also increase students' motivation in learning the language enabling them to use the linguistic structures in their daily lives on a basic level.

Apart from the data collected from 2nd Grade ELTP Evaluation Scale, the participant teachers were asked their opinions related to the aims of the 2nd grade ELTP and upon conducting the content analysis of the interview data, both positive and negative opinions were identified. As for positive opinions, 5 themes were determined (see Table 18).

Table 18

Themes about the aims of the 2nd grade ELTP

Theme	Participant Codes
Motivational aspects of the program	T1,T2, T3, T10,T14
Psychomotor/cognitive/affective development	T2,T4,T5,T7,T14
The sufficient number of aims	T6, T10
Program's matching to students' willingness to communicate	T6, T10

According to the program book published by MoNE (2013), as aforementioned, one of the aims of the 2nd grade ELTP is to create a love or desire towards language learning (p.1) and with this respect, teachers as in general characteristics of the 2nd grade ELTP commented on "motivation" and affective conditions of the students in this grade which support the scale items in related to aims of the 2nd grade ELTP. In fact, the first three items in the scale which had the highest mean scores in terms of the aims of the program were all related to each other in that they addressed to affective, motivational factors as well as the play-art based classroom conditions. The responds given by the participant teachers also supported these findings.

When asked about the aims of the program, a majority of the teachers emphasized the strength of the program aims in creating a love and desire towards language learning in students as Table 18 shows (T1, T2,T3, T10 and T14). In this respect, T1 stated "*through this program, students really love English, because, they listen to songs repeatedly, they participate in various tasks and activities*." Similarly, T2, T3, T10 and T14 also focused on the classroom atmosphere attributing this as a factor to increase motivation which indicates that students have positive attitudes towards learning the language because of the classroom climate created by student centered, fun based activities. T3 stated "*the learning atmosphere is different for the students; there is no punishment system, there is no exam system, so children do not regard English lessons as language learning classes.*"

In general, the participant teachers believe that 2nd grade students love and enjoy learning English and they have self-confidence in learning the language as well as the ability to use very simple structures in daily language for communication.

The second frequently appearing theme with respect to the aims of the 2nd grade ELTP was related to cognitive, affective and psychomotor development of the 2nd grade students.

Although the teachers also handled this issue with respect to the general characteristics of the 2nd grade ELTP, suitability of the aims related to students' psychomotor, cognitive and affective development was emphasized in a detailed way.

With this respect, T2 focused on cognitive aspect of the program and stated that students learned subconsciously. She had the idea that especially aims of the program related to communicative aspects of the language could be achieved by saying "*Children do not forget what they have heard, and while I teach a different thing, they learn other things even when they are not aware. So, 2nd graders can learn the language easily and can communicate.*" Similarly, T7 stated aims can be achieved since students' psychomotor, cognitive and affective developments were good enough to achieve the aims.

While teachers had positive opinions related to aims in terms of addressing the students' psychomotor, cognitive and affective developments, a number of teachers (T4, T5, and T14) held this issue from a negative angle. While T5 and T14 expressed that students had difficulty in writing indicating aims of the program were not suitable to students' psychomotor developments when writing is considered, T4 also stressed that not only psychomotor, but also cognitive developments of the students were insufficient to achieve the program aims. In this respect, T5 expressed that "*I cannot say the aims are suitable to students' level, because they especially have difficulty in writing. When you ask them to write a sentence, they write the way they hear as in Turkish. That's a big problem we face*" while T4 stated "*some students are not cognitively mature enough and have difficulty in understanding English; some regard English language as very difficult to learn when they cannot grasp the logic between the articulation and written form of a word.*"

Other issues related to aims of the 2nd grade ELTP apart from the themes presented above were related to the number of aims, willingness to communicate and practice opportunity which also supported the findings revealed by scale data. In this respect, T10 asked for revision in the aims of the program stating that the aims of the program are too many in number. She suggested the number of aims be lowered and also expressed that it should not be expected a lot from the 2nd grade students since they do not have the opportunity to practice what they have learned in the lesson. In this respect, T10 stated:

"*The aims of the program should be reviewed again. When we look at the aims, there are many of them, they expect a lot from the 2nd graders. 2nd grade students are in the concrete period. They have just met the language. I think the expectations should be lower compared to new starters.*"

Apart from this, by focusing on the appropriateness of the aims to make students use the language in their daily lives, and to make use of simple sentence structures, T6 expressed positive opinions by saying "*2nd graders try to speak with you everywhere, in the canteen, or wherever they see you. I think, this is an advantage for us. They can make sentences, they can ask and give answers about names, age, and colours or they can ask "what is this?"*"

As a summary, participant teachers think that aims of the program are achievable especially in terms of making student love the language. On the other hand, although the teachers in the interviews generally had positive opinions related to suitability of the aims to the students' levels, it is seen that there are some negative issues raised concerning cognitive and psychomotor developments of the students in achieving the aims. It seems clear that students may develop certain skills to express themselves with simple expressions in their daily life.

Findings of RQ1-C. What are the opinions of English language teachers towards Primary school 2nd grade ELTP in terms of outcomes?

When outcomes of 2nd grade ELTP were investigated from the point of the teachers' perspectives based on the scale data, participant teachers have moderately positive opinions with an overall mean score of 3.15. Compared to other factors in the scale such as aims, general characteristics, content etc., the factor "Outcomes of 2nd grade ELTP" had the lowest overall mean score, which in turn means that although teachers find the whole program positive in moderate level (mean score for all factors is 3.39, which is moderate but in line with "high" level), they feel less content with the outcomes of the program having moderately positive opinions. In order to have a closer look at the findings related to outcomes of the program, an item by item analysis was conducted as shown in Table 19 below.

Table 19

Item by item analysis of the teachers' opinions about Outcomes of the 2nd grade ELTP

Item No	Item Statement	Mean	SD
17	Outcomes of the 2nd grade ELTP meet the students' concrete needs for daily expressions.	3.22	.94
16	Outcomes of the 2nd grade ELTP are useful in students' daily life.	3.22	.94
15	2nd grade ELTP was designed considering the needs of the 2nd grade students.	3.15	.83
14	2nd grade ELTP enables students to use what they learned in class in their daily lives.	3.10	.89
13	2nd grade ELTP provides the students with necessary linguistic elements needed for communication in English.	3.08	.91

Item by item analysis in Table 19 shows that item means range between 3.08 and 3.22, all of which are in moderate level. Accordingly, the item with the highest mean score revealed that participant teachers are of the opinion that students, through 2nd grade ELTP, can meet their needs by using daily expressions that they learned (M=3.22; SD=.94). In line with this, with the same mean score, participant teachers also think that the outcomes of the program are useful for the students in their daily lives. These two items, in fact, focus on the daily life emphasis of the outcomes specified in the 2nd grade ELTP. Thus, teachers have the opinion that the outcomes of the program may help students to use the language in their daily lives for communicative purposes. Similarly, the third item within this factor focuses on whether the program was designed considering the needs of the students. Related to this item, teachers think the program addresses the needs of the 2nd grade students (M=3.15; SD=.83). The item which handled if 2nd grade students could use the things they learned in the class in their daily lives had a mean score of 3.10 (SD=.89) indicating the possibility for the students to turn their knowledge into practice in their daily lives. Finally, the last item which had the lowest mean score of all was about whether the 2nd grade ELTP provided the students with the language elements necessary for communication (M=3.08; SD=.91).

In fact, when these findings are compared with the aims of the program, it may be inferred that the program makes the students love the language and because the English lessons are offered in an enjoyable way, aims of the 2nd grade ELTP seems achievable when affective conditions of the students are considered; however, as for outcomes, it seems that teachers have less positive opinions to in terms of the attainability of them by the students.

The interview protocol with the participant teachers revealed some considerable details expressed in terms of outcomes of the 2nd grade ELTP. In the first place, all teachers stated that the outcomes of the program are attainable in general although five of them (T2,

T3, T4, T10 and T12) expressed their opinions in a detailed way. They specifically focused on the students' ability to use simple sentences, asking questions and giving answers, making imperative sentences, talk about their names, surnames and age as well as expressing colors and numbers.

Related to attainability of the outcomes in terms of using simple structures in the language, four of the teachers (T2, T3, T10, T12) stated that students could form simple sentences in English and use them for communication. In this respect, T2 said "*students have progressed a lot in English; in expressing colours and numbers, expressing themselves, introducing themselves with simple sentences...*". Similarly, T3 believed that outcomes of the program could be attained and she expressed that "*students can make simple dialogues about asking for and telling name and surname, questions about colours etc., so they can speak about what they learned*".

Similar to these, T10 and T12 also emphasized that student would easily use simple linguistic structures supporting the findings in the scale data related to "students can use what they learned in class in their daily lives". In this respect, these two teachers both focused on the issue that students, for example, could make imperative sentences. To illustrate this, T12 said "*students can express the simple structures they learned in the class, they can understand and use "imperative" structures easily",* so according to her, outcomes of the 2nd grade ELTP are attainable.

Another aspect which was handled by the participant teachers was that students could introduce themselves and ask or give answers about their names, surnames and age. As aforementioned, T2 gave a framework of the outcomes that could be attained such as ability to use simple structures, introducing themselves and expressing colours. In addition to her, T5

stated *"outcomes can easily be attained since students have already learned how to tell their names, surnames and their age"*.

In general, when quantitative and qualitative data to investigate the opinions of the participant teachers towards the outcomes of the 2nd grade ELTP is analyzed, it came out that teachers have slightly moderate opinions and it seems clear that they believe the program addresses the needs of the students to communicate in the daily life with simplified linguistic structures. The findings revealed in the scale and the interviews, in fact, support each other in that outcomes of the 2nd grade ELTP focuses on using the language for communication in the daily life, enabling students to use what they have learned in the class and providing the students with the necessary linguistic elements for communication in a simple way. Thus, as interview findings suggest, the students in the 2nd grade are believed to use simple structures, express colours, numbers or introduce themselves easily, which indicate the attainability of the outcomes as tapping the ones specified in the program.

Findings of RQ1-D. *What are the opinions of English language teachers towards Primary school 2nd grade ELTP in terms of content?*

The participants in the study have highly positive opinions about the content of the 2nd grade ELTP with an overall mean value of 3.54 (SD= .77). The scale had 9 items to obtain data from the participants about the content of the program. Item by item analysis of the factor related to content of the 2nd grade ELTP reveals that participant teachers find the content of the 2nd grade ELTP highly favorable.

Table 20 below illuminates the opinions of the participant teachers related to the content of the 2nd grade ELTP item by item.

Items within the factor related to the content of the 2nd grade ELTP fall into the participation level of "high" except for only one item (item number 40) indicating that the participant teachers find the content appropriate for the 2nd graders. The items related to the content address to vocabulary, appropriateness to students' age and language level, to their needs, association to their daily lives, arrangement of the content from simple to complex and finally to the possibility of achieving the aims and outcomes.

Table 20

Item by item analysis of the teachers' opinions about the content of the 2nd grade ELTP

Item No	Item Statement	Mean	SD
34	Vocabulary items in the content of the 2nd grade ELTP are composed of the basic ones which students can learn.	3.8	.88
33	The topics of the content of the 2nd grade ELTP are appropriate to the students' age.	3.6	.92
38	The topics of the content of the 2nd grade ELTP are appropriate to the students' level (in the context of vocabulary-grammar-phrases).	3.6	.91
35	Content of the 2nd grade ELTP is designed to meet the needs of the 2nd grade students.	3.5	.93
37	Content of the 2nd grade ELTP is associated with the daily lives (their house, school, immediate context) of the students.	3.4	.96
41	Content of the 2nd grade ELTP is designed from simple to complex ones.	3.4	.94
39	Outcomes of the 2nd grade ELTP can provide the students with understanding/using the very simple expressions.	3.4	.93
36	Content of the 2nd grade ELTP is designed to make program's aims and outcomes attainable.	3.4	.89
40	Outcomes of the 2nd grade ELTP are appropriate to the beginner (A1).	3.3	1.06

It is seen that according to participant teachers' opinions, the vocabulary content of the program is composed of the basic vocabulary items which students in this grade can learn and the mean score for this item is 3.80 (SD=.88). Topics chosen in the content of the program were also found to be suitable based on 2nd grade students' age level (M=3.69, SD=.92). Similarly, the content is believed to be designed according to their level in terms of the vocabulary, grammar, phrases which also reveals that vocabulary, grammar as well as phrases taught in 2nd grades are the ones which they can learn when their level is taken into consideration (M=3.62; SD=.91). Additionally, participant teachers also think that content of the 2nd grade ELTP meets the learners' needs (M=3.55; SD=.93) indicating that what students in the 2nd grade English lessons learn is related to their language needs. It is seen that content of the program is considered to be related to students' close surrounding environment such as their houses, school, or the things they have around them (M=3.47; SD=.96). In terms of the ordering of the content, teachers have the opinion that the content was designed from simple to complex with a mean score of 3.47(SD=.94). They also think that content of the program enables learners to actualize understanding and using simple structures in English for communication when outcomes are considered (M=3.46; SD=.93) and they have the opinion that aims and outcomes of the 2nd grade ELTP can be attained with the medium of the current content (M=3.42; SD=.89). Finally, the only item within the factor under the title of "program content" which did not fall into "high", but into "moderate" in the participation level was the item 40 focusing on the outcomes of the program in terms of their appropriateness to A1 students. This item had a mean score of 3.35 (SD=1.06) for which the participants have moderately positive opinions.

In order to have clearer understanding about teachers' evaluation of the content, the participant teachers were also asked their opinions to validate the findings in the scale data. In their responses to questions asked about the content, it was seen that teachers mainly

expressed their opinions related to the design of the content as from known to unknown and from concrete to abstract as well as suitability of the vocabulary content in addition to difficulty of teaching vocabulary items. In fact, although teachers had positive opinions related to cognates in the vocabulary, some held negative opinions stressing the difficulty of the vocabulary content. Thus, as shown in Table 21 based on the expressions of the teachers, two main themes were identified as ordering of the content and vocabulary content in which both positive and negative opinions were given place.

Table 21

Themes about the content of the 2nd grade ELTP

Theme	Participant Code
Order of the content	T1, T11, T13, T14
Vocabulary Content	T1, T7, T9, T11

About the ordering of the content, four participant teachers (T1, T11, T13, and T14) expressed their concerns about the design stating the content was not designed appropriately based on the teaching principles as from easy to difficult, known to unknown and concrete to abstract. Regarding this, both T1 and T13 expressed negative opinions. For example, T13 stated *"you have talked about the order of the content, in the 2nd grades I cannot see anything such as from known to unknown or from concrete to abstract. They are just written on paper"*, and T1 expressed "*content is not designed from known to unknown*". Additionally, T1, T11, and T14 agreed that the content is presented with unfamiliar topics and that caused problems for the students. T14 expressed the content is difficult and in an unfamiliar way for the students saying that "*the first unit starts with a word "xylophone". Children do not know this*

word." Likewise, T11 said that "*if the program was carefully designed, it would start with simple things like colours, alphabet, but it does not.*"

Given the design of the content, one of the teachers (T14) also agreed with the other participant teachers and stated that:

"*the subjects attract the students' attention, but some units are difficult for them. For example, the unit about animals is not attractive because there are some animals which students do not know, so they do not participate a lot when there are unknown things for them.*"

When it comes to the second theme which is about vocabulary content, participant teachers held divergent opinions. Initially, some argued that cognates helped the students to learn vocabulary items easily. Additionally, it is worth noticing here that one of the teachers (T7) claimed the worst students could even learn some basic vocabulary items within this program.

With respect to the vocabulary content, T7 and T9 stated the students learn the basic vocabulary related to their daily lives and in the initial step they learn the cognates, which was also focused in the program book. For example, T9 expressed "*students start to learn their first vocabulary items with the ones they already know such as broccoli or ambulance. They learn simple things very easily.*"

In relation to vocabulary content of the program as aforementioned, T7 stated "*and also, in this program, even the worst students are able to learn at least some basic vocabulary. The subjects attract them.*"

Although participant teachers have positive opinions about the content of the 2nd grade ELTP, they also expressed negative sides they believe to exist in the program and suggested

amendments related to the content of the program. Some of the participant teachers talked about the difficulty of the vocabulary items in the content of the program and, for example, T1 stated that "*the vocabulary items have to be changed, the vocabulary items in 2nd grades start with the ones some of which we do not even teach in 6th and 7th grades*." T1 suggested that "*the vocabulary teaching can start with colours, numbers or the alphabet. But we have none of them in the content*." Similarly, T11 also complained about the difficulty of the vocabulary items and suggested *"...In fact, we should start teaching the subjects with the alphabet or with the colors in a very simple way. We teach them in the class, yet the subjects do not follow each other in a smooth way. Everything suddenly turns out to be difficult, so I have to simplify the content since most students do not understand."*

As a summary of the findings related to the content of the 2nd grade ELTP, it is seen that the participant teachers held highly positive opinions and they believe the content of the program can help students learn the language and contributes to teaching of the language on the part of the teachers. Although interviews also supported the findings of the scale, some divergent opinions were also expressed especially about the design of the content by the teachers. Initially, it is worth noticing here that the first unit in the program, in fact, starts with the cognates as opposed to the views of some teachers (T1, T11, T13, T14) who claimed the content was not designed based on the education principles such as from known to unknown or from simple to complex. Although most of the teachers agreed that the vocabulary content was easy for the students to learn, it seems clear that some believe it should be simpler such as starting the initial units with alphabet or numbers. Despite such concerns, it can be summarized that cognates and suitability of the content to the students, immediate contexts help them to learn at least some basic structures and vocabulary items.

Findings of RQ2. *What are the opinions of English language teachers about the applicability of the program in terms of 2ⁿᵈ grade Listening and Speaking Skills?*

In order to find out the teachers' opinions about the applicability of the 2ⁿᵈ grade ELTP in terms of the listening and speaking skills, the teachers were interviewed using the interview protocol as the data collection tool. In the interviews, a number of positive and negative issues were stated. The analysis of the interview data are presented under three sub-research questions below.

Findings of RQ2-A. *Do teachers perceive the learning outcomes of the ELTP related to listening and speaking skills attainable by the students?*

With respect to the listening and speaking skills outcomes, the participant teachers were asked if listening and speaking skills outcomes were attainable by the 2ⁿᵈ grade students or not, and depending on their responses the data gathered yielded six themes (see Table 22), most of which were already stated previously in RQ1.

The first theme emerging from the analysis is cognitive maturity. All most all the teachers interviewed (N=11) stated that children of this age are cognitively mature in that they are aware of learning a foreign language, thus, they can focus on what they are learning and understand easily which indicates listening and speaking skills in the 2ⁿᵈ grade ELTP are applicable.

Table 22

Themes related to outcomes of listening and speaking skills

Opinions	Themes	Participant Code
Positive Issues	Cognitive maturity	T2,T4, T5, T7, T9
	Lack of inhibition	T2, T6, T9, T10
	Willingness to communicate	T6, T7
	Sense of Accomplishment	T4, T11
Negative Issues	Weekly class hour	T1, T3, T7, T11, T12, T14
	Teacher factor	T5, T6, T7, T10, T11, T13
	The number of listening and speaking outcomes	T1, T10

With regard to students' cognitive development, participant teachers in the interviews also stated that children could easily remember what they learned and, thus, developed sense of involvement in the lesson. In this respect, T2 said students were cognitively developed enough to attain the outcomes by stating that "*children do not forget what they have heard. So, 2ⁿᵈ graders can learn the language easily and can communicate.*"

Similarly, T5 focused on the cognitive developments of the students by emphasizing the applicability of listening and speaking skills in the class in that students could understand the questions asked and answer them. T5 stated *"when you ask them "do you like football?"for example,, they easily respond by saying "yes, I do". They can understand the questions and answer you very well in listening and speaking".*

Stressing the cognitive maturity of the students, two more teachers (T7 and T9) stated that students kept songs and words in their minds and when teachers asked them later, they could easily remember. As an example of this, T9 explained that *" students are very good at keeping the songs in their minds, after a couple of listening, they immediately start singing. In the following lessons, they remember things very well"* and T7 stated *"when they [students] focus on listening and speaking, they hear a word, they do not forget it."* In relation to attainability of the listening and speaking skills for the 2nd grade students, the other theme to which teachers attributed significance was about students' displaying low inhibition in terms of being courageous in participating the activities in listening and speaking. As most of the teachers state, students are not shy in the classroom and try to take part in the lessons. In relation to this, T4, for example, stated *"since the students in the 2nd grade are not shy in the class, they are more courageous, they are eager to participate in the dialogues."*

Four other participants (T2, T6, T9, T10) expressed students did not have the fear of failure, thus, they wanted to come to the board without hesitation even if they do not know exactly what to say indicating students in this grade have low-inhibition. Among these teachers, T6 explained that *"my students in second grades are all active during the lessons. They all raise their hand when I ask them to come to the board for an activity. They all shout at me to answer my questions."*

The third recurring theme related to attainability of the outcomes was willingness to communicate. Given the students' cognitive maturity and low-inhibition in the lessons, this third theme can also be considered as a factor in the attainment of the listening and speaking skills. When the students at this age are considered in terms of their tendency to learn a second language, it is clear that they are cognitively mature and have less fear of failure, which also contribute to their willingness to communicate.

Teachers in the interviews stressed that students showed willingness to speak English not only during the lessons but also out of the classes wherever they see the English teacher. Two of the teachers (T6 and T7) in the interviews talked about students' willingness to communicate. While T6 stated "*2ⁿᵈ graders try to speak with you everywhere, in the canteen, or wherever they see you",* T7 expressed that *"students want to speak with you in the class, when I come to class they greet or try to ask me questions in English; they are really interested in listening and speaking".*

Apart from all these, another issue out of the stated themes which can be considered as a factor to contribute to the attainment of listening and speaking skills was put forward by one the teachers. Among the teachers interviewed, T2 focused on the peripheral learning in that students also grasped other linguistic elements during the lessons by stating that "*... and while I am teaching a different thing, they learn other things even when they are not aware of."*

Finally, the theme which came out of the interview analysis was sense of accomplishment about which two of the teachers (T11 and T4) stressed that outcomes of the listening and speaking skills were attainable because when students are able to join in listening and speaking activities or when they say something in English, they feel happier and successful which makes them more motivated to speak and to listen. With this respect, T11 expressed "*students can express a number of things and when they can say something in English, they feel happier.* Similarly, T4 said that *"when students participate in the dialogues, they feel better..."*

To draw a general framework of the analysis of the findings related to the attainment of the listening and speaking skills, teachers have the belief that students are ready to learn the language since they have developed maturity in terms of cognition, have low-inhibition to participate in the listening and speaking activities as well as self-accomplishment and their

willingness to communicate. Additionally, most of their learning in the classroom may be peripheral as stated one of the teachers.

Although the teachers had positive opinions about the attainability of the listening and speaking skills, a number of negative opinions were also held by the teachers to inhibit the attainment of the listening and speaking outcomes. With regard to negative issues related to applicability of the listening and speaking skills, weekly class hour, teacher factor and other factors outside the school were the ones heavily stressed by the participants.

Among the negative issues, the first recurring theme was about the weekly class hour. Six of the teachers (T1,T3, T7, T11, T12 and T14) directly criticized the time allocated for English in 2nd grades and stated class hour in the 2nd grade ELTP was not enough for an efficient language teaching regarding it as the main negative factor to attain the outcomes on the part of the students.

Three of the participants (T1, T11 and T12) complained about the class hour emphasizing that 2-hour-teaching a week was quite insufficient to teach English. In this respect, T1 stated "*2 hour-teaching is not enough; we need at least 4 hours of English lessons a week*" and similarly T11 talked about insufficiency of class hour saying "*because the class hour is very limited, I have to skip most of the content to catch up with the syllabus. No one can teach English within 2 hours a week. That's all I can say*".

Similarly, T8 and T12 agreed that the only negative side of the 2nd grade ELTP was the class hour. While T8 emphasized that "*I think, there is only one negative side of the program and it is the class hour*", T12 said "*in fact, the biggest problem for us in the implementation is the class hour.*"

Apart from these teachers, T7 stated that "*2 hours of English can never be enough because I cannot allocate my time equally to students*".

The second negative theme that came out of the analysis of the interviews was the teacher factor. Related to attainment of the listening and speaking skills, six of the teachers (T5, T6, T7, T10, T11 and T13) focused on the effects of teachers in terms of the attainability of these outcomes. Related to teacher factor in the implementation of the 2nd grade ELTP, teachers focused on teacher motivation, their inexperience in teaching young children, and incompetency in speaking as well as improper implementation of the program all of which were regarded as the negative factors related to the attainability of the listening and speaking outcomes.

In terms of teacher motivation, one of the teachers (T13) stated that although 2nd grade students were motivated to learn the language, teachers' lack of motivation was a hinder to implement the program by saying, "*in order to implement this or whatever program, MoNE should first find ways to motivate the teachers because the teachers' attitude is just about finishing the time in the class*".

With respect to teacher factor, the other issue on which participant teachers focused was about their inexperience in teaching young learners. As a negative factor to the attainability of the listening and speaking outcomes, Firstly, they stated that when MoNE launched the 2013 ELTP, to compensate the gap in the number of the English teachers, most teachers who taught in high-schools were required to teach the 2nd grades in primary schools, which caused teachers to have problems to adjust their teaching to young students (T5 and T13). For example, T5 expressed that"*... most of those [teachers] who taught in high schools cannot tolerate the primary school children and have many difficulties in teaching to 2nd graders*". Similarly, T13 stated "*most of the teachers were teaching to secondary school*

students and when they started to second graders, they were shocked and did not know what to do". Secondly, the teachers also criticized English teachers as their colleagues. Teachers' incompetency in speaking English was expressed in the interviews by two of the teachers (T11 and T13) and T13 criticized English teachers saying:

"...we have English teachers who cannot speak English; in fact, the problem of English is caused by ourselves, the teachers of English. The other problem is that we cannot take the levels of these students into consideration since we usually taught at higher grades previously." Similarly, T11 said that some of the teachers were not able to speak English by saying "i*n fact, students are better than some teachers in speaking, better than we are*."

In relation to the implementation of listening and speaking skills in the lessons, teacher factor is, again, regarded as one of the main factors in the attainment of these skills stressing that some of the English language teachers did not follow the program book as suggested claiming they did not implement the program as specified in the program book. Regarding this, three of the teachers (T6, T10 and T7) emphasized teachers were in the heart of the program and had the utmost importance for an effective English teaching. In this respect, T10 claimed *"students can attain the outcomes, but this depends on the teacher, because if the teacher is able to teach them properly, this is never a problem for the students"*. Similar to T10, T6 also said *"in order for the students to speak English, teachers should speak English for most of the class hour. ... Most teachers do not speak English in the class, this is main deficiency*."

According to T7, the students are open to learn everything in listening and speaking, but for the attainment of listening and speaking skills outcomes, teachers should try to follow the program book saying "*if the persons [teachers] can implement everything as necessary,*

the outcomes can be attained easily, because the students are really interested. If you really care about teaching as a teacher, then your students also care about it."

The final negative aspect of the 2ⁿᵈ grade ELTP is related to the number of listening and speaking skills outcomes. Among the participant teachers, T1 and T10 stated both listening and speaking outcomes are attainable, however, the number of outcomes is too high. Related to theme of the number of listening and speaking outcomes, T10 stated "*when we look at the outcomes which you have told me now, I think, introducing themselves, talking about what they like or do not like etc. are OK, but they are too many.*" Given the number of listening and speaking outcomes, a total of 38 outcomes were specified in the 2ⁿᵈ grade ELTP. With this respect, the teachers stated the number of the listening and speaking skills was too high. When it is considered regarding the limited weekly class hour, teachers suggest a revision in terms of decreasing the number in terms of the outcomes expected to be attained.

As a summary of attainability of outcomes in terms of listening and speaking skills, participant teachers feel that students are interested in listening and speaking; thus, listening and speaking skills outcomes can be attained by the learners. Teachers also think listening and speaking skills outcomes are appropriate to students' cognitive developments. Additionally, it is also stressed heavily by the participant teachers that teachers should also encourage their students to use English by modeling the language, but most have the idea that even some teachers of English might have difficulty in using English in the class.

Findings of RQ2-B. *What are the teachers' perceptions of the effectiveness of methods and techniques used in listening and speaking skills?*

With respect to the effectiveness of *methods and techniques used in* listening and speaking skills, the participant teachers were asked their opinions and depending on their

responses the data gathered were categorized as positive and negative. In terms of the effectiveness of the instructional methods and techniques, the positive themes were handled initially as shown in Table 23 below. Related to the positive factors, four main themes were found (see Table 23).

Table 23

Themes related to methods and techniques used in listening and speaking skills

	Themes	Participant Code
Positive issues	Appropriateness of the methods and techniques to Kinesthetic and musical intelligences of children	T1, T5, T6, T10, T14
	Fun nature of the activities	T5, T6, T8, T12,
	Appropriateness of the methods and techniques to the attention span of the students	T1, T10
	Novelty of a new language	T7, T9
	Classroom management	T1, T11
Negative issues	Ineffective material (coursebook) materials with regard to listening and speaking activities	T3, T4, T8
	Limited or no use of English in activities	T2, T6

The theme which teachers expressed most was related to the appropriateness of the methods and techniques to Kinesthetic and musical intelligences of children. Within this theme, five of the teachers (T1, T5, T6, T10 and T14) emphasized about the effectiveness of songs, TPR activities as well as games. In fact, the 2nd grade ELTP mainly focuses on the use of songs, games and TPR based activities to provoke the kinesthetic nature of the 2nd grade students. In terms of the efficiency of the songs, because of the repetitive nature of them,

students love singing and dancing and songs in this sense provide permanent learning when combined with kinesthetic features. Thus, the use of songs as endorsed by the program is stated to be effective in teaching listening and speaking by the teachers.

Related to the effectiveness of songs, T1 stated that students loved listening and speaking in English because they learned through listening songs by saying "*children learn listening and speaking because they listen to many different songs and sing them repeatedly in the lessons"*. Similarly*,* T5 stated students learned through games and songs best by stating *"students learn through games and especially songs."* Emphasizing the effectiveness of the songs, T14 stated that *"use of songs in the lessons is great, the students absolutely keep songs in their minds and they love games, too."* Addressing the kinesthetic and musical intelligences of the students, apart from songs and games, TPR was also favored by the teachers in terms of its effectiveness in teaching listening and speaking skills. Two of the teachers (T6 and T10) stressed that students were active during the lesson and found TPR activities useful in teaching the language. In relation with this, T10 stated "*I think, TPR is very useful for* 2nd *grades, because they move around and use their body"* , while T6 emphasized that TPR as well as games contributed to speaking saying " *if you make them sing the song through commands such as stand up! or sit down!, they learn better and love the activity together with games".*

One of the factors why teaching methods and techniques applied in teaching of listening and speaking were regarded as effective is considered to be stemmed from the fun nature of the activities such as games and TPR. Again, since songs, games and TPR activities had fun nature, these contributed to students' involvement in the listening and speaking activities. Although most teachers stressed the effectiveness of songs, games and TPR activities in relation to the theme "*kinesthetic and musical intelligences of children"* above*,*

they were handled from a different point in terms of making students have fun, and favored by the participant teachers because of their effectiveness in listening and speaking. Regarding this, three of the teachers (T5, T8 and T12) stated that songs, games and especially TPR activities were quite effective in that when students get bored or do not understand something, teachers made us of them to make students learn, be motivated and to create a live classroom atmosphere. For example, T5 stated she always used song and games as a saver in case students have lack of enthusiasm in the lessons saying:

"*In some lessons, students get bored and when I ask the questions, they do not say anything and do not want to participate in the lesson. In such situations, I immediately announce them we will listen to a song and will sing altogether, or tell them we will play a game. Then everybody becomes happy and participates in these activities.*"

Similar to what T6 stated, T8 also expressed that students were especially willing to speak and listen when they played games in the lessons. Apart from games, TPR was also favored in that TPR enabled pairing of movement and language learning which created memorable meaning through movement. In this respect, T8 stated that "*I prefer games to make my students listen and speak. I think, when playing games and singing, my students just stand up and start the activity by moving in the class, touching the objects. Then they do not forget.*"

As for the theme "appropriateness of the methods and techniques to the attention span of the students", two of the teachers stated songs, and TPR activities were also effective because of their appropriateness to the students' attention span. Naturally, since students in this grade can only focus on things for a limited time, the use of varied teaching activities may help students gain more in their language learning process. In this respect, both T1 and T10 emphasized that songs and TPR were quite effective in teaching listening and speaking in that

songs were short and did not make students get bored while TPR was favored because it fits the students' nature of being active. Related to effectiveness of songs, T1 explained "*I love songs because songs are short, and in listening we can only make them focused for 10 minutes and after 10 minutes they never pay attention, so you have to perform different thing.*" while T10 further stated the effectiveness of TPR by saying:

"TPR is very useful for children because since these children are very active, they can only keep themselves still for 5 minutes, but after 5 minutes they cannot sit and listen to you. They immediately start moving. So, TPR is the best."

The theme of novelty of a new language was also stressed by two of the teachers by emphasizing that students were interested in listening and speaking because they found English different and were aware that they were learning a new language. According to T7, students find listening interesting in that "they listen to a different sound in a different language other than Turkish, thus, they are interested in songs". T9 also stated "*since they speak in English, they like singing and want to learn more songs*".

To sum up, the participant teachers stated that students learned through singing activities and games best; and based on their statements, it seems clear that students also enjoyed these activities most. Apart from these, use of TPR was equally found to be effective in teaching listening and speaking skills.

As in most of interview data, some teachers revealed controversial opinions related to effectiveness of teaching methods and principles in teaching listening and speaking. Among the issues emphasized were nature of games and TPR in terms of classroom management, ineffective material (course book) materials with regard to listening and speaking activities and finally ineffectiveness and excessive number of arts and crafts activities suggested by the

program. Especially, the use of arts and crafts activities were regarded as a negative factor since they did not help listening and speaking.

In terms of classroom management, games were claimed to be ineffective in teaching listening and speaking, T1 stated that because of causing difficulty in terms of classroom management, games did not work by saying *"... but games do not work since the control in the classroom is lost*." and similarly T11 also added that "in TPR activities, I cannot make students sit down and start a new activity...".

In relation to lack of varied activities in the course book, T3 stated that the book provided did not include enough number of games saying "*there are many songs both on the course book and on the net. ...games are very good to teach the language; however, they are not sufficient in number in the books."* Similarly, T4 also complained about the listening activities in the book for containing difficult vocabulary and causing boredom on the part of the students saying that "*the activities in listening are not enjoyable for the students and they get bored when they listen. In some listening texts, the dialogues are very fast and contain difficult vocabulary".* Related to the activities in the course book, T8 had a difference perspective combining both the material and the teacher factor related to the novelty of some activities offered saying that *"because the activities suggested in the book were new for most of us, teachers had difficulty in finding the proper materials and making the activities in listening especially."*

Finally, arts and crafts activities suggested in the program were heavily criticized for causing limited or no use of spoken English. Since art and crafts activities do not have interaction in their nature, unless they are combined with interactional activities, they give way to use of L1 among students rather than English. In this respect, T6 said "*In speaking, arts and crafts activities are suggested in the book, but when doing cut, colour and fold [arts*

and crafts] activities, the students do not use English, so I find them useless". Likewise, T2 also had negative opinions related to arts and crafts activities emphasizing the excessive number of these activities in the program. T2 said that:

" ... if arts and crafts activities are reduced in number, we can give place to speaking and listening activities more. As a result, the use of mother tongue will decrease and they will have to speak in English more. Anyway, children regard the lesson as Arts lesson rather than English".

In short, some teachers have the opinion that arts and crafts activities are time consuming and in these activities, students generally tend to speak Turkish rather than English although some teachers had opposite ideas related to similar issues. On the other hand, although some favor arts and crafts activities, they believe the pace of arts and crafts activities in each book is the same and not varied enough. Additionally, it was also stated by the participant teachers that arts and crafts activities caused delays in syllabus. As it is shown in the next research question, teachers also complained that activities in the course book are limited and inefficient.

Findings of RQ2-C. *What are their perceptions of the effectiveness and availability of materials used in listening and speaking skills?*

In order to find out the teachers' perceptions related to the effectiveness and availability of materials used in listening and speaking skills in the 2nd grade ELTP, the teachers were asked their opinions and interview data brought out a number significant issues upon which most participant teachers agreed.

Responses given by the teachers interviewed were positive in relation to the audio-visual materials such as videos which helped learners to focus on the content in terms of

listening and speaking, while most of the responses indicated course book, audio materials for listening activities and physical conditions of the classrooms were emphasized to be ineffective. Based on the teachers' responses four themes were found as shown in Table 24 below.

Table 24

Themes about the effectiveness and availability of materials used in listening and speaking skills

	Themes	Participant Code
Positive issues	Appropriateness of the Audio-Visual Materials	T7, T9, T13
Negative issues	Ineffective aspects of the course book provided	T2, T3, T5, T7, T8, T11, T14
	Unmotivating effect of listening materials	T13, T14
	Physical Conditions of classrooms	T2, T9, T12

In terms of appropriateness of the audio-visual materials, three of the teachers (T7, T9 and T13) stated that students were interested in watching videos and songs on the computer and they further explained that audio-visual materials were effective in that they appeal to students' auditory senses and eyesight. With this respect, they stated that the teachers made use of videos to make them watch short clips or cartoon films especially found in internet pages. In fact, when the materials suggested in the program are considered, it is seen that teachers are suggested to make students watch videos (MoNE, 2013; p.2). Related to the appropriateness of the audio-visual materials, for instance T9 explained that *"students especially learn better when they both see and listen. Thus, we watch lots of videos on*

Youtube such as Gogo's English.". Likewise, T13 also expressed that *"when we listen to songs in videos, students focus on listening better."*

With regard to negative issues expressed by the teachers, the first recurring theme about the effectiveness of the materials used in listening and speaking skills was about the ineffective aspects of the course book provided by MoNE. Within this theme, the teachers complained about lack of activities in the book (T2, T3, T11 and T14), inadequate provision of the extra materials by the course book (T5, T11 and T14), inefficient time allocated for the course book activities with regard to syllabus (T7 and T8). In relation to lack of activities in the book, the teachers stated that the book did not contain useful activities and suggested them to be varied. For example, T2 complained about it by stating that "*the book does not contain useful activities. When designing the book, there should be more activities because students finish them early".* With respect to inadequate provision of the extra materials by the course book, the teachers stated that the book did not provide enough number of supplementary audio and visual materials apart from aforementioned lack of activities. Three of the teachers (T5, T11 and T14), emphasized that lack of supplementary materials caused problems in teaching listening and speaking effectively; thus, they reported to compensate this by finding extra materials on the net, or by making the students buy them. For example, T5 criticized the course book and expressed that materials provided by the book were not effective by stating that:

"The book itself and the other materials provided with the book are all unsatisfying. Even the flashcards at the back are not sufficient. I believe different materials should be given to teachers because if we have various materials both as audio and visual, it will be more useful".

Related to the complaints about the course-book, teachers also talked about inefficient time allocated for the course book activities with regard to syllabus (T7 and T8). Based on their opinions, it seems clear that the design of the units in the book and its activities had deficiencies in terms of timing. The teachers believe in most cases they have difficulty in adjusting the timing with the syllabus. To give a an example of this, T7 said "*we have already finished the 2nd grade course book earlier than what syllabus suggests and we now need another book or materials.*"

The second negative issue was about the listening materials. Two of the teachers (T13 and T14) claimed that the listening materials such as listening texts in the course book were too fast in speed for the students to follow and contained difficult vocabulary items which they believed to cause students lose their motivation. In relation to this, for example T13 complained that songs were too fast to follow by saying *"the songs and other listening tracks are too fast, which are demotivating for our students"*.

The final theme with regard to negative opinions of the participant teachers is related to the physical conditions of the classrooms. Three of the teachers (T2, T9 and T12) criticized that not all classes were equipped with the necessary electronic devices even if the teachers had audio-visual materials with them. They stated that to teach listening and speaking skills effectively, the classrooms had to be equipped with a computer, sound system and projector as well as internet connection. In fact, when the program book is considered, the use of audio-visual materials are heavily emphasized (MoNE, 2013; p. XI) and materials such as cartoons requiring the use of electronic equipment are also suggested which make the use them inevitable in the classrooms. In this respect, for example, of these three teachers, T2 stated "*in the class, we have to use the computer, but we do not have it in each class. If there is a computer in the class, we can make use of audio materials and visual materials better.*

As a summary, research findings reveal that in terms of material component of the 2nd grade ELTP, audio and visual (or audio-visual) materials attract students' attentions and children especially love watching videos as declared by the teachers. On the other hand, course book and extra materials expected to be provided by the course book were found to be inadequate. In terms of the course book itself, teachers had the opinion that content and activities of the book were ineffective for teaching the language and they suggested redesigning of the course book. Additionally, both audio materials and visual materials provided were quite limited in number. In terms of physical conditions of the classes, teachers explain that in some classes there are no necessary equipment such as computers, projectors etc.

Emergent data on interview findings. When the participant teachers were interviewed, in the initial stage their personal characteristics such as age, gender etc., were asked. Among the questions asked was the issue of having received in service training. In fact, the same question if they received any inservice training related to the Key Stage I English was also asked.

Both scale data and interview data revealed that almost all of the teachers received no inservice training provided by MoNE. Based on scale data, 95.2 % of the participants did not receive any inservice training specific to 2nd grade ELTP.

In the interviews, of the 14 teachers, only three of them stated that they received inservice training related to the 2nd grade ELTP, while a great majority of the expressed they received no training (see Table 25).

Table 25

Distribution of teachers related to receiving in-service training

Label	Participant Code
Received in-service Training	T2,T8,T10
No-Inservice Training for 2nd grade ELTP	T1, T3, T4, T5,T6, T7,T9,T11,T12,T13,T14

In fact, these teachers criticized MoNE in that it did not help teachers in their professional development. When the theme of teacher factor in RQ2-A is considered, one of the reasons related to the teachers' incompetency in teaching (based on the participant teachers' statements) may be attributed to provision of lack of enough and effective professional support which should be done by MoNE.

Findings of research question 3. *To what extent, are the teachers' practices in implementing the program congruent with those specified in the curriculum?*

In order to find out the extent to which teachers' classroom practices were congruent with the classroom practices suggested in the classroom, classroom observation was used to collect data. The sections used in the observation form were solely chosen from the program book of 2013 ELTP with the aim of understanding the conformity between teachers' practices and program specifications.

As aforementioned, observations were completed in two phases as the first taking place in the spring term of 2014-2015 education year and the second in the spring term of 2015-2016 education year.

Observation findings of these data were analyzed based on themes and will be shown under the titles of these themes.

a) Classroom Interaction

The observation of the classroom to gather a detailed view of the implementation of the 2nd grade ELTP was based on the elements suggested in the program book. As the program suggests, interaction based listening and speaking activities such as role-play and games are heavily emphasized for an effective implementation of the 2nd grade ELTP (MoNE, 2013; p. VI). It is clear here that such activities require the pair and group work, thus these types of activities were expected to be observed. Clear in Table 26, in terms of classroom interaction, rather than group or pair work, whole class and individual student based interaction were observed.

Table 26

Distribution of classroom interaction observation data

CLASSROOM INTERACTION	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	*%*
Whole Class	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	100
Individual Student	X	X	--	X	X	X	X	X	--	X	X	X	--	X	X	80
Group Work	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Pair Work	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0

In terms of classroom interaction as it is seen in Table 26, it was observed that the teachers address to all students in most of the time and they also interact with individual students especially in question and answer sessions. In none of the classes, group work and pair work activities were observed. As it is seen from the Table 26, whole class interaction

took place in all the classes observed. Additionally, individual student interaction also covered most of the interaction following the whole class. In whole activities and in some individual student interaction also, teachers were the source of the knowledge and they mostly directed their interest to all students in the class. When the frequencies are compared, it is seen that whole class activities employed by all the teachers and individual student interaction was observed in 80% of the classes. One of the most striking findings related to classroom interaction is that group work and pair work interaction were observed in none of the classes. This might be caused by the concerns related to classroom management as stated by the teachers explained in the research question 2 with respect to implementation of listening and speaking activities.

b) Language Focus

In terms of language focus, the 2nd grade ELTP stresses that listening and speaking skills are the major skills taken into the core of teaching and learning process in this grade and it also gives place to reading and writing in a very limited way (MoNE, 2013; p. IX).The findings of the observation show that the implementation of the program in this grade is completely congruent with the program since it was the listening and speaking skills given place by the teachers observed (see Table 27).

As Table 27 shows, related to focus of instruction in terms of language skills and language areas as well as culture, it was observed that all the teachers focused on listening skills. Similarly, they also gave place to speaking in the form of question and answer.

In listening, students listened to songs and the CD content provided with the course books. In classes where there were no equipment for listening activities, as was also stated by the participant teachers in the interviews, teachers read the lyrics and the scripts from the

teacher's book and students listened to them. When it comes to speaking skill, it was also observed that students took place in speaking activities in the form of answering simple questions such as "what colour is this?" or "what is this?". Since in most of the classes observed the subject was about "body parts" (Unit 7), teachers asked "what is this?" question by showing their body parts and students answered by pointing to or touching that part of the body shown by their teachers.

Table 27

Distribution of language focus observation data

LANGUAGE FOCUS	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	%
Listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	100
Speaking	X	X	--	X	X	X	X	X	--	X	X	X	X	X	--	80
Vocabulary	X	--	--	X	X	X	X	--	--	X	X	X	--	X	X	67
Pronunciation	X	--	--	X	X	X	X	--	--	X	X	X	--	X	--	60
Grammar	X	X	X	X	--	X	X	X	--	--	--	X	--	--	--	53
Writing	X	X	--	--	--	X	X	X	--	--	--	X	X	--	--	47
Reading	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Culture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0

In terms of vocabulary, teachers tended to teach vocabulary items based on the content of the unit. In fact, since five teachers whose classes were observed preferred repeating the previous lessons, no vocabulary teaching was observed in such classes and they generally made their students listen to songs and watch videos. However, those who started the new unit in the syllabus started with vocabulary teaching first. Additionally, it can easily be said that 2nd grade ELTP is based on teaching daily vocabulary items such as numbers, colours,

body parts, pets and fruits etc. Thus, together with listening and speaking as language skills, it was the teaching of daily vocabulary items observed most in most classes.

Apart from vocabulary teaching, a focus on pronunciation was observed in 9 classes out of 15. It came out that when students were introduced new vocabulary items, teachers asked them to model their pronunciation together with the written form of the item. While learning new words, students repeated their teachers' way of pronouncing them. Additionally, teachers also corrected their students' pronunciation when they mispronounced a word during question and answer sessions.

With regard to grammar teaching, it was observed that in 53% of the classes, teachers also gave place to grammar teaching. In 8 classes observed, teachers taught grammar and the focus of grammar teaching was observed to be teaching of "plural -s", for example in body parts eye and eyes etc., irregular form for foot and feet, "there is/there are" and "I have got" structures. In unit 8, related to "pets", one of the teachers who were observed taught a/an form as a repetition of earlier lessons and introduced "have you got a pet?" question as well as teaching how to reply this question by teaching "I have got a..." and "I have got an...". While teaching a/an form, the teacher observed explained the rule together with plural form. In short, in terms of grammar teaching, it was observed that although the main focus of teaching in the observed classes was on communicative skills, teachers yet somehow taught grammar by explaining grammar rules when necessary.

As another language skill, writing was observed in 47% of the classes. In fact, students wrote down the words which their teachers wrote on the board. Additionally, they mostly engaged in writing activities in the book by drawing the lines of the words provided. The book additionally gave place to "Look and Write" activities which were also observed the students engaged in.

Apart from these, it was observed that students noted down the grammar explanations such as foot- feet in their notebooks. Most frequently, students tended to copy what they saw on the board and tracing the words in the book as a writing activity apart from copying the sentences or words from the board to their notebooks.

c) Medium of Teaching

With respect to the medium of teaching, the classrooms were observed based on the program book. In the program, the main activities suggested were TPR, arts and crafts, games and chants and songs as well as others as listed in Table 28 below (MoNE, 2013; p.V).

In terms of medium teaching used in the class, chants and songs were the most frequently observed ones as shown in Table 28. In 83% of the classes observed, teachers used songs and it was also observed that students enjoyed listening to songs.

Table 28

Distribution of medium of teaching in observation data

MEDIUM OF TEACHING	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	%
Chants and Songs	X	X	X	--	X	X	--	X	X	X	X	--	X	X	X	83
TPR	X	X	--	X	X	X	X	X	X	--	X	X	--	X	X	83
Matching	X	--	X	X	--	--	X	--	X	--	--	X	--	X	--	46
Games	--	--	--	--	X	X	X	--	--	--	--	X	--	--	X	33
Drawing and Coloring	X	X	--	X	--	--	--	--	--	X	--	--	X	--	--	33
Labeling	--	--	--	--	X	--	X	X	--	X	--	--	X	--	--	33
Flashcards	--	--	X	X	--	X	--	--	--	--	X	X	--	--	--	33
Cognates	--	--	--	--	--	--	--	--	--	--	--	X	--	--	--	6.6
Drama/Miming	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Communicative Activities	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Story Telling	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Reordering	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Arts and Crafts	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0

In body parts (unit 7), teachers all taught the song "Head, Shoulders, Knees and Toes". Additionally, in other units, too, teachers made use of the songs provided with the course book. Total Physical Response was equally observed in majority of the classes with a percentage of 83. Teachers specifically asked students to touch their body parts, show their friends' body parts such as their arms, head, hands etc. Students were also observed to take turn in giving commands to their friends in the classes and while listening to songs, they also sang along with movements. In 12 classes out of 15, TPR was observed as well as singing

songs. Thus, in the implementation of the 2nd grade ELTP, the two most frequently observed medium for teaching English were songs and Total Physical Response activities.

In 7 classes out of 15, students took part in matching activities in the book. These matching activities were the ones provided in the course book. In the book, two different matching activities were related to body parts (Unit 7) and pets (Unit 8). Both in unit 7 and 8 in the course book, students completed "Count, Match and Say" activities where they were required to count the numbers of body parts and animals provided and match them with the numbers in the boxes.

In 5 classes, students played games and they were observed to be enjoying the games a lot. For example in one of the classes, unit 5, the teacher gave students a toy "bomb", which gave students 15 seconds before it exploded, and students would try to answer the question of "what colour is this?" asked by his/her friend before the time finished for the bomb to explode. This was the activity which students enjoyed a lot most in that class.

Apart from games, "drawing and colouring" and "labeling" activities, the use of "flashcards" together with "cognates" were the activity types which were observed in 2nd grades. Drawing and colouring activities were based on the activities in the course book provided in Unit 7 and Unit 8. The one in Unit 7 related to body parts was "connect the numbers and colour" activity and the one in Unit 8 (pets) was "draw, color and say" activity. The labeling activity observed was a whole class activity directed by the teacher. Apart from the book activities, in one of the classes, the teacher (T13) provided written forms of the body parts and students would stick them on a body of a person drawn as a picture (stuck on the board with a magnet). Related to flashcards, in 5 classes teachers used them to teach colours (1 class) and animals (4 classes). The use of flashcards in teaching English was 33%. Finally, with regard to cognates, only T12 used cognate to teach pets. Using flashcards, she pointed to

a "hamster" and asked in Turkish "Do you know 'hamster'?" and after students replied 'yes', she asked if they knew its English equivalent. Then she explained they were both the same in two languages.

In short, since the teachers who were observed were teaching Unit 7 and Unit 8 mainly, the activities suggested for these units were TPR, chants and songs, matching and games (MoNE, 2013, p.8-9). Thus, when the medium of teaching as observed is taken into consideration, it can be said that that classroom practices in this context were congruent with the program because in related to medium of teaching, it was observed that the most frequently used activities were "chants and songs" and TPR. Apart from these, matching, games, drawing/colouring, labeling, flashcards and cognates were observed in the classes. Although teachers frequently expressed in the interviews, no arts and crafts activities were observed in the classes. Students especially seemed to enjoy songs, games, TPR and labeling activities.

d)Teaching Act

The 2013 ELTP estimates the teaching acts to teach the language based on interaction and as listed in Table 29 below, question and answer, demonstration and repetition as well as others were suggested in the program book (MoNE, 2013, p. 3) Thus, the findings from the observation data suggest that teachers were making use of the teaching acts appropriate to the program.

It is seen from Table 29 that in terms of teaching act, all teachers in the observed classes made use of question and answer. In all classes, teachers asked simple questions to students related with the linguistic content and functions of the unit they were in, and students

answered their teachers in one word. For example, in unit 5, teachers asked "What colour is this?" question or "How many eyes have you got?" in Unit 7.

Table 29

Distribution of teaching act in observation data

TEACHING ACT	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	*%*
Question & Answer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	100
Demonstration	X	X	--	X	X	X	X	--	X	X	X	--	--	X	--	66
Repetition	X	X	--	--	--	--	--	X	--	--	--	--	X	X	X	40
Explain	X	--	--	X	--	--	--	--	--	--	--	X	--	--	--	20
Narrate	--	--	X	--	--	X	--	--	--	--	--	--	X	--	--	20
Routines	-	-		-	-	-	-	-	-	-	-	-	-	-	-	
Dialogue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Drill	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

As aforementioned, the questions were simple for the students to understand and answer. Thus, the most frequently observed teaching act in teaching English to 2nd grades was question and answer.

Demonstration was the second most frequently observed teaching act in the implementation of English to 2nd grades. During the warm up stages of the lessons, mostly in the introduction of the new content and in the practice sessions, teachers tended to demonstrate things to the students. For example, in the unit related to body parts, teachers observed showed body parts either by pointing or touching. Additionally, in teaching pets in Unit 8, teachers also used visual materials (flashcards) to show the pet pictures. Thus,

demonstration was among the most frequently used teaching acts in the implementation of 2nd grade ELTP.

In terms of repetition, it was observed that teachers (6 out of 15 teachers) initially started their lessons by repeating the content students learned in the previous lesson or by repeating the main topics of the current unit. These repetition sessions took place in accordance with singing songs or TPR activities. What was observed related to repeating was that teachers started the lesson by using TPR to make the students remember the previous content and continued by making them listen to song and the students accompanied by singing and moving.

The last two teaching acts which were observed in only 3 classes each were "explaining" and "narration". These two teaching acts covered 20% of teaching in the 2nd grades. In terms of explanation as a teaching act, it mostly occurred during teaching of grammar. In each unit, the curriculum gives place to simple grammatical structures such as singular-plural, have got/has got, or there is/are etc. Thus, while teaching such grammatical structures, teachers preferred explaining them to students orally. On the other hand, narrating was also observed during the course book exercises as well as explanations. In none of the classes, routines, dialogues and drills as teaching acts were observed.

e) Materials

With respect to material aspect of the program, as have been discussed in RQ-2 above, the program mainly stresses on the audio and visual materials (MoNE, 2013, p. IV). The classroom observations were conducted to see the extent to which materials as suggested in the program were used by the teachers. Based on the findings of the observation, it may be true to say that the implementation of the program from the perspective of material use was

congruent with what was suggested. As it is seen in Table 30, teachers make use of three types of materials as audio-visual materials, textbook and visual materials. It is worth noting here that, in 2015-2016 education year, most of the classes in Denizli were equipped with smart boards.

Table 30

Distribution of material use in observation data

Material	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	%
Audio-Visual Materials	--	X	X	X	X	X	--	X	X	X	X	X	X	--	X	80
Textbook	X	X	X	X	--	--	X	X	X	X	--	--	X	X	--	66
Visual Materials	X	--	--	X	X	X	X	--	--	--	X	X	X	--	--	53
Audio Materials	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Lists	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Picture Dictionaries	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Authentic Materials	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0
Notices	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0

Although in the previous observation which took place in 2014-2015, no smart board was seen in the classes; however, a year later except for 3 classes out of 15, all the other classes were equipped with smart boards with internet connection. In 2014-2015, teachers used computers and reflected the images on the board using over-head projectors. Thus, the use of audio-visual materials such as videos, internet pages was observed to be the most frequent one. It is worth noting here that teachers used audio materials too, but it was not listed here since they were all in the format of either videos or audio with picture background

on the computer or smart board. Especially, in listening activities, teachers tended to play videos and songs from the net or CDs.

The second most frequently used material in 2nd grades was course book. Among the classes observed, one of the teachers solely followed the course book, and the students in that class just did the activities in the book. In other classes, the course book was used but generally not as a unique source. However, apart from audio-visual materials, the course book was the second mostly used material. It is worth noting again that in 6 classes, teachers used a different course book other than the one provided by the Ministry of Education. When asked, these teachers stated that they did not like the book provided, and asked families to buy an extra one.

Visual materials ranked in the 3rd place among the most observed materials during the implementation of the program. It is observed that visual materials were used in two ways in the classes: first, teachers used the visual materials in the course book for drawing and coloring together with the other activities specified in the book. Secondly, teachers used the visual materials which they prepared themselves. For example, in one of the classes, the teacher used the visuals she made for teaching body parts; she used them for labeling activity and my monster body.

To sum, related to material use of 2nd grade ELTP, it was seen that teachers used audio-visual materials mostly in the form of videos, songs etc. Apart from audio-visual materials, the course book was the second most used course material. Teachers also used visual materials in two ways by using the visuals in the course book or by preparing the visual materials themselves.

f) Language Use

When the medium of instruction in terms of the language used in 2nd grades is considered, it was observed that teachers used L1 in most of the classes while teaching vocabulary items, explaining grammar rules or giving instruction in the class. However, English was used in question-answer sessions, in singing activities and in commands in TPR activities. It is also striking that in some cases translation from English to Turkish was also applied by the teachers. Asking Turkish equivalents of the words was also a common way of L1 use in the class. To the related the use of L1, the program asserts that " L1 usage is not prohibited or discouraged, but it should be employed only as necessary (i.e., for giving complex instructions or explaining difficult concepts)" (MoNE, 2013, p. VII). To this end, it may be said that the use of L1 in the classroom was congruent with the program.

Emergent Data on Observation of Classes: Apart from the research questions asked, observation data also indicated a number of other themes related to the implementation of 2nd grade ELTP. Initially, it was observed that students were really interested in learning English in the class. Based on the observations, as teachers also stated in the interviews, students enjoyed the lessons and were eager to take part in the activities. They were interested in both listening and speaking. In terms of medium of teaching, they were more active in games and TPR activities, which was also supported by the interview data.

One of the most striking observation findings that came out was related to classroom environment. Although students were interested in learning English, classroom management took the most time for the teachers. In most cases, control in the classes was lost and the teachers had to struggle to complete the activities and to start the next activities. In fact, this case was expressed by T1 and T2 in the interviews and they said the control in the classroom was lost especially in crowded classes and in whole class activities such as games.

The other feature observed was about the language classes. In three schools where the researcher collected data through observations, there were language classes decorated specifically for English. English teachers had their own decorations such as posters on the walls, pictures, numbers and colours etc., by which students are exposed to English more. However, in other classes there observed no visual materials or decorations related to English lessons. This situation was also stated by T1 in the interview claiming that it would help students more in their language learning process. Additionally, in terms of decorations, in most schools the steps were decorated with English idioms, basic sentences and chunks, numbers and phrases for greeting.

In terms of physical conditions of the classes, it was observed that in some classes still lack of equipment such as computers or internet connections. On the other hand, in very recent observations, as aforementioned, there are smart boards in the classes and as the teachers say all the classes are going to be equipped with them. What is important to note here is that all the classes, even the language classes, have traditional seating environment.

Chapter Four

Discussion, Conclusion and Suggestions

Introduction

This chapter aims to draw an overall picture of the study focusing on the summary of the aim, methodology, findings and discussions. Next, implications of the study followed by suggestions for the further research will be presented.

This study seeks to examine the general features, specified aims and outcomes, teaching methods, materials and the implementation of the program (as emphasized for communicative competence) through collecting data from the teachers implementing the program in 2nd grades with the aim of evaluating the 2nd grade ELTP which was launched in 2013.

With the above mentioned aim in mind, this study tried to find out the answers to the following research questions:

1- What are the opinions of English language teachers about Primary school 2nd grade ELTP in terms of its;

a) general characteristics

b) aims

c) outcomes

d) content

2- What are the opinions of English language teachers towards the applicability of the program in terms of 2nd grade Listening and Speaking Skills?

a) Do teachers perceive the learning outcomes of the ELTP related to listening and speaking attainable by the students?

b) What are their perceptions of the effectiveness of instructional methods and techniques used in listening and speaking skills?

c) What are their perceptions of the efficiency and availability of materials used in listening and speaking skills?

3- To what extent, are the teachers' practices in implementing the program congruent with those specified in the curriculum?

This research study tried to gather data related to the opinions of 2nd grade English language teachers who are implementing the program in state primary schools in terms of program's general characteristics, aims, outcomes, teaching methods and materials in order to gain insight into the implementation of 2nd grade ELTP. This survey study was designed by employing both quantitative and qualitative means of data collection determining the methodology of this study as mixed method approach. On the other hand, as an additional study, a scale was developed to gather data from the teachers and while constructing it, both qualitative and quantitative methods of research were conducted. The development of the scale was started by making use of document analysis, review of the literature and interviews and the structural validity and reliability of the scale were checked by quantitative methods.

In the main study, a scale was delivered to the teachers in addition to interviews and classroom observations as both quantitative and qualitative methods of data collection.

The actual study was completed in two years following the piloting. Data were collected using the scale, interviewing and observation. As the main data collection tool, the scale was administered to all English language teachers in public primary schools who taught English to 2nd grades in Denizli. Following the permission of MoNE to collect data (see Appendix), the city was divided into regions to make school visits easy and collection of the scales back from the teachers systematic. A total of 85 participants from 52 schools in Denizli attended the study, and delivering and collection procedure of the scale was completed in four weeks in 2014-2015 teaching year. Secondly, following their oral consents, 14 teachers were interviewed in 2014-2015 teaching year to gather qualitative data related to program components of 2nd grade ELTP. Finally, 15 classes were observed in two periods in 2014-2015 and 2015-2016 teaching years in the spring seasons. In short, the main study was conducted by making use of both quantitative and qualitative means of data collection in Denizli with the participation of 85 primary school English teachers in the scale, 14 teachers in the interview and 15 classroom observations.

Discussions of the Findings

Discussion of RQ1. RQ 1 in this study aimed to find out teachers' perceptions related to Primary school 2nd grade ELTP in terms of general characteristics.

In terms of general characteristics of the 2nd grade ELTP, teachers who participated in the study had moderately positive opinions with a mean value of 3.16 (SD= .85). Teachers felt that 2nd grade students learned English with self-confidence (M=3.42; SD=1.004), teachers could plan their lessons by considering the program (M=3.32; SD=.95), aims of the 2nd grade ELTP fit the readiness levels of the 2nd grade students (M=.21; SD=.98), they can implement their lessons easily by following the program guide book. On the other hand,

teachers who participated in the study less moderately believe that the 2nd grade ELTP is applicable in every school in Turkey considering the location.

When the data collected using the scale was analyzed, it was seen that the overall mean score related to 2nd grade ELTP was found as 3.39, which indicates moderately positive opinions the teachers have for the whole program including the elements of general characteristics, aims, outcomes, content and methods and materials (SD=. 67). When studies conducted to evaluate the 2nd grade ELTP are analyzed, it is seen that findings of this study correlate with studies conducted by Alkan and Arslan (2014) together with İyitoglu and Alci (2015). In their studies conducted to evaluate 2nd grade ELTP using an online scale quantitatively, Alkan and Arslan (2014) found that teachers had moderately positive opinions related to 2nd grade ELTP. 36 % of the teachers stated that 2nd grade ELTP was applicable to 2nd grade students and 33% of them stated it was partly applicable. Similarly, in their study in which 14 teachers were interviewed, İyitoglu and Alcı (2015) found that teachers tended to appreciate the 2nd grade ELTP to a large extent in terms of international, communicative and fun nature of the program.

In terms of overall satisfaction of the 2nd grade ELTP, findings of this study also overlap with the findings of other studies which evaluated Key I stage English language programs (Buyukduman, 2001; Mersinligil, 2002; Topkaya & Küçük, 2010; Seçkin 2010). Büyükduman (2001) conducted a study to evaluate 4th and 5th grades English language program and found that teachers had positive opinions related to Key I stage English programs. Büyükduman's study reported that students enjoyed English lessons and teachers were satisfied with 1997 Key Stage I ELTP. Mersinligil (2002) also evaluated English language curriculum of the fourth and fifth grade public primary schools from the perspectives of both students and teachers. The findings of her study revealed that teachers

were positive about the Key stage I in general although students were more positive. Topkaya and Küçük's study (2010) also found out those teachers who were implementing Key Stage I English language ELTP in Beyoğlu district of Istanbul had moderately positive opinions related to 4th and 5th grade English language curriculum. Seçkin (2010) conducted a study to evaluate 4th grade ELTP and her study revealed that teachers had positive opinions related to 4th grade English language curriculum. Additionally, as with this current study, Seçkin also found that students developed self-confidence in learning English which overlap the current findings with respect to confidence development.

Apart from the scale, interview protocol was used to gather data related to RQ1 and a number of themes such as motivation, class hour, in-service training, and appropriateness of the program to the psychomotor, cognitive and affective developments of the students came out. According to findings of the interviews, participant teachers stated that 2nd grade students had motivation to learn English and it came out that students loved and enjoyed English lessons. This finding overlaps with the findings of Buyukduman (2001), Erkan, (2009), Topkaya and Küçük (2010) and Yıldıran and Tanrıseven (2015). In Buyukduman's study, it was found that in 1997 ELTP, students enjoyed English lessons and were motivated to learn English. Similarly, findings of Erkan (2009), in which 4th and 5th grade ELTP were evaluated, showed that more than 50% of the teachers agreed that 2006 ELTP increased students' motivation in English. Topkaya and Küçük's study (2010) revealed that teachers had the opinion that 2006 ELTP created an enjoyable learning environment which may indicate the issue of motivation on the part of the students. Findings of the study conducted by Yıldıran and Tanrıseven (2015) showed that students developed positive attitudes towards learning English. Thus, current study also reveals similar findings with these studies in terms of motivation factor and enjoyable learning conditions.

The next finding which came out of the interviews with the teachers in relation to general characteristics of the 2nd grade ELTP was class hour. Participant teachers stated that the class hour in the 2nd grade ELTP was not enough for an efficient language teaching and suggested 2 hours of teaching be increased. Alkan and Arslan (2014), Yıldıran and Tanrıseven (2015) in their studies to evaluate the 2nd grade ELTP found similar findings related to insufficiency of 2 hours of teaching allocated for English. In the studies conducted by Alkan and Arslan (2014), and Yıldıran and Tanrıseven (2015), teachers complained about limited class hour and suggested an increase in the time allocated for teaching English in the 2nd grades. Additionally, similar findings were also found in previous studies conducted in terms of 1997 and 2006 ELTPs. Büyükduman (2001), Erdoğan (2005), Örmeci (2009), Cihan and Gürlen (2009), Topkaya and Küçük (2010) and Seçkin (2010) in their studies revealed that class hour for Key Stage I English lessons was not enough for an effective teaching and learning environment.

Related to lack of in-service training, data collected from the scale and interviews revealed that teachers did not receive in-service training before and after the 2nd grade ELTP was launched. This overlaps with the findings of Alkan and Arslan (2014), Yıldıran and Tanrıseven (2015), İyitoglu and Alci (2015) which all evaluated 2nd grade ELTP. According to the findings of Alkan and Arslan (2014), a great majority of teachers (93%) stated that they received no in-service training related to 2nd grade ELTP. Similarly, Yıldıran and Tanrıseven (2015) and İyitoğlu and Alci (2015) found that lack of in-service training was seen as one of the weaknesses of the 2nd grade ELTP. This current study has similar findings in that teachers complained about lack of in-service training related to 2nd grade ELTP.

In terms of appropriateness of the 2nd grade ELTP to the psychomotor, cognitive and affective developments of the 2nd grade students, current study revealed that 2nd grade students' cognitive and affective developments were found to be appropriate to learn English at this grade. In their studies, Alkan and Arslan (2014), Yıldıran and Tanrıseven (2015) together with İyitoğlu and Alci (2015) had similar findings related to appropriateness of the 2nd grade ELTP to the psychomotor, cognitive and affective developments of the students in 2nd grade. Alkan and Arslan (2014) found that 47% of the teachers stated that 2nd grade ELTP was appropriate for the development and learning levels of the students at this grade, and Yıldıran and Tanrıseven (2015) revealed that participant teachers had positive opinions stating that program was designed considering the students' level. Similarly, teachers who participated in the study conducted by İyitoğlu and Alci (2015) all stated (100%) stated that 2nd grade ELTP was completely appropriate to the age and developmental levels of the students.

Class size was also criticized by the participant teachers in this current study. Teachers stated that one of the biggest problems in the implementation of the program was the class size because of classroom management and time for allocating each student in the activities. This finding overlaps with several studies (Büyükduman, 2001; Erkan, 2009; Seçkin 2010; Ozel, 2011; İyitoğlu & Alci, 2015; Yıldıran & Tanrıseven, 2015). Büyükduman (2001) in her study revealed that teachers had the complaint of not allocating enough time to each student because the classes were overcrowded in Key Stage I English lessons. In her study, as in the findings of this current study, teachers especially stated that in crowded classes, skills teaching, pronunciation and giving feedback were negatively affected and class size was regarded as one of the hinders to implement the curricula effectively. Erkan (2009) also found that because of high number of students in 4th and 5th grades, teaching English was implemented less effectively and the number of students in the classes was out of standards.

Seçkin (2010) found similar findings and teachers in her study stated a number of negative factors (i.e. in-service training, program book) faced as a problem in the implementation of the program and one of the biggest challenges was seen as the crowded classes. Likewise, the findings of the study conducted by Ozel (2011) overlap with those of the current study. Teachers in Ozel's study stated that in crowded classes, they could not focus on every single student because each and every student had different needs in the lessons since each had different personality traits and intelligent types. In their studies İyitoğlu and Alci (2015) showed that the implementation of the 2nd grade ELTP was problematic owing to the crowded classrooms, time constraint and lack of materials such as CDs, photocopy machines, tape recorders etc. Finally, similar to the findings of this study, Yıldıran and Tanrıseven (2015) revealed that 2nd grade ELTP could not be implemented as required because of limited class hour and crowded classes.

Based on the findings of this study, it was seen that teachers had the opinion that the current 2nd grade ELTP was different from the previous program (2006 ELTP). In relation to general characteristics of the 2nd grade ELTP, teachers stated that current program was different from the previous ones in that grammar based instruction was implemented in previous programs; however, communication was emphasized heavily in 2nd grade ELTP. Such perceptions of the teachers related to communicative aspect of the 2nd grade ELTP, Alkan and Arslan (2014), and İyitoğlu and Alci (2015) found similar findings. Teachers in their studies stated that communicative aspects of the program were emphasized heavily and grammar should not be taught directly.

The last issue related to the general characteristics of 2nd grade ELTP was seen as the teacher factor in the implementation of the program. With this respect, teachers criticized their colleagues in that some could not speak English, some had no experience in teaching to

children as most had the experience of teaching to secondary and high-school students previously, and 2nd grade ELTP loaded a burden on them. Topkaya and Küçük (2010), and İyitoğlu and Alci (2015) had similar findings in that the program loads much work on the shoulders of the teachers. However, in no studies, teachers' inability to teach the children and adjusting their teaching to the levels of the students were clarified

When the findings related to aims of the 2nd grade ELTP were analyzed, participant teachers in the study have highly positive opinions about the aims of the 2nd grade ELTP with an overall mean value of 3.48 (SD= ,73). Based on teachers' opinions related to responses to the items in the scale, participant teachers had the opinion that 2nd grade ELTP made students love English language (M=3.88; SD= .76), students learned it in a classroom atmosphere where they played games as well as enjoying the lessons, program's outcomes were parallel with the students' affective conditions in terms of arousing interest, desire or making them have positive attitudes towards learning English (M=3.54; SD= .83). On the other hand, teachers also believed students could use the language for communication with basic structures in the moderate level. Additionally, participant teachers also had the opinion that the aims related to attainment of listening and speaking skills were positive from lenses of the teachers, however this was in the moderate level (M=3.18; SD= .95). These findings overlap with the studies conducted by Alkan and Arslan (2014), İyitoglu and Alci (2015), Yıldıran and Tanrıseven (2015) who evaluated 2nd grade ELTP as with this current study. Alkan and Arslan's study (2014) revealed that aims of the 2nd grade ELTP were clear and could be achieved. Teachers in their study also had the opinion that aims were useful in students' daily life and appropriate to students' level which support the findings of the current study. İyitoğlu and Alci (2015) in their study revealed that 93% of the participant teachers had the opinion that the program would achieve the aims if proper conditions for the implementation in classes were met. Yıldıran and Tanrıseven, parallel to the findings of the current study, also

found that students in this grade developed a love and desire to learn English, as one of the main aims of the program, and teachers had the idea that if the problems faced in the implementation such as limited class hour, crowded classes and course book were eliminated, it would have more chance of reaching the aims. In addition to these studies, there are also several studies the findings of which overlap with those in this current study (Buyukduman, 2001; Yanık, 2007). In these studies, Büyükduman (2001) found that aims of the curriculum at Key stage I English were attained moderately. Similarly, Yanık (2007), in her study which evaluated 1997 ELTP in terms of 6th, 7th and 8th grades, revealed that aims were again attained in a moderate level. Related to language skills, teachers in our study revealed that students had difficulty in understanding the logic between the articulation and written form of a word in addition to having difficulty in writing. Topkaya and Küçük (2010) found similar findings related to aims in terms of reading and writing skills. Topkaya and Küçük (2010) found that aims of the program were appropriate to the students' level; however, aims related to writing and reading skills were above their level of development, which also support the findings of this study.

Related to listening and speaking skills, the findings of this study revealed that students have motivation and develop self-confidence in English and they can use the language for communication using simple structures and can express daily events or activities around them. This finding is contradicted by some studies (Büyükduman, 2001; Yanık 2007; Cihan & Gürlen, 2009; Topkaya & Küçük, 2010). In these studies, aims related to listening and speaking skills were found to be unachieved by the students and reading skill was the one achieved most. This difference in the findings may result from the fact that 2 grade ELTP solely focuses on listening and speaking skills and especially writing as well as reading skills are taught in word level, which is one of the most striking difference of 2nd grade ELTP when compared to previous ELPTs.

When outcomes of 2ⁿᵈ grade ELTP were investigated from the point of teachers' perspectives based on the scale data, participant teachers have moderately positive opinions with an overall mean score of 3.15 (SD=.751).

Findings related to the outcomes of 2ⁿᵈ grade ELTP showed that teachers believed students could meet their needs by using daily expressions that they learned, outcomes of the program were useful for the students in their daily lives, the program addressed the needs of the 2ⁿᵈ grade students, they could use the things they learned in the class in their daily lives and 2ⁿᵈ grade ELTP provided the students with the language elements necessary for communication. These findings overlap the findings of study conducted by Alkan and Arslan (2014). In their study, Alkan and Arslan (2014) evaluated 2ⁿᵈ grade ELTP and similar to current study, they found that teachers had moderately positive opinions related to outcomes of the 2ⁿᵈ grade ELTP and again similar to this study, teachers had the opinion that outcomes could be attained in a moderate level and outcomes of the program were useful for the students in their daily lives and appropriate to their level. Findings related to outcomes of the 2ⁿᵈ grade ELTP are parallel to the findings of Alkan and Arslan (2014). However, these findings also contradicted with some other studies conducted prior to 2013 ELTP change (Seçkin, 2010; Topkaya & Küçük, 2010; Ozel, 2011). Seçkin (2010) in her study found that outcomes of Key stage I English program (4ᵗʰ and 5ᵗʰ grades) were not attained by the end of the teaching year and in any of the four skills the outcomes attained were lower in number than specified by the program. Similarly, Topkaya and Küçük (2010) evaluated 4ᵗʰ and 5ᵗʰ grade ELTP based on program components and in their study, and they also found that participant teachers had slightly negative opinions on the outcomes of the 2006 ELTP. Likewise, Özel (2011) found that teachers on the outcomes of the Key Stage I English program revealed negative opinions and stated a number of problems faced which prevented attainment of the outcomes such as class hour, content and teaching methods. The difference

in the research findings of these studies when compared to the findings of our study may stem from the fact that students in the 2nd grade ELTP focus mainly on listening and speaking skills and as most teachers stated students loved and learn through games and singing. Additionally, outcomes of the 2nd grade ELTP are kept as low as possible in number so that they could be attained.

In the study, participant teachers had highly positive opinions about the content of the 2nd grade ELTP with an overall mean value of 3.54 (SD= .77). Participant teachers found the content appropriate for the 2nd graders and the vocabulary content of the program was composed of the basic vocabulary items which students in this grade could learn. And, topics chosen in the content of the program were also found to be suitable based on the 2nd grade students' age level. Similarly, the content was believed to be designed according to their level in terms of the vocabulary, grammar, phrases. Additionally, findings revealed that content of the 2nd grade ELTP met the learners' needs and considered to be related to students' close surrounding environment such as their houses, school, or the things they have around them. In terms of the ordering of the content, teachers stated the content was designed from simple to complex. With respect to content of the program, this study explored similar findings to the studies which revealed that teachers of English had mostly positive opinions about the content of the program they were implementing (Erdoğan, 2005; Cihan & Gürlen, 2013; Alkan & Arslan, 2014; İyitoğlu & Alci, 2015). Especially, two studies (Alkan & Arslan, 2014; İyitoğlu & Alci, 2015) found similar results and their findings are especially important in that both the purpose of their studies and their focus, 2nd grade ELTP, are similar to this study and their findings overlap with the findings of the current study.

Discussion of RQ 2-A. *"Do teachers perceive the learning outcomes of the ELTP related to listening and speaking attainable by the students?"*

Related to attainability of outcomes in terms of listening and speaking skills, participant teachers feel that students are interested in listening and speaking; thus, listening and speaking skills outcomes can be attained by the learners. Teachers also think listening and speaking skills outcomes are appropriate to students' cognitive, affective and psycho-motor developments. Additionally, it is also stressed heavily by the participant teachers that teachers should also encourage their students to use English by modeling the language, but most have the idea that even some teachers of English might have difficulty in using English in the class. As aforementioned, since 2nd grade ELTP is based on communicative aspects of the language, the focus is mainly on developing listening and speaking skills and teachers had the opinion that students can attain the outcomes in terms of these skills. These findings were supported by the studies conducted by Arslan and Alkan (2014) and İyitoğlu and Alci (2015). In their findings, too, they found similar results. On the other hand, in previous studies which evaluated 2006 ELTP, for example, the findings were contradictory. Topkaya and Küçük (2010) explored that 2006 program was highly lack of listening and speaking skills in terms of attainment of the outcomes.

Discussion of RQ 2-B. *"What are their perceptions of the effectiveness of instructional methods and techniques used in listening and speaking skills?"*

Findings related to effectiveness of instructional methods and techniques used in listening and speaking skills, participant teachers stated that students learned best through singing activities and games. Additionally, arts and crafts activities together with competition were also favored by the participant teachers. Finally, use of TPR was equally found to be effective in teaching listening and speaking skills. On the other hand, some teachers had the opinion that arts and crafts activities are time consuming and in these activities, students generally tended to speak Turkish rather than English. Although some favored arts and crafts

activities, it was stated that pace of arts and crafts activities in each book was the same and not varied enough. Additionally, it was also stated by the participant teachers that arts and crafts activities caused delays in syllabus. Teachers also complained that activities in the course book are limited and inefficient. Alkan and Arslan (2014) found that teachers agreed that games and singing activities were effective in the implementation of the 2nd grade ELTP. Additionally, they explored that instructional methods and principles used in teaching listening and speaking created an enjoyable classroom atmosphere in which students enjoyed learning the language. Similarly, İyitoğlu and Alci (2015) also found that teachers had the opinion that focus on dialogues, songs, games and chants were the activities that showed the program as communicative and they also had the idea that communicative activities and repetition as well as games made the program as eclectic in 2nd grades. Yıldıran and Tanrıseven (2015) found also quite similar findings related to effectiveness of efficiency of instructional methods and techniques. In their study, participant teachers stated that games, songs, chants were effective, however, because of the time constraint and classroom management issues, games and arts and crafts activities were not implemented as effective as required. Thus, it is clear that the findings of the current study are also supported by the studies which solely evaluated 2nd grade ELTP.

Discussion of RQ 2-C. *"What are their perceptions of the efficiency and availability of materials used in listening and speaking skills?"*

In relation to material component of the 2nd grade ELTP, participant teachers talked about some topics such as course book, audio materials, lack of equipment and media, and finally availability of the materials. Initially, teachers were not content with the course book and they stated the book did not contain enough number of activities suggested and they suggested that there be more activities. Additionally, it was explored that the book did not

meet the needs; the activities in the book did not help teaching the content. It was also found that the course book also did not provide additional instructional audio-visual materials and absence of CDs caused problems in the implementation of the 2nd grade ELTP. Teachers had the opinion that videos, songs, audio materials, visual materials helped teachers in the implementation; however, they stated that most classes did not have the necessary classroom equipment such as computer sound system or projection devices. Findings also revealed that listening tracks were fast and could not be understood by the students. In most cases, teachers found extra materials to supplement the course book through internet and as printed such as exercise books. There are a number of studies whose findings support the findings of the current study. In this respect, Alkan and Arslan (2014) in their study revealed the course book was ineffective in that it was not consistent with the aims of the curriculum. İyitoğlu and Alci (2015) found that material aspect of the program was one of the weaknesses of the 2nd grade ELTP. In their study, it was explored that lack of materials caused learners to learn English less effectively and teachers in the study and teachers suggested an increase in the both audio and visual materials provided such as flashcards, posters and CDs. Additionally, inefficiency of the course book was also heavily expressed by teachers in that study. Similarly, Yıldıran and Tanrıseven (2015) explored that teachers were not content with the materials and the course book provided. They suggested an increase in the number of activities in the course book. When the studies conducted to evaluate the 2nd grade ELTP are analyzed, it is seen that teachers were not content with the course book and extra materials provided with the course book which overlap with the current study.

Discussion of RQ 3. *"To what extent, are the teachers' practices in implementing the program congruent with those specified in the curriculum?"*

In terms of classroom interaction, it was observed that teachers teach to whole class mostly and they also interact with individual students especially in question and answer sessions. In none of the classes, group work and pair work activities were observed. In whole activities and in some individual student interactions, teachers were the source of the knowledge and they mostly directed their interest to all students in the class. Related to focus of instruction in terms of language skills and language areas as well as culture, it was observed that all the teachers focused on listening skills. Similarly, they also gave place to speaking in the form of question and answer. It can easily be said that 2nd grade ELTP is based on teaching daily vocabulary items such as numbers, colours, body parts, pets and fruits etc. Thus, together with listening and speaking as language skills, it was the teaching of daily vocabulary items observed most in language areas. It came out that when students were introduced new vocabulary items, teachers asked them to model their pronunciation together with the written form of the item. It came out that when students were introduced new vocabulary items, teachers asked them to model their pronunciation together with the written form of the item. In terms of grammar teaching, it was observed that although the main focus of teaching in the observed classes was on communicative skills, teachers yet somehow taught grammar by explaining grammar rules when necessary. Related to medium of teaching, it was observed that the most frequently used activities were "chants and songs" and TPR. Apart from these, matching, games, drawing/colouring, labeling, flashcards and cognates were observed in the classes. Although teachers pointed out frequently in the interviews, no arts and crafts activities were observed in the classes. Students especially seemed to enjoy songs, games, TPR and labeling activities. In terms of teaching act, teachers in the observed classes all made use of question and answer. Demonstration was the second most frequently observed teaching act in teaching English to 2nd grades. Related to material use of 2nd grade ELTP, it was seen that teachers used audio-visual materials mostly in the form of videos, songs etc.

Apart from audio-visual materials, the course book was the second most used course material. Teachers also used visual materials in two ways by using the visuals in the course book or by preparing the visual materials themselves. When the medium of instruction in terms of the language used in 2nd grades, it was observed that teachers use L1 in most of the classes while teaching vocabulary items, explaining grammar rules. Most of these findings were also found in other studies (Alkan & Arslan, 2014; İyitoğlu & Alci, 2015; Yıldıran & Tanrıseven, 2015).

Conclusions of the Study

All in all, there are a number of conclusions that can be drawn from the study as follows;

In terms of general characteristics of the 2nd grade ELTP, teachers had moderately positive opinions. Teachers had the opinion that 2nd grade students learned English with self-confidence and 2nd grade ELTP increased their motivation to learn the language. Additionally, teachers could plan their lessons by considering the program. Aims of the 2nd grade ELTP were suitable for the readiness levels of the 2nd grade students. However, teachers less moderately believed that the 2nd grade ELTP is applicable in every school throughout the country. Teachers had moderately positive opinions for the whole program including the elements of general characteristics, aims, outcomes, content and methods and materials. In relation to general characteristic of the 2nd grade ELTP, class hour was found to be not enough for an efficient language teaching. It is also seen that teachers did not receive in-service training before and after the 2nd grade ELTP was launched. In terms of appropriateness of the 2nd grade ELTP to the psychomotor, cognitive and affective developments of the 2nd grade students, current study revealed that 2nd grade students' cognitive and affective developments were found to be appropriate to learn English at this grade. One of the biggest problems in the implementation of the program was the class size

because of classroom management and time for allocating each student in the activities. Teachers stated that current program was the different from the previous ones in that communication was emphasized heavily in 2nd grade ELTP. It is also concluded that in order for the program to be implemented effectively, those had no experience in teaching to children had difficulties in teaching English to children and received no training about this.

When the findings related to aims of the 2nd grade ELTP were analyzed, participant teachers in the study had highly positive opinions about the aims of the 2nd grade ELTP. One of the basic aims of the 2nd grade ELTP is to make students love English language, it can be concluded they have desire and love to learn English in a classroom atmosphere where they play games as well as enjoying the lessons. Additionally, students are believed to use the language for communication with basic structures in the moderate level. Aims related to attainment of listening and speaking skills were positive from lenses of the teachers. Related to listening and speaking skills, it is explored students have motivation and develop self-confidence in English to use the language for communication using simple structures and to express daily events or activities around them.

When outcomes of 2nd grade ELTP were investigated from the point of teachers' perspectives based on the scale data, participant teachers have moderately positive opinions. It is found students could meet their needs by using daily expressions that they learned, outcomes of the program were useful for the students in their daily lives, the program addressed the needs of the 2nd grade students and 2nd grade ELTP provided the students with the language elements necessary for communication.

In the study, participant teachers had highly positive opinions about the content of the 2nd grade ELTP. It was found the content was appropriate for the 2nd graders and the vocabulary content of the program was composed of the basic vocabulary items which

students in this grade could learn. Topics chosen in the content of the program were also found to be suitable based on 2nd grade students' age level. Content of the 2nd grade ELTP is believed to meet the learners' needs and considered to be related to students' close surrounding environment such as their houses, school. In terms of the ordering of the content, teachers stated the content was designed from simple to complex.

Related to attainability of outcomes in terms of listening and speaking skills, participant teachers feel that students are interested in listening and speaking; thus, listening and speaking skills outcomes can be attained by the learners. Teachers also think listening and speaking skills outcomes are appropriate to students' cognitive, affective and psycho-motor developments. Additionally, it is also stressed heavily by the participant teachers that teachers should also encourage their students use English by modeling the language, but most have the idea that even some teachers of English might have difficulty in using English in the class.

Findings related to effectiveness of instructional methods and techniques used in listening and speaking skills, participant teachers stated that students learned best through singing activities and games. Additionally, arts and crafts activities together with competition were also favored by the participant teachers. Finally, use of TPR was equally found to be effective in teaching listening and speaking skills although they were found to be time consuming and causing delays in syllabus.

In terms of material aspect of the program, teachers were not content with the course book because it did not contain enough number of activities and did not meet the needs. It was also found that the course book also did not provide additional instructional audio-visual materials and absence of CDs caused problems in the implementation of the 2nd grade ELTP. Teachers had the opinion that videos, songs, audio materials, visual materials helped teachers in the implementation however in some classes lack of classroom equipment such as

computer sound system or projection devices. Findings also revealed that listening tracks were fast and could not be understood by the students. In most cases, teachers found extra materials to supplement the course book through internet and as printed such as exercise books.

In terms of classroom interaction, it was observed that teachers teach to whole class mostly and they also interact with individual students especially in question and answer sessions. In terms of language skills in the implementation, all the teachers focused on listening skills and gave place to speaking in the form of question and answer. It was observed that 2nd grade ELTP is based on teaching daily vocabulary items such as numbers, colours, body parts, pets and fruits etc. In terms of grammar teaching, it was observed that although the main focus of teaching in the observed classes was on communicative skills, teachers yet somehow taught grammar by explaining grammar rules when necessary. Related to the medium of teaching, it was observed that the most frequently used activities were "chants and songs" and TPR. Apart from these, matching, games, drawing/colouring, labeling, flashcards and cognates were observed in the classes. Students especially seemed to enjoy songs, games, TPR and labeling activities. In terms of teaching act, teachers in the observed classes all made use of question and answer. Related to material use of 2nd grade ELTP, it was seen that teachers used audio-visual materials mostly in the form of videos, songs etc. Apart from audio-visual materials, the course book was the second most used course material. Teachers also used visual materials in two ways by using the visuals in the course book or by preparing the visual materials themselves. When the medium of instruction in terms of the language used in 2nd grades, it was observed that teachers use L1 in most of the classes while teaching vocabulary items, explaining grammar rules.

Implications of the Study

The results of this study which aimed to evaluate the 2nd grade ELTP launched in 2013 suggest some implications for program developers and designers of Ministry of National Education (MoNE).

Initially, results of the study show that there are some weaknesses of the 2nd grade ELTP and one of these weaknesses is that teachers who were implementing the program had no in-service training both in terms of teaching English to children and in-service education seminars. In order for the program to be implemented successfully and effectively, teachers should be given seminars and workshops so that they can be informed about the program comprehensively and for those who had no experience in teaching to young students. Even, English Language Teaching departments in education faculties of the universities can be involved in training the teachers and organizing seminars in the faculty level or higher education projects in terms of methods and principles, material development and assessment. What is more, findings also revealed some concerns related to teacher competencies addressing a regulation related to ELT programs of education faculties in the universities. The program book for the teachers can also include more sample activities, lesson plans for an effective implementation of the 2nd grade ELTP.

Secondly, in the study teachers complained that English teachers were not taking place in the curriculum development stage and suggested to be a part of this process both in designing the curriculum and the materials. Additionally, they were involuntary in participating into the study in that they believed none of their concerns were taken into consideration. Thus, their involvement in research studies in the program and material development process is believed to increase their motivation and make them contribute more to teaching of English.

Since class hour was regarded quite limited by teachers for an effective teaching and learning, it is of vital importance to increase class hour. Two-hour of English is seen as inefficient since students have a short memory span and forget easily. It is believed an increase in class hour will increase student motivation and teachers will have no need to hurry to catch up with the syllabus.

Next, materials are in the core of teaching programs for those who implement them. Material aspect of the 2nd grade ELTP is also seen weak by the teachers and course book was heavily criticized. If course book is revised and supplemented by extra materials such as more audio-visual materials, posters, picture dictionaries, videos, etc., implementation of the program can be more effective. Thus, revision of the course book is vital and more communicative activities supported by audio and visual materials should be added.

Physical conditions of the classes are also reported to be as one of the limitations in the implementation of the 2nd grade ELTP. Equipping classrooms with smart boards, computers, sound systems and projectors is of vital importance for an effective implementation of the 2nd grade ELTP. Thus, while designing the teaching programs, program designers and program developers should take physical conditions of the classes in schools throughout the country. Especially, when the crowded classes are considered, lack of necessary equipment in the classes may load an extra burden on the shoulders of the teachers and decrease the quality of teaching and learning process.

Although teachers generally had positive opinions related to the 2nd grade ELTP in terms of lowering the foreign language education into 2nd grades and communication emphasis of the program, they still had concerns about the future of 2nd grade students in that teachers claim that although students are given English education based on communicative aspects of the language, in higher grades because of the national exams which are based on

grammar, they are taught grammar and this emphasis on communication in 2nd grades is lost in higher grades. Thus, it is of vital importance to redesign the curricula of higher grades in order for the students continue learning English for communicative purposes.

In conclusion, the program needs some amendments and revisions in terms of providing in-service trainings to teachers, involvement of teachers in the program and material designing and development processes, an increase in the class hour and revision of course materials as well as increasing the physical conditions of the classes for an effective implementation of the 2nd grade ELTP.

Suggestions for the Further Study

For further research on the 2013 ELTP based on 4+4+4 education system, this study may be conducted again by those who want to support findings by involving different samples in another context.

First of all, this study mainly focused on program components as general characteristics, aims, outcomes, content, teaching methods and principles and material. However, since assessment as the program component was not focused on in this current study. Thus, a study which additionally includes assessment aspect of the 2nd grade ELTP may contribute to the field.

Since this study was conducted in state primary schools, a new study which compares both Key Stage I English curriculum in state and private schools may also shed light on overall picture of English language teaching in Turkey in terms of Key Stage I.

Key Stage I English is composed of 2nd, 3rd and 4th grades in primary education. This study focused on the initial stage (2nd grade), studies which cover all stages or other stages as

3rd and 4th grade ELTP may help to see the big picture in terms of the effectiveness of primary school English curricula.

References

Adler, P.A. & Adler, P. (1994). Observational Techniques. In Denzin, Norman K. and Yvonna S. Lincoln (eds.). *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

Akpınar, B., Dönder, A., Yıldırım, B., & Karahan, O. (2012). Eğitimde 4+4+4 Sisteminin (Modelinin) Karşıt Program Bağlamında Değerlendirilmesi. *Eğitim Bilimleri Dergisi. 36*(36), 25–39.

Alkan, M. F., & Arslan, M. (2014). Evaluation of the 2nd Grade English Language Curriculum. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 4(7), 87–99.

Allen, J., Frölich, M. & Spada, N. (1984). The communicative orientation of language teaching: An observation scheme. In Handscombe J., Orem, R. & Taylor, B. On TESOL '83: *The Question of Control* (231-252) Washington, DC: TESOL

Allwright, D. & Bailey, K. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge: Cambridge University Press.

Anghel, B., Cabrales, A., & Carro, J. M. (2012). Evaluating a bilingual education program in Spain : the impact beyond foreign language learning. Retrieved from: http.//e-archivo.uc3m.es/bitstream/id/65176/we1214.pdf/

Arain, M., Campbell, M. J., Cooper, C. L., & Lancaster, G. A. (2010). What is a pilot or feasibility study? A review of current practice and editorial policy. *BMC Medical Research Methodology. 10*, 67.

Baleghizadeh, S. (2010). Focus on Form in an Efl Communicative Classroom. *Novitas-ROYAL*, *4*(1), 119–128.

Bamberger, M. (2012). *Introduction to mixed methods in impact evaluation*. Impact Evaluation Notes 3. retrieved from https://www.interaction.org/sites/default/files/Mixed%20Methods%20in%20Impact%20 Evaluation%20(English).pdf

Başol G., & Bardakçı, S. (2006). A Qualitative Study On Changes Of Educational Values Among Teachers. *Educational Sciences: Theory & Practice*. 8 (2); 467-479

Beacco, J. & Byram, M. (2003). Guide for the development of language education policies in Europe from linguistic diversity to plurilingual education. [online] Strasbourg: *Language Policy Division, Council of Europe*, p.7. Available at: http.//www.coe.int/t/dg4/linguistic/Source/FullGuide_EN.pdf [Accessed 2 Sep. 2015].

Bharvad, A. J. (2010). Curriculum Evaluation. *International Research Journal*, *I*(12), 2009–2011.

Bialystok, E., Frolich, M. & Howard, J. (1979). *The teaching and learning of French as a second language in two distinct learning settings*. Modern language Center, Ontario Institute for Studies in Education

Bidernikl G., Kerschbaumer A. (2007). *Sampling in Online Surveys. Handbook of Research on Electronic Surveys and Measurements*. In Reynolds, R.,A., Woods, R., Baker, J. D. (Eds). Idea Group Reference, Hershey USA

Bogdan, R.C. & Biklen, S.K.(1997). *Qualitative Research for Education: An Introduction to Theory and Methods*. USA: Allyn & Bacon.

Boody, R. M. (2009). A Rationale for Participant Evaluation. *Educational Research Quarterly*, *32*, 47–59.

Bowen A. G. (2009). Document Analysis as a Qualitative Research Method. *Quality Research Journal*, *9*(2), 27–40.

Boyce, C., & Neale, P. (2006). Conducting In-Depth Interviews : A Guide for Designing and Conducting In-Depth Interviews. *Pathfinder International*, (May), 3–16.

Brown, J. D. (1995). The elements of language curriculum. Massachusetts: Heinle and Heinle Publishers.

Bryman, A. (2012). *Social Research Methods***.** OUP.Oxford

Büyükduman, F. İ. (2001). The opinions of primary school teachers of English on the syllabus of English as a second language in primary school fourth and fifth grades. Unpublished Master's Thesis. İstanbul: Yıldız Teknik University.

Can, T. (2009). Learning and Teaching Languages Online: A Constructivist Approach. Novitas Royal. *3*(1), 60–74. Retrieved from http.//novitasroyal.org/Vol_3_1/can.pdf

Candoli, C., & Stufflebeam, D. L. (2009). *The SAGE International Handbook of Educational Evaluation*. *SAGE Publications*: California.

Cebeci, B. F. (2006). *Mesleki ve Teknik Lise Öğrencilerinin İngilizce Derslerine Yönelik Tutumları*. *English*. Unpublished Master's Thesis. Uludağ University

Chen, A. H. (2013). An evaluation on primary English education in Taiwan: From the perspective of language policy. *English Language Teaching*, *6*(10), 158–165.

Cihan,T. & Gurlen, E. (2009). Teachers' Opinions on the English Language Curriculum of the 5thGrade of Primary Education. Anadolu University Journal of Social Sciences, 13 (1), 131- 146.

Cohen, L. & Manion, L. (1994). *Research Methods in Education*. London: Routledge.

Cohen, L., Manion, L., & Morrison K. (2000). *Research Methods in Education* (5th Edition). London: Routledge Falmer.

Creswell, J. W. (2003). *Research Design Qualitative, quantitative, and Mixed Methods Approaches*. London: Sage .

Creswell, J. W. (2005). *Research Design Qualitative, quantitative, and Mixed Methods Approaches*. London: Sage

Creswell, J. W. (2008*). Educational Research*. (3rd Ed.). Upper Saddle Creek, NJ: Pearson Education

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Method approaches*. Thousand Oaks, CA: Sage.

Creswell, J. W., Klassen, A.C, Plano Clark, V.L., & Clegg Smith, K. (2010). *Best Practices for Mixed Methods Research in the Health Sciences*. Bethesda, MD: Office of Behavioral and Social Sciences Research.

Creswell, W., Klassen, A.C., Plano Clark, V.L., Smith, K.C. (2011). *Best Practices for Mixed Methods Research in the Health Sciences*. Bethesda (Maryland): National Institutes of Health.

Demirel, Ö. (1999); İlköğretim Okullarında Yabancı Dil Öğretimi, Milli Eğitim Basımevi, İstanbul.

Demirlier, H. (2011). Yenilenen İlköğretim İngilizce Programına Karşı Öğretmen ve Öğrenci Tutumları, Unpublished Master's Thesis, Muğla Üniversitesi, Sosyal Bilimler Enstitüsü, Muğla

Dolores, I. (2007). From Curriculum to Syllabus Design: The different stages to design a programme. *Memorias Del III Foro Nacional De Estudios En Lenguas Journal*.

Douglas, J. A., Douglas, A., McClelland, R. J., & Davies, J. (2015). Understanding student satisfaction and dissatisfaction: an interpretive study in the UK higher education context. *Studies in Higher Education*, *40*(2), 329–349.

Dönmez, Ö. (2010). *Implementation of the New Eighth Grade English*. Unpublished Master's Thesis. Middle East Technical University.

Duff, P. A. (2008). Foreign Language Policies, Research, and Educational Possibilities. *APEC Education Symposium* (pp. 1–25).

Eisner, E.W. (2002).The Educational Imagination: On the Design and Evaluation of School Programs. New Jersey: Merrill Prentice Hall. Third Edition.

Ekiz, D. (2009). *Bilimsel Araştırma Yöntemleri*. Anı Yayıncılık

Ellis, R. (2008). *The Study of Second Language Acquisition, 2nd ed.* Oxford: Oxford University Press.

English, B. J., Cummings, R., & Straton, R. G. (2002). Choosing an evaluation model for community crime prevention programs. *Crime Prevention Studies*, *14*, 119–169.

Er, K. O. (2006). *İlköğretim 4. ve 5. Sınıf İngilizce Öğretim Programlarının Değerlendirilmesi*. Unpublished doctoral dissertation, Ankara University, Institute of Educational Sciences. Ankara

Erdoğan, V. (2005). *An Evaluation of the English Curriculum Implemented at the 4th and 5th Grade Primary State Schools: The Views of the Teachers and the Students*. Mersin University, Institute of Social Sciences.

Erkan, M. A. (2009). *İlköğretim okulları 4. ve 5. Sınıflar yeni ingilizce öğretim programının uygulanmasında karşılaşılan sorunların incelenmesi*. Unpublished Master's Thesis. Gaziantep University

Erten, İ. H., Topkaya, E. Z., & Karakaş, M. (2010). Exploring Motivational Constructs In Foreign Language Reading. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*. Retrieved from http.//dergipark.ulakbim.gov.tr/hunefd/article/view/5000048391

Eskicumali, A., & Türedİ, H. (2010). The Rise of English Teaching in Turkish Curriculum. *International Online Journal of Educational Sciences*, *2*(3), 738–771.

Fanselow, J. F. (1977). Beyond 'Rashomon' - conceptualizing and describing the teaching act. *TESOL Quarterly.*Vol 10. 17-39

Fitzpatrick, J.L, Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines (3rd edition)*. Upper Saddle River, NJ: Pearson Education Inc.

Fraenkel, J. R. & Wallen, N.E. (2007). *How to Design and Evaluate Research in Education*. New York: Mcgraw-Hill companies Inc.

Gass,S. & Selinker, L.(2008). *Second Language Acquisition: An Introductory Course*. London:Routledge

Genç, H. (2012). An evaluation study of a call application: With belt or without belt. *Turkish Online Journal of Educational Technology*, *11*(2), 44–54.

Geng, C. L. (2014). Syllabus Design for Business English Based on Need Analysis. *Studies in Literature and Language*. 9 (2), 53-56.

Gök, F., (2007). The History and Development of Turkish Education- Education in Multicultural Societies – Turkish and Swedish Perspectives. *Swedish Research Institute in Istanbul.* Tauris & Co Ltd, London and New-York. s. 247-255.

Grigoryeva, E. V., Khrisanova, E. G., Maksimova, O. G., Metelkova, L. A., Kozhanova, M. B., Gatin, R. G., … Nigmatov, Z. G. (2015). The Requirements for Developing the Programs and Designing a Foreign Language Teaching Syllabus for the Students Following the Education Internationalization. *Review of European Studies*, *7*(5), 124–130.

Hammad, E. A. R. (2014). Palestinian EFL Teachers ' Attitudes Towards English Textbooks Used at the First Three Grades of Elementary School. *The Electronic Journal for English as a Second Language*, (May), 1–18.

Han, Y., Hu, M., & Li, L. (2013). Formative Evaluation of the No-Fee Teacher Education Program from the Students' Standpoint. *Chinese Education & Society*, *46*(2), 100–118.

Harmer, J. (2003). *The Practice of English Language Teaching*. Longman:London

Harwell, M. R. (2011). Research Design in Qualitative/Quantitative/ Mixed Methods. *Opportunities and Challenges in Designing and Conducting Inquiry, University of Minesotta*, 147–182

Hogan, R. L. (2007). The historical development of program evaluation: exploring the past and present. *Online Journal of Workforce Education and Development*, *II*(4), 1–14.

Hussain, A., Dogar, A. H., Azeem, M., & Shakoor, A. (2011). Evaluation of Curriculum Development Process. *International Journal of Humanities and Social Science*, *1*(14), 263–271.

Hyland, K. (2008). *Second Language Writing.* CLE, NY:Cambridge University Press

İğrek, G. E. (2001). Öğretmenlerin ilköğretim İngilizce programına ilişkin görüşleri. Unpublished Master‟s Thesis, Hacettepe University, Ankara

İnceçay, G. (2012). Turkey's foreign language policy at primary level: Challenges in practice. *ELT Research Journal*, 1(1), 53–62.

İyitoglu, O., & Alci, B. (2015). A Qualitative Research on 2nd Grade Teachers ' Opinions about 2nd Grade English Language Teaching Curriculum. *Elementary Education Online*, *14*(2), 682–696.

Jackson, S.L. (2007). Research Methods: A Modular Approach (3rd Edition). Belmont, CA: Cengage Learning

Jalilzadeh, K., & Tahmasebi, A. (2014). Content-Based Syllabus. *European Scientific Journal*, *1*(September), 223–231

Johnson, R. Burke, Anthony J. Onwuegbuzie, & Lisa A. Turner (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*. 1 (2), 112-33.

Karl,. R. K. (2001). *Assessing the Impact of the NASA Johnson Space Center Distance Education and Mentoring Program, Texas Aerospace Scholars*. Unpublished Master's Thesis, Unıversıty of Houston Clear Lake

Kaptan, S. (1998). Bilimsel Araştırma ve İstatistik Teknikleri. Ankara: Tekışık Web Ofset Tesisleri.

Karasar, N. (2008). Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler. Ankara: Nobel Yayın Dağıtım.

Katsara, K.(2008) Syllabus writing: What is, what for and how to go about it. ISSUES 22, 22-23 retrieved from http.//www.ekadeve.gr/old/arthra/ekpaideutika/article_13.pdf [Accessed 06 January 2016].

Kawulich, B. B. (2005). Participant Observation as a Data Collection Method. *Forum: Qualitative Social Research*. 6 (2)

Kirkgoz, Y. (2007). English Language Teaching in Turkey: Policy Changes and their Implementations. *RELC Journal*, *38*(2), 216–228.

Kirkgoz, Y. (2009). Globalization and English Language Policy in Turkey. *Educational Policy*, *23*(5), 663–684.

Knapp, K., Seidlhofer, B. and Widdowson, H. (2009). *Handbook of foreign language communication and learning*. New York, N.Y.: Mouton de Gruyter

Kuş, E. (2007). Sosyal Bilim Metodolojisinde Paradigma Dönüşümü ve Psikolojide Nitel Araştırma. *Türk Psikoloji Yazıları*, *10*(20), 19–41.

Küçük, Ö. (2008). *An Evaluation of English Language Teaching Program At Key Stage I and the Opinions of Teachers regarding the Program*. Master's of Art Thesis, Çanakkale 18 Mart University, Institute of Social Sciences. Çanakkale

Küçükoğlu, B. (2013). The History of Foreign Language Policies in Turkey. *Procedia - Social and Behavioral Sciences*, *70*, 1090–1094.

Little, D., (2007). The Common European Framework of Reference for Languages: Perspectives on the Making of Supranational Language Education Policy. *The Modern Language Journal*. Vol.91, (4), 645–655

Lynch, B. K. (1996). *Language program evaluation. Theory and practice*. New York: Cambridge University Press

Mabry, L. (2003). In Living Color: Qualitative methods in educational evaluation. In T. Kellaghan D.L Stufflebeam (Eds.). *International handbook of educational evaluation*. 197-185 Boston: Kluwer-Nijhoff.

Mackey, A. & Gass, S. M. (2005). Second language research: Methodology and design. NJ: Lawrence Erlbaum Associates.

Marsh, C. (2009). *Key Concepts for Understanding Curriculum. Key concepts for understanding curriculum?* (4th Editio). London and New York: Routledge, Taylor & Francis Group.

McHugh, M. L. (2012). Interrater reliability: the kappa statistic. *Biochemia Medica*, *22*(3), 276–282. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900052/citedby/ retrieved january 2016

McNamara, C. (2009). General guidelines for conducting interviews. Retrieved January 11, 2015, from http://managementhelp.org/evaluatn/intrview.htm

Mede, E., & Serkan, U. (2014). Evaluation of a language preparatory program : A case study. *ELT Research Journal*, *3*(4), 201–221.

Mersinligil, G. (2002). İlköğretim dört ve beşinci sınıflarda uygulanan İngilizce dersi öğretim programının değerlendirilmesi (Adana ili örneği). Unpublished doctoral dissertation, Fırat University, Elazığ.

Metcalfe, S. A, Aitken, M., & Gaff, C. L. (2008). The importance of program evaluation: how can it be applied to diverse genetics education settings? *Journal of Genetic Counseling*, *17*(2), 170–9.

Min, C. K. (2007). Innovative English Education Curricula and the Strategies of Implementation in Korea. In Y. H. Choi & B. Spolsky (Eds.), *ELT Curriculum Innovation and Implementation in Asia* (pp. 101–129). Asia TEFL.

MoNE. (2013). *İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi Öğretim Programı.* The Ministry of National Education, ANKARA

Moskowitz, G. (1970). *The Foreign Language Teacher Interacts*. Chicago:Association for Productive Teaching.

Murphy, R. (2013). *Critical Review of Five Major L2 Syllabus Designs*. [online] Available at: http.//fab-efl.com/onlinelearning/resources/Critical-Review-of-Five-Major-L2-Syllabus-Designs-1.pdf [Accessed 05 January 2016].

Musal B., Taskiran C., Gursel Y., Ozan S., Timbil S., Velipasaoglu S. (2008). An Example of Program Evaluation Project in Undergraduate Medical Education. *Education for Health*, 21 (1): 1-7.

National Research Council. (2008). Assessing Accomplished Teaching: Advanced-Level Certification Programs. Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards. Milton D. Hakel, Judith Anderson Koenig, and Stuart W. Elliott, editors. Board on Testing and Assessment, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Nunan, D. (1992). *Research methods in language learning* . Cambridge: Cambridge University Press

Nunan, D., (1998*). Language Teaching Methodology: A Textbook For Teachers*. Great Britain : Prentice Hall.

Nunan, D., (2001). *Aspects of task-based syllabus design*. retrieved from: www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/aspects_of_taskb ased_syllabus.htm [Accessed 15 January 2016].

Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.

Nunan, D. & Bailey, K.M. (2008). *Exploring Second Language Classroom Research: A Comprehensive Guide* . Boston: Heinle.

Ornstein A.C. & Hunkins, F.P. (2009). *Curriculum foundations, principles and issues*. (5th ed). Boston: Allyn and Bacon

Owen, J. M., (2006). *Program Evaluation Forms and Approaches* (3rd Editio). NSW Australia: Allen& Unwin.

Owston, R. (2008). Models and Methods for Evaluation. In *Handbook of research on educational communications and technology* (pp. 605–617).

Örmeci, D. (2009). *An Evaluation of English Language Curricula Implemented at the 4th , 5th , and 6th Grades in Respect of Teachers ' Opinions*. Unpublished Master's Thesis. Trakya University, Institute of Social Sciences.

Özel, R. T. (2011). *İlköğretim ingilizce dersi öğretim programlarının uygulanmasında karşılaşılan güçlüklerin belirlenmesi (Ankara ili örneği).*Unpublished Master's Thesis. Ankara University

Öztürk, A. R. (2006). *An analysis of ELT teachers' perceptions of some problems concerning the implementation of English language teaching curricula in elementary schools*. Unpublished Master's Thesis, Gaziantep Üniversitesi

Pallant, J. (2002). *SPSS survival manual*. Maidenhead, Philadelphia: Open University Press.

Patton, M. Q. (2015). *Essentials of Utilization-Focused Evaluation*. Thousand Oaks: Sage Publications.

Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc

Phelps, R. (2011). *Improving Practice Through Program Evaluation*. Centre for Children and Young People Background Briefing Series, no.8. Lismore: Centre for Children and Young People, Southern Cross University.

Preskill, H. & Russ-Eft, D**.** (2005). Building evaluation capacity: 72 activities for teaching and training. Thousand Oaks , CA : Sage

Prideaux, D., 2003. ABC of teaching and learning in medicine-Curriculum design. British Medical Journal, 326 (2), 268-270.

Qi, G. Y. (2016). The importance of English in primary school education in China: perceptions of students. *Multilingual Education*, *6*(1), 1.

Rabbini, R. (2002). An introduction to syllabus design and evaluation. The Internet TESL Journal, 8(5). Retrieved March 7, 2015 from http.//iteslj.org/Articales/Robbini-Syllabus.html.

Richards, J. C. (2013). Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design. RELC Journal, 44(1), 5–33.

Richards, J. C., & Rodgers, T.S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press

Rubin J. H. & Rubin S. I. (2012). *Qualitative interviewing, the art of hearing data (3rd Ed.)*. Thousand Oaks, CA: Sage.

Sak, Ö. (2008). *İlköğretim I. Kademe İngilizce Programının Öğretmen Görüşlerine Göre Değerlendirilmesi*. Unpublished Master's Thesis. Abant İzzet Baysal Univeristy, Institute of Social Sciences.

Salihoglu, U. M. (2012). Pre-Service Teachers' and Their Instructors' Beliefs on the Effectiveness of an English Language Teacher Education Program. *Procedia - Social and Behavioral Sciences*, *46*(2008), 3440–3444.

Sarıca Ö. K., (2009). *An Analysis of the Language Levels of the 8th Graders in State Primary Schools in Turkey According to the Common European Framework Criteria and Content*.Unpublished Master's Thesis. Pamukkale University.

Sarıçoban, G. (2012). Foreign Language Education Policies in Turkey. *Procedia - Social and Behavioral Sciences*, *46*, 2643–2648.

Sarıçoban, G. & Sarıçoban, A. (2012). Atatürk and the history of foreign language education. *The Journal of Language and Linguistic Studies*, 8 (1), 24-49.

Satıcılar, U. (2006). *An investigation into the achievement attributions of English language learners in different grades*. Unpublished Master's Thesis.18Mart University, Çanakkale

Seliger, H. W., & Shohamy, E. (1989). *What is research? A paradigm for second language research. Chapters 1 and 2 in Second Language Research Methods*, 1-41. Oxford, UK: Oxford University Press

Smriti, K., & Jha, S. K. (2015). An Overview of ELT Syllabi. *International Journal of Innovations in TESOL and Applied Linguistics*, *1*(1), 1–6.

Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press

Storey, C. W. (2007). Insights into Language Curriculum Development. *Electronic Journal of Foreign Language Teaching*, *4*(1), 86–107

Stufflebeam, D. L. (2002). The CIPP model for evaluation. In D. L. Stufflebeam, G. F.Madaus, & T. Kellaghan (Eds.). *Evaluation models: viewpoints on educational and human services evaluation* (pp. 279-318). Kluwer Academic Publishers.

Stufflebeam, D. L. (1994). Empowerment Evaluation, Objectivist Evaluation, and Evaluation Standards: Where the Future of Evaluation Should Not Go and Where It Needs to Go. *American Journal of Evaluation*, *15*(3), 321–338.

Su, S. W. (2012). The Various Concepts of Curriculum and the Factors Involved in Curricula-making. *Journal of Language Teaching and Research*, *3*(1), 153–158.

Taylor-Powell, E. (1998) *Questionnaire Design: Asking questions with a purpose*. University of Wisconsin Extension.

Taylor-Powell, E., & Steele S. (1996). Collecting *Evaluation Data: An Overview of Sources and Methods*. University of Wisconsin-Extension, Cooperative Extension.

Tezbaşaran, A. (2008). Likert tipi ölçek hazırlama kılavuzu. Mersin: 3.Sürüm E-Kitap

Tezbaşaran, A. (1997). Likert Tipi Ölçek Geliştirme Kılavuzu. Ankara: Psikologlar Derneği Yayınları.

Thakur, R. K. (2013). Delineation of English Language Teaching Syllabi and Its Implications. *The Criterion: An International Journal in English 4 (6)*, 205-214.

Thijs, A. & van den Akker, J. (2009). Curriculum in Development. Enschede, The Netherlands: SLO

Thompson, C. (2014). *Guided planning , task complexity and second language oral development*. Unpublished Doctoral Thesis, University of Central Lancashire. Preston. UK

Thornton, R., & Chapman, H. (2000). Student voice in curriculum making. *The Journal of Nursing Education*, *39*(3), 124–132

Tok, H. (2003). İlköğretim birinci kademesinde yabancı dil öğretiminde karşılaşılan sorunların değerlendirilmesi. Unpublished Master's thesis, İnönü University.

Topkaya, E. Z., & Küçük, Ö. (2010). An evaluation of 4 th and 5 th grade English language teaching program. *Elementary Education Online*, 9(1), 52–65.

Topkaya, E. Z., & Yalın, M. (2005). Uygulama Öğretmenliğine İlişkin Tutum Ölçeği Geliştirilmesi. *Eğitimde Kuram ve Uygulama*.

Yılmaz, K. (2013). Comparison of Quantitative and Qualitative Research Traditions : epistemological , theoretical. *European Journal of Education*, *48*(2), 311–325.

Yong, A. G., & Pearce, S. (2013). A Beginner's Guide to Factor Analysis : Focusing on Exploratory Factor Analysis. *Tutorials in Quantitative Methods for Psychology*, *9*(2), 79–94.

Tunç, F. (2010). *Evaluation of an English Language Teaching Program at a Public University Using CIPP Model*. Unpublished Master's Thesis, Middle East Technical University.

Ullman, R. & Geva, E., .(1982). Approaches to observation in second language classrooms. In Allen, J. and Swain, M. (Eds.) *Language issues in education policies*. The British Council/ Pergamon Press

Uşun, S. (2016). *Eğitimde Program Değerlendirme*. Anı Yayıncılık. Ankara

Uztosun, M. S., & Troudi, S. (2015). Lecturers' Views of Curriculum Change at English Language Teaching Departments In Turkey. *Novitas Royal. 9*(1), 15–29.

Weir, C. J., & Roberts, J. (1994). *Evaluation in ELT*. Oxford, UK: Blackwell.

Whittle, A. & Lyster, R. (2015). Focus on Italian Verbal Morphology in Multilingual Classes. Language Learning. 66: 31–59

Worthen, B. R., (1990). *Program evaluation*.In H. Walberg and G. Haertel (Eds.), The International Encyclopedia of Educational Evaluation. Toronto: Pergammon Press, 42-47.

Worthen, B.R., Sanders, J.R., & Fitzpatrick, J.L. (1997). *Educational evaluation: Alternative approaches and practical guidelines*. (2nd ed.). White Plains, NY: Longman

Yal, L. 2011. *Teaching English as a Foreign Language in Turkey: A Complete Guide. Teaching EFL in Turkey*. San Francisco State University. 1-15.

Yanık, A. E. (2007). *A study of English language curriculum implementation in 6th, 7th and 8th grades of public primary schools through teachers' and students' perceptions*. Unpublished Doctoral Thesis. Middle East Technical University.

Yıldıran, Ç., & Tanrıseven, I. (2015). Teachers ' Opinions on the English Curriculum of the 2nd Grade Primary Education. *International Journal of Language Academy*, *3*(1), 210–223.

Yurdakul, B. (2015). Perceptions of Elementary School Teachers Concerning the Concept of Curriculum. *Educational Sciences: Theory & Practice*, *15*(07), 125–139.

Zincir, B. (2006). 5th grade English teachers' evaluations of curriculum objectives. Unpublished Master‟s Thesis, Sosyal Bilimler Enstitüsü, Eskişehir.

Zincir, B. (2006). 5th grade English teachers' evaluations of curriculum objectives. Unpublished MA Thesis. EskiSehir: Anadolu University.

Appendices

Appendix A: Questionnaire Used in Item Pooling

İlkokul 2. Sınıf İngilizce Öğretim Programına ilişkin Öğretmen Görüşleri Anketi

Sevgili Öğretmenler,

Bu form Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi Doktora Tez çalışması kapsamında, 4+4+4 Eğitim Sistemi dahilinde yeniden düzenlenen *İlkokul 2. Sınıflarda uygulanan İngilizce öğretim Programına* ilişkin görüşlerinizi almak için hazırlanmıştır. Sorulara vereceğiniz cevaplar çalışmamızın veri toplama araçlarını oluşturmada kullanılacaktır. Formda 2. sınıf İngilizce Öğretim Programının uygulanabilirliği ve uygulamadaki meselelerin ortaya koyulması ile ilgili görüşlerinizi almak üzere oluşturulan sorular bulunmaktadır. Bu nedenle sorulara vereceğiniz yanıtlara içtenlikle cevap vermeniz çok önemlidir. Yanıtlarınız yalnızca araştırma amacıyla kullanılacaktır. Ankete katılımınızdan dolayı teşekkür ederim.

Çalışma hakkında daha fazla bilgi almak için *aerarslan@pau.edu.tr* adresinden bana ulaşabilirsiniz.

Ali ERARSLAN
Pamukkale Üniversitesi
Yabancı Diller Yüksekokulu

1- Cinsiyet   : Kadın (   )   Erkek (   )

2- Yaşınız (Lütfen Belirtiniz)   :

…………………………………………………………...……………….......

3- Mezun Olduğunuz Lisans Programı (Lütfen Belirtiniz):

………………………………………………….……….

▪ Varsa, mezun olduğunuz Yüksek Lisans ve Doktora Programları (Lütfen Belirtiniz):

………………………………………………………………………………………...…………
…………..……

4- Kıdem Yılınız (Lütfen Belirtiniz) :

………………………………………………………………………

5- 2. Sınıflarda ne kadar zamandır İngilizce dersine girmektesiniz?

....

6- 2. Sınıflarda ortalama sınıf mevcudunuz kaç kişidir?...

7- 2. sınıflar haricindeki sınıflarda İngilizce derslerine giriyor musunuz?: Evet (   )   Hayır (   )

▪ Cevabınız *Evet* ise hangi sınıflarda İngilizce derslerine giriyorsunuz?

8- Yan Dal Öğretmeni misiniz ? Evet (   )   Hayır   (   )

- Cevabınız *Evet* ise daha önceki
  alanınız?...

9- 4+4+4 Eğitim Sistemi ile ilgili olarak İNGİLİZCE ÖĞRETİM PROGRAMI alanında herhangi bir hizmet içi eğitim semineri, konferansı ya da çalıştaya katıldınız mı? Evet (   )
Hayır (   )

- Cevabınız *Evet* ise katıldığınız seminer/konferans/çalıştayın

	Adı	Süresi (örneğin: 1 saat-Yarım gün- 1gün, vs.)	Amacı (örneğin: materyal geliştirme, oyunlar, teknikler vs)	Teorik ağırlıklı/Uygulama ağırlıklı (örneğin: etkinlikte konularla ilgili teorik bilgiler mi sunuldu, uygulamalı etkinlikler mi yapıldı?Uygulamalı etkinlik olduysa, konusu/ gerçekleştiriliş şekli vs)
1				
2				
3				

- Katıldığınız seminerin/konferansın/çalıştayın programın amaçlarına ulaşmada size katkısı oldu mu? Olduysa ne kadar ve ne şekilde katkısı olduğunu belirtiniz.

  ....

- Bu seminer/konferans/çalıştay ile belirtmek istediğiniz başka düşünceleriniz varsa lütfen belirtiniz.

  ....

10- Görev yaptığınız okulun adı:
....

2. Sınıf İngilizce Öğretim Programının Değerlendirilmesi

Yeni 4+4+4 Eğitim sisteminde İngilizce Öğretim Programı 2. sınıftan itibaren uygulanmaya başlanmış ve 1.kademe (2. ve 3. sınıf) İngilizce öğretim programının daha sonraki kademelerdeki İngilizce öğretim programına (4.ve 8. sınıflar arası) temel oluşturması amaçlanmıştır. Bu doğrultuda program 2. sınıflar için MEB (2013) tarafından;

" İngilizce öğrenmeye yeni başlayan çocukların yabancı dil öğrenmeyi sevmeleri ve bir yabancı dili öğrenirken kendilerine güvenerek, dil öğreniminin zevkli bir süreç olduğunu benimsemeleri önemlidir. İkinci sınıf İngilizce öğretim programı işte bu gereksinim üzerine kurulmuş olup esas hedefi dili öğrenen/kullananlarda yabancı dil öğrenme sevgisini oluşturmaktır. İkinci sınıfın kazanımları renkler, sayılar, sınıfta kullandığımız eşyalar, hayvanlar, meyveler, bedenimizdeki organlar ve evimizdeki oda ve eşyalarla ilgili temel sözcükleri İngilizcenin ses bilgisiyle ilişki kurarak öğrenmiş olmak ve selamlaşma, kendini tanıtma, eşyaları betimleme gibi temel günlük dil işlevleriyle öğrenilen sözcükleri kullanarak yabancı dili severek öğrenmektir. Bunu yaparken de, dili öğrenen/kullananların eğlenceli görsel, işitsel ve görsel-işitsel araçlarla zenginleştirilmiş oyun temelli etkinlikler aracılığıyla öğrenmeleri planlanmıştır. Bağlam olarak öğrencilerin/dil kullanıcılarının yakın çevrelerini oluşturan sınıf, oyunlar, lunapark, kır, piknik ve geziler, evimiz ve okul bahçesi gibi ortam ve mekânlar seçilmiştir. Dili öğrenen/kullananların dinleme ve konuşma becerilerinin ağırlıklı olarak kullanıldığı iletişimsel bir öğrenme ve öğretme yöntemi resimli sözlükler, şarkılar, masal ve çizgi film kahramanları, boyama ve kesme-yapıştırma gibi sanat ve oyun temelli etkinlikleri temel almıştır. Ayrıca on sözcüğü geçmeyen okuma ve yazma etkinlikleri ders dışı etkinliklerde (ev ödevi, proje ve portfolyo çalışmaları gibi) kullanılmaktadır." **şeklinde tanımlanmıştır.**

Burada verilen bilgiler ışında 4+4+4 Eğitim Sistemi dâhilinde düzenlenen 2. Sınıf İngilizce Öğretim Programının GENEL ÖZELLİKLERİ;

- 6 - 6.5 yaşlarındaki çocukların ihtiyaçlarının göz önüne alınmasını
- Öğrencileri eğitim öğretim sürecinin merkezine almayı
- Dilin gerçek yaşamda **iletişim** için kullanılmasını
- Sadece dinleme ve konuşma becerileri üzerinde durulmasını
- Sınıf içi iletişiminde İngilizce kullanımını
- Tek bir öğretim tekniğinden ziyade eklektik (seçmeli) öğretim tekniklerini kullanmayı,
- İletişimci Yaklaşımın uygulamalarını,
- İngilizceyi eğlendirerek, oyun oynayarak, şarkı söyleyerek vs yöntemlerle sevdirmeyi,
- Gerçek ders araç ve gereçlerinin (authentic materials) kullanımını
- Bilinenden bilinmeyene ve somuttan soyuta giden bir öğretim sırası takip etmeyi
- Öğrencilerin sınav yapılmadan değerlendirilmesini **kapsamaktadır**.

Yukarıda ana hatlarıyla belirtilen 2. sınıf İngilizce öğretim programının genel özelliklerini düşündüğünüzde;

1- Sizce programın genel özellikleri ne derece uygulanabilir bir niteliğe sahiptir?

Kesinlikle uygulanabilir ( )   Uygulanabilir ( )   Kısmen Uygulanabilir( )   Uygulanamaz ( )   Kesinlikle Uygulanamaz ( )

Yukarıda belirttiğiniz uygulanabilirlik/uygulanamazlık görüşünüzü neye dayandırmaktasınız? Lütfen belirtiniz.

…………..

…………..

Programın yukarıda belirtilen genel özelliklerinin sizce (varsa);

2- Uygulaması en sıkıntılı bulduğunuz genel özellikleri nelerdir? Neden?

…………..

…………..

3- Uygulaması en kolay bulduğunuz genel özellikleri nelerdir? Neden?

…………..

…………..

2. Sınıf İngilizce Öğretim Programının AMAÇLARI öğrencilerin;

- yabancı dil öğrenmeyi sevmelerini ve bir yabancı dili öğrenirken kendilerine güvenerek, dil öğreniminin zevkli bir süreç olduğunu benimsemelerini,

- yabancı dil öğrenme sevgisini oluşturmalarını,

- Sıradan ve gündelik deyişlerle somut gereksinimleri karşılamayı hedefleyen son derece yalın ifadeleri anlayabilmelerini ve kullanabilmelerini,

- Kendini veya bir başkasını tanıtabilmelerini,

- Bir kişiye, kendisiyle ilgili sorular (oturduğu yer, ilişkileri, sahip olduğu şeyler, vb.) sorabilmelerini,

- Aynı türden sorulara yanıt verebilmelerini,

- Eğer kendisiyle konuşan kişi yavaş ve tane tane kendisine yardımcı olacak biçimde konuşuyorsa, basit bir biçimde iletişim kurabilmelerini **sağlamaktır.**

Yukarıda ana hatlarıyla belirtilen 2. sınıf İngilizce öğretim programının amaçlarını düşündüğünüzde;

4- Sizce programın amaçları ne derece ulaşılabilir bir niteliğe sahiptir?

Kesinlikle ulaşılabilir ( )   Ulaşılabilir ( )   Kısmen Ulaşılabilir( )   Ulaşılamaz ( )   Kesinlikle Ulaşılamaz (   )

Yukarıda belirttiğiniz amaçlara ait ulaşılabilirlik/ulaşılamazlık görüşünüzü neye dayandırmaktasınız? Lütfen belirtiniz.

…………..

…………..

Programın yukarıda belirtilen amaçlarının sizce (varsa);

5- Ulaşılması en sıkıntılı bulduğunuz amaçları nelerdir? Neden?

………...

………...

6- Ulaşılması en kolay bulduğunuz amaçları nelerdir? Neden?

………...

………..

7- Sizce Programın amaçları 2. sınıf öğrencilerinin *bilişsel* **gelişimlerine (anlama, yorumlama, karşılaştırma vb.) ne derecede uygundur?**

Kesinlikle Uygundur ( )   Uygundur ( )   Kısmen Uygundur ( )   Uygun Değildir( )   Kesinlikle Uygun Değildir ( )

8-Sizce Programın amaçları 2. sınıf öğrencilerinin *duyuşsal* **gelişimlerine (ilgi, istek, olumlu tutum vb.) ne derecede uygundur?**

Kesinlikle Uygundur ( )   Uygundur ( )   Kısmen Uygundur ( )   Uygun Değildir( )   Kesinlikle Uygun Değildir ( )

9-Sizce Programın amaçları 2. sınıf öğrencilerinin *psiko-motor* **gelişimlerine (sesli okuma, yazma, konuşma gibi zihin ve kas koordinasyonu) ne derecede uygundur?**

Kesinlikle Uygundur ( )   Uygundur ( )   Kısmen Uygundur ( )   Uygun Değildir( )   Kesinlikle Uygun Değildir ( )

2. Sınıf İngilizce Öğretim Programının KAZANIMLARI şunlardır: renkler, sayılar, sınıfta kullandığımız eşyalar, hayvanlar, meyveler, bedenimizdeki organlar ve evimizdeki oda ve eşyalarla ilgili temel sözcükleri İngilizcenin ses bilgisiyle ilişki kurarak öğrenmiş olmak ve selamlaşma, kendini tanıtma, eşyaları betimleme gibi temel günlük dil işlevleriyle öğrenilen sözcükleri kullanarak yabancı dili severek öğrenmektir.

Yukarıda belirtilen 2. sınıf İngilizce öğretim programının kazanımlarını düşündüğünüzde;

10-Dinleme becerilerinin kazanılması ile ilgili görüşleriniz nelerdir? (Yaş/bilişsel/duyuşsal vb gelişime uygunluğu/sayısı/dağılımı/ vs noktalardan değerlendirebilirsiniz)

………...

………...

11- Konuşma becerilerinin kazanılması ile ilgili görüşleriniz nelerdir? (Yaş/bilişsel/duyuşsal vb gelişime uygunluğu/sayısı/dağılımı/ vs noktalardan değerlendirebilirsiniz)

………...

………...

2. Sınıf İngilizce Öğretim Programının ÖĞRETİM YÖNTEM ve TEKNİKLERİ şu şekilde açıklanmıştır: "Dili öğrenen/kullananların dinleme ve konuşma becerilerinin ağırlıklı olarak kullanıldığı iletişimsel bir öğrenme ve öğretme yöntemi resimli sözlükler, şarkılar, masal ve çizgi film kahramanları, boyama ve kesme-yapıştırma gibi sanat ve oyun temelli etkinlikleri temel almıştır."

Yukarıda belirtilen 2. sınıf İngilizce öğretim programının öğretiminde önerilen öğretim etkinliklerini düşündüğünüzde;

12-Programda önerilen etkinliklerin ne derecede etkili olduğunu düşünmektesiniz?

Kesinlikle Etkilidir ( )   Etkilidir ( )   Kısmen Etkilidir ( )   Etkili Değildir ( )   Kesinlikle Etkili Değildir ( )

Yukarıda belirttiğiniz etkinliklerin etkililiğine dair görüşünüzü neye dayandırmaktasınız? Lütfen belirtiniz.

………

………

13- Sizce programın hedeflerini gerçekleştirmede hangi etkinlikler daha kolay uygulanabilir? Neden?

………

………

14- Sizce programın hedeflerini gerçekleştirmede hangi etkinliklerin uygulanması daha zordur? Neden?

………

………

2. Sınıf İngilizce Öğretim Programının MATERYAL bölümünde: eğlenceli görsel, işitsel ve görsel-işitsel materyal (resim, otantik malzemeler, resim sözlüğü vs) kullanımı önerilmektedir.

Yukarıda belirtilen 2. sınıf İngilizce öğretim programının öğretiminde önerilen materyalleri düşündüğünüzde;

15- Programda önerilen materyallerin ders etkinliklerinde ne derecede etkili olduğunu düşünmektesiniz?

Kesinlikle Etkilidir ( )   Etkilidir ( )   Kısmen Etkilidir ( )   Etkili Değildir ( )   Kesinlikle Etkili Değildir ( )

Yukarıda belirttiğiniz materyallerin etkililiğine dair görüşünüzü neye dayandırmaktasınız? Lütfen belirtiniz.

………

………

………

16- Programda önerilen materyallere ilişkin yaşadığınız sıkıntı/sorunlar söz konusu mudur? Yanıtınız *evet* ise bu sıkıntı/sorunlar nelerdir? Lütfen belirtiniz. (materyallere ulaşım/çoğaltma/ sınıf içi kullanım/etkililik vs)

………

………

17- Programın geneli ve program öğeleri (genel özellikler-amaçlar-kazanımlar, araç gereç vs) ile ilgili paylaşmak istediğiniz diğer görüşleriniz varsa, lütfen belirtiniz.

………

………

18- Programın okul/sınıf uygulamalarına ilişkin paylaşmak istediğiniz diğer görüşleriniz varsa, lütfen belirtiniz.

………

………

Anket bitmiştir. Katılımınız için teşekkür ederim.

Appendix B. Questionnairre used in the pilot study

İLKOKUL 2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMINA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ ANKETİ

Sevgili öğretmenler,

Bu form Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi doktora tez çalışması kapsamında, 4+4+4 eğitim sistemi dahilinde yeniden düzenlenen *ilkokul 2. sınıflarda uygulanan İngilizce öğretim programı*na ilişkin görüşlerinizi almak için hazırlanmıştır. Formda 2. Sınıf İngilizce Öğretim Programının uygulanabilirliği ve uygulamadaki meselelerin ortaya koyulması ile ilgili görüşlerinizi almak üzere oluşturulan sorular bulunmaktadır. Bu nedenle sorulara içtenlikle cevap vermeniz çok önemlidir. Yanıtlarınız yalnızca araştırma amacıyla kullanılacaktır. Ankete katılımınızdan dolayı teşekkür ederim.

Çalışma hakkında daha fazla bilgi almak için *aerarslan@pau.edu.tr* adresinden bana ulaşabilirsiniz.

Ali Erarslan-Yabancı Diller Yüksekokulu

A- KİŞİSEL VE MESLEKİ BİLGİLER
1-**Cinsiyet**: Kadın ( )　　　　　Erkek ( )
2- **Yaş**:
3- **Mezun Olduğunuz Lisans Programı**:   -Varsa, mezun olduğunuz Yüksek Lisans ve Doktora Programları (Lütfen Belirtiniz):
4- **Kıdem Yılınız**:
5-**2. Sınıflarda ne kadar zamandır İngilizce dersine girmektesiniz?** ....(Ay) / ....(Yıl)
6-**2. Sınıflardaki ortalama sınıf mevcudunuz?**
7-**2. sınıflar haricindeki sınıflarda İngilizce derslerine giriyor musunuz?:** Evet ( ) Hayır ( )   -Cevabınız *Evet* ise hangi sınıflarda İngilizce derslerine giriyorsunuz? :.................
8- **Yan Dal Öğretmeni misiniz?** Evet ( )　　Hayır　　( )   -Cevabınız *Evet* ise; daha önceki alanınız?: ....
9-**4+4+4 Eğitim Sistemi ile ilgili olarak İNGİLİZCE ÖĞRETİM PROGRAMI alanında herhangi bir hizmet içi eğitim semineri, konferans ya da çalıştaya katıldınız mı?** Evet ( ) Hayır ( )   Cevabınız *Hayır* ise 10. Sorudan devam ediniz.   Cevabınız *Evet* ise katıldığınız seminer/konferans/çalıştay'ın;

Adı	Süresi (Kaç Saat/Gün/Hafta)	Amacı (örneğin: materyal geliştirme, oyunlar, teknikler vs)	Teorik ağırlıklı/Uygulama ağırlıklı

1	
2	
3	

10- Katıldığınız hizmet içi eğitim semineri, konferans ya da çalıştayın programın amaçlarına ulaşmada size katkısı oldu mu? (Belirtiniz)

11- Katıldığınız hizmet içi eğitim semineri, konferans ya da çalıştay hakkında daha fazla belirtmek istediğiniz görüşleriniz:

12- İngilizce Programının Değerlendirilmesi ile ilgili düşüncelerinizi almak için yapılacak **GÖRÜŞME'ye** katılmak ister misiniz? E ( )   H ( )   Cevabınız **EVET** ise;

Görev yaptığınız okulun adı:...

İsminiz: ....   **İletişim**...

B- 2. Sınıf İngilizce Öğretim Programına ilişkin Görüşler

Bu bölümdeki her bir madde de 2. Sınıf İngilizce Öğretim Programına ilişkin Görüşlerinize yönelik ifadeler yer almaktadır. Her bir ifadeyi dikkatli bir şekilde okuduktan sonra sizin görüşünüzü yansıtan **1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Kısmen Katılıyorum, 4= Katılıyorum, 5= Kesinlikle Katılıyorum, 6=Fikrim Yok** seçeneklerinden birini (**X**) ile işaretleyiniz.

B1- 2. Sınıf İngilizce Öğretim Programı <u>Genel Özelliklerine</u> Yönelik Görüşler	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum	Fikrim Yok
1. 2. Sınıf İngilizce Öğretim Programı öğrencilerin İngilizce öğrenmesini sağlayacak uygunlukta düzenlenmiştir.	1	2	3	4	5	6
2. 2. Sınıf İngilizce Öğretim Programı öğretmenlerin dersleri planlamasına kolaylık sağlamaktadır.	1	2	3	4	5	6
3. 2. Sınıf İngilizce Öğretim Programı ile ilgili öğretmenlere yeterince bilgi verilmiştir.	1	2	3	4	5	6
4. 2. Sınıf İngilizce Öğretim Programı sınıf içerisinde uygulanabilir bir niteliğe sahiptir.	1	2	3	4	5	6
5. 2. Sınıf İngilizce Öğretim Programı öğrencilere "öğrenmeyi" öğrenme becerisi kazandırabilecek bir niteliğe sahiptir.	1	2	3	4	5	6
6. 2. Sınıf İngilizce Öğretim Programı ülkemizin her yerinde İngilizce öğretimine uygundur.	1	2	3	4	5	6

7.	2. Sınıf İngilizce Öğretim Programının uygulanması ilkokullarda karşılaşılan farklı sorunlardan dolayı (öğrenci sayısı, vs.) zordur.	1	2	3	4	5	6
8.	2. Sınıf İngilizce Öğretim Programı öğrenci, öğretmen, veli ve yönetim arasında sıkı bir ilişkiyi gerektirmektedir.	1	2	3	4	5	6
9.	2. Sınıf İngilizce Öğretim Programının ders saati öğrencilerin İngilizce öğrenimini sağlamak için yeterlidir.	1	2	3	4	5	6
10.	2. Sınıf İngilizce Öğretim Programını uygulamada kılavuz kitapları öğretmene yol gösterici yeterliliğe sahiptir.	1	2	3	4	5	6
11.	2. Sınıf İngilizce Öğretim Programında dersler, 2. sınıftaki diğer derslerle (ör. Matematik dersinde sayılar, ya da Hayat Bilgisi dersinde yönler vs) eş zamanlı işlenecek şekilde düzenlenmiştir.	1	2	3	4	5	6
12.	2. Sınıf İngilizce Öğretim Programı ileri kademelerdeki İngilizce dersleri için temel oluşturacak niteliktedir.	1	2	3	4	5	6
13.	2. Sınıf İngilizce Öğretim Programı İngilizce ile ilk defa tanışan öğrencilerin iletişimi merkeze almasını sağlamaktadır.	1	2	3	4	5	6
14.	2. Sınıf İngilizce Öğretim Programı dilbilgisine ağırlık vermesi açısından daha önceki programlardan farksızdır.	1	2	3	4	5	6
15.	2. sınıf İngilizce Öğretim Programının kapsamı (öğrenciye sunduğu kelime-dilbilgisi-söz öbekleri bağlamında) bu seviyedeki öğrenciler için uygundur.	1	2	3	4	5	6
16.	2. Sınıf İngilizce Öğretim Programı öğrencilerin derste öğrendiklerini gerçek yaşamda uygulamalarını sağlayacak yeterliliktedir.	1	2	3	4	5	6
17.	2. Sınıf İngilizce Öğretim Programı öğrencilere İngilizce iletişim kumaları için gerekli dil bileşenlerini sağlamaktadır.	1	2	3	4	5	6
18.	2. Sınıf İngilizce Öğretim Programı öğrencilerin ihtiyaçları göz önüne alınarak hazırlanmıştır.	1	2	3	4	5	6

B2- 2. Sınıf İngilizce Öğretim Programı <u>Genel Amaçlarına</u> Yönelik Görüşler	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum	Fikrim Yok
1. İngilizce 2. Sınıf Öğretim Programının amacı İngilizceyi öğrencilere sevdirmektir. 19	1	2	3	4	5	6
2. İngilizce 2. Sınıf Öğretim Programının amaçları 2. sınıf öğrencilerinin hazır bulunuşlukları ile örtüşmektedir.20	1	2	3	4	5	6
3. İngilizce 2. Sınıf Öğretim Programı öğrencilerin İngilizceyi bir iletişim dili olarak öğrenmeleri amacına yeterince hizmet etmektedir. 21	1	2	3	4	5	6
4. İngilizce 2. Sınıf Öğretim Programı öğrencilerde İngilizceye karşı olumlu tutum oluşturma amacına hizmet etmede yetersizdir.22	1	2	3	4	5	6
5. İngilizce 2. Sınıf Öğretim Programının amacı öğrencilerin yabancı dile ilişkin öğrenme motivasyonlarını arttırmaktır.23	1	2	3	4	5	6
6. İngilizce 2. Sınıf Öğretim Programının amaçları açıktır.24	1	2	3	4	5	6
7. İngilizce 2. Sınıf Öğretim Programı öğrencilerin İngilizceyi kendilerine güvenerek öğrenmeleri amacını taşımaktadır.25	1	2	3	4	5	6
8. 2. Sınıf İngilizce Öğretim Programının amaçları öğrencilerde öğrenen özerkliğini (learner autonomy) sağlayıcı niteliktedir.26	1	2	3	4	5	6
9. İngilizce 2. Sınıf Öğretim Programı öğrencilerin "problem çözme" (problem-solving) becerilerini geliştirmesini amaçlamaktadır.27	1	2	3	4	5	6
10. İngilizce 2. Sınıf Öğretim Programının amaçları öğrencilere İngilizceyi iletişim amaçlı olarak öğretmektir.28	1	2	3	4	5	6

B3- 2. Sınıf İngilizce Öğretim Programının <u>Kazanımlarına</u> Yönelik Görüşler	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum	Fikrim Yok
1. 2. Sınıf İngilizce Öğretim Programının kazanımları anlaşılırdır.29	1	2	3	4	5	6

2.	2. Sınıf İngilizce Öğretim Programının kazanımları gözlenebilir niteliktedir.30	1	2	3	4	5	6
3.	2. Sınıf İngilizce Öğretim Programının kazanımları bireyin günlük hayatında işine yarayacak türdendir31	1	2	3	4	5	6
4.	2. Sınıf İngilizce Öğretim Programının kazanımları eğitim ilkelerine uygun olarak örüntülenmiştir (basitten karmaşığa- somuttan soyuta- bilinenden bilinmeyene vs). 32	1	2	3	4	5	6
5.	2. Sınıf İngilizce Öğretim Programının Kazanımları başlangıç (A1) seviyesinde öğrencilerin yabancı dil öğrenme düzeyine uygundur33	1	2	3	4	5	6
6.	2. Sınıf İngilizce Öğretim Programının yazma becerisi kazanımları öğrencilerin ulaşabileceği seviyede değildir34	1	2	3	4	5	6
7.	2. Sınıf İngilizce Öğretim Programının konuşma becerisi kazanımları öğrencilerin ulaşabileceği düzeydedir. 35	1	2	3	4	5	6
8.	2. Sınıf İngilizce Öğretim Programının kazanımları öğrenci merkezli eğitim-öğretim ilkelerine uygundur.36	1	2	3	4	5	6
9.	2. Sınıf İngilizce Öğretim Programının dinleme becerisi kazanımları öğrencilerin ulaşabileceği düzeydedir.37	1	2	3	4	5	6
10.	2. Sınıf İngilizce Öğretim Programının konuşma becerisi kazanımları öğrencilerin konuşma becerisini geliştirebilecek niteliktedir.38	1	2	3	4	5	6
11.	İngilizce 2. Sınıf Öğretim Programı kazanımları, öğrencilerin günlük iletişimde basit cümle yapılarını kullanabilmelerini sağlayıcı niteliktedir.39	1	2	3	4	5	6
12.	İngilizce 2. Sınıf Öğretim Programının kazanımları 2. sınıf öğrencilerinin bilişsel gelişimlerine (anlama, yorumlama, karşılaştırma vb.) uygundur.40	1	2	3	4	5	6
13.	İngilizce 2. Sınıf Öğretim Programının kazanımları öğrencilerin duyuşsal gelişimlerine (ilgi, istek, olumlu tutum vb.) uygundur41	1	2	3	4	5	6
14.	İngilizce 2. Sınıf Öğretim Programının kazanımları öğrencilerin psiko-motor gelişimlerine (sesli okuma, yazma, konuşma gibi zihin ve kas koordinasyonu) uygundur 42	1	2	3	4	5	6
15.	İngilizce 2. Sınıf Öğretim Programının kazanımları öğrencilerin edinebileceği düzeye sahiptir.43	1	2	3	4	5	6
16.	İngilizce 2. Sınıf Öğretim Programının kazanımları öğrencilerin gündelik deyişlerle somut gereksinimleri karşılamasını sağlayıcı niteliktedir.44	1	2	3	4	5	6
17.	İngilizce 2. Sınıf Öğretim Programının kazanımları öğrencilerin son derece yalın ifadeleri anlayabilmelerini/kullanabilmelerini sağlayıcı niteliktedir.45	1	2	3	4	5	6
18.	İngilizce 2. Sınıf Öğretim Programının kazanımları sayı olarak yeterlidir.46	1	2	3	4	5	6

B4- 2. Sınıf İngilizce Öğretim Programının <u>İçeriğine</u> Yönelik Görüşler	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum	Fikrim Yok
1. 2. Sınıf İngilizce Öğretim programının içeriği, öğrencilerin günlük yaşamı (ev, okul, yakın çevre vb.) ile ilişkilendirilmiştir.47	1	2	3	4	5	6
2. 2. Sınıf İngilizce Öğretim programının içeriği, kendi içinde basitten karmaşığa doğrudur.48	1	2	3	4	5	6
3. 2. Sınıf İngilizce Öğretim programının içeriği içinde yer alan konuların her biri diğer konu ile bağlantılıdır.49	1	2	3	4	5	6
4. 2. Sınıf İngilizce Öğretim programının içeriği, farklı etkinliklerin sınıf içinde yapılmasına olanak sağlamaktadır.50	1	2	3	4	5	6
5. 2. Sınıf İngilizce Öğretim programının içeriği, öğrencilerin konuşma becerilerini geliştirebilecek niteliğe sahiptir.51	1	2	3	4	5	6
6. 2. Sınıf İngilizce Öğretim programının içeriği, öğrencilerin oyun-sanat temelli (eğlenerek, oyun oynayarak) öğrenebilecekleri bir eğitim ortamı oluşturmaya elverişlidir.52	1	2	3	4	5	6
7. 2. Sınıf İngilizce Öğretim programının içeriği, öğrencilerin öğrenmelerini zorlaştırıcı detaylara (dilbilgisi, kelime, etkinlik vs) sahiptir. 53	1	2	3	4	5	6
8. 2. Sınıf İngilizce Öğretim programının içeriği, programın amaç ve kazanımlarının ulaşılmasını gerçekleştirecek şekilde düzenlenmiştir.54	1	2	3	4	5	6
9. 2. Sınıf İngilizce Öğretim programının içeriği öğrencilerin ilgisini çekecek şekilde düzenlenmiştir.55	1	2	3	4	5	6
10. 2. Sınıf İngilizce Öğretim programının içeriği, öğrencilerin dinleme becerilerini geliştirebilecek niteliğe sahiptir. 56	1	2	3	4	5	6

		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum	Fikrim Yok
11.	2. Sınıf İngilizce Öğretim programının içeriği, eğitim öğretim yılı boyunca öğrencilerin ilgilerini devam ettirebilecek niteliktedir.57	1	2	3	4	5	6
12.	2. Sınıf İngilizce Öğretim programının İçeriği 2. sınıf öğrencilerinin ihtiyaçlarına cevap verecek nitelikte düzenlenmiştir.58	1	2	3	4	5	6
13.	2. Sınıf İngilizce Öğretim programının içeriğinde yer alan konular öğrencilerin yaşına uygun konulardan oluşmuştur.59	1	2	3	4	5	6
14.	2. Sınıf İngilizce Öğretim programının içeriği, daha ileri kademelerde öğrencilerin dili etkin bir şekilde kullanmalarına temel oluşturacak niteliğe sahiptir.60	1	2	3	4	5	6
15.	2. Sınıf İngilizce Öğretim programının içeriğinde bulunan kelime bilgisi öğrencilerin öğrenebileceği temel kelimelerden oluşmaktadır.61	1	2	3	4	5	6
16.	2. Sınıf İngilizce Öğretim programının içeriğinde bulunan konular ile programda yer alan kazanımlar arasında uyumsuzluk vardır.62	1	2	3	4	5	6
17.	2.Sınıf İngilizce Öğretim programının içeriği çoğunlukla dilbilgisi ağırlıklıdır. 63	1	2	3	4	5	6
18.	2. Sınıf İngilizce Öğretim programının içeriği, öğrencilerin hedef dilde kullanılan dil öğeleriyle sürekli olarak karşılaşmalarını sağlayacak şekilde düzenlenmiştir 64	1	2	3	4	5	6
19.	2. Sınıf İngilizce Öğretim programının içeriğinde bulunan konular farklı öğretim yöntem ve tekniklerinin uygulanabilmesine uygundur.65	1	2	3	4	5	6

B5- 2. Sınıf İngilizce Öğretim Programı Öğretim Yöntem ve Teknikleri -Materyal Kullanımına Yönelik Görüşler		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum	Fikrim Yok
1.	2. Sınıf İngilizce Öğretim Programında İngilizce öğretimi için önerilen yöntem ve teknikler programın amaçlarına uygundur.66	1	2	3	4	5	6
2.	2. Sınıf İngilizce Öğretim Programında önerilen öğretme - öğrenme etkinlikleri, ünitelerin amacı, öğrenci kazanımları ile örtüşmektedir.67	1	2	3	4	5	6
3.	2. Sınıf İngilizce Öğretim Programında önerilen yöntem ve teknikler öğrencilerin derslere aktif katılımlarını sağlayıcı özelliktedir.68	1	2	3	4	5	6
4.	2. Sınıf İngilizce Öğretim Programında önerilen yöntem ve teknikler öğrencilerin gelişim seviyelerine (bilişsel, duyuşsal, motor) uygundur.69	1	2	3	4	5	6
5.	2. Sınıf İngilizce Öğretim Programında öğretme ve öğrenme etkinlikleri, ünitelerin amacı ile öğrenci kazanımlarını gerçekleştirici niteliğe sahiptir.70	1	2	3	4	5	6
6.	2. Sınıf İngilizce Öğretim Programında önerilen etkinlikler farklı öğrenme biçimlerine sahip öğrenciler için uygundur.71	1	2	3	4	5	6
7.	2. Sınıf İngilizce Öğretim Programında önerilen etkinlikler öğrencilerin grup çalışmalarını gerçekleştirmesi için uygundur.72	1	2	3	4	5	6
8.	2. Sınıf İngilizce Öğretim Programında önerilen etkinlikler öğrencilerin bireysel çalışmalar gerçekleştirmesi için uygundur.73	1	2	3	4	5	6
9.	2. Sınıf İngilizce Öğretim Programında önerilen yöntem ve teknikler görsel/işitsel farklı ders materyallerinin kullanılmasını gerektirmektedir.74	1	2	3	4	5	6
10.	2. Sınıf İngilizce Öğretim Programı öğrencilerin görsel / işitsel materyallerle (fotoğraf, gerçek nesneler, video vs) çalışmalarını teşvik etmektedir.75	1	2	3	4	5	6
11.	2. Sınıf İngilizce Öğretim Programında önerilen ders araç-gereçleri programın etkili bir şekilde uygulanması için yeterli niteliğe sahiptir.76	1	2	3	4	5	6
12.	2. Sınıf İngilizce Öğretim Programında önerilen görsel-işitsel ders araç-gereçleri kolayca elde edilebilir niteliktedir. 77	1	2	3	4	5	6
13.	2. Sınıf İngilizce Öğretim Programını uygulamada önerilen araç-gereçler (materyaller) yetersizdir.78	1	2	3	4	5	6
14.	2. Sınıf İngilizce Öğretim Programında önerilen ders araç-gereçleri, programın gerektirdiği yöntem ve tekniklere uygundur.79	1	2	3	4	5	6
15.	2. Sınıf İngilizce Öğretim Programında önerilen ders araç-gereçleri öğrencilerin derse ilgisini çekebilecek niteliktedir.80	1	2	3	4	5	6
16.	2. Sınıf İngilizce Öğretim Programında kullanılan ders kitabı yetersizdir.81	1	2	3	4	5	6
17.	2. Sınıf İngilizce Öğretim Programında oyun-temelli bir öğretim yaklaşımı uygulamak zordur. 82	1	2	3	4	5	6
18.	2. Sınıf İngilizce Öğretim Programında öğrenci ders kitabı kullanılmaması uygundur.83	1	2	3	4	5	6

19.	2. Sınıf İngilizce Öğretim Programında önerilen ders/alıştırma kitapları tek başına içeriği sunmaya-pratik yapmaya-üretmeye (Present-Practice-Production) yeterlidir.84	1	2	3	4	5	6
20.	2. Sınıf İngilizce Öğretim Programında önerilen kesme,-boyama yapıştırma etkinlikleri etkin bir şekilde yapılmaktadır.85	1	2	3	4	5	6

Anket bitmiştir. Katılımınız için teşekkür ederim.

Appendix C. 2nd Grade ELTP Evaluation Scale

İLKOKUL 2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI'NA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ

Sevgili öğretmenler,

Bu form Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi doktora tez çalışması kapsamında, 4+4+4 eğitim sistemi dahilinde yeniden düzenlenen *İlkokul 2. sınıflarda uygulanan İngilizce öğretim programı'na* ilişkin görüşlerinizi almak için hazırlanmıştır. Formda 2. Sınıf İngilizce Öğretim Programı'nın uygulanabilirliği ve uygulamadaki meselelerin ortaya koyulması ile ilgili görüşlerinizi almak üzere oluşturulan sorular bulunmaktadır. Bu nedenle sorulara içtenlikle cevap vermeniz çok önemlidir. Yanıtlarınız yalnızca araştırma amacıyla kullanılacaktır. Ankete katılımınızdan dolayı teşekkür ederim.

Çalışma hakkında daha fazla bilgi almak için *aerarslan@pau.edu.tr* adresinden bana ulaşabilirsiniz.

Ali ERARSLAN-Pamukkale Üniversitesi- Yabancı Diller Yüksekokulu

A- KİŞİSEL VE MESLEKİ BİLGİLER
1-**Cinsiyet**: Kadın ( )　　　　　Erkek ( )
2- **Yaş**:
3- **Mezun Olduğunuz Lisans Programı**: -Varsa, mezun olduğunuz Yüksek Lisans ve Doktora Programları (Lütfen Belirtiniz):
4- **Kıdem Yılınız**:
5-**2. Sınıflarda ne kadar zamandır İngilizce dersine girmektesiniz?** ....(Ay) / ....(Yıl)
6-**2. Sınıflardaki ortalama sınıf mevcudunuz?**
7-**2. sınıflar haricindeki sınıflarda İngilizce derslerine giriyor musunuz?**: Evet ( ) Hayır ( ) -Cevabınız *Evet* ise hangi sınıflarda İngilizce derslerine giriyorsunuz? :..................
8- **Yan Dal Öğretmeni misiniz?** Evet ( )　　Hayır　　( ) -Cevabınız *Evet* ise; daha önceki alanınız?: ....
9-**4+4+4 Eğitim Sistemi ile ilgili olarak İNGİLİZCE ÖĞRETİM PROGRAMI alanında herhangi bir hizmet içi eğitim semineri, konferans ya da çalıştaya katıldınız mı?** Evet ( ) Hayır ( ) Cevabınız *Hayır* ise 10. Sorudan devam ediniz. Cevabınız *Evet* ise katıldığınız seminer/konferans/çalıştay'ın;

Adı	**Süresi** (Kaç Saat/Gün/Hafta)	**Amacı** (örneğin: materyal geliştirme, oyunlar, teknikler vs)	**Teorik ağırlıklı/Uygulama ağırlıklı**

İLKOKUL 2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI'NA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ

Sevgili öğretmenler,

Bu form Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi doktora tez çalışması kapsamında, 4+4+4 eğitim sistemi dahilinde yeniden düzenlenen *İlkokul 2. sınıflarda uygulanan İngilizce öğretim programı'na* ilişkin görüşlerinizi almak için hazırlanmıştır. Formda 2. Sınıf İngilizce Öğretim Programı'nın uygulanabilirliği ve uygulamadaki meselelerin ortaya koyulması ile ilgili görüşlerinizi almak üzere oluşturulan sorular bulunmaktadır. Bu nedenle sorulara içtenlikle cevap vermeniz çok önemlidir. Yanıtlarınız yalnızca araştırma amacıyla kullanılacaktır. Ankete katılımınızdan dolayı teşekkür ederim.

Çalışma hakkında daha fazla bilgi almak için *aerarslan@pau.edu.tr* adresinden bana ulaşabilirsiniz.

Ali ERARSLAN-Pamukkale Üniversitesi- Yabancı Diller Yüksekokulu

1				
2				
3				

10- Katıldığınız hizmet içi eğitim semineri, konferans ya da çalıştayın programın amaçlarına ulaşmada size katkısı oldu mu? (Belirtiniz)

11- Katıldığınız hizmet içi eğitim semineri, konferans ya da çalıştay hakkında daha fazla belirtmek istediğiniz görüşleriniz:

12- İngilizce Programı'nın Değerlendirilmesi ile ilgili düşüncelerinizi almak için yapılacak **GÖRÜŞME'ye** katılmak ister misiniz?

E ( )   H ( )   Cevabınız **EVET** ise;

Görev yaptığınız okulun adı:...

İsminiz: ....   **İletişim**..

B- 2. Sınıf İngilizce Öğretim Programı'na ilişkin Görüşler

Bu bölümdeki her bir madde de 2. Sınıf İngilizce Öğretim Programı'na ilişkin görüşlerinize yönelik ifadeler yer almaktadır. Her bir ifadeyi dikkatli bir şekilde okuduktan sonra sizin görüşünüzü yansıtan **1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Kısmen Katılıyorum, 4= Katılıyorum, 5= Kesinlikle Katılıyorum, 6=Fikrim Yok** seçeneklerinden birini (**X**) ile işaretleyiniz.

	2. Sınıf İngilizce Öğretim Programı'na İlişkin Görüşler	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum		Kesinlikle Katılıyorum	Fikrim Yok
21.	2. Sınıf İngilizce Öğretim Programı'nda önerilen kesme, boyama, yapıştırma etkinlikleri etkin bir şekilde yapılmaktadır.	1	2	3	4	5	6
22.	2. Sınıf İngilizce Öğretim Programı'nda önerilen etkinlikler farklı öğrenme biçimlerine sahip öğrenciler için uygundur.	1	2	3	4	5	6
23.	2. Sınıf İngilizce Öğretim Programı'nda öğretme ve öğrenme etkinlikleri, ünitelerin amacı ile öğrenci kazanımlarını gerçekleştirici niteliğe sahiptir.	1	2	3	4	5	6
24.	2. Sınıf İngilizce Öğretim Programı'nda önerilen yöntem ve teknikler öğrencilerin derslere aktif katılımlarını sağlayıcı özelliktedir.	1	2	3	4	5	6
25.	2. Sınıf İngilizce Öğretim Programı'nda önerilen yöntem ve teknikler görsel/işitsel farklı ders materyallerinin kullanılmasını gerektirmektedir.	1	2	3	4	5	6
26.	2. Sınıf İngilizce Öğretim Programı'nda İngilizce öğretimi için önerilen yöntem ve teknikler programın amaçlarına uygundur.	1	2	3	4	5	6
27.	2. Sınıf İngilizce Öğretim Programı öğrencilerin görsel / işitsel materyallerle (fotoğraf, gerçek nesneler, video vs) çalışmalarını teşvik etmektedir.	1	2	3	4	5	6
28.	2. Sınıf İngilizce Öğretim Programı'nda önerilen ders araç-gereçleri, programın gerektirdiği yöntem ve tekniklere uygundur.	1	2	3	4	5	6
29.	2. Sınıf İngilizce Öğretim Programı'nda önerilen ders araç-gereçleri programın etkili bir şekilde uygulanması için yeterli niteliğe sahiptir.	1	2	3	4	5	6
30.	2. Sınıf İngilizce Öğretim Programı'nın içeriğinde bulunan konular farklı öğretim yöntem ve tekniklerinin uygulanabilmesine uygundur.	1	2	3	4	5	6
31.	2. Sınıf İngilizce Öğretim Programı'nın içeriği, farklı etkinliklerin sınıf içinde yapılmasına olanak sağlamaktadır.	1	2	3	4	5	6
32.	2. Sınıf İngilizce Öğretim Programı'nın içeriği, eğitim öğretim yılı boyunca öğrencilerin ilgilerini devam ettirebilecek niteliktedir.	1	2	3	4	5	6
33.	2. Sınıf İngilizce Öğretim Programı öğrencilere İngilizce iletişim kurmaları için gerekli dil bileşenlerini sağlamaktadır.	1	2	3	4	5	6
34.	2. Sınıf İngilizce Öğretim Programı öğrencilerin derste öğrendiklerini gerçek yaşamda uygulamalarını sağlayacak yeterliliktedir.	1	2	3	4	5	6
35.	2. Sınıf İngilizce Öğretim Programı öğrencilerin ihtiyaçları göz önüne alınarak hazırlanmıştır.	1	2	3	4	5	6
36.	2. Sınıf İngilizce Öğretim Programı'nın kazanımları bireyin günlük hayatında işine yarayacak türdendir.	1	2	3	4	5	6
37.	İngilizce 2. Sınıf Öğretim Programı'nın kazanımları öğrencilerin gündelik deyişlerle somut gereksinimleri karşılamasını sağlayıcı niteliktedir.	1	2	3	4	5	6
38.	2. Sınıf İngilizce Öğretim Programı ülkemizin her yerinde İngilizce öğretimine uygundur.	1	2	3	4	5	6
39.	2. Sınıf İngilizce Öğretim Programı'nı uygulamada kılavuz kitapları öğretmene yol gösterici yeterliliğe sahiptir	1	2	3	4	5	6

40. 2. Sınıf İngilizce Öğretim Programı öğretmenlerin dersleri planlamasına kolaylık sağlamaktadır.	1	2	3	4	5	6
41. 2. Sınıf İngilizce Öğretim Programı'nın amaçları 2. sınıf öğrencilerinin hazır bulunuşlukları ile örtüşmektedir.	1	2	3	4	5	6
42. 2. Sınıf İngilizce Öğretim Programı öğrencilerin İngilizceyi kendilerine güvenerek öğrenmeleri amacını taşımaktadır.	1	2	3	4	5	6
43. 2. Sınıf İngilizce Öğretim Programı'nın içeriği, öğrencilerin oyun-sanat temelli (eğlenerek, oyun oynayarak) öğrenebilecekleri bir eğitim ortamı oluşturmaya elverişlidir.	1	2	3	4	5	6
44. 2. Sınıf İngilizce Öğretim Programı'nın amacı öğrencilerin yabancı dile ilişkin öğrenme motivasyonlarını arttırmaktır.	1	2	3	4	5	6
45. 2. Sınıf İngilizce Öğretim Programı'nın amacı İngilizceyi öğrencilere sevdirmektir.	1	2	3	4	5	6
46. 2. Sınıf İngilizce Öğretim Programı'nın konuşma becerisi kazanımları öğrencilerin konuşma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5	6
47. 2. Sınıf İngilizce Öğretim Programı'nın konuşma becerisi kazanımları öğrencilerin ulaşabileceği düzeydedir.	1	2	3	4	5	6
48. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları öğrencilerin duyuşsal gelişimlerine (ilgi, istek, olumlu tutum vb.) uygundur.	1	2	3	4	5	6
49. 2. Sınıf İngilizce Öğretim Programı kazanımları, öğrencilerin günlük iletişimde basit cümle yapılarını kullanabilmelerini sağlayıcı niteliktedir.	1	2	3	4	5	6
50. 2. Sınıf İngilizce Öğretim Programı İngilizce ile ilk defa tanışan öğrencilerin iletişimi merkeze almasını sağlamaktadır.	1	2	3	4	5	6
51. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları gözlenebilir niteliktedir.	1	2	3	4	5	6
52. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları öğrenci merkezli eğitim-öğretim ilkelerine uygundur.	1	2	3	4	5	6
53. 2. Sınıf İngilizce Öğretim Programı'nın içeriğinde yer alan konular öğrencilerin yaşına uygun konulardan oluşmuştur.	1	2	3	4	5	6
54. 2. Sınıf İngilizce Öğretim Programı'nın içeriğinde bulunan kelime bilgisi öğrencilerin öğrenebileceği temel kelimelerden oluşmaktadır.	1	2	3	4	5	6
55. 2. Sınıf İngilizce Öğretim Programı'nın içeriği 2. sınıf öğrencilerinin ihtiyaçlarına cevap verecek nitelikte düzenlenmiştir.	1	2	3	4	5	6
56. 2. Sınıf İngilizce Öğretim Programı'nın içeriği, programın amaç ve kazanımlarının ulaşılmasını gerçekleştirecek şekilde düzenlenmiştir.	1	2	3	4	5	6
57. 2. Sınıf İngilizce Öğretim Programı'nın içeriği, öğrencilerin günlük yaşamı (ev, okul, yakın çevre vb.) ile ilişkilendirilmiştir.	1	2	3	4	5	6
58. 2. sınıf İngilizce Öğretim Programı'nın kapsamı (öğrenciye sunduğu kelime-dilbilgisi-söz öbekleri bağlamında) bu seviyedeki öğrenciler için uygundur.	1	2	3	4	5	6
59. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları öğrencilerin son derece yalın ifadeleri anlayabilmelerini/kullanabilmelerini sağlayıcı niteliktedir.	1	2	3	4	5	6
60. 2. Sınıf İngilizce Öğretim Programı'nın Kazanımları başlangıç (A1) seviyesinde öğrencilerin yabancı dil öğrenme düzeyine uygundur.	1	2	3	4	5	6
61. 2. Sınıf İngilizce Öğretim Programı'nın içeriği, kendi içinde basitten karmaşığa doğrudur.	1	2	3	4	5	6

2. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI İLE İLGİLİ BELİRTMEK İSTEDİĞİNİZ BAŞKA GÖRÜŞ, ÖNERİ VE VARSA ŞİKAYETLERİNİZİ LÜTFEN BELİRTİNİZ:

....

....

Appendix D. 2nd Grade ELTP Classroom Observation Form

OBSERVATION SCHOOL:	**DATE:**
CLASS:	**COURSE BOOK:**
UNIT:	**SUBJECT:**
COURSE DURATION:	**NUMBER OF STUDENTS:**
TEACHER'S NAME:	
PHYSICAL CONDITION of CLASSROOM	
Computer	YES (.....) NO (.....)
Projector:	YES (.....) NO (.....)
Audio System:	YES (.....) NO (.....)
English Corner:	YES (.....) NO (.....)
CLASSROOM ENVIRONMENT	

Traditional Seated Classroom	(......)
U-Shaped Seated Classroom	(......)
Modular Seated Classroom	(......)
Horseshoe Seated Classroom	(......)
Circle Seated Classroom	(......)

	Time Interval	TALLYMARKS	TOTAL	ADDITIONAL NOTES
CLASSROOM INTERACTION				
Whole Class				
Individual Student				
Group Work				
PairWork				
LANGUAGE FOCUS				
Listening				
Speaking				
Reading				
Writing				
Pronunciation				
Grammar				
Vocabulary				
Culture				
MEDIUM OF TEACHING				
Arts and Crafts				
Chants and Songs				
Cognates				

Communicative Activities		
TPR		
Drama/Miming		
Drawing and Coloring		
Flashcards		
Games		
Labeling		
Story Telling		
Reordering		
TEACHING ACT		
Narrate		
Explain		
Question&Answer		
Drill		
Routines		
Demonstration		
Dialogue		
Repetition		
MATERIAL		
Textbook		
Audio Materials		
Visual Materials		
Audio-Visual Materials		
Lists		
Picture Dictionaries		
Authentic Materials		

Notices			
Posters			
Signs			
Tables			
LANGUAGE			
L1			
L2			

Additional

Notes:...

....

....

Appendix E. The permission granted by MoNE for the study

Appendix F. List of Public Primary Schools in Denizli included in the main study

1- Ahmet   Gökşin İlkokulu

2- Fatih   İlkokulu

3- Merkez   Efendi İlkokulu

4- Sadettin   Kıbrıslıoğlu İlkokulu

5- Toki   İlkokulu

6- Pakize   Ve Suzan Özkardeş İlkokulu

7- Başkarcı   Mustafa Kulaklı İlkokulu

8- Denizli   Ticaret Odası Ahi Sinan İlkokulu

9- Hüsamettin   Kulaklı İlkokulu

10- Gazi   İlkokulu

11- Okul   Yaptırma Ve Yaşatma Derneği İlkokulu

12- Yardım   Sevenler Derneği İlkokulu

13- 19   Mayıs İlkokulu

14- Ahmet   Nuri Erikoğlu İlkokulu

15- Hacı   İbrahim Cin İlkokulu

16- Adil   Demireren Mustafa Musoğlu İlkokulu

17- Atatürk   İlkokulu

18- Osman   Özgür İlkokulu

19- Ekrem   Başer İlkokulu

20- Ahmet   Sami Uslu İlkokulu

21- Reşat   Vural İlkokulu

22- Hacıeyüplü   İlkokulu

23- Raşit   Özkardeş İlkokulu

24- Fitnat   – Ahmet Engin İlkokulu

25- Katip   Çelebi İlkokulu

26- Kocadere Vali Mehmet Özgün İlkokulu

27- Vakıfbank   İlkokulu

28- Mehmet   Atmaca İlkokulu

29- Milli   Eğitim Koruma Derneği İlkokulu

30- Tevfik   Fikret Kaya İlkokulu

31- Saadet   Erikoğlu İlkokulu

32- Hacı   Ahmet Paralı İlkokulu

33- Doğan   Demircioğlu Emsan İlkokulu

34- Necip   Fazıl Kısakürek İlkokulu

35- Ahmet   Nuri Özsoy İlkokulu

36- Hacı   Leman Oto İlkokulu

37- Hacı   İbrahim Demireren Cumhuriyet İlkokulu

38- Vali   Recep Yazıcıoğlu İlkokulu

39- Dentaş   İlkokulu

40- Arif Yalınkaya İlkokulu

41- İsmail   Uslu İlkokulu

42- Mükerrem-Mehmet   Eke İlkokulu

43- Şemikler   Amiroğlu İlkokulu

44- Zehra   Suna Manasır İlkokulu

45- Tekkeköy   İlkokulu

46- Ressam   İbrahim Çallı İlkokulu

47- Üçler   İlkokulu

48- Musa   Kazım Manasır İlkokulu

49- Zaferiye   Abalıoğlu İlkokulu

50- Denizli   Ticaret Borsası İlkokulu

51- Müftü   Ahmet Hulusi İlkokulu

52- Ali   Baysal İlkokulu